



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination[®]

CAPE[®]

CARIBBEAN STUDIES SYLLABUS

Effective for examinations from May–June 2013

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Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@exc.org
Website: www.exc.org

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The Garrison, St Michael BB14038, Barbados

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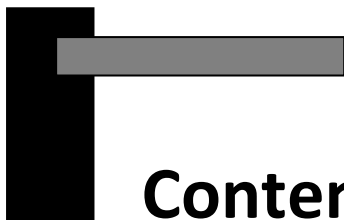
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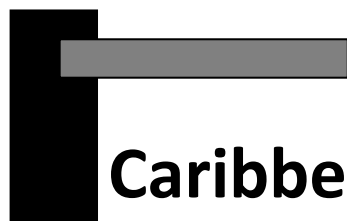


Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE Diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



Caribbean Studies Syllabus

◆ RATIONALE

Caribbean Studies is an interdisciplinary field of study that draws on perspectives, largely from the humanities and social sciences to provide an understanding of Caribbean society and cultures.

For the purpose of this syllabus, the Caribbean region is defined in terms of its geography, common historical experiences, cultural identities, participation in the global community, intermixing of diverse ethnic and racial groups, and its continuing struggle for survival and sovereignty. The region comprises mainland territories including Belize, Suriname, Guyana; and island states; such as the Lesser and Greater Antilles; the Bahamas, Bermuda, Trinidad and Tobago and the Netherland Antilles. It also includes Caribbean diasporic communities.

This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing the small states which comprise the region. Such study integrates perspectives from various disciplines including, *Cultural Studies and Ethics, Economics, Government and Politics, History, International relations, Physical and Human Ecology, and Sociology, as tools for understanding Caribbean society and culture.*

Students who successfully complete a course in Caribbean Studies will have developed an appreciation for the challenges and potential of being Caribbean citizens. They will have an understanding of their own roles and responsibilities in preserving and contributing to their Caribbean heritage. They will have attained attributes of the Ideal Caribbean Person who "is aware of the importance of living in harmony with the environment" and "has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community." Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities. Finally, they will recognise these identities as continually evolving out of the interactions taking place among the cultures of the Caribbean region and the diaspora, and between the Caribbean and the rest of the world.

◆ AIMS

This syllabus aims to:

1. develop an understanding of the factors which influence the evolution of Caribbean society and culture *in the region and its diaspora*;
2. develop an awareness of how current global trends *and cultures* affect, and are affected by, the Caribbean Region *and its diaspora*;



3. *develop an understanding of the issues which are important to the development of the Caribbean Region and its diaspora;*
4. *develop the capability to investigate and report on issues which promote a better understanding of the Caribbean region and its diaspora;*
5. *encourage reflection on how factors which have shaped the Caribbean Region and its diaspora, have influenced their lives and the lives of their communities;*
6. *develop a respect for Caribbean cultural diversity and identities;*
7. *develop an appreciation of the importance of dealing justly and equitably with other groups and individuals;*
8. *develop the ability to apply acquired skills and abilities in making decisions and responding to challenges in their personal lives.*

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under three headings:

- (a) *Knowledge and Comprehension;*
- (b) *Use of Knowledge;*
- (c) *Enquiry and Communication.*

Knowledge and Comprehension

The ability to:

- (a) *understand the facts, concepts, principles, processes and theories covered by the syllabus;*
- (b) *understand the range of experiences that have shaped Caribbean society and culture;*
- (c) *explain different perspectives of development in the Caribbean Region and diaspora;*
- (d) *understand the nature and purpose of research.*

Use of Knowledge

The ability to:

- (a) *use facts, concepts and principles;*
- (b) *organise information as a basis for classification;*
- (c) *apply facts and knowledge to illustrate a range of phenomena;*
- (d) *assess the relevance of various perspectives for understanding issues in the Caribbean Region and its diaspora;*
- (e) *interpret and make inferences from data;*
- (f) *appreciate the limitations of data;*
- (g) *make judgements based on evidence, draw conclusions and make relevant recommendations.*

Enquiry and Communication

The ability to:

- (a) *use primary and secondary sources of data collection;*
- (b) *analyse and evaluate various sources of information;*
- (c) *use various methods of investigation;*
- (d) *investigate issues related to Caribbean society and culture;*
- (e) *draw reasoned conclusions based on data findings;*
- (f) *communicate ideas, findings and recommendations, clearly and logically in appropriate format.*

◆ PRE-REQUISITES OF THE SYLLABUS

Any person who has completed five years of secondary education or its equivalent should normally be able to pursue the course of study defined by the syllabus.

◆ STRUCTURE OF THE SYLLABUS

The Caribbean Studies *Syllabus* is interdisciplinary. It comprises three Modules, each requiring at least 50 hours. Students will develop the skills and abilities identified through the study of:

Module 1	-	Caribbean Society and Culture
Module 2	-	Issues in Caribbean Development
Module 3	-	<i>Investigating Issues in the Caribbean</i>

◆ APPROACHES TO TEACHING THE SYLLABUS

The Caribbean *Studies* Syllabus requires an interdisciplinary approach in its delivery. This approach captures the contributions of a range of disciplines to provide an understanding of the Caribbean experience. This can be facilitated by team teaching, *which should be coordinated to ensure the effective achievement of each Module's objectives.*

While the Modules are presented within this Syllabus in a linear manner, it must be emphasised that any Module may be studied first, and aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' needs and interests. For example, Module, 1 and 3 can be taught simultaneously. In this way students can begin early preparation of the School-Based Assessment assignments.

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2 may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1; for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged from the start of the study of this Unit, to keep a record of readings and authors they find helpful.

◆ MODULE 1: CARIBBEAN SOCIETY AND CULTURE

OVERVIEW

Module 1 introduces students to the role played by geography in shaping the society and culture of the Caribbean Region *and its diaspora* as well as the historical evolution of Caribbean society. *It also explores* the cultural characteristics of the Caribbean people, *the evolution of the Caribbean diaspora* and the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the factors which have shaped Caribbean society and culture, including Caribbean diasporic communities;
2. appreciate how cultural traits evident throughout the region have resulted from Caribbean peoples' experiences;
3. understand the common features which exist within Caribbean diversity;
4. understand the relevance of concepts encountered within the Module to their own lives and to the lives of their communities.

SPECIFIC OBJECTIVES

Students should be able to:

1. locate and define the Caribbean Region *and its diaspora*;
2. *analyse the impact of the historical process in Caribbean society and culture*;
3. *analyse* the characteristic features of Caribbean society and culture;
4. *analyse the process of identity and social formation in the Caribbean*;
5. assess the impact of geographical processes on Caribbean society and culture;
6. evaluate the ways in which societal institutions impact on their lives;
7. *evaluate the ways in which the Arts and popular culture impact Caribbean society*;
8. analyse how the global community and Caribbean society impact each other.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

CONTENT

1. Location and Definition of the Caribbean Region and its Diaspora

- (a) Geographical location:
 - (i) names of territories;
 - (ii) sub-regions, for example, Greater Antilles, Lesser Antilles, Bahamas;
 - (iii) position of territories in relation to the Caribbean Sea, Atlantic Ocean and the continental land masses.
- (b) Definitions of the Caribbean Region:
 - (i) geographical;
 - (ii) geological;
 - (iii) historical;
 - (iv) political;
 - (v) *diasporic*.

2. The Historical Process

- (a) Migratory movements and the establishment of patterns of settlement by different groups within the Caribbean from pre-Columbian times to 1838.
- (b) *Migratory movements within and outside the region from 1838 to present day: recognition of diasporic communities, for example, Santo Domingo, Panama and London.*
- (c) The development of systems of production: slash and burn, encomienda, slavery, indentureship, the plantation system.
- (d) Responses of the Caribbean people to oppression and genocide: resistance, revolution, development of peasant groups.
- (e) Movements toward independence:
 - (i) political enfranchisement;
 - (ii) adult suffrage;
 - (iii) internal self-government;
 - (iv) economic enfranchisement;
 - (v) entrepreneurial activities, including shopkeeping and savings societies.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. *Characteristics of Society and Culture*

- (a) Society:
 - (i) shared common purpose;
 - (ii) a defined territorial space;
 - (iii) continuity over time and space;
 - (iv) citizenship within a space.
- (b) Culture:
 - (i) learned behaviour common to all human beings;
 - (ii) *customs and traditions*;
 - (iii) norms and values which provide a guide to behaviour;
 - (iv) institutions which prescribe behaviour;
 - (v) *gendered practices, for example, child rearing, employment.*

4. *Identity and Social Formation*

- (a) Cultural Diversity:
 - (i) positive and negative effects of cultural diversity; ethnic and cultural differences; the accommodation made among different ethnic groups with respect to space, political and economic power and social visibility.
- (b) Social Stratification:
 - (i) plantation society and its impact on Caribbean social stratification (that is, race, colour, and money as major factors in social stratification); education as a basis for new class formation and upward mobility;
 - (ii) concepts such as plantocracy, intelligentsia, middle class, bourgeoisie, working class, underclass, caste.
- (c) *Creolisation and Hybridisation*:
 - (i) *process of cultural change in the Caribbean: acculturation, plural society; creolisation as argued by Edward Kamau Braithwaite; douglarisation, hybridisation;*
 - (ii) racial admixture and colour in the formation of Caribbean society and culture, *for example*, terms like mulatto, mestizo, dougla, creole;
 - (iii) erasure, retention and renewal of cultural practices.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

5. Impact of Geographical Phenomena

- (a) Plate tectonics:
 - (i) definition;
 - (ii) location and movement of the Caribbean plate *and its interaction with other plates*;
 - (iii) earthquakes and volcanoes: *threat of tsunami*, social displacement.
- (b) Hurricanes – social and economic consequences.
- (c) Soils – erosion, conservation.
- (d) Coral reefs – coastal protection, sustainability of fishing industry.
- (e) Droughts and *Floods* – *social and economic impact*.

6. Impact of Societal Institutions on Caribbean People

- (a) *Family forms such as nuclear, extended, visiting.*
- (b) Education: *How has education impacted societal institutions in the region (colonial vs. pre-colonial; gender).*
- (c) Religion: *African, Asian, European derived, syncretic.*
- (d) Justice System: *police, courts including Caribbean Courts of Justice, correction.*

7. Caribbean Arts and Popular Culture in the Region and its Diaspora

- (a) *Caribbean art forms (for example, popular music, culinary practices, festivals).*
- (b) *Human and cultural development via the arts.*
- (c) *Contributions made by individuals, for example, Rex Nettleford, Louise Bennet, Beryl McBurnie, Paule Marshal, Aubrey Cummings, Martin Carter.*
- (d) *Art Forms in the diaspora, Carnivals, for example, Notting Hill, Caribana and the West Indian Day Parade.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

8. Caribbean-Global Interactions

- (a) *Caribbean influences on extra-regional countries:*
 - (i) *Political issues created within countries of Europe and North America by the presence of large numbers of Caribbean people (for example, impact of the Haitians and Cubans living in Florida upon the politics of that State);*
 - *The impact of Caribbean Festivals, for example, Notting Hill in the United Kingdom, the West Indian Day parade in Brooklyn, Carnival in Miami and Caribana in Canada, on metropolitan countries*
 - *The impact of migrant labour on the metropolitan countries.*
 - (ii) *The impact of Rastafari on countries throughout the world.*
- (b) *Influences of extra-regional societies on the Caribbean:*
 - (i) *Consumption patterns: remittances, goods and services;*
 - (ii) *Art forms – impact of colonialism: music, theatre arts, visual arts;*
 - (iii) *Education: impact of colonialism; the information age; language; curriculum reforms.*
 - (iv) *Political influences:*
 - *Westminster System,*
 - *rule of law,*
 - *electoral processes,*
 - *labour: the influence of migratory labour;*
 - (iii) *Sport – cricket, soccer, basketball, track and field;*
 - (iv) *Religion – traditional and non-traditional religious practices.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Students are encouraged to compile a Glossary of key terms and concepts drawn from the Module.
2. Students can create a scrapbook based on newspaper, magazine and Internet clippings which are relevant to the themes in the Modules.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. Produce maps and charts to define the Caribbean illustrating features of the physical environment, patterns of settlement and migration.
4. Individual or group projects in which students conduct interviews with members of the society on societal and cultural changes.
5. Lectures by elders of the community on the characteristics of Caribbean society and culture.
6. Tours to plantations; documentaries on slavery, resistance, free villages and independence.
7. Class debate on the struggle for and benefits of independence.
8. Using video footage, photographs from media houses and international agencies on hurricanes and volcanoes, students can produce their assessment of the impact of these disasters on society and economy.
9. Students can design posters on the importance of soils and coral reefs to territories.
10. Invite musicians, calypsonians, and folklorists to give lectures on creative expressions.
11. Students to deliver 5-7 minute presentation on the impact of societal institutions on Caribbean people.
12. *Create a podcast on a Caribbean carnival in Canada, Britain or the United States. Share this podcast with your friends on YouTube.*
13. *Post a blog on the likely impact of an earthquake and tsunami in your country. Write brief comments on the ways in which the impact of the above could be mitigated.*
14. *Create a short video on a festival in your country and share with your friends on YouTube.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

RESOURCES

- Barriteau, E. *Confronting power, theorizing gender: interdisciplinary perspectives in the Caribbean*, Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2003.
- Beckles, H. *Centering Woman: Gender Discourses in Caribbean Slave Society*, Kingston, Ian Randle Publishers, 2002.
- Benn, D. *Caribbean Intellectual History*, Kingston: Ian Randle Publishers, 2004.
- Best, K. *Culture at the Cutting edge: Tracking Caribbean Popular Music*, Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2004.
- Boxill, I. (ed) *The Globalisation of Rastafari*, Kingston: Arawak Publications, 2008.
- Chevannes, B. *Rastafari: Roots and Ideology*, Mona: Syracuse University Press Series, The Press, 1994.
- Deosaran, R., Reddock, R. and Mustapha, N. *Contemporary Issues in Social Science: A Caribbean Perspective*. Vol: 1, 1994.
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- Reddock, R. (ed.) *Ethnic Minorities in Caribbean Societies*, St. Augustine: ISER, 1996.
- Reddock, R. "Conceptualizing differences in Caribbean feminist theory, in New Caribbean thought", Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2000.
- Shepherd V. and Richards, G. *Questioning Creole: Creolisation Discourses in Caribbean culture*, Kingston: Ian Randle Publishers, 2002.
- Sutton, C. and Chaney, S. (eds.) *Caribbean Life in New York City: Socio-cultural Dimensions*, Centre of Migration Studies, New York, 1987.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

Websites:

<http://www.pwi.netcom.com/-hhenke>

<http://www.caricom.org>

<http://www.idealz-institute.com>

<http://www.caribxplorer.com>

♦ MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT

OVERVIEW

Module 2 introduces students to different conditions which satisfy the definition of development. It *explores* interrelationships among social, cultural, political and economic factors in the development of the Caribbean Region *and its diaspora* and *examines* key individuals and institutions which have shaped the region's development.

GENERAL OBJECTIVES

On completion of this Module, students should demonstrate an understanding of the relationship between:

1. politics, economics and *human* development;
2. culture and development;
3. technology and development;
4. social justice and development.

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the concepts of development and the indicators used to measure development;
2. evaluate how development in the region is influenced by political, economic, social, cultural, environmental and technological factors;
3. assess the ways in which globalisation affects development in the region;
4. explain the ways in which the evolution of the integration movement in the Caribbean has influenced development in the region;
5. evaluate the importance of sports to the development of the region;
6. assess the significance of Caribbean thought to the development of the region;
7. critically analyse factors which impact mass media's contribution to the development of the region;
8. formulate reasoned responses to issues of social justice within their communities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

CONTENT

1. Concepts and Indicators of Development

- (a) Concepts:
 - (i) sustainable development;
 - (ii) economic development;
 - (iii) *human development*.
- (b) Indicators:
 - (i) *Gross Domestic Product (GDP)*;
 - (ii) *Gross National Product (GNP)*;
 - (iii) *per capita*;
 - (iv) *Gini coefficient*;
 - (v) *Human Development Index (HDI)*;
 - (vi) productivity;
 - (vii) *Internet penetration*;
 - (viii) *modern technology*;
 - (ix) *good governance*;
 - (x) *responsible* environmental factors.

2. Factors that Promote or Hinder Development

- (a) *Gender inequality*.
- (b) Political ideologies and popular movements.
- (c) Distribution of wealth and resources.
- (d) Changing class boundaries.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (e) *Entrepreneurial drive and activity.*
- (f) Natural and *human-made* disasters.
- (g) *Government policies.*
- (h) *Use of technology.*
- (i) *Global conditions.*
- (j) *Quality and relevance of education.*
- (k) Tourism:
 - (i) contribution;
 - (ii) challenges;
 - (iii) *Caribbean Tourism Organisation (CTO).*

3. Globalisation and Development

- (a) *Definition and Forms of Globalisation.*
- (b) Facilitators of globalisation *and development*, for example:
 - (i) World Trade Organisation (WTO);
 - (ii) *Economic Partnership Agreement (EPA);*
 - (iii) International Monetary Fund (IMF);
 - (iv) World Bank;
 - (v) transnational organisations;
 - (vi) technology;
 - (vii) ideologies: *social, gender, economic, political.*
- (c) *Impact and Response to Globalisation:*
 - (i) industry and commerce;
 - (ii) distributional sector (supermarkets, department stores);
 - (iii) labour;
 - (iv) technology;

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (iv) ideology;
- (v) *popular movements*: Caribbean Association for Feminist Research and Action (CAFRA), Women's Action for New Directions (WAND), Environmental and Social Justice Non-Governmental Organisations.

4. The Integration Movement

- (a) The Evolution of:
 - (i) *West Indies Federation (WIF)*;
 - (ii) Caribbean Free Trade Association (CARIFTA);
 - (iii) The Caribbean Community *and Common Market* (CARICOM);
 - (iv) Organisation of Eastern Caribbean States (OECS);
 - (v) Association of Caribbean States (ACS).
- (b) *Achievements and challenges of the following*:
 - (i) The Caribbean Community and Common Market (CARICOM);
 - (ii) The University of the West Indies (UWI);
 - (iii) Caribbean Examinations Council (CXC);
 - (iv) West Indies Cricket Board (WICB);
 - (v) Caribbean Institute of Media and Communication (CARIMAC);
 - (vi) CARICOM Single Market and Economy (CSME);
 - (vii) Regional Security System (RSS);
 - (viii) Caribbean Development Bank (CDB).

5. Contributions of Sport

- (a) Generation of income.
- (b) Health and fitness.
- (c) Educational opportunities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (d) *Development of Caribbean identity.*
- (e) Discipline and morale.
- (f) *International recognition.*
- (g) Sports tourism.

6. Intellectual Traditions

Objectives and impact of the following:

- (a) *African Caribbean thought: Pan Africanism; negritude; Rastafari;*
- (b) *economic and political thought: industrialisation by invitation; Marxism; dependency theory;*
- (c) *Caribbean feminist thought and theories of gender;*
- (d) *Indo-Caribbean thought;*
- (e) indigenous perspectives.

7. Roles and Functions of the Mass Media

- (a) *Provision of information.*
- (b) Entertainment.
- (c) Construction of national, *regional and diasporic* identity.
- (d) *Promotion of cultural experience and exchange.*
- (e) *Responding to cultural imperialism.*
- (f) *Promotion and defence of rights and citizens.*

8. Social Justice

- (a) Knowledge of competing concepts of social justice, for example, recognition of natural rights, welfare and mutual advantage.
- (b) Discrimination on the grounds of age, gender, ethnicity, race, class, *and sexual orientation; police brutality.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (c) Indicators of development affected by breaches of social justice:
 - (i) levels of social *inequality*;
 - (ii) productivity *levels*;
 - (iii) quality of life;
 - (iv) *democratic rights*.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Students are encouraged to compile a Glossary of terms and concepts drawn from the Module.
2. Students compile a scrap book on the lives and work of persons who have contributed to the development of the region in the field of politics, labour, the arts, sports.
3. A class research project: for example, the development by groups of students of charts to show a comparative performance among countries of the Caribbean Region in areas like GNP, provision of health, literacy rates and unemployment.
4. Student Parliamentary debate on the World Bank Report for the Caribbean.
5. Class debates on a range of topical issues, for example, CARICOM, social justice, health, crime and economic issues.
6. Panel discussion on Caribbean intellectual traditions.
7. Students write a 'play' on globalisation and its effects.
8. A guided tour to a local media corporation.
9. Students can evaluate television and radio programmes, advertisements based on criteria arrived at through class discussion.
10. Students write letters to the editor of national newspapers, formulating responses to a range of issues.
11. Students create posters on the improper disposal of industrial waste and overcrowding in urban centres.
12. *Students can take a series of video clips to show how tourism has stimulated infrastructural developments in their country. They can place their clips on YouTube and invite comments on how the tourism product might be improved.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

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- Beckles, H. *A Spirit of Dominance: Cricket and Nationalism in the West Indies*, Kingston: Ian Randle Publishers, 1997.
- Benn, D. and Hall, K. (eds). *Globalization: a calculus of inequality*, Kingston: Ian Randle Publishers, 2000.
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- Dunn, H. *Globalization, Communications and Caribbean Identity*, Kingston: Ian Randle Publishers, 1995.
- Girvan, N. *Rethinking Development*, Kingston: Consortium Graduate School in the Social Sciences, 1995.
- Hall, K. (ed) *The Caribbean Community: beyond survival*, Kingston: Ian Randle Publishers, 2001.
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- Karagiannis, N. and Witter, M. *The Caribbean Economies in an Era of Free Trade*, United Kingdom: Ashgate, 2004.
- Leo-Rhynie, E., Bailey, B. and Barrow, C. *Gender: A Multi Disciplinary Reader on the Caribbean*, Kingston: Ian Randle Publishers 1996.
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Journal

IDEAZ Journal, Vols. 2-7.

Reports

- CARICOM Secretariat *Caribbean Trade and Investment Report: Corporate Integration and Cross Border Development*, 2005.
- Courtman, S. (ed) *Beyond the blood, the Beach and the Banana: New Perspectives in Caribbean Studies*, 2004.
- Jayawardena, C. (ed) *Caribbean Tourism: People Service and Hospitality*.
- University of the West Indies *CARICOM Project: CSME: Challenges, Benefits and Prospects*

◆ MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN

OVERVIEW

This Module introduces students to some of the major concepts and skills which should be mastered in conducting research. Through the research process, students will have the opportunity to deepen their understanding of a defined area of Caribbean *regional and diasporic* experience which they have selected.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. demonstrate research and analytical skills;
2. work independently or in teams to formulate, conduct and report on inquiries into issues they have identified as significant to the region *and its diaspora*;
3. appreciate the importance of ethical issues in conducting research;
4. *apply appropriate techniques of analysis to issues in the Caribbean.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the nature and purpose of research;
2. identify a research problem;
3. *formulate relevant research questions and/or hypotheses;*
4. evaluate existing information about the problem;
5. *apply various methods of enquiry;*
6. *apply appropriate methods of sampling;*
7. apply appropriate forms for presenting data and techniques for analysing data;
8. adhere to basic principles for maintaining ethical standards in conducting research.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

CONTENT

1. Nature and Purpose of Research

- (a) *Forms of knowledge: tradition, experience, scientific.*
- (b) Systematic enquiry.
- (c) Generation of new knowledge.
- (d) Reliability and validity in research.
- (e) Problem solving.

2. The Research Problem

- (a) Identification of a research problem.

3. (a) Research Objectives

- (i) *writing a research question, a problem statement or hypothesis;*
- (ii) *significance of the study.*

(b) Characteristics of Research Objectives

- (i) *relevance;*
- (ii) *direct link to research problem;*
- (iii) *informed by sources;*
- (iv) *clarity.*

4. Sources of Information

- (a) Identifying and accessing sources:
 - (i) existing literature;
 - (ii) Internet sources;
 - (iii) oral histories;
 - (iv) newspaper reports;

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

- (v) minutes of meetings;
 - (vi) archive.
- (b) Criteria for selection and use:
 - (i) relevance;
 - (ii) *degree of validity*;
 - (iii) adequacy.

5. **Methods of Enquiry**

- (a) *Surveys.*
- (b) *Focus groups.*
- (c) *In-depth interviews.*
- (d) *Use of primary and secondary materials.*
- (e) *Participant and non-participant observation.*

6. **Sampling**

- (a) *Probability and non-probability.*
- (b) Target population.

7. **Forms of Presenting Data and Techniques for Analysing Data**

- (a) Tabular.
- (b) Graphic.
- (c) Text.
- (d) Trends/*patterns*.
- (e) Comparisons.
- (f) Categorisation.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

8. **Conclusion and Recommendations**

- (a) Main findings in relation to research objectives.
- (b) Areas of contention in relation to research objectives.
- (c) New and interesting findings, if any.
- (d) Limitations of the study.
- (e) Areas for further research.

9. **Referencing Style:** *American Psychological Association (APA) or Modern Languages Association (MLA) or Chicago Manual of Style: for example, one of the following:*

- (a) Bibliographies.
- (b) Referencing.

10. **Principles of Ethical Conduct**

- (a) Consent of research subjects.
- (b) Respect for privacy and confidentiality.
- (c) Integrity and transparency of the research process.
- (d) Avoidance of plagiarism.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

THEMES

Recommended Areas for Investigation

The following themes represent areas of interest to the contemporary Caribbean Region and its diaspora in terms of their significance to regional development. Under each theme, broad areas for possible study are identified for the guidance of students.

Students are required to choose one of the themes to be the subject of the research project.

A. The Environment

- (i) Pollution.
- (ii) Sewage and Solid Waste Management.
- (iii) Coming to terms with Natural and *Human* Disasters.
- (iv) Housing and growing populations.
- (v) Protection of Parks and the National Heritage.
- (vi) Toxic Waste Disposal.
- (vii) Renewable and non-renewable resources of the Caribbean.

B. The Mass Media

- (i) Impact of selected media on cultural expressions and values.
- (ii) Issues arising from the control of information by extra-regional media organisations.
- (iii) Issues surrounding censorship and freedom of information.
- (iv) Effects of media messages on the economies of Caribbean countries.
- (v) The effects of new technologies on the growing influence of the mass media in the Caribbean.

C. Gender Issues in the Caribbean

- (i) Changing male-female relationships in the Caribbean - causes and characteristic features.
- (ii) Gender issues in education.
- (iii) Gender relations in the workplace.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

(iv) Gender issues in the mass media.

(v) Gender issues and the law.

D. The Productive Sector and Development

(i) Farming practices and land tenure.

(ii) Development of appropriate technologies.

(iii) Impact of new technologies.

(iv) Foreign dominance of the productive sectors.

(v) Tourism.

(vi) Agro-industries.

E. Health

(i) Changing patterns of disease.

(ii) The impact of cultural habits and value systems.

(iii) Traditional/modern medicine.

(iv) Health care and the economy.

(v) Sexual and reproductive health - social, economic, ethical and legal issues.

F. Crime in the Caribbean

(i) Crime as a function of changing social structures and technologies.

(ii) Trade in illicit narcotics.

(iii) Impact of crime on the economy and on the political structure.

(iv) Effects of crime on the society.

(v) Impact on the physical well-being of individuals of the region.

(vi) International relations in the control of crime.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

G. Sports

- (i) Effect of identified policies on the development of sports.
- (ii) Physical benefits.
- (iii) Sports and the regional/national economy.
- (iv) Impact of developing technologies on performance in sports.
- (v) Changing patterns of interest and involvement.

H. The Work Place

- (i) Patterns of unemployment; causes and effects of unemployment.
- (ii) Impact of changing technologies.
- (iii) Challenges of entrepreneurial activity in the Caribbean.
- (iv) Changing role of labour unions.
- (v) Industrial Law in the work place.
- (vi) Providing education for the world of work.

I. The Languages of the Caribbean

- (i) Historical and social factors shaping Caribbean Creoles.
- (ii) Implications for maintaining European languages as the official languages of the region.
- (iii) Roles and functions of Creole languages within Caribbean societies.
- (iv) Oral traditions within the culture.

J. Religion

- (a) *Emergence and persistence of folk forms of worship.*
- (b) *Religion and education in the region.*
- (c) *Impact of modernisation on religion in the Caribbean.*
- (d) *Religion and alternative forms of medicine.*
- (e) *Religion and social change in the region.*
- (f) *Impact of religion on family values.*

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

K. Literary, Performing, *Theatre* and Visual Arts

- (i) Factors affecting the evolution of identified art forms (for example, history, inter-culturation, new technologies).
- (ii) Existing and potential roles for the literary, performing, theatre and visual arts in the development of countries within the Caribbean.
- (iii) Ethical and legal issues (copyright, censorship).
- (iv) Impact of globalisation.

L. Education

- (i) *Education as a function of changing social structure.*
- (ii) *The provision of education for citizens.*
- (iii) *Effects of male underachievement.*
- (iv) *Impact of education on society.*
- (v) *Impact of emerging technologies in education.*

M. Music

- (i) *Social factors shaping music in the Caribbean.*
- (ii) *Development and promotion of the Caribbean music industry.*
- (iii) *Impact of dancehall music in society.*
- (iv) *Types of music in Caribbean society: reggae, calypso, chutney, soca, zouk, steelpan.*
- (v) *Impact of technology on the development of music in the region.*

N. Caribbean Festivals

- (i) *Concepts of secular and religious festivals.*
- (ii) *Community traditions and celebrations.*
- (iii) *Carnivals; masquerade.*
- (iv) *Caribbean Festival of Arts (CARIFESTA).*
- (v) *Caribbean Diasporic Festivals.*

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

O. Technology and Globalisation

- (i) *Types of technologies that drive globalisation.*
- (ii) *Evaluation of policies that promote the use and development of global technologies in the Caribbean.*
- (iii) *The extent to which global technologies impact on economic development in the Caribbean.*
- (iv) *The positive and negative impacts of global technologies on Caribbean society.*

P. Migration and Diaspora

- (i) *Concept of homeland: The idea of belonging, separation, ancestral home.*
- (ii) *Dispersal, migration and human settlement.*
- (iii) *Causes and consequences of migration: push vs. pull factors (voluntary and involuntary migration, the lived experience in the diaspora), economics, family re-unification, religious beliefs.*
- (iv) *Defining a Caribbean Diaspora: The issue of double consciousness.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Discuss the importance of the research paper in terms of the overall examination.
2. Discuss research types and methods by teacher and other resource person(s).
3. Provide a range of examples of problem statements, followed by class discussion to critically evaluate the effectiveness and completeness of sample problem statements.
4. Provide examples of literature review, conclusion and *referencing style*.
5. Group analysis of sample research reports so as to help students to arrive at an understanding of components parts, and of formats appropriate to different types of research design.
6. Develop a glossary of crucial research terms.
7. Guided group library tours to help students to identify and access sources of information.
8. Develop interviewing skills followed by class evaluation of the interviews.
9. Mini-observation assignments within the classroom, the school, community or the workplace.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

10. Discuss the use and acknowledgement of sources to avoid plagiarism.
11. Discuss the common problems encountered in designing and conducting research.
12. Teacher feedback on project.
13. Establish time-lines for submission of drafts of the project.

Scope and Depth of Study

Students should be guided in making decisions about scope and depth as they conduct and report on this study, by the constraints of time and by the proposed length of the report. This will affect, for instance, the nature of the problem chosen, the population selected for study, and the extent of coverage of the relevant literature. It will also increase the demand that coverage of the literature be relevant and succinct.

Time Management

During the course of the study, **twenty** contact hours are proposed for teaching the basic concepts of research and the skills of preparing a research proposal and report as well as for discussion of factors which must be considered at different stages of the study.

Twenty hours are allocated for the students' independent work in carrying out the different phases of the study. At this time, the role of the teacher will be that of an advisor.

Planning and Preparation for the Module

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2, may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1; for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged, from the start of this Unit, to keep a record of readings and authors they find helpful.

RESOURCES

- | | |
|---------------------------------------|--|
| Boxill, I., Chambers, C. and Wint, E. | <i>Introduction to Social Research: With Applications to the Caribbean</i> , UWI, Canoe Press, 1997. |
| Poupeye, V. | <i>Caribbean Art</i> , Thames and Hudson, 1998. |
| Roberts, P. | <i>West Indians and their Language</i> , Cambridge: Cambridge University Press, 2001. |

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

West Indian Commission	<i>A Time for Action: Report of the West Indian Commission</i> , Mona: The Press, University of the West Indies, 1992.
World Health Organization	<i>Health and Environment in Sustainable Developments Five Years after the Earth Summit</i> , 1997.

Websites:

<http://www.idealz-institute.com>

<http://www.caribxplorer.com>

◆ OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT

(60 per cent)

Written Papers
(4 hours 30 minutes)

Paper 01
(1 hour 30 minutes) This paper will consist of 45 compulsory multiple-choice items. There will be 15 items based on each Module. 27 per cent

Paper 02
(3 hours) Eight essay questions of which candidates must answer four. 33 per cent

SCHOOL-BASED ASSESSMENT (SBA)

(40 per cent)

Paper 03/1

The School-Based Assessment will consist of a research project. The project will enable the student to demonstrate skills and competencies developed from each of the three Modules.

Paper 03/2

Private candidates are required to write Paper 03/2, an alternative to the School-Based Assessment paper.

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

External Assessment by Written Papers (60 per cent of Total Assessment)

Paper 01 (1 hour 30 minutes – 27 per cent of Total Assessment)

1. Composition of Paper

This paper comprises 45 compulsory multiple-choice items covering all three Modules.

2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge across the breadth of the syllabus.

3. Question Type

Each multiple-choice item will test either Knowledge and Comprehension, Use of Knowledge or Enquiry and Communication.

4. Mark Allocation

- (a) One mark will be assigned for each question.
- (b) The total number of marks available for this paper is 45 and it will be weighted to 80.
- (c) The paper will contribute 27 per cent of the total mark.

Paper 02 (3 hours – 33 per cent of Total Assessment)

1. Composition of Paper

- (a) This paper comprises four sections: Sections A, B, C and D. Sections A and C test objectives in Module 1 and Sections B and D test objectives in Module 2.
- (b) Each section consists of two questions for a total of eight questions on the paper.
- (c) Candidates are required to answer four questions, one from each of the four sections.

2. Syllabus Coverage

This paper tests Modules 1 and 2. Four questions will be set on Module 1 and four questions on Module 2. Candidates are required to answer two questions on each Module.

3. Question Type

- (a) Questions on this paper will test higher-order thinking skills such as application, analysis, synthesis and evaluation. Candidates will be expected to present a case for or against a particular point of view, using the concepts and issues discussed in the course.

- (b) There will be two types of questions.

4. Question Type

- (c) Questions on this paper will test higher-order thinking skills such as application, analysis, synthesis and evaluation. Candidates will be expected to present a case for or against a particular point of view, using the concepts and issues discussed in the course.
- (d) There will be two types of questions.

Sections A and B

There will be four questions. These will test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation.

Each question is worth 20 marks and candidates are required to answer one of two questions on Module 1 and one of two questions on Module 2.

Sections C and D

There will be four questions. These will require candidates to analyse problem cases, discuss and make evaluative comments on *issues*, and present arguments for or against a particular point of view.

Each question is worth 30 marks and candidates are required to answer one of two questions on Module 1 and one of two questions on Module 2.

5. Mark Allocation

- (a) Questions in Sections A and B will be awarded 20 marks each.
- (b) Questions in Sections C and D will be awarded 30 marks each.

SCHOOL-BASED ASSESSMENT (40 per cent)

School-Based Assessment is an integral part of the students' assessment of the course of study covered by this syllabus. It is intended to assist the students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the students to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to the students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are also intended to assist teachers in awarding marks that are reliable estimates of the achievements of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of the student. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which the students' performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of the relevant skills and the testing and rewarding of the student.

REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT

The School-Based Assessment component of the Caribbean Studies Syllabus is a research project testing the concepts and skills contained in Module 3. Each candidate will conduct research and submit a report on any area of the themes outlined on pages 24 – 28 of the syllabus. Teachers will mark this report according to the guidelines and School-Based Assessment criteria set out in the syllabus.

*The research project is marked out of 60 and will be weighted by CXC to 120 marks. **The School-Based Assessment component of the examination contributes 40 per cent of the total mark for the Unit.***

Skills to be assessed

Candidates will be assessed on their ability to:

1. *formulate relevant research questions;*
2. *conduct research using different methods;*
3. *present data in a variety of forms;*
4. *apply appropriate techniques to analyse data;*
5. *discuss their findings and draw reasoned conclusions;*
6. *make relevant and practical recommendations;*
7. *present report in an appropriate format.*

Managing the research project

The research project is worth 40 per cent of the candidate's total mark. Adequate class time should therefore be devoted to Module 3 on which the project is based. Teachers should ensure that sufficient time is allowed for teaching the research skills contained in the Module, explaining the requirements of the School-Based Assessment, discussing the assessment criteria and monitoring and evaluating the project work.

Planning

It is important to start planning for the research project work early. Agreed deadlines should be established. Dates for the following activities should be set:

1. *submission of research title;*
2. *description of research project;*
3. *completion of information collection;*
4. *submission of first draft;*
5. *research project completion.*

Length of the report

The length of the report should be between 2000 and 2500 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. *The teacher is expected to provide guidance at all stages of the project by, for example, assisting students in selecting an appropriate topic, forms of data presentation, methods of data analysis suggesting sources of information, and ensuring clarity in the writing of the research report.*
2. *Students should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the criteria upon which the report will be assessed.*
3. *It should be clearly emphasised to students that the project report should be their own work.*

Authenticity

*Teachers should ensure that each research report is the work of the candidate. This can be achieved by viewing and monitoring the report throughout its development. This guards against plagiarism **and** ensures that the work is the intellectual property of candidates. Authenticity can also be checked by having students:*

- (a) discuss aspects of the report;
- (b) explain primary and secondary sources needed, and summarise findings;
- (c) *complete aspects of the research project during class time.*

FORMAT OF THE RESEARCH REPORT

- (a) Length: 2,000 - 2,500 words.
- (b) Structure: Cover Page (Title, Name, Date); Acknowledgements.
- (c) Table of Contents:
 - (i) Introduction and Purpose of Research
 - (ii) Literature Review
 - (iii) Data Collection Sources
 - (iv) Presentation and Analysis of Data
 - (v) Discussion of Findings
 - (vi) Conclusion/Limitations of the Research/Recommendations
 - (vii) Bibliography
 - (viii) Appendices

Allocation of Marks for the Research Project

Marks will be allocated according to the following scheme:

		Marks
A	Introduction and Purpose of Research, Statement of Problem	(5)
B	Literature Review	(8)
C	Data Collection Sources	(4)
D	Presentation and Analysis of Data	
	(a) Presentation of Data	(8)
	(b) Analysis of Data	(10)
E	Discussion of Findings	(12)
F	Conclusion, Limitations of the Research, Recommendations	(8)
*G	Overall Presentation and Writing Skills	(5)
		[Total 60 marks]

*The points to be considered for section G (Overall Presentation and Writing Skills) are as follows:

Overall Presentation

- (a) Cover Page
- (b) Acknowledgements
- (c) Table of Contents
- (d) Bibliography
- (e) Appendices

Writing Skills

- (a) Organisation of ideas
- (b) Vocabulary, use of language
- (c) Grammar and Spelling

Marks for the Research Project will be allocated across Modules in the ratio 1: 1: 4, that is, Module 1 will be allocated 10 marks, Module 2 will be allocated 10 marks and Module 3 will be allocated 40 marks. For example, if the total marks for the project is 48 out of 60, the marks should be divided in the ration 1: 1: 4. Therefore, the candidate will receive 8 marks for Module 1, 8 marks for Module 2 and 32 marks for Module 3.

CARIBBEAN STUDIES

MARK SCHEME

RESEARCH PROJECT

A.	INTRODUCTION	5 marks
	<i>(Purpose of Research – Statement of Problem)</i>	
	<ul style="list-style-type: none">• <i>Excellent explanation of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(5 marks)</i>
	<ul style="list-style-type: none">• <i>Good explanation of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(4 marks)</i>
	<ul style="list-style-type: none">• <i>Satisfactory explanation of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(3 marks)</i>
	<ul style="list-style-type: none">• <i>Limited understanding of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(2 marks)</i>
	<ul style="list-style-type: none">• <i>Weak explanation of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(1 mark)</i>
	<ul style="list-style-type: none">• <i>Unsatisfactory explanation of the:</i><ul style="list-style-type: none">– <i>purpose of the research</i>– <i>statement of the question or problem to be researched</i>– <i>value of the research</i>– <i>technical terms used in the study</i>	<i>(0 mark)</i>

B. LITERATURE REVIEW **8 marks**

(A comprehensive review of the literature and previous research related to the area of investigation and using at least four different sources)

- *Excellent understanding of the relevant literature and previous research on the problem and related them properly to the study, using appropriate referencing format that is, placed the research clearly in context.* *(8 marks)*
- *Good understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research appropriately in context.* *(6 -7 marks)*
- *Adequate understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research satisfactorily in context.* *(5 marks)*
- *Limited understanding of the relevant literature and previous research on the problem and related them in a limited manner to the present study, that is, placed the research in context in a limited way.* *(3 - 4marks)*
- *Weak understanding of the relevant literature and previous research and showed little connection to the present study, that is, was unable to put the research in context.* *(2 marks)*
- *Unsatisfactory explanation of the relevant literature and previous research and showed no connection to the present study, that is, was unable to put the research in context.* *(0 - 1 mark)*

C. DATA COLLECTION SOURCES **4 marks**

(A description of the various sources from which data were collected, the methods used to collect data and how the sources contributed to understanding the area being investigated)

- *Excellent description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(4 marks)*
- *Good description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(3 marks)*
- *Adequate description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(2 marks)*
- *Limited description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(1 mark)*

- *Unsatisfactory description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* (0 mark)

D. PRESENTATION AND ANALYSIS OF DATA

(i) Presentation of data **8 marks**

(A presentation of the data from the various sources. These should be presented using a variety of forms that are appropriate, well-labelled and accurate)

- *Excellent presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well labelled, presented accurately.* (8 marks)
- *Good presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well labelled, presented accurately most of the time.* (6 -7 marks)
- *Adequate presentation of the data and some tables, graphs, maps or text but not using as many varied methods as could have been used; the data were for the most part accurate and adequately labelled.* (5 marks)
- *Limited presentation of the data using few graphs or tables or text, not always using the most effective method; the data were not always well presented or accurate.* (3 - 4 marks)
- *Weak presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (2 marks)
- *Unsatisfactory presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (0 -1 mark)

(ii) Analysis of Data **10 marks**

(An explanation of what results were obtained, why they were yielded and identification of trends, patterns and anomalies)

- *Excellent interpretation – clear, accurate and very relevant to the issues being studied.* (8 - 9 marks)
- *Very Good interpretation – clear, accurate and relevant to the issues being studied.* (6 - 7 marks)
- *Adequate interpretation – clear, not always accurate and not always relevant to the issues being studied.* (5 marks)
- *Limited interpretation – generally unclear, inaccurate and of limited relevance to the issues being studied.* (4 marks)

- *Weak interpretation – mostly unclear, inaccurate and of very little relevance to the issues being studied.* (2 - 3 marks)
- *Unsatisfactory interpretation – unclear, generally inaccurate and was not relevant to the issues being studied.* (0 - 1 mark)

E. DISCUSSION OF FINDINGS

12 marks

(A logical and coherent discussion of the findings and their implications. The discussion should relate to the purpose of the investigation, and make comparisons with previous research)

- *Excellent explanation of the:* (12 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Very good explanation of the:* (10 - 11 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Good explanation of the:* (7 - 9 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Adequate explanation of the:* (5 - 6 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Limited explanation of the:* (3 - 4 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Weak explanation of the:* (2 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Unsatisfactory explanation of the:* (0 – 1 mark)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*

F. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS **8 marks**

(A summary of the conclusions drawn from the research, the limitations of the research and relevant recommendations)

- *Conclusions* (2 marks)
 - supported by data in the study 1 mark
 - selection of areas of interest 1 mark
- *Limitations of the research design* (2 marks)
 - issues that impeded the research process 1 mark
 - shortcomings of the study 1 mark
- *Recommendations* (4 marks)
 - Relevant or related to the study 2 marks
 - Practicable 2 marks

G. OVERALL PRESENTATION AND WRITING SKILLS **5 marks**

(Communication of information in a logical way using correct grammar)

- *Presentation* (2 marks)
 - Appropriate bibliography. 2 marks
 - Layout and organisation (relevant cover age, table of contents and Appendices)
- *Writing Skills* (3 marks)
 - High level of writing competence, for example, flow of ideas and argument, use of language, grammar, spelling. 3 marks
 - Adequate writing skills, for example, flow of ideas and argument, use of language, grammar, spelling. 2 marks
 - Limited writing skills, for example, weak use of language and grammar, several spelling errors. 1 mark
 - Unsatisfactory writing skills, for example, poor use of language, poor grammar, many errors in spelling. 0 mark

◆ **REGULATIONS FOR PRIVATE CANDIDATES**

Private candidates will be required to write Papers 01, 02 and 03/2. Detailed information on Papers 01 and 02 is given on pages 32 – 33 of this syllabus.

Private candidates are required to write, Paper 03/2, an Alternative Paper to the School-Based Assessment. *This paper is worth 40 per cent of the total mark for the Unit.*

Paper 03/2 is a written paper consisting of three questions designed to test the skills developed by students in the School-Based Assessment. Questions will test various stages of the research process, and will be based on a Case Study as well as on the candidate's research. A list of research topics are provided on pages 42 - 44 of the syllabus. Candidates are required to select a topic from those

identified for the examination year in which they are registered. Candidates are required to conduct the relevant research in preparation for writing Paper 03/2.

Paper 03/2 (1 hour 30 minutes – 40 per cent of Total Assessment)

1. Composition of Paper

- (a) *This paper consists of three questions in two sections, Section A and Section B.*
- (b) *Section A comprises ONE compulsory question based on a case study. Questions will be structured and will consist of several parts.*
- (c) *Section B comprises two structured questions of which candidates answer ONE. Questions will be based on the research conducted by candidates. It is recommended that candidates select the question **based on the topic selected for research** from pages 42 - 44 of the syllabus.*
- (d) *Candidates answer TWO questions on the paper.*
- (e) *There will be a combined question paper and answer booklet for Paper 03/2.*

2. Syllabus Coverage

- (a) *This paper is intended to test the knowledge and skills contained in Module 3 and outlined on pages 20 - 30 of the syllabus.*
- (b) *Candidates will be required to demonstrate relevant knowledge and skills in the context of the topics identified on pages 42 - 44 of the syllabus.*

3. Question Type

Questions will be structured, consisting of several parts.

4. Mark Allocation

- (a) *Each question will be worth 30 marks. Candidates will be required to answer TWO questions.*
- (b) *The maximum mark on this paper is 60. **Paper 03/2 contributes 40 per cent of the total mark for the Unit.***

THE FOLLOWING IS A LIST OF TOPICS FOR THE 2013 – 2017 EXAMINATIONS

For Examination 2013

- 1. *Conduct an investigation on migration of West Indians to the United Kingdom since 1945. In your investigation you should focus on the following:*
 - (a) *pull and push factors of this migration;*
 - (b) *experiences of the migrants in the metropole;*
 - (c) *social and economic impact of migration on the Caribbean;*
 - (d) *impact of return migration on the Caribbean.*

2. *Conduct an investigation on the tourist industry in a named Caribbean territory since 1945. In your investigation you should focus on the following:*
- (a) reasons for renewed emphasis on tourism since 1945;*
 - (b) social and economic impact of tourism on the named Caribbean territory;*
 - (c) current challenges posed by tourism;*
 - (d) current challenges facing tourism in that territory.*

For Examination 2014

3. *Conduct an investigation on the impact of a named sport on the development of the Caribbean region and diaspora. In your investigation you should focus on the following:*
- (a) reasons for the introduction of the sport;*
 - (b) policies implemented for the development of the sport;*
 - (c) impact of the sport on the society;*
 - (d) economic benefits of the sport.*
4. *Conduct an investigation on the impact of international assistance in the control of crime in a named Caribbean territory. In your investigation you should focus on the following:*
- (a) reasons for international assistance with respect to crime;*
 - (b) nature of such assistance;*
 - (c) impact of assistance on crime levels;*
 - (d) implications of such assistance.*

For Examination 2015

5. *Conduct an investigation on the link between religion and education in a named Caribbean country since 1900. In your investigation you should focus on the following:*
- (a) reasons for the linkages between religion and education;*
 - (b) evidence of those linkages;*
 - (c) importance of those linkages for social development.*
6. *Conduct an investigation on popular music in a named Caribbean territory. In your investigation you should focus on the following:*
- (a) origins of the popular music form;*
 - (b) contribution of two Caribbean artists to the art form;*
 - (c) social impact of the popular music form on the territory.*

For Examination 2016

7. *Conduct an investigation on the influence of global technologies on a named Caribbean territory since 1980. In your investigation you should focus on the following:*
 - (a) *main global technologies introduced;*
 - (b) *reasons for the introduction of global technologies;*
 - (c) *social and economic impact of these technologies.*
8. *Conduct an investigation into a festival in a named Caribbean territory. In your investigation you should focus on the following:*
 - (a) *origins of the festival;*
 - (b) *key components of the festival;*
 - (c) *social and cultural impact of the festival;*
 - (d) *challenges facing the festival.*

For Examination 2017

9. *Conduct an investigation on a chronic disease that is prevalent in a named Caribbean country. In your investigation you should focus on the following:*
 - (a) *possible causes of the selected disease;*
 - (b) *impact on the lives of persons who have the disease;*
 - (c) *impact of the disease on the economy.*
10. *Conduct an investigation on the agricultural sector in a named Caribbean country. In your investigation you should focus on the following:*
 - (a) *farming practices and land tenure;*
 - (b) *contribution of small farmers to development in the territory;*
 - (c) *challenges faced by small farmers and the social and economic impact of these challenges;*
 - (d) *measures put in place by the government and the farmers to address these challenges.*

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for the Unit showing marks assigned to papers and to Modules, and percentage contributions of each paper to the total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
External Assessment					
Paper 01 Multiple Choice	15 (30)	15 (30)	15 (20)	45 (80)	(27)
Paper 02 Essay	50	50	-	100	(33)
School-Based Assessment					
Paper 03/1 or Paper 03/2	20	20	80	120	(40)
TOTAL	85 (100)	85 (100)	95(100)	265 (300)	(100)

◆ **GLOSSARY OF BEHAVIOURAL VERBS USED IN THE CARIBBEAN STUDIES EXAMINATION**

WORD	DEFINITION
Analyse	Examine methodically and in detail the elements of a process, a situation or a theory, and then draw (a) conclusion(s).
Apply	Use knowledge and/or principles, approaches or theories to solve problems.
Assess	Present reasons for the importance of particular structures, relationships, processes or approaches.
Comment	State opinion or view with supporting reasons.
Compare and contrast	State, describe and elaborate on the similarities and differences.
Define	Provide a precise statement giving the nature or the scope or the meaning of a term; or use the term in one or more sentences so that the meaning is clear and precise.
Describe	Provide a detailed account, including significant characteristics or elements of an issue or situation.
Develop	Elaborate on or expand an idea or argument with supporting reasons.
Differentiate or Distinguish	State or explain briefly those differences between or among items or situations which can be used to define them or place them into separate categories.
Discuss	Write an extended answer defining key concepts, stating what is, exploring related concepts and issues, present reasoned arguments for and against, using detailed examples but not necessarily drawing a conclusion.
Evaluate	Weigh evidence and make judgements based on given criteria. The use of logical supporting reasons for a particular point is more important than the view held; usually both sides of an argument should be considered.
Examine	Write an extended answer defining key concepts, stating what is and exploring related concepts and issues.
Explain	Provide statements on what happened, how it happened and why it happened. Provide elaboration of particular terms, concepts, approaches.
Formulate	Develop a hypothesis.

WORD	DEFINITION
Give/State	Provide short, concise statements.
Identify	Name specific components or features. Point out, indicate without explanation or recognise and select.
Interpret	Explain the meaning of.
Investigate	Use appropriate procedures to observe, research, record data, analyse and draw logical conclusions.
Justify	Explain the correctness of/give reasons for the selection of.
List	Use headings only.
Name	Provide actual names (but no other details).
Outline	Provide main points, or features only without details.
Plan	Prepare to conduct an investigation.
Suggest	Offer an explanation deduced from information provided or previous knowledge and consistent with subject knowledge.

◆ RECOMMENDED READINGS

Magazines and Journals

The Journal of Eastern Caribbean Studies. (1985) 20:4. (Thematic Section: Caribbean Culture.)

CAFRA NEWS

CAREC Publications

Caribbean Affairs (UWI, School of Continuing Studies, St. Augustine).

CARICOM Perspectives

Caribbean Quarterly (UWI, Mona, Jamaica)

Centre for Gender and Development Studies Working Papers

PAHO Publications

Papers from the Nettleford Conference, 1996

The Trinidad and Tobago Review - Publication on the Quincentennial (Caribbean Culture and Identity)

WAND Occasional Papers

- The Economist
- Newsweek Magazine
- Time Magazine
- CDB Newsletter

Audio Visual Materials

The Caribbean Eye (Video Series). A Banyan UNESCO production

CARICOM Awardees, UNIFEM

Carry a Heavy Load, SISTREN THEATRE COLLECTIVE

God Give Us the Talent, UN/ECLAC, Social Affairs Division

Miss Amy and Miss May, SISTREN THEATRE COLLECTIVE

The Stewart Hall series on Caribbean History, BBC

Sweet Sugar Rage, SISTREN THEATRE COLLECTIVE

Western Zone Office
4 September 2014

CARIBBEAN EXAMINATIONS COUNCIL®

Caribbean Advanced Proficiency Examination®



CARIBBEAN STUDIES

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

- Paper 01
- Paper 02
- Paper 032

Mark Schemes/Keys:

- Paper 01
- Paper 02
- Paper 032



TEST CODE **02111010**

SPEC 2014/0211010

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

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

CARIBBEAN STUDIES

SPECIMEN PAPER

Unit 1 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. In addition to the test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following political ideologies emphasizes market-led development?

- (A) Marxism
- (B) Socialism
- (C) Capitalism
- (D) Communism

Sample Answer



The best answer to this item is “Capitalism”, so (C) has been shaded.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. Which Amerindian group settled in Central America in pre-Columbian times?
 - (A) Maya
 - (B) Tainos
 - (C) Ciboneys
 - (D) Kalinagos

2. Which of the following is NOT a characteristic of Caribbean society?
 - (A) Cultural diversity
 - (B) Social stratification
 - (C) Cultural homogeneity
 - (D) Cultural hybridization

3. The practice of using indigenous labour in the Caribbean in exchange for conversion to Christianity is referred to as
 - (A) asiento
 - (B) genocide
 - (C) encomienda
 - (D) indentureship

4. Which of the following is NOT a method of preventing soil erosion?
 - (A) Afforestation
 - (B) Deforestation
 - (C) Crop rotation
 - (D) Contour ploughing

5. Which of the following is an indigenous Caribbean art form?
 - (A) Rap
 - (B) Jazz
 - (C) R & B
 - (D) Reggae

6. Which of the following is an example of material culture?
 - (A) Food
 - (B) Norms
 - (C) Symbol
 - (D) Language

7. “Social structures, groups and institutions work together towards achieving social stability, and ensuring that the collective will of the members of society is achieved.”

This statement BEST summarizes which view of society?

 - (A) Marxist
 - (B) Socialist
 - (C) Interpretive
 - (D) Functionalist

8. Eurocentric ideals of society are BEST reflected in the ideology of
 - (A) Hinduism
 - (B) Garveyism
 - (C) Functionalism
 - (D) Rastafarianism

9. Creolization is a function of Caribbean society MAINLY because of the
 - (A) ability to tolerate other cultures
 - (B) merging of cultures to retain identity
 - (C) tendency towards social exclusivity
 - (D) need of the oppressed to gain recognition

10. Mulattos formed the middle layer of plantation society MAINLY because they had
 - (A) Creole mothers
 - (B) European fathers
 - (C) European mothers
 - (D) Amerindian parents

11. Which of the following is the BEST example of cultural retention?
 - (A) Video games for entertainment
 - (B) Microwave ovens for cooking
 - (C) Hammocks in the porch for relaxation
 - (D) European names used by Caribbean people

12. The declaration of Emancipation Day on 1 August as a public holiday by several Caribbean countries is an attempt at cultural
- (A) erasure
 - (B) retention
 - (C) diversity
 - (D) rehabilitation
13. The presence of Indian dishes, like roti and doubles in Trinidad and Tobago and Guyana, that are not found in India is MOST likely evidence of
- (A) creolization
 - (B) globalization
 - (C) racial unification
 - (D) social integration
14. Every year after carnival celebrations in Trinidad and Tobago, Mike Antoine takes some of his local band members to participate in Notting Hill, Caribana and Labour Day festivities. Mr Antoine's actions are a good example of the
- (A) underutilization of local culture
 - (B) overexploitation of local culture
 - (C) dominance of metropolitan culture
 - (D) influence of local culture on the diaspora
15. Marxists regard religion as the 'opiate' of the people because it
- (A) helps the poor
 - (B) makes the population happy
 - (C) allows suffering of the poor
 - (D) allows exploitation of the poor with rewards promised in the afterlife
16. The movement started by Aimé Césaire which focused on black consciousness and pride was referred to as
- (A) Rastafari
 - (B) Negritude
 - (C) Code Noir
 - (D) Pan-Africanism
17. The Gini Index is used to measure
- (A) energy
 - (B) sociability
 - (C) inequality
 - (D) productivity
18. Which of the following is NOT a feature of globalization?
- (A) E-commerce
 - (B) Protectionism
 - (C) Commercialization
 - (D) Trade liberalization
19. The concept of black consciousness was first popularized in the Caribbean by
- (A) Haile Selassie
 - (B) Marcus Garvey
 - (C) William Du Bois
 - (D) Martin Luther King
20. Which of the following is an indicator used to compare the distribution of wealth within a population?
- (A) Gini coefficient
 - (B) Gross national product
 - (C) Gross domestic product
 - (D) Human development index
21. The person PRIMARILY associated with industrialization by invitation in the Caribbean is
- (A) Aimé Césaire
 - (B) Marcus Garvey
 - (C) Sir Arthur Lewis
 - (D) Uriah Buzz Butler
22. Acknowledging that people of the same ethnic group faced similar problems is a main impact of
- (A) trade unions
 - (B) political parties
 - (C) Pan-Africanism
 - (D) the University of the West Indies

23. Sustainable tourism CANNOT be encouraged by utilizing
- (A) solar water heating
 - (B) natural ventilation and lighting
 - (C) environmental training for staff
 - (D) the coastline for the building of hotels
24. Caribbean feminists are interested in engendering Caribbean history in order to
- (A) study male – female relationships
 - (B) devalue the historical achievements of men
 - (C) oppose the traditional male-dominated roles in history
 - (D) distort history in order to give women increased roles
25. ‘Industrialization by invitation’ was intended to benefit the Caribbean region in which of the following ways?
- I. Transferring managerial and technical skills to Caribbean people
 - II. Providing a cheap labour force for foreign investors
 - III. Diversifying the mainly agricultural-based economies
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
26. Research objectives are important because they
- (A) contain dependent and independent variables
 - (B) prove the relationship between variables
 - (C) indicate the sources of information relevant to the study
 - (D) guide the researcher in developing relevant research questions
27. The mass media can promote Caribbean integration by
- (A) acting as a national watchdog
 - (B) monitoring political development
 - (C) supporting foreign film industries
 - (D) promoting sports heroes in the Caribbean
28. Janice applied for a job as an instrument technician in an industrial estate located in a Caribbean country. She was denied the position since as a Seventh Day Adventist she could not work on Saturdays.
- This act of discrimination against Janice is referred to as
- (A) racism
 - (B) sexism
 - (C) classism
 - (D) creedism
29. Ramesh is a passionate supporter of West Indian Cricket. However, he is very upset because no player from his native land was selected for the West Indies Cricket Team, and the stadium in his territory was not even chosen as a venue for any of the matches.
- The above situation demonstrates that one of the MAJOR challenges facing West Indies Cricket is
- (A) insularity among supporters
 - (B) competition for selection of venues
 - (C) development of new skills and talent
 - (D) conflict between management and players

Item 30 refers to the following conversation between two friends.

Alyssa: My favourite TV station is BET.
I just love Beyoncé.

Zoia: Me too, and don't you just love
her clothes?

Alyssa: Oh yes, I want to look just like
her.

- 30.** The situation described above can BEST be described as

(A) assimilation
(B) globalization
(C) cultural erasure
(D) cultural imperialism

- 31.** Problem-solving research is MAINLY referred to as research that is

(A) pure
(B) applied
(C) qualitative
(D) systematic

- 32.** An example of a primary source of information is information obtained from

(A) a letter
(B) a tribute
(C) a textbook
(D) an interview

- 33.** Which of the following is NOT a scientific method of sampling?

(A) Random
(B) Systematic
(C) Probability
(D) Convenience

- 34.** Systematic inquiry may be referred to as

(A) applied research
(B) the scientific method
(C) the generation of new knowledge
(D) an in-depth analysis of complex situations using words

- 35.** The MOST important function of the literature review in research is to

(A) clarify the problem statement
(B) link the research to important writers
(C) establish the major concepts in the review
(D) provide information for the introduction

- 36.** A hypothesis is BEST defined as a

(A) statement of the variables that the study is expected to analyze
(B) prediction of the relationships between variables
(C) description of the nature of the problem that is being investigated
(D) question that identifies the problem and the methods of investigation

- 37.** A valid source of secondary information for research in Caribbean Studies would be

(A) textbooks
(B) interviews
(C) observations
(D) questionnaires

- 38.** Jack presented his data using text and tabulation. This demonstrates a mix of

(A) validity and reliability measures
(B) qualitative and quantitative approaches
(C) probability and non-probability sampling
(D) comparison and categorization analysis

39. Which of the following should be considered when identifying a topic for research?

- I. Was the problem previously researched?
- II. Is the problem researchable and manageable?
- III. Is the problem an issue of significance to the government?

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

40. Which of the following statements is a hypothesis?

- (A) Examine the causes of obesity in St John's Village
- (B) What are the causes of youth violence in Mt Hope Village?
- (C) To what extent has pollution affected the village of Mt Deaux?
- (D) The use of alcohol is responsible for the poor performance of students at St John's High School

41. One MAJOR advantage of a review of existing literature is that it provides

- (A) related material
- (B) background information
- (C) specialist contact information
- (D) timely theoretical perspectives

42. A sixth form student is conducting research on the reasons why students are not doing their homework. Which sampling method would be MOST effective in ensuring that the views of students at all levels are represented?

- (A) Random
- (B) Systematic
- (C) Convenience
- (D) Stratified random

43. Max is conducting research on the topic "The effects of illegal drugs among teenagers".

In determining whether to use participant observation or questionnaires, Max's MAIN consideration could be

- I. reliability
- II. sample size
- III. ethical issues

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

44. A series of fights have occurred in a school. An investigation was carried out in which students were interviewed on the cause of the fights. The data would BEST be presented using

- (A) text
- (B) tables
- (C) charts
- (D) graphs

45. A teacher wishes to carry out an investigation on the types of food consumed by first form students at a high school. She wants an unbiased sample. What type of sampling should she use?

- (A) Random
- (B) Stratified
- (C) Purposive
- (D) Convenience

END OF TEST

CARIBBEAN STUDIES SPECIMEN PAPER 2014

Item	Specific Objective	Key	Item	Specific Objective	Key
1	1.3	A	26	2.3	A
2	1.4	C	27	2.7	D
3	1.2	C	28	2.8	D
4	1.5	B	29	2.5	A
5	1.7	D	30	2.6	D
6	1.3	A	31	3.1	C
7	1.3	D	32	3.5	D
8	1.6	C	33	3.5	D
9	1.4	B	34	3.1	B
10	1.4	B	35	3.4	C
11	1.4	C	36	3.3	C
12	1.4	C	37	3.4	A
13	1.8	A	38	3.1	B
14	1.7	D	39	3.2	A
15	1.6	D	40	3.3	D
16	2.6	B	41	3.2	D
17	2.1	C	42	3.6	C
18	2.3	B	43	3.8	D
19	2.6	B	44	3.7	D
20	2.3	A	45	3.6	A
21	2.6	C			
22	2.6	B			
23	2.2	D			
24	2.7	C			
25	2.6	A			



TEST CODE 02111020/SPEC/2011

FORM – 02111020/SPEC/2011

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

A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N

C A R I B B E A N S T U D I E S

S P E C I M E N P A P E R

P A P E R 0 2

3 hours

I N S T R U C T I O N S T O C A N D I D A T E S

1. This paper consists of eight questions, four on Module 1 and four on Module 2.
2. There are FOUR sections A, B, C and D. Each section consists of TWO questions. You MUST answer ONE question from EACH section, that is, a total of FOUR questions.
3. EACH question in Sections A and B is worth 20 marks. You are advised to spend no more than 35 minutes on any one of these questions.
4. EACH question in Sections C and D is worth 30 marks. You are advised to spend no more than 55 minutes on any one of these questions.
5. You should NOT bring notes or other textual materials into the examination room for use during the sitting of this paper.

SECTION A

MODULE 1 – CARIBBEAN SOCIETY AND CULTURE

Answer ONE question from this section.

EITHER

1. Explain THREE ways in which creolisation has impacted on the development of Caribbean art forms.

Total 20 marks

OR

2. Examine THREE ways in which the justice system, as a social institution, impacts on society and culture.

Total 20 marks

SECTION B

MODULE 2 – ISSUES IN CARIBBEAN DEVELOPMENT

Answer ONE question from this section.

EITHER

3. Explain how globalisation affects labour and trade in the Caribbean.

Total 20 marks

OR

4. Examine the ways in which entrepreneurial activity can promote development.

Total 20 marks

GO ON TO THE NEXT PAGE

SECTION C**MODULE 1 – CARIBBEAN SOCIETY AND CULTURE**

Answer ONE question from this section.

EITHER

5. “Caribbean migrants in the United Kingdom and North America have had a limited impact on these societies.” Present arguments for OR against this statement.

Total 30 marks

OR

6. Assess the extent to which religion continues to be significant in the lives of Caribbean people.

Total 30 marks

SECTION D**MODULE 2 - ISSUES IN CARIBBEAN DEVELOPMENT**

Answer ONE question from this section.

EITHER

7. Discuss the view that the policy of “industrialisation by invitation” has retarded Caribbean development.

Total 30 marks

OR

8. “Freedom of the press is a necessity in all Caribbean countries.”
Discuss the extent to which you agree with this view. Provide arguments and examples to support your answer.

Total 30 marks

END OF TEST

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

**C A R I B B E A N A D V A N C E D P R O F I C I E N C Y
E X A M I N A T I O N**

C A R I B B E A N S T U D I E S

S P E C I M E N P A P E R 0 2

M A R K S C H E M E

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
HEADQUARTERS

ADVANCED PROFICIENCY EXAMINATION

CARIBBEAN STUDIES

MARK SCHEME FOR PAPER 02 ESSAYS

MAXIMUM 20 MARKS

A. Knowledge **[Maximum 7 marks]**

Level 1. The candidate shows little or no understanding of the concepts critical to the discussion. Where concepts are identified, they are presented largely by means of discrete pieces of information which are not at all, or only tangentially, related to the question asked.

[1-3 marks]

Level 2. The candidate shows an understanding of some concepts critical to the discussion and demonstrates how these concepts are relevant to the issue being addressed to some extent.

[4-5 marks]

Level 3. The candidate shows a sound understanding of all the concepts critical to the discussion and consistently shows their relevance to the issues being discussed.

[6-7 marks]

B. Use of Knowledge **[Maximum 8 marks]**

Level 1. The candidate presents a poor discussion of the issues. Arguments are neither logical nor clear for the most part. Little supporting evidence is provided for positions taken.

[1-2 marks]

Level 2. The candidate presents an adequate discussion of the issues. Arguments are, in some cases, logical and clear. Some supporting evidence is provided for positions taken.

[3-5 marks]

Level 3. The candidate presents a sound discussion of the issues. Arguments are logical and clear; strong supporting evidence is provided for positions taken.

[6-8 marks]

C. Enquiry and Communication**[Maximum 5 marks]**

Level 1. The candidate demonstrates a weak command of the skills of communication. The student shows little mastery of vocabulary essential to conducting the discussion. Sentence structure is weak to the point where it obscures the meaning the candidate wishes to convey.

[1-2 marks]

Level 2. The candidate has, to some extent, mastered the vocabulary appropriate to conduct the discussion and shows an adequate command of mechanics. There may still be instances of flaws in sentence structure and paragraphing but the student adequately conveys the ideas and arguments.

[3-4 marks]

Level 3. The candidate demonstrates a sound command of the skills necessary to convey meaning. Ideas are clearly sequenced, and the student is able to manipulate vocabulary, sentence structure and paragraphing to convey ideas effectively.

[5 marks]

MAXIMUM 30 MARKS**A. Knowledge****[Maximum 10 marks]**

Level 1. The candidate shows little or no understanding of the concepts critical to the discussion of the problem or issue. Where concepts are identified, they are presented largely by means of discrete pieces of information which are not at all, or only tangentially, related to the question asked.

[1-3 marks]

Level 2. The candidate shows an understanding of some concepts critical to discussion of the problem or issue and demonstrates how these concepts are relevant to the question asked.

[4-7 marks]

Level 3. The candidate shows a strong understanding of all the concepts critical to the discussion of the problem or issue and consistently shows their relevance in the analysis or evaluation.

[8-10 marks]**B. Use of Knowledge****[Maximum 12 marks]**

Level 1. The candidate presents poor discussion or evaluative comments on the issues or problems. Arguments are neither logical nor clear for the most part. Little supporting evidence is provided for positions taken.

[1-4 marks]

Level 2. The candidate presents adequate discussion, evaluative comments or analysis of the problems or issues. Arguments are, in some cases, logical and clear. Some supporting evidence is presented for positions taken.

[5-8 marks]

Level 3. The candidate presents a sound discussion, analysis or evaluative comments on the issues or problems. Arguments are logical and clear. Supporting evidence is provided for positions taken.

[9-12 marks]

C. Enquiry and Communication**[Maximum 8 marks]**

Level 1. The candidate demonstrates a weak command of the skills of communication. The student shows little mastery of vocabulary essential to conducting the discussion, analysis or evaluation. Sentence structure is weak to the point where it obscures the ideas the candidate wishes to convey.

[1-2 marks]

Level 2. The candidate has, to some extent, mastered the vocabulary appropriate to conduct the discussion, analysis or evaluation and shows an adequate command of mechanics.

[3-5 marks]

Level 3. The candidate demonstrates a sound command of the skills necessary to convey meaning. Ideas are clearly sequenced, and the student is able to manipulate vocabulary, sentence structure and paragraphing to convey ideas effectively.

[6-8 marks]



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FORM 02111020/SPEC/2011

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

ADVANCED PROFICIENCY EXAMINATION

CARIBBEAN STUDIES

SPECIMEN PAPER

PAPER 02

KEY AND MARK SCHEME

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Question 1**Impact of creolisation on the development of Caribbean art forms.****Knowledge****[7 marks]**

Creolisation	Indigenous society
Culture	Syncretism
Cultural hybridization	Cultural retention
Cultural erasure	Cultural renewal
Caribbean art forms	Enculturation
Cultural Assimilation	Transculturation
Dougla	Mulatto
Diaspora	Popular culture
Mass communication	Acculturation

Use of Knowledge**[8 marks]**

The process of creolisation should be explained, emphasizing its end result as, for example, “the development of new art forms out of existing ones due to contact and interaction”.

Various cultural ingredients are part of the process of Caribbean creolisation, for example, African, Amerindian, European, Indian, Chinese, Portuguese, Lebanese.

Creolisation

- The process of creolisation means that the initial art form undergoes a change and becomes different in essence. As such, the creolised form, while sometimes similar in appearance, is different in nature and context from the original.

Caribbean art forms

- Caribbean art forms: for example, music, dance, painting, culinary practices, festivals.

The art forms have changed/adapted from their original form in the former geographical location and adapted to the requirements of the new area i.e. the Caribbean.

Acculturation

- Sometimes used interchangeably with the term ‘enculturation’; however, some Caribbean theorists have used the term to distinguish between the transmission of Creole cultural traits (enculturation) as opposed to the transmission of aspects of foreign cultural traits (acculturation) into the Creole society. Acculturation is therefore a necessary part of the Creolisation process as it allows for the inclusion/creation of a new, unique ‘mix’ of cultural elements that define the Caribbean.

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Cultural assimilation

- Cultural assimilation is a process of acceptance that allows the varying ways of life and world views of different ethnic groups to be merged together into one dominant cultural expression. It involves usually the acceptance (and active participation) by different cultural groups towards acceptance of the dominant cultural expression that defines all. The process of cultural assimilation, while allowing for the creation of a diverse dominant cultural expression, seeks to eliminate minor cultural trends that isolate groups of individuals.

Cultural hybridisation

- The Caribbean consists not only of one diasporic group but in fact, many. Each of these groups brings its own world view and cultural continuities into the region. As a result when these diasporic groups mix, aspects of their daily lives (which include their traditional arts and culture), combine to create a new popular culture. Students must note that these new expressions portray cultural and personal identities of the new Caribbean diaspora and are different from existing ones in the homeland.

Enculturation

- Enculturation is a social process that leads to the absorption by an individual of the cultural specifics of the culture within which he or she is immersed. The process ensures that the individual acquires values and behaviours that are appropriate or necessary in that culture. In this context the Caribbean is viewed as a unique cultural area possessing its own cultural specifics that are disseminated to its inhabitants.

Popular culture

- Popular culture refers to the culture that is accepted and practised by the majority of people in a given area. This culture is usually popularized through the media and may, in time, be used to define the particular group. Popular culture may be viewed as a stereotypical expression of the people and, in some cases may come to define them for example, Trinbagonian 'Carnival' culture.

Syncretism

- The merging of separate traditions (eg religious) to create a more accommodating form accepted by a larger Caribbean society.

Examples

Carnival and other cultural expressions for example, Phagwa, can be cited as examples within which the creolisation process is taking place.

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Mention should be made of the contributions made by any of the following persons as examples of people who have creolized Caribbean art forms: Rex Nettleford, Louise Bennett, Martin Carter, Paule Marshall.

Enquiry and Communication**[5 marks]**

Candidates must demonstrate that Creolisation was a gradual (and ongoing) historical process that gave birth, in the Caribbean, to new art forms.

Candidates must clearly show that new art forms emerged based on the transferred and differing cultural and geographical contexts of these art forms.

Candidates will show some understanding that within creolisation there is both transference of the Creole culture from one generation to another (enculturation), as well as the process of accepting new cultural inputs (acculturation) to further strengthen the Creole culture.

Total 20 marks**Question 2**

Ways in which the justice system, as a social institution, impacts on society and culture.

Knowledge**[7 marks]**

Culture
Society
Social Institution
Rewards
Socio-economic status
Legal System
Socialisation
Family

Justice System
Social Control
Sanctions
Inequalities
Judiciary
Police
Crime
Protective Services

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Use of Knowledge**[8 marks]**

- Social institutions are essential segments of society. They dominate and play a large role in defining what issues are important to our daily existence, what we are to determine as norms and values and what is appropriate behaviour in a society.
- Culture is the lived experience of a society, or the way of life of that society. Definitions of culture stress the ordinary, everyday practices that are good indicators of what that society views as its culture. It places emphasis on what the society considers as its norms and values which in turn is reflected in its social institutions.
- The concept known as “the justice system” captures five key elements: the judiciary, the law, the protective services, crime and the police. All of these are part of the concept of social control as members of the society are socialised into what the society deems as appropriate behaviour.
- The justice system purports to defend our rights as citizens of the society. It is based on a system of rewards and sanctions for lawful conduct and is mainly concerned with ensuring that all citizens are treated justly and fairly.
- The justice system guides our understanding of such acts as deviance which is usually seen as breaking the rules of acceptable behaviour. Society is then accused of improper socialisation of its youth - such as maintaining dysfunctional families, allowing the erosion of traditional norms, poor standards of education, all of which lead to deviant behaviour.
- The police and the judiciary exist to deter, prevent and then rule on all manner of crime. As the enforcers of law and order they are to ensure that all citizens are treated fairly regardless of the class, race, colour or creed. The justice system provides a series of measures for addressing all types of crime, including violent crime and must ensure that all perpetrators of crime are treated fairly and justly.
- However, the police and the judiciary are often seen as having little impact on crime when they appear to favour members of society who have political favour or are of the elite. This brings the justice system into disrepute because of corruption at the highest levels, as the ordinary citizen appears to be brought before the law more often than other members of the society who are in a higher socio-economic level.
- Though the justice system purports to represent all citizens, in the capitalist system there is a difference in its approach to ‘white collar crime’ as against loitering, praedial or petty larceny. The latter three can and have carried punishments which include incarceration or time in jail. The former ‘white collar crime’ has sometimes not resulted in incarceration and often is settled out of court.
- The justice system has some mechanisms to address the culture of the narcotics trade, yet the trade and traffic in drugs continue to thrive in Caribbean society. Detection and arrests are made, but once again usually in the lower socio-economic levels of society. This raises the question of the extent of the impact of the justice system on the narcotics trade as it seeks to ensure the rule of law is followed.

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- The justice system exists not only as an impartial apparatus, but also as a partial one by virtue of the ways in which the protective services discriminate against and penalise individuals on the basis of sexuality, gender, age, race, religion and lifestyle.

Enquiry and Communication**[5 marks]**

Candidates must be able to discuss the justice system as an integral element of society and show how the lived experience, or the culture assists and/or diminishes the impact of the system on that society. They can stress that the traditional forms of social control are themselves changing and argue that they are no longer effective. Candidates must present their arguments logically and clearly and display good use of writing skills.

Question 3**The Impact of Globalisation on labour and trade in the Caribbean****Knowledge****[7 marks]**

Globalisation	Non-industrialised countries
Labour	Trade practices
WTO	Removal of preferential trade
International Monetary Fund	markets
World Bank	Trade liberalization services
Goods	Transnational corporations
Multinational corporations	Technology transfer
Technology	Trade barriers
Trading blocs	Duties
Tariffs	Distribution
Value added	

Use of Knowledge**[8 marks]**

Candidates are expected to give an explanation of the process of globalisation

Trade

- Globalisation allows goods produced in the metropole to enter the Caribbean at reduced prices and in large quantities. The Caribbean cannot compete with places such as the US and this leads to unemployment. Eg: Tate & Lyle, Bookers, Geest, United Fruit Co., Hilton, Kentucky, Marriots.
- More multinational corporations are established in the Caribbean especially food and hotel chains; these increase employment over the short and sometimes medium term but do not aid in the development of a country. It is not sustainable. Caribbean countries which would use the excess labour available and also the local material would further increase employment.

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- Displaced production of local goods; irregularity of local labour and services which affects volume of goods for trade; dependency syndrome, as in films such as "Life and Debt".

Labour

- There is reduction in labour and labour costs and increased unemployment. Productivity is now emphasized and this therefore means automation and downsizing, hence unemployment. Workers with technical skills are now preferred.
- Companies which cannot compete in a liberalized environment are closed down. Car assembly for example, in the Caribbean becomes history since, consumers can access foreign-used or reconditioned cars at low prices and within a very short period.
- Low emphasis on unionisation and protection of workers. High emphasis on distribution of goods.
- Exploitation of labour market. For example, Free Zone and female workers – hiring practices, practice of concentration on large nos. of female workers who receive low wages as against males. Breach of labour laws.
- Labour mobility: labour located anywhere and so TNC and MNC can access labour wherever needed. That is, India as a space for services: Dominican Republic as and space for Digicel answering services.
- Transfer of technology takes place between capitalist country and the Caribbean through globalisation.
- Balance of payments deteriorate for Caribbean states because of wiping out of productive sector and replacement by the distribution sector. Result- foreign exchange is used to purchase more goods from overseas thus causing a balance of payment problem.
- Migration of skilled labour to overseas markets.

Enquiry and Communication**[5 marks]**

Candidates are expected to use at least two factors for each of the areas specified (labour and trade) and demonstrate clearly and logically how globalisation affects the Caribbean.

Total 20 marks

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Question 4

Ways in which entrepreneurial activity can promote development.

Knowledge**[7 marks]**

Business
Entrepreneur
Entrepreneurial activity
Development
Import bill
Social services
Small business development
Unemployment

Use of Knowledge**[8 marks]**

- Entrepreneurial activity can create jobs and reduce the high unemployment levels in the Caribbean. For example, the Four Seasons hotel project created approximately 700 jobs for Barbadians when it started in 2008.
- Corporation taxes paid by entrepreneurs will help to pay for the cost of social services. Government collects corporation taxes ranging from 25 to 35%, in addition to licensing fees paid by power companies and telecommunication companies. Services such as road repair and construction, hospital services and education benefit from this.
- Entrepreneurial activity brings foreign investment into the region. For example, a Barbadian construction magnate has invested in the construction of upscale residential houses. Foreign businessmen have followed the lead to invest in other hotel-related ventures.
- Innovation can reduce the foreign imports into the region. The creation of soap factories in Dominica reduces the importation of soap; while a company making Carib Beer reduces the import of such products.
- Entrepreneurial activities give stimulus to spin-off business ventures. The construction of a hotel creates opportunities for small construction sub-contractors to participate in projects. In addition, food vendors benefit from sales to construction workers.
- Entrepreneurial activities, through innovation in energy, can reduce the region's high energy bill and dependence on fossil fuels. The work of James Husbands to pioneer solar water heaters has reduced the dependence on electric water heaters. Further innovations to use solar panels to generate electricity are also being embarked upon to reduce dependence on oil.

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Enquiry and Communication**[5 marks]**

Candidate must communicate by giving a well structured answer in which they outline the key issues or points of the essay as well as a definition of key terms. Candidates must develop each point by drawing examples from Caribbean countries to show the link between business and development. The essay should end with a conclusion which summarises the main ideas.

Total 20 marks**Question 5****The impact of Caribbean migrants on the UK and North America****Knowledge****[10 marks]**

Migrants	Diaspora
Metropole	Labour
Racism	Race relations
Second generation	Festivals
Culinary Arts	Multicultural
Identity	Foreign exchange
Travelling Cultures	

Use of Knowledge**[12 marks]**

- Labour: UK: Caribbean migration to the United Kingdom increased in the early 1950's in response to post-WWII demand for labour. Migrants, especially male migrants, took jobs in the transport industry as conductors, bus drivers, train drivers. Female migrants trained to be nurses and worked in hospitals in the UK and also at places such as Lyons Tea House. In later periods, migrants also worked as teachers.
- Impact: filled in vacuum left by loss of able bodied men and women as a result of the war. Essential services were staffed by West Indian migrants which were vital to the economy and society.
- Labour: North America: Caribbean migrant labour to North America
 - seasonal labour in 1950's and to Florida etc to pick oranges and other fruit. Also, post-1950's migration to work in US - as domestics, nurses, artisans. Skilled workers also migrated to Canada and the US especially in the 1960s period and beyond.
 - Impact: persons needed to work these jobs - filled in vacuum in key states where such labour was needed, such as New York.
- Social change: in the UK racial tensions occurred in some areas where migrants settled. For example, the Notting Hill district.
- Riots and the speeches of Enoch Powell serve to highlight race tensions in the UK.

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- Impact: brought racial tension to the fore which occurred in a series of laws passed to regulate race relations in the United Kingdom. However, it can be argued that racism is still rife in the UK despite legislation and social change.
- Caribbean 1st and 2nd generations have leaders in the UK and North American societies in areas such as trade unions, media, writers, artists, politics. For example in the UK Bernie Grant of Guyana, Diane Abbott of Jamaica were the first two Caribbean persons to be elected as Members of Parliament in 1987. Bill Morrison of Jamaica is leader of Trade Union Movement. In North America, second generation Shirley Chisholm was the first Black woman to run for Congress. Also, second generation Jamaican Colin Powell was US Secretary of State.
- Impact: provides a visible presence of the Caribbean migrant especially in the UK and to a lesser extent, North America. However, it can be argued that the impact is superficial: real power still lies in the hands of white majority population.
- Festivals in the UK such as Notting Hill Carnival, Bristol Carnival, Leeds Carnival are significant events on the UK national calendar. The carnivals are based on traditions within the Caribbean like Trinidad carnival and St Kitts masquerade. Notting Hill attracts over one million participants each year. Also Festivals such as Caribana (Toronto), Labour Day (New York), Carnival in Miami and Boston. Also, Hindu celebrations in North America - though not as vast.
- Impact: brings revenue to London and other cities with visitors from other parts of England, and overseas. It can be argued that it is only for one day or seasonal. Caribana is a major money earner for Toronto for that one weekend. Tourism benefits; foreign exchange; hotels filled; services benefit (transport - air and land). However, it can be argued that the festivals and carnivals are seasonal and so have limited impact.
- Cuban-U.S. relations from 19th century with Jose Marti to 20th century migration especially post-Cuban Revolution. Cuban migrants work in both skilled and unskilled jobs in the US society. Migrants also travel from Puerto Rico to the U.S.
- Impact: Cuban - U.S. relations have become a U.S. national concern. States like Miami have been transformed to Little Havana. Cuban and Puerto Rico artists and music have become part of US culture. Spanish is acknowledged as the second language of the U.S.
- 'Boat people' of Haiti and Dominican Republic-thousands of people from these countries leave and risk sea journeys to the U.S.
- Impact: US navy patrols the area and these migrants have become a priority in US domestic and foreign policy. Some migrants do succeed and become part of the labour force.

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Enquiry and Communication**[8 marks]**

The question calls for a debate on the impact of Caribbean migration in the metropole. It is easy to use the example of the Carnival in such cities as London and Toronto and to assert that the impact is great. What is needed is a discussion of the concept of limited impact in which the candidate reviews each example and determines the extent to which the metropole has been affected by the migration process.

Total 30 marks**Question 6**

The extent to which religion continues to be significant in the lives of Caribbean people.

Knowledge**[10 marks]**

Syncretism
Rastafari
Belief Systems
Ideology
Islam
Youth culture
Ecumenism
African-Caribbean religions

Judeo Christianity
Resistance strategies
Supernatural
Identity
Mass media
Secularization
Spirituality
Hinduism

Use of Knowledge**[12 marks]****Religion**

Candidates need to clearly establish in their response the importance of religion as a socializing force within Caribbean societies. Candidates also need to identify the various sources of religion that affect Caribbean people: for example, African, Asian, European etc.

Candidates need to identify the point that the history of the Caribbean originally meant that Judeo Christianity was to initially dominate the colonized region. Judeo Christianity e.g. Roman Catholicism and Protestantism, was important in the creation of the laws of the region and the establishment of many social institutions and conventions.

Resistance strategies

- Indigenous and imported African religions were very important and were often used in resistance strategies, for example, Voodoo for West African enslaved resistance (Haiti).
- Candidates can make reference to the point that indigenous religious practices and those not of the planter class were

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suppressed due to colonialism and so became less significant in the lives of Caribbean people.

- With indentureship and the loosening of imperial control, other established world religions were introduced into the Caribbean and became part of the Caribbean experience e.g. Hinduism, Islam, Judaism.

Rastafarianism

- Note also the local development of religious observances in the Caribbean e.g. Rastafarianism. This religion sees itself specific to peoples of African descent and with Africa as the ancestral homeland of the chosen people.

Syncretism

- Develop an idea of importance of syncretised religions to Caribbean people e.g. Myalism, Revivalism, Pocomania, Kumina, Shouter Baptist etc to Caribbean people.
- Candidates will show how religions continue to influence education in the Caribbean region
- Candidates will show how religions influence/create festivals that impact a vast amount of Caribbean people
- Candidates need to make a comment on the issue of “extent” of significance i.e. Is religion significant to a large degree or a lesser degree?

Candidates have to debate the extent to which it is significant and can argue:

- Religious leaders bemoan the ‘evils’ of society where religious values and the sacredness of human life are flouted daily; the increasing secularization of social life: Sundays see groceries, stores and other establishments open for business
- Religious leaders do not have as much clout as before; regular church goers are mainly elderly, and females; some churches are less involved in education and welfare today
- school prayer is a contentious issue especially in multi-religious societies giving rise to ecumenism
- Youth seem to be more energized by consumerism and materialistic values than those of religion or spirituality, and morality is a major problem in all areas of social life.
- Western views frown upon ancestral worship and traditional African-Caribbean spiritual practices, such as obeah and pocomania causing some young people in Caribbean territories to scoff and turn away from this heritage.

Candidates can argue that, on the other hand,

- Religion has always played an integrating and comforting role to a people whose history lies in oppression.
- Religion has been syncretised to accommodate the need for expressive communication with a higher being and in the Caribbean

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there are myriad forms of established, traditional, and syncretic, religions.

- The number of people who believe in God is extremely high; most people belong to a religion or church of some kind.
- While membership in some mainstream established churches has declined, fundamentalist religions have seen an increase in members.
- Christianity, Hinduism and Islam are three religions which are integral to several sectors of Caribbean societies.
- Rastafarianism provides a Caribbean alternative to established religion.
- African ancestral worship informs the way of life in key sectors of Caribbean society.

Enquiry and Communication**[8 marks]**

Candidates must communicate in a logical manner a clear understanding of the concept of religion as a changing force within the Caribbean. It has historically been used by the colonial authority and also by other groups to further national and ideological ends. Religion continues to be important to Caribbean people because it was deliberately fused with the educational system of the region since 1838 in the British Caribbean. Religions have always been important not only to Caribbean people worldwide. The importance of religion comes from the fact that it gives people a sense of hope and ability to cope with the rigors of daily life. Response must be well organized and display good use of writing skills.

Total 30 marks

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Question 7

Extent to which the policy of industrialization by invitation has retarded Caribbean development

Knowledge**[10 marks]**

W. A. Lewis	Tax holidays
Operation Bootstrap	Assembly industries
Operation Beehive	Backward and forward linkages
Industrial estates	Raw materials
Pioneer industries	Industrial Development
Legislation	Corporation
Tax incentives	Industrialization by Invitation

Use of Knowledge**12 marks]****Ways in which policy has retarded development**

- Caribbean governments have spent scarce resources in creating the infrastructure necessary to attract foreign investors. Money has to be spent in outfitting buildings with the necessary utilities.
- Governments lose significant revenue when companies leave prior to the end of their tax holidays. Companies such as Intel and Caribbean Data Services have left Barbados, for example, before the end of the tax holidays. This means that the Government did not fully benefit from their presence in the region.
- Companies have not employed the numbers to keep pace with the growing number of school leavers. In Jamaica and Puerto Rico, the number of school leavers has outstripped the available places in manufacturing industries.
- Wages in industrial corporations tend to be low. In the 1980s in Barbados some workers at garment factories received \$80 per week. Today, workers receive approximately \$250 to \$300 per week.
- Some jobs in light manufacturing industries do not pass on significant skills to employees because they merely require the assembly of certain parts. In other cases where there are assembly line operations, the worker never gets to make the entire product.

Ways in which policy has spurred development

- The policy has given impetus to the economic diversification of Caribbean economies. Many economies were based on agricultural production of bananas, coffee and sugar. With industrialization, the presence of manufacturing industries offers viable alternatives.
- Light manufacturing was sorely needed in Caribbean economies because of the lack of foreign investment. Many planters and merchant stuck to the old businesses relating to retail and sugar and did not invest in new areas.

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- Small gains were made in reducing unemployment. In most Caribbean countries, the presence of industries reduced the unemployment rate for women and increased in particular.
- Some industries have remained in the region, making a contribution to regional exports. Yankee Garments in Barbados, for example, has remained in the region for almost 50 years since it started in 1962.
- Where women are employed in industries, it is seen as more sophisticated than employment in the sugar industry. Compared with the sugar industry, women can now enjoy their workplace because of adequate bathroom facilities, sick bays and lunch rooms.

Enquiry and Communication**[8 marks]**

Candidates must communicate by giving a well structured answer in which they outline the key issues or points of the essay as well as a definition of key terms. Candidates must give a position on the 'view' and develop this position by drawing examples from Caribbean countries to show the impact of the policy on development. The essay should end with a conclusion which summaries the main ideas.

Total 30 marks**Question 8****Freedom of the press as a necessity in the Caribbean****Knowledge****[10 marks]**

Mass media
Freedom of the press
Freedom of speech
Globalisation
Identity
Heritage
Internet
Print media
Cultural imperialism

Colonialism
Independence
Television
Electronic media
Journalistic integrity
Truth reporting
Developing country

Use of Knowledge**[12 marks]**

- Freedom of the press is the right for the press to publish or produce knowledge without fear of political intimidation, or intervention by the ruling government of the day. This governs the choice of topics and/or the response to a political issue.
- When censorship occurs, this is a clear indication that the press is not free to report the events of the day and the varied opinion of these events. Legal stances such as accusing journalists of libel can also be introduced as an effort to stifle a free press.
- The press itself can be defined as the print media, such as newspapers, magazines and the electronic media, such as the

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Internet, television. Many print media produce their own internet editions of, for example, their newspaper articles.

- Journalists are to be allowed access to the seat of government and important government decisions which they report back to the populace. Journalists should not fear reprisals for reporting their stories. They nevertheless have the responsibility to present fair and accurate readings of the events of the day.
- In the Caribbean, freedom of the press is critical for the democratic process in which the people are made aware of the actions of international, regional and local government agencies regarding their development. The press holds the door to communication with the populace.
- How free is the press in 2011? News stories come from CNN, BBC; American and British news agencies, all of which have their political agenda which may not be favourable to the agenda of the developing country. National press can then be accused of presenting a biased point of view. Hard to ignore the role of international funding agencies such as the IMF and the WTO in producing reports on the development of Caribbean nations.
- With regards to sports, such as West Indies cricket, the broadcasting rights are now owned by Sky Sports, an international television company. In this instance, the press may be at the mercy of the mogul empire with regard to reporting issues which arise, or may gain access to the broadcast.
- Talk shows and call-in programmes - in which members of the public are asked to call the studio/programme and give their opinions on a variety of subjects. They are allowed to speak freely - some may argue only to the extent that the studio deems to be so - that is, can be interrupted, or the call can be disconnected by the studio - moderator, host, manager of station.
- The press can play a pivotal role in setting the agenda for government action/national agenda, for example, when press covers an incident in a school/society which they bring to the public's attention. Policy may evolve to address the issue - usually immediate but may also be long term.

If the candidate chooses to disagree fully or partially with the statement and state that freedom of the press is not a necessity, the candidate may argue the following:

- Even in Caribbean countries which claim to uphold this notion of freedom of the press, governments still intervene and/or impose censorship in some form or fashion.
- Some Caribbean governments may argue that censorship is necessary for public safety and for policies to be implemented for example, Cuba.
- That control of the press is necessary because of the need to inculcate appropriate attitudes within the community.
- It is not as critical to development as other freedoms for example, worship, education, work, life.
- On the other hand, with the Internet, the public can read a variety of reports on the same international issue and perhaps gain a balanced perspective.

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Enquiry and Communication**[8 marks]**

Candidates must demonstrate a clear understanding of the role of the press in the Caribbean, both the print and electronic media.

In presenting the arguments, candidates can take either side of the argument, or can weigh and assess the arguments. However, they must reach a clear conclusion based on their analysis.

Total 30 marks



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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

CARIBBEAN STUDIES

SPECIMEN PAPER

PAPER 03/2

1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- 1. This paper consists of TWO sections, Section A and Section B.**
- 2. Section A comprises ONE compulsory question. Section B comprises two questions from which you must answer ONE.**
- 3. You must answer TWO questions: the compulsory question in Section A and ONE question from Section B.**
- 4. Write your answer to each question in the space provided.**
- 5. You should NOT bring notes or other textual materials into the examination room for use during the sitting of this paper.**

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02111032/CAPE/SPEC/2011

SECTION A

This question is compulsory.

Question 1

The following case relates to underachievement among male secondary school students in the Caribbean. Read the case carefully and answer ALL the questions that follow.

CASE**Hypothesis:**

Underachievement among male secondary school students aged thirteen to eighteen causes the formation of violent gangs in secondary schools.

The above hypothesis was tested by a researcher who undertook an original research project in a secondary school (name withheld) in a Caribbean country. Two questionnaires were prepared, one targeting a sample of the student population, the other targetting the school's administrative, ancillary and academic staff. Two sets of face-to-face interviews were arranged. The principal and the guidance counsellors were interviewed, while boys in the school who were perceived to be gang members by the principal and the guidance counsellors were also interviewed.

The information gathered was presented using histograms, graphs, pie charts, tables and text.

The interpretation of the findings clearly showed a positive correlation between boys who were underachieving in their academic studies (especially in reading) and membership of a violent school gang. For example, the data showed that of the twenty-eight boys who were identified as gang members by the principal, guidance counsellors, and by most of the academic staff, twenty-two of them were members of two violent gangs in the school. One of the gangs specialized in extortion and fighting using weapons, while the other specialized in truancy and stealing school bags and money. Additionally, of these twenty-two boys, three were reading at the pre-primary school level, four at the Grade Four level (Year 4 of a six-year primary school), five at the Grade Five level (Year 5) and ten at the Grade Six level (Year 6).

The school in which the research was conducted is a five-year secondary school catering to students from Grade Seven (Form 1) to Grade Eleven (Form 5). It is therefore important to note that no gang member was reading at the Grade Seven level which is the beginning grade at this school.

The researcher encountered some challenges. For example, 18 per cent of the students and 10 per cent of the academic staff did not return the questionnaire. The administrative staff was too busy to participate. These students and staff members were not replaced in the sample.

The conclusion drawn was that the research substantiated the claim of the hypothesis.

Among the researcher's recommendations was that a special reading programme be implemented for the non-readers and those who were reading below their grade levels.

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(a) RESEARCH OBJECTIVES

Write TWO variables from the hypothesis.

[2 marks]

(b) METHODS OF INQUIRY

(i) List TWO research methodologies identified in the case.

[2 marks]

(ii) For EACH methodology listed in (b) (i) above, state its relevance to the case.

[4 marks]

(c) ETHICAL CONDUCT

(i) Identify TWO occasions on which the researcher would have had to practise confidentiality.

[2 marks]

(ii) For EACH occasion identified in (c) (i) above, give TWO reasons why the researcher would have had to take this action.

[4 marks]

(d) LIMITATIONS

(i) Identify TWO challenges that the researcher faced while conducting his research.

[4 marks]

(ii) Give ONE way in which EACH challenge would have limited the findings of the research.

[4 marks]

(e) CONCLUSIONS AND RECOMMENDATIONS

(i) Apart from the conclusion stated, what are TWO **other** conclusions that could have been drawn by the researcher?

[4 marks]

(ii) State TWO additional recommendations that could have been made by the researcher.

[4 marks]

Total 30 marks

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SECTION B

Answer **ONE** question in this section.

You were required to conduct an investigation into **ONE** of the following:

- **Flooding in Guyana or Suriname**
- **The Junior Chamber International (Jaycees) Club in a named Caribbean territory.**

Answer **ONE** of the following questions based on the topic you have researched.

EITHER

Question 2 - Flooding in Guyana or Suriname

Answer the following questions with reference to **either** Guyana **or** Suriname.

- (a) Give **THREE** reasons for the prevalence of flooding in the selected country. **(6 marks)**
- (b) With reference to specific examples, discuss **THREE** ways in which flooding has impacted the human settlements. **(9 marks)**
- (c) Discuss **THREE** ways in which flooding has impacted farming and the economy. **(9 marks)**
- (d) Outline **THREE** measures that have been taken by the government to minimize the impact of flooding. **(6 marks)**

(Total 30 marks)

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OR

Question 3 – The Junior Chamber International (Jaycees) Club in a **named** Caribbean country.

- (a) Give a brief introduction to the Junior Chamber International Club (Jaycees), focussing on the origins of the club. Include at least FIVE points in your response.
(5 marks)
- (b) Explain TWO philosophical principles of the Club.
(4 marks)
- (c) Examine THREE ways in which the Jaycees have impacted on the society of a **named** Caribbean country.
(6 marks)
- (d) Discuss THREE challenges facing the Club in the selected Caribbean country.
(9 marks)
- (e) Explain ONE solution that may overcome EACH of the challenges identified at (d) above.
(6 marks)

(Total 30 marks)

END OF TEST



TEST CODE 02111032CAPE/SPEC/2011

FORM – 02111032/ SPEC/2011

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

A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N

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K E Y A N D M A R K S C H E M E

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KEY AND MARK SCHEME

QUESTION 1**(a) Variables**

- Underachievement among male secondary school students aged thirteen to eighteen
- Underachievement among secondary school students
- Underachievement among teenage boys
- Underachievement
- Male secondary school students
- Male secondary school boys aged thirteen to eighteen years old
- Causes of the formation of violent gangs in secondary schools
- Causes of the formation of violent gangs
- Violent gangs in secondary schools

Each variable, 1 mark x 2 =2 marks

[2 marks]

(b) (i) Research methodologies identified in the Case

- The quantitative method (two sets of questionnaires were used).
- The qualitative method (two sets of face-to-face interviews were also arranged).

Each method , 1 mark x 2 = 2 marks

[2 marks]

(ii) Relevance of each methodology to the case

- The quantitative method uses the questionnaire as the main instrument in gathering data. It lends itself to mathematical manipulation, which will assist the researcher to be more flexible in data presentation such as histograms, graphs, charts etc. This method will miss detailed explanation on the data gathered. This method is more objective in gathering data.

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- The qualitative method uses the interview as the main way of gathering data. The interviews give more detail to the information gathered. However, the main drawback of this method is that subjectivity can creep into the gathering of data.

Two marks for each full explanation of relevance of methodology, 2 marks x 2

One mark for a weak explanation

[4 marks]

(c) (i) Occasions where the researcher practised confidentiality in the case

- Not naming the interviewees or the classmates.
- Not naming the secondary school where the interviews were conducted.
- Not naming the staff.
- Not naming the country in which the research was conducted.

One mark for each occasion x 2 = 2 marks

[2 marks]

(ii) Reasons why the researcher would have had to take such action

- Giving the names of the interviewees or classmates violates interviewees' right to privacy
- To ensure that the privacy of the school students is safeguarded as giving the name of the school may lead to the student being identified
- Providing the name of the country in which the school is located could lead to identification of the school which would violate the students' rights to privacy.
- Some of the interviewees were under age 16 which means that permission would have to have been sought from parents for them to be interviewed.
- Some of the actions related to drugs, violence and gang warfare which requires confidentiality.

Each reason fully stated, 2 marks x 2

Reason listed without adequate elaboration, 1 mark

[4 marks]

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(d) (i) Limitations of the research

- Eighteen percent of the student population did not return the questionnaires
- Similarly ten percent of the academic staff did not return the questionnaire
- All administrative staff did not return the questionnaire.

Any two, 2 marks each x 2 = 4 marks

[4 marks]

(ii) Reasons why the limitations would have affected the findings of the research

Each of these limitations could affect the validity, reliability and accuracy of the research.

- Eighteen percent of the student population did not return the questionnaires
 - This could impact on the conclusions drawn about teenage male students as these students could have given information which would oppose the conclusions.
- Similarly ten percent of the academic staff did not return the questionnaire
 - the non-return could also impact the conclusions drawn, while the administrative staff did not return the questionnaire at all.
- Reasons why the non-return of instruments or non-participation were important
 - Almost twenty percent of the student population's views were not included in the research, this is significant to affect the findings of the study.
 - Ten percent of the academic staff did not return the questionnaire. This reduced the input by ten percent from the academic staff.
 - None of the administrative staff participated and therefore their views are not known. This limitation is significant to the findings of the study.

Impact of each of two limitations, 2 marks x 2 = 4 marks

Each point stated, 1 mark

[4 marks]

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(e) (i) Other conclusions that could have been drawn by the researcher

- The parents of the gang members had failed in rearing these students
- The parents were not included in the research and therefore the findings were not conclusive
- The administrative staff was not included as they were too busy, this could also affect the conclusions drawn
- The boys who were perceived as gang members could have been influenced by community members and not necessarily caused by underachievement.
- These students were not ready for high school education
- There could have been other factors other than underachievement as the causative factors of gang formation
- the male students could have been influenced by television and movies to be gang members rather than underachievement.
- The schools had failed these students
- The teachers had failed these students
- The government had failed these students

Any two, 2 marks each = 4 marks

[4 marks]

(ii) Additional recommendations that could have been made by the researcher.

- That the male students identified as gang members be committed to a special education school
- That a special class be created for these boys and taught by special educators and other specialists as needed
- The government allocate additional resources for the education of these students at their school
- The parents remove the students and get private tuition for them at their expense
- That the feeder schools (primary schools) that these boys came from be investigated to determine the deficiencies at those schools
- Beef up the remediation at the feeder schools (primary schools)

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- Rectify the deficiencies at the feeder schools(primary schools)
- The government should train more specialist remediation teachers for this problem
- The boys be lectured by the police on the evils of gangs before they be re-admitted to school
- The boys be moved to a different school with facilities to address their deficiencies

Any two recommendations, 2 marks each = 4 marks

[4 marks]

Total 30 marks

QUESTION 2**Flooding in Guyana or Suriname****(a) Reasons for prevalence of flooding**

- Changing weather systems caused by El Niño/La Niña resulting in flash flooding
- Low lying coastal plains
- Improper sea defences
- Lack of maintenance of sea defences
- Clogged irrigation canals
- Vandalism-destruction to sea defences
- Removal of mangroves from seashores
- Location of villages along rivers and creeks
- Hydrological factors – an abundance of creeks and rivers makes flooding easier

Any three, 2 marks each = 6 marks

[6 marks]

(b) Ways in which flooding impacted human settlements

Candidates are expected to clearly discuss each point and demonstrate understanding by giving specific examples relevant to each country. A good response is one that uses examples to illustrate/highlight the point made:

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Candidates may discuss the following points:

- Spread of disease from contaminated water
- Loss of lives
- Destruction of properties - housing, educational and recreational facilities
- Loss of viable agricultural lands
- Destruction of cattle and livestock

Examples:Guyana

- January 2005, the country experienced one of its worst flooding in history after weeks of rainfall and overtopping of the main conservancy dam.
- Flood waters affected the capital city of Georgetown and numerous villages along the East Coast of Demerara as well as riverain settlements along the Mahaica, Mahaicony and Abary rivers.
- For example, Morakabai and St. Cuthbert's Mission in the Mahaicony River and Little Baiboo and Grass Hook in the Mahaica river were affected.

Suriname

- May 2006, flooding affected many villages along rivers in the country's interior.
- Like Guyana, Suriname experienced one of its worst floods after two weeks of torrential rainfall.
- Approximately 25,000-30,000 sq. km were under water, and these were mostly interior settlements.

Any three ways discussed, relevant to the country selected, 3 marks x 3 = 9 marks

Points stated without examples/elaboration, 1 - 2 marks

[9 marks]

(c) Impact of flooding on farming and the economy

- Destruction of agricultural lands
- Destruction of crops, rice lands/fields and vegetable farms
- Loss of jobs
- Increase in cost of vegetables and cash crops
- Decline in farming activities and reduction in yields

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- Increase in spending for local authorities and Central government

Any three with elaboration, 3 marks each x 3 = 9 marks

Points stated without examples/elaboration, 1 - 2 marks

[9 marks]

- (d) Measures taken by the government to minimise impact of flooding.**

The government of Guyana took the following measures

- Passed supplementary budgets to repair kokers, sluices and the main conservancy dams.
- Revetment and reinforcement of sea defences, for example, the Sea Wall in Georgetown
- Set up drainage and irrigation authority to monitor flooding
- Established a task force to deal with flood-related issues
- Provided disaster relief assistance in areas of health, water and sanitation

The government of Suriname took the following measures

- Established National coordination centres
- Developed education programmes and awareness campaign
- Provided disaster relief assistance in areas of health, water and sanitation

Any three for relevant country, 2 marks each x 3 = 6

[6 marks]

Total 30 marks

QUESTION 3

The Junior Chamber International (Jaycees) in a named Caribbean territory

- (a) Origins of the club**

- The Junior Chamber club officially started in the 1920s in the USA. This was a period of peace and prosperity after the First World War. However, as early as 1910 dance clubs looked for ways to improve the social standing of their members. They also tried to tackle social issues, leading to the formation of the YMPCA in 1915 under Henry Giessenbier.

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In 1918, this club became the Junior Citizens and in 1920 the club became affiliated with the St. Louis Chamber of Commerce.

- In the Caribbean the Jaycees started in the late 1950s with clubs founded in Jamaica, Barbados and Trinidad. The Barbados group was led by Paul Foster.
- The Club is an offshoot of the business association known as the Chamber of Commerce.
- It was primarily set up for junior members or those under 40 years of age. These persons would develop their skills and serve the community.
- JCI Clubs in various Caribbean countries are affiliated to Junior Chamber clubs throughout the world. In this regard, some two Caribbean JCI members have served as President of the world body.

Each point, 1 mark x 5 = 5 marks

[5 marks]

(b) Philosophy of the club

The Jaycees Club has expressed the following philosophical principles:

- 'Faith in God gives meaning and purpose to human life.' Holding this view, Jaycees urge members to believe in God who directs all lives. At JCI meetings prayers are said.
- 'Service to humanity is the best work.' This is a dominant focus of the group. They identify community problems and issues, and create programmes to help.
- 'The brotherhood of man transcends the sovereignty of nations.' JCI members are very much interested in maintaining links and contacts with other members throughout the world. This serves also to enhance their personal business opportunities.
- 'Economic justice can best be won by free men through free enterprise.' As a business group, they hold the view that in free enterprise, the full potential of the individual is unleashed. This eventually leads to wealth creation. Other systems such as communism may stifle the rich potential of individuals.

Each philosophical principle explained, 2 marks (x 2) = 4 marks

Principle stated without explanation, 1 mark

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[4 marks]**(c) Impact of the Club on society**

- Clubs have provided training in public speaking and proposal writing which may assist persons in their personal development as well as contribute to development of the community or country.
- The organization has geared its programmes to the development of character and personality which ultimately has positive benefits for the individual and society as a whole.
- Clubs have mounted awareness programmes directed at critical issues affecting the communities such as cancer and climate change.
- Clubs have provided a positive venue for the youth where they can be engaged in meaningful and fulfilling activities.
- Clubs have hosted Beauty Queen Shows which have helped with fund raising as well as assisting in raising self-esteem of participants.
- Clubs provide a forum for business networking which allows individuals in businesses to strengthen their organizations. The net working is both regional and international.

Each way the Club has impacted on the society, 2 marks x 3 = 6 marks

Stating point without elaboration, 1 mark

[6 marks]**(d) Challenges facing the Club**

- The challenge of securing funding to initiate community projects.
 - The public or private sector may not come forward to assist with funding. This may impact on available funds.
- Establishing meaningful partnerships with other community organizations
 - Other organizations may be concerned with their own aims and objectives and may not see the value in such partnerships.
- The challenge of reaching new members and getting them to join the organization.

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- There may be competing organizations which may seem more attractive and therefore the challenge is getting persons to see the value in joining such an organization.
- Clubs also face the challenge of economic downturn which affects their ability to send representatives to regional and international conferences.
 - When this happens, the local club is somewhat isolated and may remain so for several years.
- There is also the challenge of remaining relevant in a changing society.
 - This is a challenge for old members who have adopted certain policies in the past and are not willing to change.

Each challenge fully discussed, 3 marks x 3 = 9 marks

Stating challenge – 2 marks

Elaborating on challenge – 1 mark

[9 marks]

(e) Appropriate solutions to challenges

• **Challenge of remaining relevant in a changing society**

The Jaycees could hold a regional convention to discuss societal change and an appropriate response to such change. At such as convention, the Club should solicit the views of key NGOs in order to frame a policy for the future.

• **Challenge of securing funds for various projects**

More robust fund-raising efforts could be made in addition to increased sponsorship from the local business sector.

• **Challenge of attracting new members**

- The Jaycees could partner with Education Ministries and Principals in the region to get permission to establish school-based organizations.
- Another solution to the challenge of membership is to increase awareness of the existence of the Club. This may be done through advertising and the publication of newsletters and booklets which are made available to the public.

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- **Challenge of forging relationships with other organisations.**

The Jaycees, at regional conventions, can invite other organisations so that they get a better sense of the aims and objectives and accomplishments of the Jaycees and benefits of partnerships.

Each appropriate solution, 2 marks x 3= 6 marks

Point stated without elaboration, 1 mark

[6 marks]

Total 30 marks