CARIBBEAN EXAMINATIONS COUNCIL

CSEC® GEOGRAPHY

Subject Report

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CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2025

GEOGRAPHY
GENERAL PROFICIENCY

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INTRODUCTION

This guide was compiled using candidates' responses to the 2025 May/June examination in CSEC Geography. In 2025, a total of 9176 candidates sat the examination. This number suggests a steady decline when compared with the number of candidates who sat the examination in 2024 (10 736). The number of candidates achieving Grades I–III was approximately 56 percent. This is seven percentage points better than in 2024.

The examination comprises the following papers.

- Paper 01 — Multiple Choice
- Paper 02 — Structured Questions and Essays
- Paper 031 — School-Based Assessment (SBA)
- Paper 032 — Alternative to School-Based Assessment (private candidates)

PAPER 01 — MULTIPLE CHOICE

This paper comprised 60 multiple choice items that assessed all areas of the syllabus. Overall, candidates' performance was satisfactory. The mean score was 58.49 per cent (35.10 out of 60 marks), reflecting a slight improvement over 2024, when the mean was 57.06 per cent (34.24 out of 60 marks). The highest score obtained was 58 out of 60, which was generally consistent with the maximum score (57.93) in 2024.

PAPER 02 — STRUCTURED QUESTIONS AND ESSAYS

This paper consisted of four compulsory questions, each worth 25 marks. The paper assessed the following.

- Question 1 — Map-reading skills
- Question 2 — Physical geography
- Question 3 — Human geography
- Question 4 — Human-environment interactions

Overall, candidates' performance was poor. The mean score was 34.33 out of 100.

Question 1

Candidates were given a map extract of Pointe Michel, Lesser Antilles, drawn to a scale of 1:25 000.

In Part (a), they were required to state the height of a specific trigonometrical station in the town of Pointe Michel. Many candidates correctly identified the trigonometrical station and its height. However, some of them misread the map key and failed to recognize that the unit of measurement was in feet. Such candidates provided the contour heights in metres.

Part (b) was well done. Most candidates correctly identified one social service provided to the population of the town of Pointe Michel.

In Part (c), candidates were required to provide a grid reference for specified locations on the map. Most candidates used the correct format for writing grid references and successfully identified the correct grid square (the four-figure reference). However, some of them had difficulty estimating the fraction needed for the six-figure reference. More practice with actual printed maps is recommended to help candidates master this skill.

Part (d) required candidates to state the compass direction of the trigonometrical station from the school. Stronger candidates provided the correct direction using the 16-point compass, while weaker candidates appeared unfamiliar with the demands of the exercise.

In Part (e), candidates were required to measure and state the bearing between two locations. This sub-part was generally well done, as most candidates accurately measured the required angle. Overall, this skill appeared to have been mastered by candidates this year, even among those who did not perform well on other parts.

Part (f) assessed candidates' ability to apply map-reading skills by measuring distance accurately and expressing it in the correct unit and format. Those candidates who performed well had no difficulty providing the correct measurement to the nearest hundred metres. Weaker candidates failed to round off their measurements or attempted to calculate the distance using the Representative Fraction (RF) approach instead of the scale provided on the map.

In Part (h), candidates were asked to identify three features of the site of the town of Soufriere. Many candidates did not understand how to assess the features which determine the site of a settlement. Within geographical terms, the word *site* refers to the physical characteristics of the landscape specific to an area. As such, the acceptable responses included physical features such as relief, drainage, coastal location and other such answers. Candidates who understood the concept of *site* were able to correctly identify the features of the site of the town of Soufriere.

Part (i) was poorly done. Most candidates did not identify the features of the relief or explain how they influenced the layout of the road network. Candidates were required to examine the relief of the land and describe how its characteristics influenced the layout of the road network. For example, the main road follows the coastline where the land is flat, while there are no roads east of Scotts Head Village because of cliffs and steep slopes.

In Part (j), stronger candidates had no difficulty describing the relief and linking it to an economic activity. Weaker candidates, however, were unable to identify features of the relief and relate them to land use using map evidence. Examples such as fishing and tourism were provided as economic activities. An acceptable response is, *gentle to moderate slopes are used for cultivation or plantation, as seen in Pendu (7183) and Picodeau (7083).*

Recommendations

- Map reading is a skill that develops through consistent practice. Candidates should be exposed to map reading exercises over an extended period to effectively meet the demands of the syllabus.
- Candidates need to be taught or trained to see how the physical landscape of an area influences population dynamics such as settlement patterns, economic activities, distribution and density.
- Map skills should never be taught in isolation but within the context of developing candidates' broader geographical thinking and understanding of the interactions between physical and human elements in a landscape.

Question 2

In Part (a), candidates were given a figure showing the cross-section of a limestone landscape. They were required to identify the labelled features. Most candidates achieved high scores on this part by accurately identifying each feature. Although there were occasional spelling errors (for example terms such as *stalactite* and *stalagmite*) marks were awarded when the spelling was phonetically acceptable. However, some candidates provided answers unrelated to the question and a few omitted this part altogether, possibly due to uncertainty or insufficient knowledge. In addition, some candidates misinterpreted the diagram, viewing it as either coastal or tectonic in nature.

In Part (b) (i), candidates were provided with five terms which they were required to use them to complete a Venn diagram. The two sections the diagram were weather and/or climate. Most candidates correctly placed at least two of the four expected responses in the correct position. However, some candidates believed all terms had to be used, which resulted in indiscriminate placement of the terms. Some candidates placed longitude in one of the sections even though it was not a term related to either category. This suggests that there are misconceptions or gaps in candidates' understanding of weather and climate.

In Part (b) (ii), candidates were asked to define the terms *permeable rock* and *weathering*. Most candidates demonstrated a clear understanding of *weathering.* However, many candidates were unable to accurately define *permeable rocks*. In several cases, the word permeable was mistakenly interpreted as permanent. Some candidates provided comprehensive responses, correctly identifying that permeable rocks allow water to pass through their pores and that weathering involves the decomposition or breakdown of rocks in situ, with the affected material remaining in place. Conversely, some candidates inaccurately described permeable rocks as 'simply absorbing water' or they compared them to clay, indicating a misunderstanding of permeability. In addition, some answers lacked specificity, as candidates merely stated that *weathering* occurs due to atmospheric conditions without providing further explanation or details.

In Part (c), very few candidates achieved more than four out of the possible six marks. They were required to explain how two of the given features are formed in a karst landscape. The features given were

- swallow holes/sink holes
- surface depressions/dolines
- caves.

Most candidates did not provide sufficient details when describing how the features are formed. To give a comprehensive answer, candidates should have identified the solution process, identified the typical location where the feature forms (for example, underground or caves) and explained the processes involved in the feature's development. Many candidates omitted key elements in their descriptions, such as the physical appearance of the feature, the role of carbonation in its formation and the likely locations where it occurs. Most responses included only two of the required aspects. Such responses were considered incomplete. Furthermore, some candidates did not clearly identify the specific feature at the

outset of their response. There were also cases of confusion regarding the appropriate processes, with references being made to other types of weathering and erosion or incorrectly linking the formation of karst features to river activity. This led to inaccuracies in describing the limestone formation. Additionally, some candidates erroneously referred to these features as coastal and attributed their formation to wave action.

Part (d) required candidates to explain three ways in which precipitation in a tropical marine climate differs from that in an equatorial climate. Most candidates demonstrated a sound understanding of both types of climates. Some candidates effectively compared the two, earning full marks, while others presented isolated points about one climate, resulting in partial marks. Some candidates included inaccurate information such as references to hail and snow. These two types of precipitation do not typically occur in these types of climates. Several candidates lacked specificity and detail in their answers, making it difficult to know what they were referring to. Many candidates mentioned factors such as temperature, distance from the equator and frequency but did not consistently relate this information to precipitation in their comparisons.

Recommendations

- Students need to develop their comprehension and ability both verbally and through diagrams to explain the processes involved in the creation of specific landforms. This requires more than simply reading about processes in a textbook; students should translate that knowledge into their own notes and drawings. Field trips would also be beneficial, as they help students connect theoretical knowledge with real-life examples of the landforms studied in class.
- There appears to be a challenge with questions that require higher-order thinking. Teachers should adopt additional strategies to help students coherently and comprehensively express their geographical knowledge and understanding. For these higher-order questions, candidates must provide detailed, accurate and well-developed responses if they are to score full marks.

Question 3

In Part (a), candidates were given a table showing the number of migrants entering Trinidad and Tobago between 2018 and 2022 and were required to answer related questions.

In Part (a) (i), stronger candidates correctly identified the modal number (567). Some candidates provided both the modal number and its corresponding year, while a minority gave only the year.

For Part (a) (ii), many candidates correctly calculated the median (575). However, some confused mode and median, providing incorrect values in place of the other.

In Part (a) (iii), most candidates accurately calculated the mean (599). However, errors occurred when some candidates added the values without using a calculator, resulting in an incorrect value for the mean. Some of them also multiplied the total by 5 instead of dividing by 5.

Overall, Part (b) (i) was well done. Stronger candidates distinguished between push and pull factors in relation to migration. Weaker candidates failed to make this connection and did not earn marks. Some candidates used the words push or pushing and pull or pulling in their definitions and were also unable to score marks. However, many candidates scored the allocated marks for accurate examples of push and pull factors of migration.

Part (b) (ii) was more challenging than Part (b) (i). Some candidates misunderstood this part which focused on pull factors influencing out-migration or emigration from the Caribbean since the 1990s. Instead, they wrote about rural to urban migration and so they earned no marks. Other candidates discussed push factors in the home country rather than pull factors in the host country. The question also required candidates not to repeat the pull factor given in (b) (i); many candidates complied and provided new and relevant examples.

Part (c) examined the benefits derived from primary sector activities in the Caribbean. Stronger candidates demonstrated an understanding that primary economic activities involve the extraction and harvesting of natural resources, including agriculture, fishing, lumbering, and various forms of mining. They were also able to state the benefits of primary sector activities. Some focused specifically on the benefits of agriculture. Weaker candidates, however, incorrectly identified tourism as a primary economic activity and therefore did not earn marks. A few candidates also misinterpreted this question and failed to address the benefits.

Part (d) focused on factors that influenced the development of agriculture in the Caribbean. Stronger candidates were able to answer this question well, often adapting information from Part (c). They demonstrated a clear understanding of economic factors. Weaker candidates, however, wrote about

physical factors such as climate, relief and soils or they incorrectly discussed tourism, manufacturing or other primary activities unrelated to agriculture, such as fishing, mining and lumbering.

Recommendations

To improve performance, the following strategies are recommended.

- Practice calculating mode, median, and mean. These measures of central tendency are computed in Geography the same way as in Mathematics.
- Always show working when performing calculations.
- Use a calculator during Paper 2, as permitted.
- Avoid reusing the term being defined when writing definitions.
- Pay attention to the behavioral verbs in each question (e.g., describe, explain, outline) and structure responses accordingly, as the expected response for each verb is detailed in the syllabus. Answers should be developed rather than simply stating a factor and repeating it in sentence form. For example, if "job opportunities" is given as a pull factor, writing Job Opportunities — People are drawn to a developed country because of job opportunities will not earn additional marks. Instead, expand the point by explaining that people are drawn to developed countries where they are more likely to secure higher-paying jobs in their field or obtain better employment benefits and working conditions. This expansion earns marks for both the factor and its development.
- Primary, secondary, and tertiary sector activities are major concepts on the Geography syllabus. Therefore, candidates must clearly understand the activities that fall under each category.
- Candidates should read all questions carefully and underline or highlight key words (e.g., economic) to focus on the correct area.
- When answering questions, candidates should clearly identify each factor and then expand or develop it before moving to the next. It should be clear where one point ends and the next begins.
- Candidates must be able to differentiate between physical factors and economic factors, as this is a foundational geographical concept.

Question 4

For Parts (a) (i) to (a) (iv), most candidates provided excellent responses. Most of them achieved full marks. They demonstrated a clear understanding of the diagram that illustrated the distribution of incoming solar radiation by

- accurately identifying what happens to 19 per cent of the incoming solar radiation
- determining the percentage reflected before reaching the Earth's surface
- calculating the total reflected solar radiation
- correctly assessing the proportion absorbed at the Earth's surface.

Part (b) (i) was poorly done. Candidates were required to explain the term *global warming.* Several candidates seemed to be confused between the terms *global warming* and the *greenhouse effect*. Some candidates identified global warming as an increase in temperature, while others attributed this rise solely to changes at the Earth's surface. These candidates overlooked the significance of the enhanced greenhouse effect. Additionally, some candidates incorrectly described ozone layer depletion as part of global warming.

Part (b) (ii) required candidates to describe two ways in which the clearing of land for arable farming contributes to global warming. Most candidates identified a method of land clearing for arable farming but did not explain how it leads to global warming. Some candidates correctly addressed deforestation, noting the role of trees as carbon sinks and the impact of increased carbon dioxide levels on rising temperatures. A few candidates mentioned methods such as slash-and-burn and the use of machinery, but they failed to explain their links to global warming in sufficient detail. Additionally, some candidates focused on agricultural practices and pastoral farming. Such responses were incorrect.

Overall, responses to Part (c) were satisfactory. Candidates who accurately identified two methods of diversifying sugarcane lands, provided relevant examples and explained the diversification process were awarded full marks. However, some candidates did not explain how diversification occurred, despite identifying correct methods. There was also evidence that some candidates misunderstood the concept of diversification of land use, as they focused on improvements in sugar production or the use of bagasse and other sugarcane-related land. Candidates lost marks when their examples lacked specificity, particularly when countries or regions were mentioned without identifying the exact area or locality.

The responses to Part (d) were satisfactory. Most candidates identified two ways in which agriculture can contribute to environmental degradation in the Caribbean. This was a higher-order question that required candidates to fully develop their points to show how agriculture leads to environmental degradation. However, many candidates failed to explain the connection. For example, while many candidates identified the use of chemical fertilizers as a cause of water pollution, they did not explain how excess nutrients from fertilizers flow into rivers and coastal waters via surface runoff or leaching, causing rapid

algal growth (eutrophication). This process blocks sunlight from reaching other aquatic plants, resulting in their death.

Recommendations

Geographical knowledge was evident among most candidates for this question. However, they should be encouraged to provide more comprehensive responses and give greater thought to their answers. Many candidates have challenges with questions that require higher-order thinking. In these questions, candidates are often asked to explain *how* and *why.* When such prompts are used, candidates are expected to give a detailed elaboration in order to earn full marks. In several cases, proper or coherent elaboration was lacking. Teachers should develop effective strategies and provide ample practice to help students communicate their answers in greater detail, thereby improving their ability to respond to these types of questions and achieve maximum marks.

General Recommendations

There was a noted improvement in the candidates' performance on the practical skills and knowledge, and comprehension profiles assessed in the examination. However, candidates continue to underperform in the use of knowledge profile. Generally, most candidates are unable to properly answer the higher order thinking questions that require them to not only list or state factors but also to explain or expound on their responses in order to obtain maximum marks. There are a number of teaching/learning strategies which may be applied in the classroom to help in this regard.

- Present students with problems, real-life case studies and everyday situations where they must apply what they have learned.
- Have students develop concept maps and visual organizers in order for them to see relationships and better apply their understanding to new contexts.
- Use inquiry-based tasks which encourage students to research, hypothesize and justify their reasoning.
- Assess student learning using open-ended questions that invite critical thinking and problem-solving.
- Use assessment rubrics (focused on application) that specifically reward how well students apply knowledge.
- Integrate the geography content areas in ways that help students to draw connections across concepts and think beyond isolated content.

Teachers can also model thinking aloud to show students how to dissect a question by verbalizing their reasoning and how to consider multiple perspectives, question assumptions and connect concepts. Questioning plays an important role in developing thinking skills. Questions such as "Why do you think…?", "What might happen if…?" and "How does this compare to…?" are stems which may be used to scaffold critical thinking in students' responses. Collaborative discussions also allow students to think together.

Small group debates, peer questioning and Socratic circles foster candidates' ability to provide rich, layered answers.

Resources such as online tutorial videos and comprehensive study guides would prove very beneficial. These resources can aid in the instruction and provide practice for candidates on how to better structure coherent responses in which they display their understanding of the content and the behavioural verbs used in a question (for example, verbs such as *compare, explain, discuss* and *outline*).

PAPER 031 — SCHOOL-BASED ASSESSMENT (SBA)

The school-based assessment is assessed internally. For this component, students submit a report based on a field study in which they identify a geographical topic for investigation, develop field study questions, conduct an enquiry, and present their findings and recommendations. The school-based is worth 40 marks. In 2025, the highest score awarded was 40 out of 40. The mean score was 27.26 out of 40 (68.16 per cent), compared with 26.47 out of 40 (66.18 per cent) in 2024.

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This component was generally well done.

Introduction

This category continues to be an area of concern. Students can earn the maximum score only if they provide two key pieces of information.

- A sound justification for conducting the research
- The specific study area

In other words, students must explain why the research should be carried out in the chosen location. However, many responses included only one of these components. Unacceptable justifications for selecting a study area included

- the topic is on the syllabus
- the area is interesting
- the site is close to the school and easy to access.

Aim of the Study

Many students did not maximize their score on this category because they omitted the name of the territory in the aim. On a positive note, students have generally mastered the ability to phrase their aims using relevant, actionable terms.

Location of Study Area

The key issues arising from the location maps moderated include the following.

- Territory maps were not constructed to scale and the location of the named study area was not highlighted.
- Site maps lacked sufficient details such as roads, road names, place names or landmarks to create a navigable route to the study area.
- Many maps were of inferior quality.
    - The outlines were too faint.
    - The reproductions were unsatisfactory.
    - The information was difficult to read.

Students should review the quality of their scanned documents before submitting projects, as poor-quality scans can adversely affect the scores awarded.

Methodology

This component was generally well done. However, in cases where students did not earn the maximum score, it was due to one or more of the following issues.

- Failure to provide details about the data collection methods
- Omission of the number of questionnaires administered
- Not stating the year the research was conducted
- Not including the name of the territory

Presentation of Data

Many students were able to create at least two types of illustrations based on the data they collected. However, the principal areas of concern were

- failure to title all illustrations and assign a figure number for referencing in the written account
- failure to annotate photographs or sketches to highlight the feature(s) of interest
- lack of proper labels on both axes of graphs
- incorrect use of line graphs; these should only be used to display trends and patterns over time
- misuse of pie charts, which should represent 100 per cent of any distribution.

Quality of Data

Many students collected sufficient and relevant data to achieve the aims of their studies.

Analysis and Discussion

This section forms the main body of the research project and is expected to present a discussion and analysis of the findings based on the aim of the study. Illustrations should be integrated into the written account both by placement (positioned near the relevant discussion) and by reference (explicitly mentioned in the text). Unfortunately, in many instances these objectives were not achieved because

- students continued to separate illustrations from the written account, resulting in a lack of full integration
- written account consisted only of a verbal description of the illustrations
- the discussion provided had little relevance to the aim of the research project.

Conclusion

This section should provide a brief summary of the findings that answer the implicit question stated in the aim of the study. However, many students failed to do this.

In many instances, students introduced new information in the conclusion, as this section was often used for analysing findings rather than summarizing them. Additionally, there was frequently no reference to how the research findings related to the aim of the study.

Bibliography

Students are expected to demonstrate that sources can be cited using a recognized formatting style, such as MLA or APA. However, many students omitted one or more requirements of a proper citation. Common issues included failing to list the bibliography in alphabetical order by the author's surname and omitting key details such as the publishing company or place of publication.

Communication of Information

Many students communicated effectively, using appropriate and relevant terms. There was also good use of grammar, punctuation and spelling.

PAPER 032 — ALTERNATIVE TO THE SCHOOL-BASED ASSESSMENT (SBA)

This paper serves as a substitute for the field study report and is typically completed by private candidates who do not have the benefit of a Geography teacher to provide guidance. It is designed to assess the same skills required for the SBA, including knowledge of field research techniques, methods of presenting information and data, and the ability to summarize and analyse data collected in the field.

In 2025, the maximum score obtained was 37 out of 40 and the mean score was 19.85 (49.63 percent). This represents an improvement when compared with 2024, when the mean was 18.20 out of 40 (45.51 percent).

Recommendations

The following is the recommendation for Question 1.

Drawing a sketch map of an area shown on an Ordinance Survey (OS) map is a skill that requires consistent practice. It involves understanding six-figure grid referencing, reading the key on the OS map and accurately representing features graphically on a sketch map. A good map reading or map skills textbook or workbook would be useful for developing these skills, along with regular practice using actual OS maps.

Question 2

Candidates were presented with a scenario requiring them to assume the perspective of a researcher conducting a study on the high rate of migration to Caribbean Country X. Questions 2 to 6 were based on this scenario.

Part (a) required candidates to propose a title for a research project based on a given scenario. This was not well answered, as most candidates either provided a title that did not relate to the scenario or omitted a location, making it unclear and not specific to a place. For example, candidates were not awarded marks for titles such as 'The High Rate of Migration in the Caribbean' because such titles could refer to either in-migration or out-migration (the scenario specified in-migration). Additionally, the study was not about the entire Caribbean; it focused on one specific country in the region. Acceptable titles could have included *Migration to Country X* or *Factors Fueling Migration to Country X.*

In Part (b), candidates were required to formulate a suitable research question based on the scenario. This was fairly well done. However, a few candidates either failed to phrase their response as a question or did not contain any reference to a location. In some instances, the question given had no relation to the scenario. A suitable example of a research question is *What factors have contributed to the influx of migrants to Country X?*

Part (c) asked candidates to provide one reason for conducting the study which should form the basis of an introduction to the study. Most candidates were unable to write a clear reason; instead, their responses focused primarily on the aim(s) of the study. A common response was 'Conducting this study helps us understand the reason why so many people are moving to Country X.' However, the reason should be phrased as a justification for undertaking the study, followed by the aim(s). An example of such is as follows.

> An influx of migrants places a strain on the already limited resources of the host country, or the host country must absorb a large number of persons with limited geographic and economic resources while meeting the needs of its citizens. As such, it is important to undertake this study to understand what factors are drawing people to migrate to Country X and the impact of in-migration on the host country.

Recommendations

Candidates need to be very familiar with the stages of research design. A good textbook that can guide them through the steps of designing a geographical field study would prove useful in helping to develop these skills. There are many YouTube videos which also provided guidance on the design of geography-based field studies.

Question 3

In Part (a), candidates were asked to name one data collection instrument they would use in their study. Many provided correct responses such as a *questionnaire, interview guide*, or *observation checklist*. However, a significant number incorrectly listed 'pen and paper', which are not considered data collection instruments.

Part (b) asked candidates to name one piece of electronic equipment likely to be used for data collection. Most of them provided correct responses such as *a camera, video recorder, voice recorder, tablet, smartphone* or *laptop computer*. Incorrect responses occurred when candidates overlooked the requirement for "electronic equipment," listing items such as a 'pen', 'paper', or 'clipboard', which are not electronic.

Part (c) assessed candidates' knowledge of sampling techniques. Most candidates could not identify a suitable technique such *as random, convenience, snowball* or *purposive sampling*. Instead of focusing on how participants would be selected for the study, many candidates focused on when candidates would be contacted. For example, they stated that 'candidates would be interviewed in the afternoon when they are at home'.

Part (d) required candidates to list four important characteristics of the participants that would be recorded when conducting the study. Most candidates were able to provide at least two characteristics, such as *age, gender, level of education, marital status, ethnicity, religion, previous country and length of time in the host country*.

For Part (e), most candidates were unable to outline how the information collected in Part (d) could be used to answer their research question. While some candidates identified the characteristics of participants they would record, they did not explain how this data could help address the research question. An acceptable response would be as follows.

> The information can be used to create a demographic profile of the migrants which helps the researcher understand their general characteristics and to some extent the behaviours and choices of those who are migrating to the country. It also reveals common characteristics that may be shared among the migrants and the resources they may possess that would increase their chances of making a life for themselves in the host country.

In Part (f), most candidates accurately named two ways in which the data collected may be illustrated. Correct responses included techniques such as *tables, bar graphs, histograms, line graphs, pie charts* and *population pyramids*.

Part (g) required candidates to identify one piece of secondary data needed for the study. Most candidates did not provide a response. Some candidates gave responses which were not relevant to a study on migration while others confused primary and secondary data by giving responses which would have been collected as part of the primary data collection such as the age of the migrants, how long they have been in the country and why people migrated to the country. Acceptable responses included migration statistics, population reports, maps of where migrants have settled and national development plans.

In Part (h), candidates were required to identify one limitation, other than weather and illness, which they may encounter while conducting the study. This question was well done. Most candidates stated that persons may be unwilling to answer their questions. Other acceptable responses included respondents

- being illiterate
- having visual or hearing impairments
- not speaking English
- being absent during data collection
- being too busy at the time.

Part (i) was linked to Part (h). Candidates were required to state how they would overcome the limitation identified. This question was not answered as well as expected. Many candidates who identified the unwillingness of participants as a limitation suggested offering an incentive to encourage participation, which was considered an acceptable response. For those who noted that respondents might not speak English, the proposed solution was to seek the assistance of an interpreter, which was also acceptable.

However, many candidates either did not attempt the question (having also omitted Part (h)) or provided responses that were not feasible. Other acceptable solutions could have included organizing another visit or selecting an alternative respondent if the individual was busy. Where people were not at home, candidates could try to contact them to arrange a convenient time or leave a letter of introduction with contact information for follow-up. In cases where respondents could not read or had an impairment, the questions could be read aloud or communicated in a way that the respondent could understand.

Recommendations

A comprehensive geography-based fieldwork text would be highly beneficial. Additionally, there are numerous online resources offering tutorials on designing and conducting geography fieldwork, both in general and specifically for CSEC Geography SBAs. Candidates must ensure they are well prepared for this question which assesses their ability to design, execute and present a geographical research study.

Question 4

For Parts (a) (i) to (iii), candidates were required to answer three questions based on the data presented in a table. Approximately 50 per cent of candidates answered all three questions correctly. Part a (ii) was the part most frequently answered incorrectly, as many candidates failed to recognize that the percentage increase from 2021 to 2022 was shown in the table under "Percentage (%) Increase from Previous Year" for 2022.

In Part (b), candidates were required to describe two pull factors that may have contributed to the high rate of migration to a country. Most candidates earned at least two of the four possible marks. Many candidates were awarded three or four marks. Marks were deducted when candidates identified the correct pull factors but failed to explain how each factor would attract people to the country. Two examples of acceptable responses include the following.

- Family ties — Many people migrate to join family members in the host country. In most cases, either the husband or wife migrates first, settles and then sends for the other spouse and children. Later, other members of the extended family may follow.
- Employment or job opportunities — The prospect of gaining employment, earning higher wages or securing better working conditions and benefits attracts people to a country. These opportunities enable migrants to improve their standard of living and send remittances to their families.

Recommendations

Candidates need a comprehensive understanding of the syllabus content areas. In addition to textbooks and online resources that support geographical learning, teachers can adopt interactive strategies to deepen students' understanding. These strategies include

- scenario-based simulations where students justify their choice to move from one country to another based on various factors.
- Creation of visual maps and infographics so students can highlight countries with push and pull migration factors
- research projects using real-life examples
- classroom debates where students discuss what makes a location desirable and how these factors vary by age, profession or culture.

Question 5

Part (a) required candidates to construct a bar graph for a given data set. This question was not well done. Many candidates constructed a histogram instead of a bar graph, while others plotted the bars incorrectly or failed to label them. A few candidates created a line graph or omitted the question altogether.

In Part (b), candidates were required to outline a negative effect that the influx of migrants may have on the housing, labour and health sectors in a country. A few candidates misinterpreted the question and provided responses related to the rights of migrants or their inability to pay for services. However, the more acceptable responses outlined and expanded on the following negative effects.

- Housing — Greater demand for housing, increased cost of renting or purchasing residential properties, growth of slums and squatter settlements.
- Labour — Greater competition for available jobs, migrants willing to accept lower wages, causing locals to lose jobs or work for lower wages, rise in the informal sector, and unemployment and underemployment which may lead to an increase in criminal activity.
- Health — Greater demand for healthcare services, stress on existing health care services which can cause it to collapse under the added pressure and the risk of unchecked migrants introducing new strains of viruses or diseases into the host country.

Recommendations

Candidates must be able to clearly differentiate among the various types of graphic displays included in the syllabus. It is still common for bar graphs to be confused with a histogram. This concept is closely related to Mathematics, so consulting a Mathematics textbook could help candidates better understand the differences between these types of graphic displays.

Candidates would benefit from developing a more thorough understanding of the syllabus content areas. Numerous textbooks and online resources can assist in strengthening geographical knowledge. Additionally, some geographical concepts, such as migration, are highly topical in today's global landscape. Articles, news stories, and documentaries available on digital platforms can provide candidates with relevant information and case studies. Candidates should also conduct their own online research into the various topics on the syllabus.

Question 6

Less than 50 per cent of candidates were able to identify that the name or title of the publication was missing from the list of elements in the bibliographic reference. Among those who received no marks, this question was either omitted or the answer provided was not an element of a bibliographic reference, such as an author's note, a signature, or the reason for publishing.

Recommendations

Candidates should become familiar with referencing books using a conventional bibliographic style such as the MLA, APA and Chicago Manual of Style. Candidates should memorize the basic elements needed for referencing a book using any established reference style.