



CARIBBEAN EXAMINATIONS COUNCIL

CSEC[®] Social Studies

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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Social Studies

Social Studies contributes to the effective development of the learner by increasing personal and social awareness, and by placing emphasis on values as well as on social and interpersonal relationships. This syllabus seeks to ensure that students develop the necessary skills and at the same time introduces them to knowledge of social phenomena that may enhance their effectiveness as social participants in the Caribbean community. It is also intended that, through the syllabus, the process of valuing would be made conscious so that persons become aware of their position, thus enabling them to bring conscious criteria to bear on their choices as social participants.

Although the main focus of the syllabus is the Caribbean, opportunities have been provided for the treatment of international issues which have a bearing on Caribbean development.

The syllabus content is organised into three major sections. Students are required to complete Sections A and B and one Option from Section C.

- Section A Individual, Family and Society
- Section B Sustainable Development and Use of Resources
 - (i) Development and Use of Resources
 - (ii) Regional Integration

- Section C Options
 - C1 Communication
 - C2 Consumer Affairs
 - C3 Tourism



CARIBBEAN EXAMINATIONS COUNCIL

**Caribbean Secondary Education Certificate®
CSEC®**

**SOCIAL STUDIES
SYLLABUS**

Effective for examinations from May–June 2010



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Social Studies Syllabus

◆ RATIONALE

The inclusion of Social Studies as a part of general education in the secondary school curriculum derives from the assumption that adequate provision should be made for enabling students to gain the knowledge, skills and attitudes for effective social participation.

Effective social participation should:

1. be based on accurate and relevant information about a particular issue or set of issues;
2. be sensitive to values;
3. be informed by a sense of commitment to the development of the community;
4. stem from a deliberate choice of ways and means to accomplish a clearly perceived objective.

Social Studies contributes to the effective development of the learner by increasing personal and social awareness, and by placing emphasis on values as well as on social and interpersonal relationships. In addition, it introduces students to concepts from the various social science disciplines and enables them to appreciate the significance of these experiences as they seek to understand more about themselves and the complex social relationships of which they are a part. An interpretation of this kind makes the Social Studies programme not only relevant to the learners but also facilitates the smooth transition of the student from secondary to tertiary education and to the wider society.

In keeping with the attributes of the Ideal Caribbean Person as articulated by CARICOM, this syllabus will contribute to the development of individuals who: are emotionally secure with a high level of self-confidence and self-esteem; see ethnic, religious and other diversity as a source of potential strength and richness; are aware of the importance of living in harmony with the environment; have a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community; have an informed respect for our cultural heritage; and value and display the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres in all other areas of life (Caribbean Education Strategy, 2000). The continued development of the Caribbean region will depend on the individual's understanding of his or her roles and responsibilities in families, groups, social institutions, government, sustainable development and use of resources, the regional integration process and global issues. These are critical to the individual's personal development and the social, political and economic well-being of his or her country and region.

This syllabus seeks to ensure that students develop the necessary skills and at the same time introduces them to knowledge of social phenomena that may enhance their effectiveness as social participants in the Caribbean community. It is also intended that, through the syllabus, the process of valuing would be made conscious so that persons become aware of their position, thus enabling them to bring conscious criteria to bear on their choices as social participants. This area of study, in keeping with the UNESCO Pillars of Learning, will also equip students to think logically and critically,

as well as enhance their human relation skills.

Although the main focus of the syllabus is the Caribbean, opportunities have been provided for the treatment of international issues which have a bearing on Caribbean development.

◆ AIMS

The syllabus aims to:

1. *develop an appreciation for self as active, responsible and reflective members of society;*
2. *encourage respect for the differences of opinion, lifestyle and cultural practices;*
3. *develop an appreciation for one's own cultural heritage and cultivate tolerance for the cultural heritage of others;*
4. *develop social and life skills important for social interaction;*
5. *develop an appreciation for the environment and contribute towards its sustainability;*
6. *adapt to the changing social, economic, political and technological forces in the country, region and the world*

◆ GENERAL OBJECTIVES

On completion of this syllabus, students should:

1. *understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;*
2. *appraise critically the prevailing societal attitudes, norms and values;*
3. *use coherent and conscious processes as the principal means of arriving at decisions;*
4. *use skills for social participation and social action;*
5. appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration;
6. become aware of the global issues and institutions which influence his or her life and the development of the region.

◆ CRITERIA FOR CONTENT SELECTION

The interdisciplinary nature of Social Studies requires that concepts and themes be selected from the major disciplines. In this syllabus, the criteria used for the selection of the themes and concepts are that they should be:

1. useful in explaining human experiences and in developing the ability to prepare for the future;
2. related to the concerns and interests of youth;
3. concerned with the preparation of citizens for social action;
4. useful in providing opportunities for the explanation of the unifying concepts *listed below* as they relate to self, family, community, national and regional development.

The syllabus is organised around the unifying concepts listed below.

- | | | |
|----|--------------------|--|
| 1. | Identity | Identity, at the personal level, seeks to answer, “Who am I?” and “What do I want to be?” Identity also makes the individual conscious of the relationships among personal needs and those of the family, the nation and the region. |
| 2. | Freedom/choice | Satisfying personal and national needs involves freedom to adapt to or reject existing norms; to be creative. |
| 3. | Conflict | Conflict is inherent in the process of exercising the freedom to make choices among competing alternatives. |
| 4. | Development/change | The nature of the choices made to satisfy needs may result in varying degrees of development and change at the <i>personal, national, or regional level</i> . |
| 5. | Interaction | The degree of change is influenced by the efficiency and adequacy of relationships among people at personal, community, national and regional levels. |
| 6. | Cooperation | The rate of development or the level of satisfaction of needs increases when individuals, families, communities or nations share their ideas, pool their resources and arrive at solutions. |
| 7. | Justice | Justice as fairness can be fostered when social, economic, <i>legal</i> and moral rights are maintained. |
| 8. | <i>Integration</i> | <i>Policies and practices used in achieving national and regional goals reflect mutually acceptable international rules, policies and institutions.</i> |

◆ SKILLS AND ATTITUDES TO BE DEVELOPED

In keeping with the emphasis on social participation in the syllabus, it is recommended that teaching should be organised to develop:

1. *the skills of social enquiry and the ability to present and report findings with clarity;*

2. *the skills of critical thinking about social phenomena through normal classroom interactions;*
3. *the habit of making conscious and deliberate decisions between competing alternatives for social action, through classroom debate or planning small scale programmes of social intervention.*

Essential Skills and Values to be promoted and applied are listed below.

1. Enquiry and Communication Skills

The student should be able to:

- (a) identify and define problems;
- (b) gather information from individuals and groups and also reference materials, including written sources, graphs, maps, pictures, objects and songs and use this information as required;
- (c) design simple questionnaires, interview schedules and observation checklists;
- (d) administer questionnaires, conduct interviews and make observations;
- (e) present data in different forms – graphs, diagrams, statistical tables, pictures, models, prose, poetry;
- (f) express himself or herself in speech and writing with precision, clarity and fluency.

2. Critical Thinking and Decision-Making Skills

The student should be able to:

- (a) evaluate information in terms of accuracy, objectivity and relevance;
- (b) recognise underlying assumptions and values;
- (c) make decisions and justify decisions made in terms of the unifying concepts of the syllabus and the criteria for content selection;
- (d) analyse information from different sources and classify and organise the analysed data
- (e) draw conclusions and apply to new situations.

3. Affective Learning: Attitudes and Values

The student should be able to:

- (a) demonstrate willingness to cooperate and take part in group activities;

- (b) be tolerant and show respect and consideration for other people's feelings, opinions and way of life; empathise with other people's feelings and actions;
- (c) demonstrate a sense of fair play, justice and humility;
- (d) care for and respect other persons and their property; appreciate human beings as problem solvers;
- (e) appreciate the value of the Earth and its resources, understand its significance for the survival of people and be willing to conserve it.

◆ ORGANISATION OF THE SYLLABUS

The Syllabus content is organised into three major sections as follows:

Section A	-	<i>Individual, Family and Society</i>
Section B	-	<i>Sustainable Development and Use of Resources</i>
		(i) <i>Development and Use of Resources</i>
		(ii) <i>Regional Integration</i>
Section C	-	Options
		C1 - Communication
		C2 - Consumer Affairs
		C3 - Tourism

FEATURES OF OPTIONS

The Options are intended to give students the opportunity to apply the skills and concepts learned in the study of Sections A and B of the syllabus to specific social phenomena in contemporary society. *Students must study at least one Option in detail.*

TIMETABLE REQUIREMENTS

The syllabus has been worked out on the basis of a minimum of four (4) forty-minute (40-minute) periods per week for five (5) terms of ten (10) weeks each. It is recommended that ten weeks be devoted to the Option chosen under Section C. This recommendation assumes that students would have acquired certain critical Social Studies skills in the first three years of secondary education.

◆ FORMAT OF THE EXAMINATION

Paper 01 *This paper will consist of 60 multiple-choice items, 30 items on Section A and 30 items on Section B.*
(1 hour 15 minutes)

STARTING JUNE 2017

Paper 02
(2 hours 30 minutes)

This paper will consist of seven questions, two questions on Section A, two on Section B and three on Section C. Candidates will be required to answer five questions.

Section A will consist of two questions. Questions will be divided into a number of parts which will require responses in the form of short answers written in sentences. Candidates will answer the two questions from this Section.

*Section B will consist of two questions, one on Development and Use of Resources and one on Regional Integration. Candidates will be required to answer the **two** questions; **one** on Development and Use of Resources and **one** on Regional Integration. The question on Development and Use of Resources will require responses written in the form of short answers and that on Regional Integration will require an extended essays.*

*Section C will consist of three questions that will require responses in the form of extended essays. Candidates will answer **one** question from this section.*

School-Based Assessment (SBA)

Paper 031 Assessment of enquiry, communication, critical thinking and decision making skills by means of a project based on any section of the syllabus.

Paper 032 Alternative to the SBA for private candidates. Assessment of enquiry, communication, critical thinking and decision making skills by means of a written examination with questions based on research activities. The examination will consist of five structured questions requiring responses which may vary in length and detail from one or two sentences to one or more paragraphs.

◆ **CERTIFICATION**

For each examination, a candidate's performance will be indicated on the certificate by an overall grade on a six point scale and, in addition, by a letter grade for the profile dimensions, Knowledge and Comprehension, and Application, Evaluation and Problem- Solving.

◆ **DEFINITION OF PROFILE DIMENSIONS**

Knowledge and Comprehension (KC)

The ability to:

1. *recall facts; and define terms and concepts;*
2. *use appropriate terms, concepts and principles in describing social issues and stating apparent causes and consequences of these issues;*

3. *recognise the nature of techniques and procedures normally used in investigating social problems and phenomena.*

Application, Evaluation and Problem-Solving (AEP)

The ability to:

1. *organise, analyse and integrate information collected from a variety of sources to develop an informed position on social issues and problems, and to make decisions;*
2. *propose solutions to social issues and problems based on concepts and principles for guiding behaviour and motivating responsible participation within social groups and communities;*
3. *explain and support reasoned decisions and conclusions, and to evaluate the reasonableness of decisions.*

MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

The raw marks allocated by paper and profile dimension are as follows:

PROFILE DIMENSIONS	PAPERS			
	PAPER 01	PAPER 02	PAPER 031 PAPER 032	TOTAL
<i>Knowledge and Comprehension</i>	60	40	-	100
<i>Application, Evaluation and Problem-Solving</i>	-	60	40	100
TOTAL	60 (30%)	100 (50%)	40 (20%)	200 (100%)

◆ REGULATIONS FOR RESIT CANDIDATES

Candidates, who have earned a moderated score of at least 50 per cent of the total marks for the School-Based Assessment component, may elect not to repeat this component, provided they rewrite the examination no later than TWO years following their first attempt. These resit candidates must complete Papers 01 and 02 of the examination for the year they register.

Resit candidates must be entered through a school or other approved educational institution.

Candidates who have obtained less than 50 per cent of the marks for the School-Based Assessment component must repeat the component at any subsequent sitting.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and EITHER Paper 031 OR Paper 032.

*Paper 031 is a single guided research project for candidates whose research must be monitored by tutors in a recognised educational institution or by assessors selected by the CXC Local Registrar on behalf of the Council. The reports must be original and must be validated by their tutors. **See pages 49 – 53 for further details.***

*Paper 032 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution. **See pages 61 – 62 for further details.***

◆ REGULATIONS FOR THE JANUARY SITTING

1. All candidates sitting Social Studies at the January examination for the first time **MUST** write Paper 032.
2. There is no SBA option (Paper 031) available for January candidates.
3. Resit candidates fall into two categories:
 - (a) Those resit candidates who wrote Paper 031 (SBA) in the year immediately preceding the January examination and who obtained 50% or more of the moderated score are **NOT** required to write Paper 032 in January.
 - (b) Those resit candidates who wrote Paper 032 (Alternative to SBA) in the year immediately preceding the examination and who obtained 50% or more are **NOT** required to rewrite Paper 032 in January.
4. Any candidates who are categorised in 3(a) and 3(b) above who obtained 50% or more of the moderated score, but who wish to try to improve on their grade may write Paper 032 in January.
5. All resit candidates who did NOT satisfy the 50% requirement (either on Paper 031 or Paper 032) are required to write Paper 032 in January.

NB: See regulations for writing Paper 032 on pages 61 – 62.

◆ SECTION A: INDIVIDUAL, FAMILY AND SOCIETY

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;
2. appraise critically the prevailing societal attitudes, norms and values;
3. use coherent and conscious processes as the principal means of arriving at decisions;
4. use skills for social participation and social action

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. explain <i>and use correctly</i> concepts and terms associated with the family as <i>listed in content (1)</i> ;	<i>Explanation</i> of the following concepts and terms associated with the family: kinship, status, extended family, nuclear family, monogamy, polyandry, polygyny, patriarchal, matriarchal, patrifocal, matrifocal, matrilineal, patrilineal, bigamy, incest, marriage, legal separation, divorce, annulment, alimony, sibling, inheritance.	<i>Identity – in terms of the family as a primary group with which individuals identify.</i> <i>Interaction – relationships among family members.</i>	<i>Encourage students to compile a glossary of terms and concepts within the unit.</i> <i>Develop crossword puzzles using the terms and concepts.</i>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>2. describe the major functions of the family;</p>	<p>The functions of the family in contemporary Caribbean society:</p> <p>(a) as a unit of procreation;</p> <p>(b) as a social unit for rearing children, namely, the socialisation of the individual;</p> <p>(c) as an economic unit for satisfying basic needs;</p> <p>(d) as a social unit for satisfying emotional and psychological needs.</p>	<p><i>Cooperation – between parents in relation to performance of functions.</i></p> <p><i>Identity – in relation to belonging to a particular family type.</i></p> <p><i>Development/change – in terms of governments assisting the family with some of its functions.</i></p>	<p><i>Provide students with opportunities to share their experiences and perspectives in relation to the functions of the family.</i></p>
<p>3. compare different family types and unions in the Caribbean;</p>	<p>Differences in family types and unions in the Caribbean:</p> <p>Types – nuclear, extended, sibling households, single parent family;</p> <p>Unions – visiting relationships, consensual or common law, monogamy, legal marriage.</p>	<p><i>Identity – belonging to a particular family type.</i></p> <p><i>Development/change – in terms of emerging family patterns.</i></p> <p><i>Choice/freedom – to remain in or establish a particular family type.</i></p> <p><i>Justice – equality of rights given to members of the various family structures.</i></p> <p><i>Integration – the legal recognition/acceptance of the various family types and unions.</i></p>	<p><i>Let students describe their family and have the class categorise them according to the characteristics.</i></p> <p><i>Students conduct a survey to find out the number of students in class who belong to different family types. Students discuss the reasons for the most popular type identified, its advantages and disadvantages. Students comment on the moral issues related to the family types and unions, including same sex unions.</i></p> <p><i>Students conduct interviews with members of different family types in order to make comparisons.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>4. <i>examine the roles, relationships and responsibilities of adult and sibling members of a Caribbean family;</i></p>	<p>Roles, relationships and responsibilities of adult and sibling members of the Caribbean family.</p>	<p><i>Conflict – in the case of one role interfering with the performance of another or individuals deliberately neglecting their roles and responsibilities.</i></p> <p><i>Freedom/choice – to undertake a role and the corresponding responsibilities.</i></p> <p><i>Identity – as defined by one’s status in the family.</i></p> <p><i>Cooperation – the sharing of roles.</i></p>	<p><i>Students categorise male and female roles and responsibilities in their respective households. Comment on whether the roles and responsibilities should be strictly divided.</i></p> <p><i>Students examine ways in which the school could better prepare individuals for their roles in the family.</i></p> <p><i>Students discuss how the absence of the father from the household affects the family.</i></p>
<p>5. <i>explain the causes and effects of the changes in the roles of family members in Caribbean society;</i></p>	<p>Factors which contribute to the changing roles and responsibilities of men and women in the Caribbean family:</p> <p>(a) status of women in society;</p> <p>(b) choice of employment;</p> <p>(c) available technology;</p> <p>(d) leisure activities;</p> <p>(e) educational opportunities.</p>	<p><i>Conflict – resulting from the reluctance of some males to accept the changing roles of family members; the inability to cope with the demands of work and family life.</i></p> <p><i>Cooperation – the sharing of traditional domestic roles.</i></p> <p><i>Choice/freedom – to accept or reject traditional roles.</i></p> <p><i>Justice – equal pay for equal work.</i></p> <p><i>Integration – removal of barriers to women engaging in traditional male occupations.</i></p>	<p><i>Students classify roles and responsibilities identified in the last lesson as traditional male/female roles.</i></p> <p><i>Students identify changes observed in their respective homes and suggest reasons for these changes.</i></p> <p><i>Class discussion on how these changes may have impacted on the family.</i></p> <p><i>Students write a letter to the manager of a large company outlining how it may assist parents with after-school care of their children.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>Results of the changing roles and responsibilities of men and women in the Caribbean family:</p> <p>(a) identity crisis;</p> <p>(b) marginalisation of the male;</p> <p>(c) role conflict;</p> <p>(d) development of self-esteem and confidence of women/ <i>independence of women.</i></p>	<p><i>Identity/development/change – the modern Caribbean woman; male identity crisis.</i></p>	
<p>6. <i>describe factors which assist in the preparation for parenthood;</i></p>	<p>Preparation for parenthood – physical, economic, emotional and psychological readiness.</p>	<p><i>Freedom/choice/interaction – to delay parenthood; to make a family plan.</i></p> <p><i>Conflict – resulting from an unplanned pregnancy.</i></p> <p><i>Development/change – mental, physical and social changes in preparation for parenthood.</i></p>	<p><i>Create a scenario of a teenaged mother in the newspaper appealing for help for her two children. Students discuss possible reasons for her appeal and the emotional and psychological effects she may be experiencing.</i></p> <p><i>Students examine the school’s curriculum and comment on its effectiveness in preparing students for responsible parenthood. Suggest improvements.</i></p> <p><i>Invite a public health nurse or the guidance counselor to discuss the topic.</i></p> <p><i>Students write an article for the school’s magazine outlining to fellow students why it is important that they should prepare for parenthood.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
7. examine the characteristics of effective parenting;	Characteristics of a good parent: Problem solving skills, communication skills, socialising skills, disciplinary skills, knowledge of good nutrition, showing of love/warmth, money management skills.	<p>Freedom/choice – to accept or reject traditional approaches to parenting.</p> <p>Identity – the qualities that distinguish a good parent.</p> <p>Interaction – in socialising, showing love, disciplining, communicating.</p> <p>Development/change – courses for parents, parent support groups.</p>	<p>Students and teacher analyse case studies on the effects of good and bad parenting.</p> <p>Students write and perform a skit which compares and contrasts effective and ineffective parenting.</p>
8. <i>formulate strategies for dealing with contemporary social issues that influence Caribbean family life;</i>	Contemporary social issues which influence Caribbean family life – teenage pregnancy, street children, alternative life styles, substance abuse, juvenile delinquency, sexually transmitted diseases, child abuse, poverty, desertion, suicide, incest, domestic violence, trafficking in persons, care and concern of the aged and those with special needs.	<p><i>Conflict – resulting from behavioural changes.</i></p> <p><i>Development/change – in approaches for dealing with social issues.</i></p> <p><i>Interaction/cooperation – between the various social agencies dealing with social issues.</i></p> <p><i>Freedom/choice – to accept or reject approaches for dealing with social issues.</i></p> <p><i>Justice/integration – acceptance of victims and reformed persons in society.</i></p>	<p><i>Students prepare an interview schedule to be used with a victim of a different social issue. Present responses to class. Students list common causes and effects and also present them in a chart.</i></p> <p><i>Class divided into groups to be assigned to different institutions which deal with children who are victims of social issues to work voluntarily with them.</i></p> <p><i>Students prepare a plan to tackle a named social issue – aims; target group, resources needed. Students develop a scrapbook with newspaper articles on social issues.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>9. <i>assess the reasons for laws to protect the family in social situations as listed in content (9);</i></p>	<p><i>Laws related to:</i></p> <ul style="list-style-type: none"> (a) <i>inheritance;</i> (b) <i>child care;</i> (c) <i>legal separation;</i> (d) <i>divorce;</i> (e) <i>domestic violence.</i> 	<p><i>Justice – equal rights for children born in and out of wedlock and for partners in both common-law and legal marriage relationships.</i></p> <p><i>Cooperation/interaction/conflict – between plaintiff, defendant, attorneys and officers of the court.</i></p> <p><i>Freedom/choice – to accept or challenge the decisions of the court.</i></p> <p><i>Development/change – revisions to the Family Law Act.</i></p>	<p><i>Students identify situations in which family members may have been disadvantaged in relation to inheritance, divorce, or lack of care and maintenance or domestic violence and describe how these persons may have been helped by the relevant laws, OR invite a lawyer to do an interactive presentation on the four areas.</i></p> <p><i>Students prepare questions before the presentation to help them evaluate the effectiveness of the laws.</i></p>
<p>10. <i>account for the cultural diversity of the Caribbean region;</i></p>	<p><i>The cultural diversity of the Caribbean region.</i></p> <ul style="list-style-type: none"> (a) <i>Existence of cultural patterns, customs, ceremonies, religions and festivals in the Caribbean region;</i> (b) <i>Promotion of ancestral customs, art, craft, language, music, dance and folklore by national organisations and groups.</i> 	<p><i>Identity – uniqueness of Caribbean culture.</i></p> <p><i>Integration – the fusion of the cultures of the various ethnic groups to create the Caribbean culture.</i></p> <p><i>Development/change/conflict – cultural penetration; commercialisation of the culture.</i></p> <p><i>Freedom/choice – to accept or reject the culture of the region.</i></p> <p><i>Cooperation/interaction – between various groups and individuals working to promote the culture of the region.</i></p>	<p><i>Students view documentaries on Caribbean culture.</i></p> <ul style="list-style-type: none"> a. <i>Students from different cultural backgrounds should be encouraged to make presentations on their customs, ceremonies, religions, festivals, music, food, dress and language. Students record information under headings listed above. Alternatively, groups research and make presentations on the cultural practices of different ethnic groups in the region.</i> b. <i>Students write a calypso, skit or design a costume for a national festival. Students form and enter a band in the national cultural festival depicting different aspects of the culture.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>11. explain and use correctly terms and concepts associated with social groups and institutions as listed in content (11);</p>	<p>Explanation of the following terms and concepts associated with social groups:</p> <p>(a) primary; secondary; formal; informal; peer; interest; voluntary and involuntary membership; culture; institution; social control; folkways; norms; mores and laws;</p> <p>(b) examples of primary, secondary, formal and informal groups found in the Caribbean.</p>	<p><i>Identity – in relation to self-actualisation and sense of belonging to a group outside of the family.</i></p> <p><i>Conflict – resulting from the different ideals and ideas of group members.</i></p> <p><i>Interaction – the opportunities for the development of tolerance, discipline and acceptance of others’ views and ideas.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the section.</i></p> <p><i>Use concept maps/Matching exercises involving different types of groups.</i></p> <p><i>Students categorise school and community groups. Students list the various groups to which they belong and classify them as primary or secondary; informal or formal.</i></p> <p><i>Encourage students to enroll in one voluntary group outside of school.</i></p>
<p>12. outline the characteristics of primary, secondary, formal and informal groups;</p>	<p>Characteristics of social groups:</p> <p>(a) structure;</p> <p>(b) common goals;</p> <p>(c) voluntary or involuntary membership;</p> <p>(d) marks of identity;</p> <p>(e) common needs, interest and values;</p> <p>(f) specific ways of interacting determined by rules and regulations;</p> <p>(g) established patterns of behaviour;</p> <p>(h) cooperation to achieve group goals;</p> <p>(i) sanctions.</p>	<p><i>Identity – unique characteristics of each group.</i></p> <p><i>Freedom/choice – to seek membership in some groups.</i></p> <p><i>Integration/Interaction/ Cooperation – the pooling of ideas and skills towards meeting group’s goal.</i></p> <p><i>Conflict – resulting from non-conformity with the group’s rules, norm, values.</i></p> <p><i>Development/change – in goals, membership, rules, structure.</i></p>	<p><i>Students examine their school as an example of a formal/secondary group.</i></p> <p><i>Students record their observations of a group of friends in class as an example of primary/informal group.</i></p> <p><i>Students identify the need for a group in the school/community. Give it a name. Identify the goal of the group. Establish criteria for membership and invite students to join.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>13. describe the requirements for cohesion in groups and institutions;</p>	<p>Requirements for group cohesion – leadership, control, cooperation, authority, commitment and loyalty.</p>	<p><i>Cooperation/Interaction – acceptance of authority.</i></p> <p><i>Conflict – resulting from differences of opinion within the group/leadership style.</i></p> <p><i>Interaction – as a meeting ground for the development of tolerance, discipline and acceptance of others’ view and ideas.</i></p> <p><i>Justice – respect for members’ rights.</i></p>	<p><i>A member of the governing party criticises the leader for covering up corruption in government at a constituency branch meeting or in the press. Students discuss the likely effects of the member’s action on the party and comment on his/her loyalty/commitment to the party.</i></p>
<p>14. explain the different types of interaction within and among social groups;</p>	<p>Aspects of social interaction <i>within and among</i> groups: competition, conflict, cooperation, compromise.</p>	<p><i>Interaction – interdependence among groups and individuals.</i></p> <p><i>Development/change – in relation to inter and intra-group relationships.</i></p> <p><i>Conflict – resulting from failure to honour agreements.</i></p> <p><i>Cooperation – examples of exchange /compromise among groups.</i></p>	<p><i>Students observe and record examples of the different types of interaction in the classroom during the lesson.</i></p> <p><i>Students discuss the need for referees and umpires in sports and mediators and arbitrators in disputes.</i></p> <p><i>Role–play situations of group dynamics.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
15. describe the characteristics of institutions;	Characteristics of institutions. Institutions as: (a) A social norm: (i) made up of norms, mores and values; (ii) endures over time; (iii) can be modified; (iv) influences the working of society; (v) forms the basis for the development of organisations. (b) An organisation: (i) hierarchical structure; (ii) specific function; (iii) written rules; (iv) fixed sanctions; (v) endure over time; (vi) symbols; (vii) rituals.	<i>Identity – the particular function of each type of institution.</i> <i>Conflict/ Development/ change – resulting from the impact of changing moral values on institutions.</i>	<i>Field trips to various institutions.</i> <i>Students draw the organisational structure of their school.</i> <i>Students examine the school as an institution and record examples of each characteristic.</i>
16. evaluate the functions of institutions in society;	Functions of institutions. (a) Economic; (b) Educational; (c) Recreational; (d) Religious; (e) Political.	<i>Interaction/cooperation – interdependence among institutions.</i> <i>Development/change – the new ways of meeting society’s needs.</i>	<i>Divide class into five groups. Assign one institution to each group. Groups make presentations on how the institutions impact their lives.</i>
17. describe the electoral processes and systems used to elect a government in the Commonwealth Caribbean;	(a) Definition of the following terms and concepts: government, political party, constituency, candidate, electorate, voters’ list, floating voter, representative, adult suffrage, franchise, manifesto, ballot, hung parliament, government of national unity, coalition government.	<i>Choice – between the two electoral systems.</i> <i>Identity – characteristics of each electoral system.</i> <i>Conflict – failure of first – past – the – post to adequately reflect the wishes of the electorate.</i>	<i>Designing ballot paper.</i> <i>Conduct a mock- election in class or school. Organise a poster competition on the sequence of electoral process.</i> <i>Students prepare a case for or against electoral reform.</i>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>(b) Electoral processes</p> <p>(c) Electoral systems: First – past – the – post and Proportional Representation (PR). Advantages and disadvantages.</p>	<p>Cooperation/interaction – between parties in a coalition government; a government of national unity; political parties and the electoral body.</p> <p>Development/change – the demands for electoral reform.</p> <p>Integration – monitoring of elections by CARICOM observers.</p>	<p>Students compile a list of measures which would ensure that elections would be free and fair.</p>
<p>18. describe how political parties prepare for elections;</p>	<p>Preparation for elections:</p> <p>(a) select candidates;</p> <p>(b) raise funds;</p> <p>(c) conduct campaigns;</p> <p>(d) identify important issues;</p> <p>(e) monitor the party in power/opposition;</p> <p>(f) monitor the electoral processes;</p> <p>(g) commission public opinion polls;</p> <p>(h) publish manifesto.</p>	<p>Choice/freedom – in deciding the number of constituencies to contest; to form a coalition.</p> <p>Identity – party colours, slogan, policies/principles.</p> <p>Conflict – election violence; smear campaigns.</p> <p>Interaction – between candidates/parties and electorate.</p> <p>Development/change – with respect to the use of advanced communications technology in campaigning; the funding of campaigns; the quality of candidates being offered.</p>	<p>Assign sections of a manifesto to different group. Groups identify and report on what the party intends to do under their respective sections.</p> <p>Organise a debate for students to present arguments for or against the funding of political parties by businesses.</p> <p>Divide class into at least two opposing political parties. Let students draw up issues to be discussed in an election campaign.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
19. <i>outline the factors that influence the outcomes of elections;</i>	Impact of the following on elections: (a) <i>media coverage;</i> (b) <i>campaign advertising;</i> (c) <i>public opinion polls;</i> (d) <i>voter turnout;</i> (e) <i>voter attitude to government;</i> (f) <i>campaign strategy;</i> (g) <i>campaign spending.</i>	Identity – <i>use of campaign advertising to project the party’s image.</i> Conflict – <i>inaccurate biased reporting.</i> Development/change – <i>use of public opinion polls to sway electorate.</i>	Provide students with the opportunity to discuss ethical and moral issues related to elections, for example, <i>smear campaign, financing of campaigns, bogus voting, and biased reporting.</i>
20. <i>describe the factors that influence voter participation in elections;</i>	Influences on voter turnout: (a) <i>Campaign issues;</i> (b) <i>Candidates;</i> (c) <i>Voter attitudes towards government;</i> (d) <i>Voter loyalty to political parties;</i> (e) <i>Voter apathy;</i> (f) <i>Education;</i> (g) <i>Age;</i> (h) <i>Income.</i>	Freedom/choice – <i>in relation to support for a political party; to exercise franchise.</i> Identity – <i>the party faithful.</i> Justice – <i>free and fair elections.</i> Interaction – <i>between candidates and voters.</i> Conflict – <i>voter loyalty to a political party vs. voter apathy.</i>	Students write a letter to the chairman of a political party suggesting how it may get more young adults to participate in national elections.
21. <i>differentiate among the types of government systems in the Commonwealth Caribbean;</i>	Types of government systems – <i>Crown Colony, Constitutional Monarchy, Republic.</i>	Development/change – <i>the evolution of government systems.</i> Conflict – <i>Constitutional Monarchy: political independence with a foreign head of state.</i> Identity – <i>particular characteristics of types of government systems.</i>	Organise a debate to explore arguments for or against a change from constitutional monarchy to a republican system of government.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>22. describe the structure of government;</p>	<p>Structure of government – Principle of separation of powers.</p> <p>(a) Legislature – structure, composition and functions, steps in making laws, the role of the Opposition, the role of the Head of State.</p> <p>(b) Executive – composition and function, the role of the Civil Service.</p> <p>(c) Judiciary – Structure of the court system, functions of Magistrates’ Courts, High Courts, Privy Council, Caribbean Court of Justice</p> <p>(d) Role of the security systems, for example, police service, prison service.</p>	<p>Interaction – between the legislature, executive and judiciary.</p> <p>Identity – composition and functions of each arm.</p> <p>Justice – equal access to government services/equality before the law/independence of the judiciary.</p> <p>Freedom/choice – in determining size and composition of Cabinet.</p> <p>Development/change – in relation to social services provided/the size of government.</p> <p>Cooperation/interaction/conflict – between government and citizens/government and opposition/the different arms of government.</p> <p>Integration – the Caribbean Court of Justice.</p>	<p>Organise a field trip to observe parliament in session.</p> <p>Organise a mock-session of parliament or a mock-court trial.</p> <p>Use of local calypso to initiate discussions on government functions.</p> <p>Students write arguments for or against retaining the Privy Council as the final appellate court of their country.</p> <p>Students make a critical examination of the powers of the Prime Minister and prepare a case for or against reducing them.</p> <p>Students write a letter to the Commissioner of Police outlining how their communities will work with the police to reduce crime.</p>
<p>23. evaluate the functions of government;</p>	<p>Functions of government:</p> <p>(a) Raise revenue through direct and indirect taxation.</p> <p>(b) Provide social services: welfare, education, health, public utilities.</p> <p>(c) Manage the finances of the country (budgeting).</p> <p>(d) Maintain law and order.</p> <p>(e) Create employment opportunities.</p> <p>(f) Maintain international relations.</p> <p>(g) Defend the nation state.</p>	<p>Freedom/choice – to accept or reject the level and quality of services provided.</p> <p>Conflict – use of political patronage in dispensing services.</p> <p>Development/change – in citizens’ expectations of government in relation to services to be provided.</p> <p>Cooperation/interaction – between the arms of government in implementing government’s policies.</p> <p>Integration – functional cooperation in areas of foreign policy, defence, education.</p>	<p>Students write a letter to the Editor of a newspaper in which they either praise or criticise the government for the way its policies have affected their community.</p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>24. describe the relationship between citizens and governments as stated in the constitution;</p>	<p>Relationship between citizen and government as stated in the constitution.</p> <p>(a) Definition of the following terms and concepts: constitution, democracy, authoritarian.</p> <p>(b) Human rights, freedoms and responsibilities.</p> <p>(c) Role of the Ombudsman.</p>	<p>Interaction/Cooperation – between the Ombudsman and government departments.</p> <p>Conflict – resulting from the suppression/violation of rights and freedoms of individuals.</p> <p>Integration/justice – the removal of prejudice/discrimination.</p> <p>Freedom/choice/Justice – to seek redress if rights are violated.</p> <p>Identity – as a citizen of a country.</p> <p>Development/change – constitutional changes to meet the changing needs of society.</p>	<p>Encourage students to analyse newspaper articles/television/radio news reports on cases of human rights violations.</p> <p>Students draw up a list of legitimate steps which may be taken by an individual whose human rights were violated by the government.</p>
<p>25. identify the essentials of good governance;</p>	<p>Characteristics of good governance – participation, independence of the judiciary, transparency, accountability, responsiveness to the needs of citizens, access to information, prudent use of resources, efficient civil service, and consultation, tolerance of freedom of expression.</p>	<p>Justice/freedom/choice – the opportunity to remove inefficient government by the ballot box.</p> <p>Cooperation/interaction/integration – partnership between government and major institutions to promote good governance.</p> <p>Responding to needs of citizens.</p> <p>Development/change – in terms of the increasing complexity of government.</p>	<p>Organise a panel discussion on the essentials of good governance.</p> <p>Students analyse calypsos, letters to the editor, and contributions to call-in programmes which are critical of government and summarise the common areas of concern.</p> <p>Encourage students to make out a case for integrity legislation, the independence of the judiciary and a freedom of information act.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
26. <i>interpret statistical data in the form of tables, graphs and charts on elections.</i>	<i>Statistical data relating to elections.</i>		<i>Use election results to determine “safe seats” and “marginal seats” for respective political parties.</i>

◆ SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES

(i) DEVELOPMENT AND USE OF RESOURCES

On completion of this Section, students should appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. <i>explain</i> and use correctly concepts and <i>terms</i> associated with human and physical resources.	<p><i>Explanation</i> of terms and concepts:</p> <p>(a) <i>Concepts related to human resources:</i> Population, birth rate, death rate, natural increase, life expectancy, infant mortality rate, <i>fertility rate</i>, migration, immigration, emigration, net migration, <i>brain drain</i>, urbanisation, depopulation, population density, population distribution <i>dependency ratio</i>, <i>employment</i>, <i>unemployment</i>, <i>underemployment</i>, <i>unemployable</i>, <i>labour force</i>, <i>sustainable development</i>, <i>population census</i>, resource, human resource,</p> <p>(b) <i>Concepts related to physical resources:</i> development, <i>environment</i>, conservation, energy, renewable resource, <i>natural resource</i>, non- renewable resource, infrastructure, <i>food security</i>, <i>pollution</i>, <i>conservation</i>, <i>global warming</i>, <i>greenhouse effect</i>. <i>Environmental impact and assessment</i>.</p>	<p><i>Development/change – in relation to the human and natural resources of the region.</i></p> <p><i>Cooperation – in terms of protecting the environment for sustainable development.</i></p> <p><i>Integration – pooling of resources of the region for development.</i></p> <p><i>Conflict – in relation to national versus regional priorities.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the section.</i></p> <p><i>Create crossword puzzles with terms and concepts.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
2. describe the structure and characteristics of a population;	Major characteristics of a population according to age, sex, occupation, ethnicity, religion, dependency ratio.	<i>Identity – as a member of the population.</i> <i>Development/change – in relation to size and composition of population.</i> <i>Integration/cooperation/interaction – among the ethnic and religious groups.</i>	<i>Students design a census form to be filled out by their parents. Use the statistical information to construct a population pyramid.</i> <i>Alternatively, students use statistical information from census reports to construct population pyramids.</i>
3. explain the factors influencing population distribution;	Factors influencing population distribution: the relief of the land, climate, fertile areas, location of mineral resources, developed areas, types of vegetation.	<i>Development/change – in relation to economic, physical and climatic changes.</i> <i>Freedom/choice – in deciding place of residence.</i>	<i>Use maps to illustrate relief of land and population distribution.</i> <i>Students produce a map showing the physical features of the country and the pattern of settlement.</i>
4. outline factors influencing population change;	Factors influencing population change: birth rate, death rate, migration.	<i>Development/change – in health care and economic prosperity.</i> <i>Freedom/choice/cooperation – in accepting or rejecting family planning methods.</i> <i>Conflict – resulting from overpopulation and religious organisations’ opposition to birth control.</i>	<i>Give students exercises involving the calculation of birth and death rates and net migration.</i> <i>Students analyse statistics on population change.</i>
5. outline the sources and uses of population statistics;	Sources of population statistics: (a) National census, Registrar’s Office, Office of Naturalisation, records of religious institutions. (b) uses of population statistics: For planning related to: housing, health care, education, employment, social welfare, infrastructural development.	<i>Conflict – resulting from the inaccuracy or unavailability of the statistics.</i> <i>Development/change – in the importance attached to the statistics for planning purposes.</i>	<i>Students present arguments to persuade uncooperative community members to give accurate information to census officers.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>6. <i>explain the causes and consequences of migration;</i></p>	<p><i>Migration:</i> <i>(a) Causes:</i> <i>Push and pull factors that influence rural-urban, urban- rural migration among Caribbean countries and migration between the Caribbean and other parts of the world;</i> <i>(b) Consequences of migration to the individual, the host country and to the country of origin.</i></p>	<p><i>Identity – documented/undocumented migrant.</i></p> <p><i>Freedom/choice – to migrate or to remain in location.</i></p> <p><i>Development/change/integration – freedom of movement of skilled workers within the region; barriers to international migration.</i></p> <p><i>Integration – of migrant workers within the workforce.</i></p> <p><i>Conflict – resulting from the exploitation of migrant workers.</i></p> <p><i>Justice – representation of migrant workers by trade unions.</i></p>	<p><i>Students conduct interviews with migrants in their neighbourhood and record the push and pull factors which influenced them to migrate.</i></p> <p><i>Organise debate for students to present arguments for and against limiting the number of migrants to their country.</i></p> <p><i>Encourage students to create a scrapbook containing newspaper articles on problems encountered by migrants in the Caribbean.</i></p>
<p>7. <i>explain the need for developing human resources;</i></p>	<p><i>The need for:</i> <i>Productive workers, creative and critical thinking and problem solving skills.</i></p>	<p><i>Development/change – in terms of approaches to human resource development.</i></p>	<p><i>Examine the policies of the Ministries of Education, Health, Sports and Culture in relation to the development of human resources.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>8. explain the factors that contribute to the development of human resources;</p>	<p>Development of human resources through:</p> <p>(a) nutrition and health;</p> <p>(b) the availability of and access to primary and curative health care;</p> <p>(c) education (basic, moral, vocational and professional training, rehabilitation, retraining);</p> <p>(d) the availability and access to various types of educational institutions;</p> <p>(e) the provision of scholarships;</p> <p>(f) sports;</p> <p>(g) culture.</p>	<p>Cooperation – private/public sector partnerships to develop human resources.</p> <p>Freedom/Choice – in utilising opportunities for development of self.</p> <p>Integration – co-education, regional examinations and educational institutions.</p> <p>Conflict – resulting from the inability to access education and health care.</p> <p>Identity – establishment of pride and self-worth through human resource development.</p> <p>Interaction – between teacher and student; health care professional and patient.</p> <p>Justice – the right to education/healthcare.</p> <p>Development/change – new methods of delivering education and health care.</p>	<p>Provide students, individually or in groups, with the opportunity to critique the school curriculum and assess whether or not it is providing them with a well-rounded education and also its relevance to the world of work. Students make recommendations/suggestions for improving the curriculum.</p> <p>Students present a case to their parliamentary representative for a health care facility in their community.</p>
<p>9. explain the factors that influence employment, unemployment and underemployment;</p>	<p>Factors that influence employment, unemployment and under-employment:</p> <p>(a) availability and use of capital;</p> <p>(b) level and range of skills demanded versus those available;</p> <p>(c) availability and creation of markets, trading patterns and preferences;</p> <p>(d) level of technology available in relation to resource development.</p>	<p>Development/change – in technologies/areas of employment/market conditions.</p> <p>Justice – the individual’s right to work.</p> <p>Conflict – resulting from the use of capital intensive production methods where unemployment is high.</p> <p>Cooperation/interaction – between public and private sector in creating employment.</p> <p>Freedom/Choice – to be voluntarily idle, to seek employment or be self-employed.</p>	<p>Organise a panel discussion in which students examine how they may improve their chances of employment.</p> <p>In groups, students discuss how the private sector and government may create more employment opportunities for young people.</p> <p>Students write objections to a government proposal to increase the retirement age.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>10. describe the factors and procedures to be considered in choosing a job or being self-employed;</p>	<p>Preparation for the world of work:</p> <p>(a) choosing a job or self-employment – making choices, considering values, needs, interests, ambitions.</p> <p>(b) procedural requirements for job selection and self-employment:</p> <p>(i) collecting information on jobs;</p> <p>(ii) listing available options;</p> <p>(iii) assessing available options;</p> <p>(iv) determining consequences of choice;</p> <p>(v) obtaining resources;</p> <p>(vi) rights and responsibilities of workers.</p>	<p>Freedom/choice – in terms of the range of employment opportunities available; to seek employment or be self-employed.</p> <p>Justice – right to join a trade union; right to work.</p> <p>Interaction/cooperation – between guidance/career counselor and student.</p> <p>Identity – as a member of the labour force.</p> <p>Conflict – resulting from being qualified and unable to find a job.</p> <p>Integration – free movement of skilled persons; CARICOM Skills Certificate</p>	<p>Practise writing resumes.</p> <p>Arrange a work experience day.</p> <p>Students role-play a ‘job interview’ within the classroom.</p> <p>Students analyse job advertisements in newspapers to identify qualifications and skills required for certain jobs.</p> <p>Students formulate a plan to prepare themselves for a particular field of work.</p> <p>Invite the Principles of Business teacher to make an interactive presentation to the class on setting up a sole proprietorship or company. Encourage students to buy shares in the “company”. Donate money raised from the sale of shares to the school’s welfare fund.</p>
<p>11. identify the location and uses of the major natural resources in the Caribbean region;</p>	<p>(a) Location of major natural resources:</p> <p>(i) Renewable – agricultural land, water, forests, beaches, marine life, solar energy, wind.</p> <p>(ii) Non-renewable – petroleum, bauxite, gold, diamond, other minerals, geothermal energy.</p> <p>(iii) Uses of natural resources</p>	<p>Freedom/choice – in relation to the competing uses of the resources.</p> <p>Conflict – resulting from misuse/use of resources and the undesirable effects on the environment.</p> <p>Cooperation – the contribution of the various ecosystems to the environment.</p> <p>Development/change – emphasis on practices that ensure sustainable development of resources.</p> <p>Integration – regional bi-lateral agreements related to sharing resources.</p>	<p>Use a map to locate the resource bases.</p> <p>Use concept mapping.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>12. describe proper and improper practices related to the sustainable development and use of natural resources and their effects on the environment and the population;</p>	<p>(a) Proper practices, for example, conservation.</p> <p>(b) Effects of proper practices, for example, food security.</p> <p>(c) Improper practices, for example, over-cropping.</p> <p>(d) Effects of improper practices, for example, pollution, global warming, food shortages.</p>	<p>Cooperation – among government and non-government agencies to promote sustainable development.</p> <p>Conflict – the need for conservation of resources versus the increased exploitation of resources for economic development.</p> <p>Development/changes – emphasis on green issues.</p> <p>Interaction – in relation to the symbiotic relationship between man and the environment.</p> <p>Integration – CARICOM initiatives to rationalise the development and use of resources.</p>	<p>Organise field trips to places where resources are being abused. Students record observations.</p> <p>Encourage students to create a scrapbook of newspaper clippings on environmental issues.</p> <p>Students create slogans, jingles and posters encouraging citizens to conserve resources.</p> <p>Group research and presentation on resource use and abuse.</p> <p>Students write a letter to the editor on an environmental issue.</p>
<p>13. represent and interpret data related to human and physical resources.</p>	<p>Data related to human and physical resources: population, migration, employment and unemployment statistics.</p>		<p>Construction and interpretation of population pyramids.</p> <p>Calculation of natural increase, birth, death and infant mortality rates.</p>

(i) REGIONAL INTEGRATION

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. explain and use correctly concepts and terms associated with regional integration;	Explanation of the following terms and concepts related to regional integration: bilateral agreement, multilateral agreement, common market, single market, single economy, economic integration, independent state, underdeveloped country, developing country, developed country, trade liberalisation, globalisation, multinational corporation, regionalism, trading bloc, fiscal policy, monetary policy.	Identity – with nation and region. Cooperation – in terms of pooling the human and natural resources of the Caribbean to maximise potential for growth.	Encourage students to compile a glossary of terms and concepts within the unit. Develop crossword puzzles with the terms and concepts.
2. describe the major challenges facing the Caribbean Region;	Major challenges: (a) small size, small national markets; (b) lack of diversification; (c) unemployment and underemployment; (d) low levels of production and productivity; (e) differences in resource distribution; (f) high levels of indebtedness (debt burden); (g) high level and cost of imports; (h) shortage of skilled workers; (i) inadequate technology; (j) low value of exports; (k) difficulties in accessing markets of developed countries; (l) shortage of capital; vulnerability to natural disasters.	Conflict – resulting from the use of inappropriate development policies. Identity – the Caribbean’s unique challenges. Development/change – the use of the challenges as a reason for promoting regional integration.	Invite resource persons to engage students in discussion on Caribbean challenges. Concept mapping of challenges facing the region. Students (in groups) engage in research using songs, poems and clippings on challenges. Create ‘news flashes’ on Caribbean problems. Use tables to categorise challenges, for example, social, economic. Prepare the outline of an essay on ‘Caribbean challenges’.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>3. <i>outline the major stages in the integration movement;</i></p>	<p>(a) Stages (i) <i>West Indies Federation.</i> (ii) <i>Caribbean Free Trade Association (CARIFTA).</i> (iii) <i>Caribbean Community (CARICOM).</i> (iv) <i>Organisation of Eastern Caribbean States (OECS)</i> (v) <i>Association of Caribbean States (ACS)</i> (vi) <i>The CARICOM Single Market and Economy (CSME).</i></p> <p>(b) Membership (i) <i>West Indies Federation.</i> (ii) <i>CARIFTA.</i> (iii) <i>CARICOM.</i> (iv) <i>OECS</i> (v) <i>ACS</i> (vi) <i>CSME.</i></p>	<p><i>Identity – in terms of the nature of Caribbean integration process.</i></p> <p><i>Freedom/Choice/Cooperation/ Interaction – in terms of participating in the integration movement.</i></p> <p><i>Conflict – resulting from the perceived advantages which the More Developed Countries (MDCs) have over the Least Developed Countries (LDCs).</i></p> <p><i>Development/change/integration – from Federation to CSME.</i></p>	<p><i>Use of time line to show the sequence of the integration movement.</i></p> <p><i>Research on various attempts at integration.</i></p> <p><i>Use calypsos related to regional unity integration.</i></p> <p><i>Write a letter to the CARICOM Secretary General expressing dissatisfaction with the slow pace of regional integration.</i></p>
<p>4. <i>state the functions of:</i> a. <i>OECS Secretariat</i> b. <i>CARICOM Secretariat</i> c. <i>Conference of Heads of Government</i></p>	<p>(a) <i>Functions of OECS and CARICOM secretariats;</i></p> <p>(b) <i>Functions of Conference of Heads of Government.</i></p>	<p><i>Identity – secretariats as administrative organs.</i></p> <p><i>Interaction – provision of technical assistance to member states.</i></p> <p><i>Cooperation – assisting member states to achieve integration objectives.</i></p>	<p><i>Encourage students to visit the websites of the respective organisations.</i></p> <p><i>Role – play a Heads of Government Conference.</i></p>
<p>5. <i>outline the objectives of the Organisation of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME);</i></p>	<p><i>Objectives of:</i></p> <p>(a) <i>OECS and CARICOM</i> (i) <i>functional cooperation;</i> (ii) <i>integration of the economies of member states;</i> (iii) <i>harmonisation of foreign policy.</i></p> <p>(b) <i>The CARICOM Single Market</i> (i) <i>free movement of goods and services; right of establishment;</i></p>	<p><i>Identity – as a member of the OECS/CSME.</i></p> <p><i>Freedom/Choice – of territories to be members of Single Market or Economy or both.</i></p> <p><i>Interaction/Cooperation/Integration – examples of functional cooperation and economic integration.</i></p>	<p><i>Panel discussion on the objectives of OECS, CARICOM and CSME.</i></p> <p><i>Students research newspaper articles to find out how CARICOM states are implementing CSME objectives.</i></p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>(ii) free movement of capital; (iii) free movement of skilled labour.</p> <p>(c) The CARICOM Single Economy Harmonisation of:</p> <p>(i) Fiscal (tax) policies; (ii) Monetary policies (including a single CARICOM currency); (iii) External trade policy (iv) Legislation (custom, companies); (v) Sectoral policies in agriculture, manufacturing, fisheries.</p> <p>(d) The Regional Development Fund.</p>	<p>Conflict – resulting from violation of terms of integration agreements.</p> <p>Development/change – the creation of a single economic space in the region.</p> <p>Justice – role of Caribbean Court of Justice (CCJ) in interpreting protocols and settling disputes among member states. Provision of assistance for disadvantaged members of CSME.</p>	<p>Students produce a citizen’s guide to CSME, setting out the objectives of CSME. Encourage students to discuss the main arguments for and against regional integration.</p>
<p>6. outline the factors that promote regional integration;</p>	<p>Factors promoting regional integration:</p> <p>(a) common cultural heritage; (b) common economic and social issues; (c) effects of globalisation, trade liberalisation and trading blocs; (d) vulnerability to economic shocks and natural disasters.</p>	<p>Identity – common cultural heritage of the region.</p> <p>Freedom/choice – in accepting/rejecting the factors that promote regional integration.</p> <p>Integration/Cooperation/Interaction – in relation to the sharing of expertise, common goals and aspirations by citizens of the region.</p> <p>Conflict – the effect of metropolitan agencies in limiting the freedom of the nation state.</p> <p>Development/change – the growth of trading blocs and the adoption of new trading standards.</p>	<p>Students analyse speeches of Caribbean leaders who support integration.</p> <p>Use calypsos relating to regional unity and insularity.</p> <p>Direct students to websites to research the effects of globalisation and trade liberalisation on developing countries.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
7. describe the factors that hinder regional integration;	<p><i>Factors that hinder regional integration:</i></p> <ul style="list-style-type: none"> (a) <i>geography of region;</i> (b) <i>absence of common model or strategy for development;</i> (c) <i>differences in stages of growth and development;</i> (d) <i>competition for location of industries;</i> (e) <i>conflict between territorial and regional demands and loyalties (insularity);</i> (f) <i>absence of common currency;</i> (g) <i>unequal distribution of resources;</i> (h) <i>lack of diversification in production;</i> (i) <i>influence of multinational corporations.</i> 	<p><i>Identity - the geographical, economic and social features that characterise the region.</i></p> <p><i>Integration/Freedom/Choice/Interaction / Cooperation – region’s membership in metropolitan agencies.</i></p> <p><i>Conflict – resulting from competition among member states for location of industries; between territorial and regional demands and loyalties.</i></p> <p><i>Change/Development – the increasing influence of metropolitan agencies on the region.</i></p>	<p><i>Students examine, in groups, challenges of regional integration and propose solutions.</i></p>
8. analyse the benefits of regional integration;	<p><i>Benefits of regional integration:</i></p> <ul style="list-style-type: none"> (a) <i>reduction in unemployment and underemployment;</i> (b) <i>better response to economic implications of globalisation and trade liberalisation;</i> (c) <i>improvement in the quality of life;</i> (d) <i>reduction in the inequality of wealth distribution;</i> (e) <i>free movement of goods, labour and capital;</i> (f) <i>increased market size;</i> (g) <i>improved levels of international competitiveness;</i> (h) <i>expansion of trade;</i> (i) <i>increased co-operation among member states.</i> 	<p><i>Justice – reduction in the inequality of wealth distribution; improvement in the quality of life.</i></p> <p><i>Identity – as a CARICOM national.</i></p> <p><i>Freedom/Choice – of individuals/countries to access benefits of regional integration.</i></p> <p><i>Conflict – resulting from the perceived threat from migrant workers; hostile business take overs.</i></p>	<p><i>Students critically examine whether or not their country has benefited from regional integration.</i></p> <p><i>Students suggest ways in which individuals may enjoy greater benefits from regional integration.</i></p> <p><i>Students prepare a brochure outlining the benefits of integration to:</i></p> <ul style="list-style-type: none"> a. <i>individuals;</i> b. <i>businesses;</i> c. <i>countries.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>9. examine the role of individual citizens, business organisations and government in the integration process;</p>	<p>(a) Role of citizens: (i) entrepreneurship; (ii) supporting regional producers; (iii) showing solidarity and mutual support towards regional fellow citizens; (iv) investing in local and regional businesses; (v) being informed.</p> <p>(b) Role of business organisations: (i) improving competitiveness; (ii) increasing range and quality of goods and services; (iii) providing opportunities for investment and employment;</p> <p>(c) Role of Government: (i) enacting enabling legislation; (ii) harmonising policies; (iii) honouring protocols; (iv) educating citizens about the objectives and benefits of integration.</p>	<p>Freedom/Choice – to accept or reject a role in the integration process.</p> <p>Conflict – resulting from breaches of protocols; reduction in competition among regional businesses as a result of mergers.</p> <p>Development/Change – creation of regional stock exchanges, mergers of businesses.</p>	<p>Invite resource person to do an interactive presentation on the role of citizens, businesses and government in the integration process.</p> <p>Students add to the citizen’s guide developed in content 5, what citizens, businesses and governments may do to help CSME achieve its objectives.</p>
<p>10. explain the role of regional agencies in the integration process.</p>	<p>Areas of regional cooperation: (a) The Caribbean Agricultural Research and Development Institute (CARDI) (Agriculture); (b) West Indies Cricket Board (WICB), Confederation of North, Central American and Caribbean Association of Football (CONCACAF); (c) OECS sports desk (sports); (d) Caribbean Environmental and Health Institute (CEHI), Caribbean Epidemiology Centre (CAREC) (health); (e) Caribbean Disaster Emergency</p>	<p>Integration/Interaction/Cooperation – complementary role of institutions in the integration process.</p>	<p>Encourage students to work in pairs and access the websites of the various agencies to research their objectives and the services which they provide to the region. Students present research findings to class.</p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p><i>Response Agency (CEDERA) (emergency response);</i></p> <p><i>(f) Caribbean Media Company (CMC) (media);</i></p> <p><i>(g) University of the West Indies (UWI), Caribbean Examinations Council (CXC) (education);</i></p> <p><i>(h) Caribbean Court of Justice (CCJ) (justice);</i></p> <p><i>(i) Regional Security Service (RSS) (security).</i></p>		

◆ SECTION C: OPTIONS

C1. COMMUNICATION

GENERAL OBJECTIVE

On completion of this Section, students should become aware of the global issues and institutions which influence his or her life and the development of the region.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. define and use correctly major terms and concepts associated with communication;	Communication, communiqué, news agency, medium, message, receiver, sender, transmission, journalism, propaganda, censorship, freedom of expression, freedom of the press, oral traditions, voice-mail, electronic mail, website, teleconferencing, telecommuting, telecommunications, pager, encoding, libel, slander, Internet, copyright, plagiarism.	Freedom/choice – in terms of forms and media of communication. Justice – in relation to issues such as copyright and plagiarism.	Encourage students to compile a glossary of terms and concepts within the section. Develop crossword puzzles using the terms and concepts.
2. describe the various forms of communication used in the Caribbean;	Forms of communication used in the Caribbean. (a) Non-verbal: pictograms, screams, signals, signs, gestures, postures, mime, art forms. (b) Verbal: speech, print, song and drama.	Freedom/choice – in using the various forms of communication. Development/change – from signs and oral means of communication to writing. Interaction – the responses evoked by the messages.	<u>Elements of communication</u> Teacher and students develop the concept of communication using the following steps. (a) Teacher gives the class the following information: “Today we will be discussing the forms of communication used in the Caribbean”. (b) Students are asked to: (i) give a reason for the teacher’s statement; (ii) identify to whom the statement was made; (iii) explain how the statement reached them; (iv) describe their reaction(s) to the statement; (v) state whether the teacher was successful in achieving his or her objective.



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES				
			<p>(c) Students then write the elements which are necessary for communication to take place.</p> <p><u>Forms of communication</u></p> <p>(a) Students list a variety of forms in which they have received or communicated information.</p> <p>(b) Students classify the forms as verbal or non-verbal.</p>				
<p>3. explain how forms and media of communication are influenced by geographical, socio-cultural and technological factors;</p>	<p>(a) Media of communication: messengers, mail, telegraph, telex, telephones, courier, radio, television, print, satellite, facsimile, computers, video cassette recorders, cell phones, portable music players.</p> <p>(b) Factors that influence forms and media of communication:</p> <p>(i) geographical – distance, climate, rivers, mountains, sea;</p> <p>(ii) socio-cultural – languages, socio-economic status, beliefs, custom, religions;</p> <p>technological – changes in technology: energy, electronics, transistor, design of instrument, type of instrument, computer.</p>	<p>Freedom/choice – in using the various media of communication.</p> <p>Development/change – improvements in communications technology.</p> <p>Cooperation – the interdependence of the various media.</p> <p>Justice – <i>the right to access information; the right of protection from the media.</i></p> <p>Integration – <i>media being able to forge links.</i></p>	<p>Invite a resource person to make an interactive presentation on the various media of communication and the factors which influence their use. Students prepare a two column table as shown below to be completed after the discussion.</p> <table border="1" data-bbox="1442 740 2029 815"> <thead> <tr> <th data-bbox="1442 740 1733 775"><i>Media of communication</i></th> <th data-bbox="1733 740 2029 775"><i>Factors</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1442 775 1733 815"></td> <td data-bbox="1733 775 2029 815"></td> </tr> </tbody> </table> <p>Alternatively, teacher conducts brainstorming session with students on the various media which they or others have used to send messages both within their country and overseas. Teacher presents additional media. Teacher and students discuss reasons for choice of media.</p>	<i>Media of communication</i>	<i>Factors</i>		
<i>Media of communication</i>	<i>Factors</i>						

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
4. <i>describe</i> the factors responsible for breakdown in communication;	Breakdown in communication due to: age and gender difference, prejudices, beliefs, ideology, status, unresolved conflict, mistrust, stress, strained <i>relationships</i> , failure of equipment.	Identity – ideology and beliefs which influence a people’s behaviour. Freedom/choice – to ignore or respond to a message. Conflict – disagreement resulting from age and gender differences and prejudices.	<i>Students role-play examples of a breakdown in communication influenced by the various factors.</i>
5. <i>describe</i> how the regional mass media can help promote regional integration;	Regional mass media and regional integration. Role of: radio and television stations, printing establishments, regional news agencies and departments of information.	<i>Identity – as part of the regional media.</i> <i>Freedom/choice – to access regional newspapers and radio stations on the Internet.</i> Cooperation – sharing or exchanging locally produced programmes. Joint production of programmes. Interaction – development of regional consciousness. <i>Integration – merger of regional media houses. Free movement of media workers.</i>	<i>Teacher and class develop the concepts of mass media and news agency. Divide class into four groups.</i> <i>Group 1: suggestions for the role of radio and television stations.</i> <i>Group 2: suggestions for the role of the print media.</i> <i>Group 3: suggestions for the role of the regional news agencies.</i> <i>Group 4: suggestions for ministries and departments of information. Groups present and discuss suggestions on how the mass media can help promote regional integration.</i> <i>Encourage students to read regional newspapers on the internet at www.Caribbeannewspapers.com and also listen to broadcasts from regional radio stations on the Internet.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
6. examine the challenges presented by the global media in relation to cultural penetration and the development of the region;	Effects of global mass media on Caribbean society with regard to: identity, attitudes, behaviour, perceptions, freedom of expression, creativity, nationalism and regionalism.	<p>Identity – as a region with a unique culture.</p> <p>Freedom/choice – <i>to accept or reject the multi – channels which offer a variety of programmes of varying moral and ethical standards.</i></p> <p>Conflict – between global and regional culture.</p> <p><i>Development/change – the acceptance of alien cultures.</i></p> <p><i>Integration – the regions’ response to the threat of cultural penetration.</i></p>	<p><i>Teacher introduces advertisements of some popular foreign products which students buy and for which there are local substitutes. Teacher and students discuss the impact of the students’ action on the culture and the economy of the region.</i></p> <p><i>Organise a class debate on: “Global media have influenced the decline in morals and values in my country”.</i></p>
7. analyse the effects of different forms of ownership and control of mass media in the Caribbean communication networks;	<p>(a) Forms of ownership:</p> <p>(i) Private – individuals, groups, companies, corporations;</p> <p>(ii) Public – Government corporations;</p> <p>(iii) Joint – partnership between public and private enterprise.</p> <p>(b) Effects of forms of ownership.</p>	<p>Identity – in relation to target audience or readership.</p> <p>Conflict – in relation to <i>democracy and government’s control</i> of the flow of information.</p> <p>Freedom/choice – in relation to form of ownership and programming.</p> <p>Interaction – opportunities for readers, viewers and listeners to make their views known.</p> <p>Justice – access to alternative views on news and issues.</p> <p><i>Integration – the media’s contribution to regional development.</i></p>	<p><i>Teacher and students discuss the different forms of media ownership in relation to the following:</i></p> <p>(a) target audience or readership;</p> <p>(b) coverage of local and regional news and issues;</p> <p>(c) flow of information;</p> <p>(d) tolerance of readers’, viewers’ and listeners’ points of view;</p> <p>(e) variety and quality of programmes;</p> <p>(f) contribution to national and regional development.</p> <p><i>Students present arguments for or against government’s ownership of a medium of mass communication.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>8. <i>evaluate</i> the ways in which cultural heritage in the Caribbean is transmitted and transformed;</p>	<p>Transfer of cultural heritage through <i>communication</i> by:</p> <p>(a) <i>cultural groups</i>; (b) <i>artists</i>; (c) <i>mass media</i>; (d) <i>institutions</i>;</p>	<p>Identity – in relation to our cultural heritage.</p> <p>Conflict – conservation versus commercialisation of the culture.</p> <p>Freedom/choice – in respect of ways of transmitting the cultural heritage.</p> <p>Development/change – in relation to new types of indigenous music and festivals.</p> <p>Cooperation – government and artistes supporting the cultural industry.</p> <p>Justice – recognition of the rights of owners of creative works.</p> <p><i>Integration – free movement of artistes within the region. Regional cultural presentations such as CARIFESTA.</i></p>	<p><i>Students view an edited version of a national cultural show or CARIFESTA. In groups, students plan a cultural show. Each group is responsible for organising one art form. Reasons must be given for inviting the particular group or artiste and for the acts to be performed.</i></p> <p><i>Students visit the national cultural organisation’s website and research its role in transmitting and transforming the culture. Alternatively, invite the Chief Executive Officer or a senior staff member to make an interactive presentation on the role of the national cultural organisation in transmitting and transforming the culture.</i></p> <p><i>Students analyse folk songs, stories, drama, dance, paintings and photographs to see how they are used to transmit the culture.</i></p>
<p>9. <i>outline</i> the regulatory functions of government and media associations in relation to the media;</p>	<p>Regulatory practices: licensing, mediating in disputes, censorship boards, code of ethics.</p>	<p>Freedom/choice – <i>in accepting or rejecting applications for licenses.</i></p> <p>Conflict – freedom of the press and government regulation.</p> <p>Interaction – letters of protest to the editor.</p> <p>Cooperation – censorship boards and the press working to promote high standards of journalism and morality.</p> <p>Justice – fairness and accuracy in reporting and respect for individual’s privacy.</p>	<p><i>Teacher and students discuss reasons for the ratings given to some familiar television programmes, films and videos. Teacher and class develop the concepts of freedom of the press, freedom of expression and censorship. Students develop a list of the ways in which the media may abuse its freedom. Teacher and students discuss how the government or the media may deal with the abuses.</i></p> <p><i>Students write a letter to the editor of a newspaper published for teenagers condemning the lack of respect which the publication shows for public morals.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
10. <i>describe</i> the ways in which artistic and creative work are protected;	<i>Protection of creative or artistic work: copyright laws, institutions for the preservation and protection of creative or artistic work.</i>	<p>Identity – in relation to the ownership of creative work.</p> <p>Freedom/choice – in relation to the assignment of rights.</p> <p>Conflict – views of owners versus views of the pirates.</p> <p>Cooperation – between public and police service to stamp out piracy.</p> <p>Development/change – <i>in methods of pirating intellectual property.</i></p> <p>Justice – the protection offered by copyright laws.</p> <p>Integration – membership in World Intellectual Property Organization (WIPO).</p>	<p><i>Teacher directs students' attention to the warning against unauthorised reproduction printed on a compact disc, a video cassette or in a text book. Teacher and students discuss reasons for these warnings.</i></p> <p><i>Invite a lawyer or the Chief Executive Officer of the local Performing Rights Society to make an interactive presentation on the creator's rights under copyright law and how they are protected. After the discussion, students classify the rights as economic and moral and compile a list of the things that are protected by copyright law.</i></p> <p><i>Students design a poster which seeks to discourage citizens from supporting piracy.</i></p>
11. <i>describe</i> how communications technology can help promote regional integration.	Communications technology and regional integration. Role of: cellular phones, Internet, electronic transfers, electronic mail, telecommunications networks.	<p>Identity – as individual telecommunications service providers.</p> <p>Freedom/choice – in relation to the variety of telephone and Internet service providers.</p> <p>Development/change – opening up of telecommunications market.</p> <p>Interaction – greater communication as a result of falling rates and prices of equipment.</p> <p><i>Integration – technology assisting easy access to persons and to information about the region.</i></p>	<p><i>Students access Websites for regional newspapers, news agency, and radio stations or some major regional organisations. Students describe how the exercise helped to develop their awareness of the regional integration process.</i></p> <p><i>Encourage students to develop communication links with other students in the region.</i></p>

C2. CONSUMER AFFAIRS

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. define and use correctly the major terms and concepts associated with consumer affairs;	Terms and Concepts (a) consumer, budgeting, saving, consumption, goods, services, demand, supply, income, disposable income, investment, bonds, ownership, pricing, marketing, thrift, credit union, black market, hire purchase, dumping, electronic transaction, e-commerce, securities, dividend, exchange rate, devaluation, inflation.	<i>Identity – as a consumer.</i>	<i>Encourage students to compile a glossary of terms and concepts within the section.</i> <i>Create crossword puzzles using the terms and concepts.</i>
2. differentiate <i>among the</i> categories of consumers;	Categories of consumers: (a) as individuals, groups and institutions; (b) consumer of goods; (c) consumer of services; (d) <i>consumer of credit:</i> <i>personal loans</i> <i>credit cards</i> <i>hire purchase</i> <i>mortgages</i>	<i>Identity – as a consumer.</i> <i>Choice/freedom – in relation to the variety of goods and services available and the use of income.</i> <i>Interaction – between consumers and manufacturers, wholesalers and retailers.</i>	<i>Encourage students to assess their economic importance as consumers.</i>
3. assess the factors which influence consumer demand for goods and services;	Factors that influence demand: (a) size of income; (b) taste patterns; (c) savings; (d) credit facilities and conditions; (e) fluctuations in supply; (f) quality; (g) pricing; (h) access to information; (i) advertising; (j) consumer expectations.	<i>Choice/freedom – in responding to factors that influence consumer demand.</i> <i>Interaction – between consumers and manufacturers, wholesalers and retailers.</i> <i>Conflict – resulting from misleading advertisements, overcharging and conspicuous consumption.</i> <i>Development/Change – the creative ways of influencing consumer demand; methods of purchasing and making payments.</i>	<i>Give students practice in making budgets.</i> <i>Students conduct a survey among themselves to find out their preference for different brands of a particular snack.</i> <i>Students develop a handbook instructing consumers how to respond to the factors that influence consumer demand.</i>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>4. explain how consumers use modern technology to conduct transactions;</p>	<p>Use of modern technology in transactions:</p> <p>(a) tele-banking; (b) ATM; (c) E-commerce; (d) Internet banking; (e) debit and credit cards.</p> <p>Benefits of the use of modern technology:</p> <p>(a) security issues: reduced need to carry cash; (b) convenience: easy access to goods and services, money and financial records; (c) time-saving; (d) accessible 24 hours.</p>	<p><i>Development/change – in terms of how financial and commercial transactions are being conducted.</i></p> <p><i>Freedom/Choice – in using modern technology to conduct financial and commercial transactions.</i></p> <p><i>Conflict – increased convenience and increased risks for consumers from using modern technology to conduct transactions.</i></p> <p><i>Integration – use of the technology to make transfers to friends and relatives throughout the region.</i></p>	<p><i>Give students hands-on practice in computer laboratory in using modern technology to conduct transactions.</i></p> <p><i>Students include in the handbook developed earlier, a step by step guide, including precautions, for consumers wishing to buy an item on-line.</i></p>
<p>5. evaluate the role of government and other agencies in protecting and educating consumers;</p>	<p>Forms of consumer protection:</p> <p>(a) Government:</p> <p>(i) price control; (ii) quality control (Bureau of Standards); (iii) fair trading practices (Fair Trading Commission); (iv) regulations governing imports, export and use of consumer goods; (v) consumer affairs division; (vi) supervision of credit facilities; (vii) food and drug inspection (Food and Drugs Division).</p> <p>(b) Consumer Groups and Organisations Pressure Groups</p>	<p><i>Interaction/Cooperation – among government, consumer organisations, consumers and businesses in ensuring that consumers’ rights are protected.</i></p> <p><i>Freedom/choice – of consumers in accepting or rejecting responsibility for their own protection.</i></p> <p><i>Conflict – resulting from free market conditions and government control of businesses.</i></p> <p><i>Development/Change – the willingness of more consumers to demand their rights; new consumer protection agencies.</i></p> <p><i>Justice – laws to ensure protection of consumers’ right, the promotion of fair trading practices.</i></p> <p><i>Integration – regional approach to consumer protection.</i></p>	<p><i>Students interview resource persons from various government consumer protection agencies about the role the respective agencies play in protecting and educating consumers.</i></p> <p><i>Alternatively, students collect brochures on consumer protection from relevant agencies for inclusion in a scrapbook.</i></p> <p><i>Students summarise the ways in which government consumer protection agencies protect consumers.</i></p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
6. describe the ways the consumer can protect himself/herself;	<p>(a) The consumer being informed about:</p> <ul style="list-style-type: none"> (i) types of exploitation <i>in relation to goods and services</i>; (ii) <i>use of modern technology</i>; (iii) consumer rights and responsibilities; (iv) factors influencing consumer decisions and the extent of individual control. 	<p><i>Freedom/choice – of consumers to accept or give up their rights and responsibilities.</i></p> <p><i>Interaction – between consumers and businesses; consumers and consumer protection agencies.</i></p> <p><i>Development/change – consumers’ increasing awareness of their rights and responsibilities and their willingness to seek redress.</i></p> <p><i>Justice – the avenues available to consumers to seek redress.</i></p>	<p><i>Students prepare, for inclusion in the handbook, a list of ways in which consumers rights may be violated and suggest measures which consumers may take to protect themselves from exploitation. Include procedures for obtaining redress.</i></p> <p><i>Alternatively, students suggest reasons why unfair trading practices may be widespread in their country.</i></p> <p><i>Students draw up a list of complaints related to the operation of the school’s canteen. Students then include these complaints in a letter to the proprietor. Outline possible student action if the complaints are not addressed in a reasonable time.</i></p>
7. describe the ways consumers practise thrift in the Caribbean;	<p>(a) Ways of practising thrift:</p> <ul style="list-style-type: none"> (i) shopping wisely for goods and services; (ii) use and care of possessions; (iii) conservation and recycling; (iv) budgeting. <p>(b) Benefits of thrift to:</p> <ul style="list-style-type: none"> (i) self; (ii) society. 	<p><i>Identity – as a thrifty consumer.</i></p> <p><i>Freedom/Choice – to be a thrifty consumer or a spendthrift.</i></p> <p><i>Development/change – the increasing attention being paid to conservation and recycling.</i></p>	<p><i>Give students opportunities to prepare and defend budgets.</i></p> <p><i>In collaboration with the art department, students demonstrate how a number of household items may be reused or recycled.</i></p> <p><i>Students develop a list of thrifty practices for inclusion in the handbook.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
8. explain reasons for and benefits of saving;	<p><i>Saving:</i></p> <p>(a) <i>Forms of saving;</i></p> <p>(b) <i>reasons for saving;</i></p> <p>(c) <i>benefits of saving to:</i></p> <p>(i) <i>the individual;</i></p> <p>(ii) <i>the country;</i></p> <p>(iii) <i>the region.</i></p>	<p><i>Freedom/choice – in relation to use of disposable income.</i></p> <p><i>Conflict – resulting from limited income and unlimited needs.</i></p> <p><i>Development/Change – new types of savings plans/instruments and incentives.</i></p> <p><i>Integration – the use of savings for investment in shares/stocks intra-regionally.</i></p>	<p><i>Students interview senior citizens about traditional saving practices.</i></p> <p><i>Use brochures from various financial institutions to identify the types of savings plans and benefits of saving.</i></p> <p><i>Organise a sou-sou or partner for the class.</i></p>
9. outline the benefits of credit unions to consumers in the region;	<p><i>Benefits of credit unions to members:</i></p> <p>(a) <i>saving regularly;</i></p> <p>(b) <i>lower interest on loans;</i></p> <p>(c) <i>dividend on shares;</i></p> <p>(d) <i>financial counselling;</i></p> <p>(e) <i>easier access to loans;</i></p> <p>(f) <i>patronage refund;</i></p> <p>(g) <i>self-discipline and self-reliance;</i></p> <p>(h) <i>sense of ownership.</i></p>	<p><i>Development/Change - in relation to the new range of services provided by credit unions.</i></p> <p><i>Identity – the distinctive nature of credit unions as financial institutions.</i></p> <p><i>Interaction/Cooperation – pooling of resources for the benefit of members.</i></p> <p><i>Freedom/choice – in making use of services from financial institutions other than credit unions.</i></p> <p><i>Justice – voluntary and open membership, patronage refund.</i></p>	<p><i>Compare and contrast credit unions with commercial banks. Students respond to questions that require them to make inferences.</i></p> <p><i>Invite a resource person from a credit union to do an interactive presentation for the purpose of getting students interested in joining credit unions.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>10. <i>develop strategies to deal with the effects of devaluation and inflation on consumers;</i></p>	<p>(a) <i>Effects of devaluation and inflation:</i> <i>(i) higher prices of goods and services;</i> <i>(ii) higher prices and reduced purchasing power;</i> <i>(iii) lower standard of living;</i> <i>(iv) retrenchment.</i></p> <p>(b) <i>Strategies to deal with effects: for example,</i> <i>(i) home gardening;</i> <i>(ii) self-employment.</i></p>	<p><i>Interaction/Cooperation – between government and consumers to deal with the effects of devaluation and inflation.</i></p> <p><i>Conflict – resulting from higher prices and reduced purchasing power.</i></p> <p><i>Development/Change – in cost and standard of living.</i></p> <p><i>Integration – the effects of inflation and devaluation as challenges to the integration process.</i></p>	<p><i>Students prepare, for inclusion in the handbook, a list of measures which members of their community may use to cushion the effects of inflation and devaluation</i></p>
<p>11. <i>evaluate the effects of globalisation and trade liberalisation on consumers;</i></p>	<p>Effects of globalisation and trade liberalisation: (a) <i>cheaper goods and services;</i> (b) <i>wider choice of goods and services;</i> (c) <i>more widespread use of technology for transactions;</i> (d) <i>competition from developed countries for available markets.</i></p>	<p><i>Freedom/Choice – in accessing a wider variety of goods and services from a wider variety of sources and at cheaper prices.</i></p> <p><i>Conflict – resulting from divided consumer loyalty over cheaper imports or expensive local goods.</i></p> <p><i>Integration – need for Caribbean people to respond to the challenges of globalisation and trade liberalisation.</i></p> <p><i>Development/change – the more widespread use of technology in transactions; greater access to consumer information.</i></p>	<p><i>Research activity in which students search for information available on websites pertaining to the effects of globalisation and trade liberalisation on consumers.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
12. explain how consumers can contribute to the sustainable development of the region.	Consumers and sustainable development of the region: (a) awareness of integration objectives; (b) preference for local and regional goods and services; (c) investment in local and regional businesses; (d) conservation of the region's resources; prudent use of foreign exchange; (e) creative ways of utilising regional agricultural products; (f) consumption of products that contribute to a healthy lifestyle; (g) saving to provide capital for investment.	<i>Freedom/Choice/Cooperation – in terms of the variety of ways in which consumers can contribute to the sustainable development of the region.</i> <i>Development/Change – in terms of the new emphasis being placed on sustainable development of the region.</i> <i>Conflict – between consumer preferences and regional integration objectives.</i> <i>Integration – consumers embracing the objectives of regional integration.</i>	<i>Students discuss the conditions which are necessary for consumers to play their part in promoting the sustainable development of the region.</i>

C3. TOURISM

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>1. define and use correctly, the following major terms and concepts associated with tourism as listed in Content (1);</p>	<p>Definition of the following concepts:</p> <p>Tourism, (international, regional, domestic), excursionist, (cruise passenger, other); tourism sector (direct, indirect); economic linkage; economic leakage; tourism product; nature tourism, sports tourism, health tourism, heritage tourism, all inclusive, timeshare and marketing tourism, <i>home porting, host country, supply country.</i></p>	<p><i>Choice/freedom – society’s acceptance or rejection of different types of tourism products due to perceived effects on society.</i></p> <p><i>Conflict – differing views related to the environmental impact of some types of tourism; moral issues associated with festivals; cultural penetration.</i></p> <p><i>Development/change – advancement in development due to catering to the needs of the native population as an offshoot of pursuing the needs of the tourists; what is gained and what is lost due to tourism.</i></p> <p><i>Cooperation/interaction – sharing of responsibility by public and private sectors on behalf of the tourism product.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the section. Develop crossword puzzles based on the terms and concepts.</i></p>
<p>2. <i>differentiate between</i> the types of tourism products available in the Commonwealth Caribbean;</p>	<p>Types of tourism products: – sand, sea, sun, nature or eco, health, sports, cultural or heritage, music festivals, special events.</p>	<p><i>Development/change – Tourism as a means of showcasing the wealth of natural resources and the talents of human resources. The shift from over-reliance on sun, sea and sand to new products.</i></p> <p><i>Cooperation/Interaction – between tourists and citizens; among different agencies in the sector.</i></p> <p><i>Freedom/choice – society’s acceptance or rejection of different types of tourism products due to perceived effects on society.</i></p> <p><i>Integration – in relation to the Caribbean being marketed as a single destination.</i></p>	<p><i>Students include in their scrapbook, photographs of national monuments, historical sites and tourist attractions in their territory.</i></p> <p><i>Students present arguments for or against diversifying the country’s tourism product.</i></p> <p><i>Students examine the effects of each country offering similar products and staging major festivals around the same time.</i></p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		<i>Conflict – differing views related to environmental impact of different types of tourism; moral issues associated with festivals and special events.</i>	
3. <i>explain the factors that influence the development of tourism in the host and supply countries;</i>	<p>Factors that influence the development of tourism in the:</p> <p>(a) host country: <i>(i) accessibility;</i> <i>(ii) availability, cost and quality of tourist services;</i> <i>(iii) perception of safety and security;</i> <i>(iv) political stability;</i> <i>(v) infrastructure, especially sanitation and water supply, roads, air and seaports.</i></p> <p>(b) supply country: <i>(i) disposable income;</i> <i>(ii) effectiveness of promotion;</i> <i>(iii) marketing;</i> <i>(iv) accessibility;</i> <i>(v) cost and availability of transportation.</i></p>	<p><i>Conflict – resulting from regional destinations competing with each other.</i></p> <p><i>Cooperation/interaction – jui between the public and private sector in developing the industry.</i></p> <p><i>Development/change – the development of new markets for business.</i></p> <p><i>Integration – the contribution of regional tourism agencies in marketing the region and developing standards for the industry.</i></p>	<p><i>Students are presented with statistical data on the reasons for tourist visits to the country and respond to questions which require them to make inferences and predictions.</i></p> <p><i>Alternatively, students are presented with a statistical table of tourist arrivals over a five year period. Students then use the figures in the table to develop a bar or pie chart or line graph.</i></p> <p><i>Students develop a plan for increasing tourist arrivals in their country.</i></p> <p><i>Students prepare an address to be delivered to a group of foreign travel agents to persuade them to encourage visitors to come to their country.</i></p> <p><i>Students design an exit survey form to be used by tourists.</i></p>
4. <i>analyse the contribution of land based and cruise tourism to the economy of the Commonwealth Caribbean;</i>	<p>Tourism and the Commonwealth Caribbean economy:</p> <p>(a) foreign exchange earnings, income and expenditure;</p> <p>(b) direct employment, such as hotel workers;</p> <p>(c) indirect employment through linkages with other sectors of the economy (agriculture, craft, transportation and other ancillary services);</p> <p>(d) government revenue (taxes on hotels, departure tax, restaurant licenses, head tax);</p>	<p><i>Choice/freedom - to determine ways of increasing the contribution of tourism to the country.</i></p> <p><i>Conflict – resulting from the competition between land based and cruise tourism.</i></p> <p><i>Development/change – tourism as a revenue and investment earner depending on sustainability, training, continuous maintenance of infrastructure and yearning for international standards; modernisation of the economy.</i></p>	<p><i>After participating in a panel discussion involving a guest speaker, students write a letter to the editor of a daily newspaper on the topic:</i></p> <p><i>“In spite of its many setbacks, tourism has contributed significantly to the development of my country”.</i></p> <p><i>Students draw up a list of measures to improve linkages between the tourism industry and the other sectors of the economy.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>(e) relationships between expenditure on infrastructure in resort areas and elsewhere in the country;</p> <p>(f) effect of tourism development on availability of land and labour for agriculture.</p>	<p><i>Cooperation/interaction – between the tourism industry and the other sectors of the economy.</i></p> <p><i>Integration – regional approach for dealing with the challenges of the cruise industry.</i></p>	<p><i>Students draw a list of suggestions for the Minister of Tourism on how the country could benefit more from cruise tourism.</i></p> <p><i>Create a simple table on the number of tourists that visited your territory for the last five years and the money they spent.</i></p>
<p>5. <i>outline employment and career opportunities in the tourism industry;</i></p>	<p><i>Careers and Opportunities in tourism:</i></p> <p>(a) <i>types of occupation: managerial, clerical, administrative, professional, technical, unskilled;</i></p> <p>(b) <i>conditions of employment: trade union membership, job security, opportunities for promotion, fringe benefits;</i></p> <p>(c) <i>qualifications needed;</i></p> <p>(d) <i>opportunities for training and entrepreneurship.</i></p>	<p><i>Identity – as a worker in the tourism industry.</i></p> <p><i>Cooperation/Interaction – sharing of responsibility by public and private sectors on behalf of tourism product in relation to training and employment opportunities.</i></p> <p><i>Freedom/choice – individual’s right to choose careers in the tourism sector.</i></p> <p><i>Development/change – manpower, technological and human resource needs; tourism as an investment in human capital.</i></p> <p><i>Integration – freedom of movement for jobs.</i></p>	<p><i>Students create a profile of a person with desirable skills, attitudes and attributes for a particular job in tourism.</i></p> <p><i>Students would then:</i></p> <p>(a) <i>design an application form to be filled out by persons seeking employment in one area of the tourism sector.</i></p> <p>(b) <i>complete an application form designed by another student.</i></p> <p><i>Organise a career showcase which focuses on jobs related to the tourism industry.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>6. <i>assess the impact of the tourism industry on the physical environment of the Commonwealth Caribbean;</i></p>	<p>Tourism and the physical environment of the Commonwealth Caribbean:</p> <p>(a) resort development and its effects on the aesthetic value of the local environment;</p> <p>(b) changes in ecology, reefs and tidal patterns caused by land reclamation, sewage disposal and pollution of water bodies – ocean, sea, rivers;</p> <p>(c) tourism and conservation of flora, fauna, historical sites, role of the Caribbean Conservation Association, local National Trusts, and national parks.</p>	<p><i>Development/change – interest in conserving physical resources to sustain tourism development; green hotels.</i></p> <p><i>Conflict – between environmentalists and tourism developers; tourism activities misusing the physical environment on which it depends for its sustainability.</i></p> <p><i>Freedom/choice – to carry out environmental impact assessments of tourism projects.</i></p> <p><i>Integration – the role of the Caribbean Conservation Association.</i></p>	<p><i>Students draw up a list of two columns in the following manner:</i></p> <p><i>Column 1: Areas of cooperation in Caribbean Tourism</i></p> <p><i>Column 2: Areas of conflict and non-cooperation in Caribbean Tourism</i></p> <p><i>Students then make two recommendations on ways to resolve any two areas of conflict mentioned on the list.</i></p> <p><i>In groups, students examine a different tourism product and describe how the activities associated with the product affect the environment. Students then suggest measures to reduce/increase the environmental impact of each activity.</i></p>
<p>7. <i>assess the impact of tourism on the socio-cultural environment in the Commonwealth Caribbean;</i></p>	<p>Tourism and the socio-cultural environment of the Commonwealth Caribbean:</p> <p>(a) effects on land ownership, land use, natural beauty and use of beaches;</p> <p>(b) visitors’ perception of Caribbean societies;</p> <p>(c) opportunities for visitors to meet Caribbean people;</p> <p>(d) relationships between citizens and visitors, citizens and returning nationals:</p> <p>(i) two-way cultural exchange between citizen and visitor;</p> <p>(ii) influence of lifestyles, language, dress and values;</p>	<p><i>Development/change – community based tourism.</i></p> <p><i>Conflict - resulting from the socio-cultural penetration of alien cultures; the perception that the interests of tourists are more important than that of locals.</i></p> <p><i>Choice/freedom – society’s acceptance or rejection of the tourists’ culture.</i></p> <p><i>Integration – harmonisation of policies within the region.</i></p>	<p><i>Imagine you are a tourist who has just visited this country. Write a letter to a friend pointing out what you enjoyed and what disappointed you during your visit.</i></p> <p><i>Organise a panel discussion on improving relationships between citizens and visitors.</i></p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>(e) attitudes of citizens to tourism (indifference, alienation, enthusiasm);</p> <p>(f) effects on artistic expression and other aspects of traditional culture:</p> <p>(i) revitalisation of local arts and craft;</p> <p>(ii) commercialisation of local culture;</p> <p>(g) government policies</p> <p>(i) beach control, immigration regulations, hotels – closed or open to citizens.</p> <p>(ii) land acquisition by non-nationals;</p> <p>(iii) incentives for citizens to holiday in their country.</p>		

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>8. <i>evaluate government policies that influence the development of tourism;</i></p>	<p>Government policies that influence the development of tourism:</p> <p>(a) meeting infrastructure requirements; (b) providing a well-trained workforce; (c) addressing environmental concerns; (d) addressing social problems, such as crime; (e) creating a favourable investment climate; (f) providing an overseas marketing and promotional presence in key markets (Tourist Boards, Departments, Bureaus, Ministries of Tourism).</p>	<p><i>Cooperation/interaction – sharing of responsibility by public and private sector in relation to accommodations; training standards.</i></p> <p><i>Integration – common policies in relation to cruise ship tourism and marketing.</i></p> <p><i>Conflict – resulting from the increasing government expenditure on tourism at the expense of other sectors.</i></p> <p><i>Development/change – sustainable tourism as a major development goal for the region.</i></p>	<p><i>Students complete one of the following tasks in an effort to market the tourism product in their territory:</i></p> <p>(a) <i>write an advertisement;</i> (b) <i>create a cartoon;</i> (c) <i>write a song, dub or calypso;</i> (d) <i>create a drawing and words to be placed on a t-shirt.</i></p> <p><i>Students present the main points for a speech to be delivered at the opening of a training course for hotel workers: “Why the hotel industry needs a well trained workforce”.</i></p> <p><i>Alternatively, students present suggestions for improving the quality of the labour force in the hotel industry.</i></p>
<p>9. <i>assess the contribution of local, regional and international agencies to the development of tourism;</i></p>	<p><i>Supportive services for tourism.</i></p> <p>(a) <i>Role and function of:</i></p> <p>(i) <i>Hotel Associations, Tourist Boards, Departments, Bureaus and Ministries of Tourism;</i></p> <p>(ii) <i>Caribbean Tourism Organisation;</i></p> <p>(iii) <i>Caribbean Hotel Association;</i></p> <p>(iv) <i>Hospitality Training Institutions.</i></p> <p>(b) <i>role of donor agencies – Caribbean Development Bank, European Union, Organization of American States and Canadian Inter- development Agencies.</i></p>	<p><i>Cooperation/interaction – between local, regional and international agencies in developing tourism.</i></p> <p><i>Conflict – differing views related to strategies for tourism development.</i></p> <p><i>Integration – the role of regional organisations in monitoring the industry’s performance, providing training for workers and marketing the region’s hotels and attractions.</i></p>	<p><i>Students collect brochures containing information on tourism from relevant agencies for inclusion in scrapbook.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>10. <i>outline</i> the challenges facing the tourism industry in the region;</p>	<p><i>Challenges facing the tourism industry in the region:</i></p> <p>(a) <i>security of funding for investment;</i> (b) <i>marketing;</i> (c) <i>research;</i> (d) <i>training;</i> (e) <i>shortage of labour;</i> (f) <i>water supply;</i> (g) <i>global terrorism;</i> (h) <i>lack of direct air access for major tourist-generating markets.</i> (i) <i>emerging destinations;</i> (j) <i>cruise ship policies.</i></p>	<p><i>Conflict – differing views related to shared security and travel arrangements.</i></p> <p><i>Development/change – emerging destinations and threats from global terrorism.</i></p> <p><i>Integration – regional marketing of tourism as a sustainable product.</i></p> <p><i>Cooperation – sharing of resources by different territories to market the region as a single tourist destination.</i></p> <p><i>Interaction – with foreign agencies in light of the threats associated with travel and security.</i></p>	<p><i>Students draw up a list of challenges facing tourism in the region and possible solutions to deal with them.</i></p> <p><i>Reading and discussion of newspaper articles relating to challenges.</i></p>
<p>11. <i>describe</i> ways in which tourism can be used to promote regional integration;</p>	<p>Promoting regional cooperation and integration through tourism by:</p> <p>(a) <i>marketing the Caribbean as a single destination;</i> (b) <i>recognition of the tourism products packaged by each Caribbean country;</i> (c) <i>common economic and marketing policies;</i> (d) <i>create linkages within Caribbean – (communication);</i> (e) <i>concept of aviation hubs.</i></p>	<p><i>Choice/freedom – territories’ rights of acceptance or rejection of different types of tourism products.</i></p> <p><i>Conflict – differing views related to rationalising travel and visa requirements in the region.</i></p> <p><i>Development/change/integration – the creation of aviation hubs; the promotion of domestic and regional tourism; the use of CARICOM passports.</i></p> <p><i>Cooperation/interaction – developing links with other tourist destinations in the region to exploit and market the region as a single destination.</i></p>	<p><i>Students write a letter to a regional newspaper pointing out the importance of regional collaboration in matters related to tourism.</i></p> <p><i>Students develop a plan to increase the number of regional tourists to their country.</i></p> <p><i>Students write a letter to the Chief Immigration Officer of a CARICOM country expressing dissatisfaction with the way you and other citizens from your country have been treated on arrival in his/her country.</i></p>



SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>12. describe how communications technology impacts on the tourism industry in the Caribbean.</p>	<p>Impact of communications technology on the tourism industry:</p> <ul style="list-style-type: none"> (a) E-ticketing; (b) Internet booking (reservations); (c) information gathering; (d) advertising; (e) feedback. 	<p>Development/change – use of technology in the interest of advancing tourism.</p> <p>Freedom/Choice – in using technology or traditional methods to make travel plans.</p>	<p>Given the websites of local hotels students will surf the Internet to find out the difficulty of accessing information, the quality of the information and the extent to which an informed decision may be made based on information on the Internet.</p>

◆ GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL – BASED ASSESSMENT

RATIONALE

School – Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are critical to the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study of the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to 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 the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School – Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students 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 critical skills and abilities and enhances the validity of the examination scores on which student’s performance is reported. School – Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

SCHOOL-BASED ASSESMENT REQUIREMENTS

The School – Based Assessment component of the Social Studies Syllabus is a single guided research project. The project should be on any topic drawn from the following sections of the syllabus: “Individual, Family and Society”, “Sustainable Development and Use of Resources” or any one of the Options – “Communication”, “Consumer Affairs” and “Tourism”. It may be based on social and economic processes, situations or problems in the school or the immediate community.

Every school candidate for the Social Studies examination is required to submit a report on a project. Students may work individually or in groups to investigate a specific problem. However, each candidate must produce a complete and unique report. No two reports from the same group should be identical. The report should *not exceed 1,000 words* in length and should include appropriate charts, graphs, tables and pictures.

The teacher is required to approve the problem to be investigated, guide the candidate during the process of investigation and mark the completed work in accordance with the guidelines provided by CXC. All marks are to be submitted to CXC **by April 30** in the year of the examination.

In the research project, candidates should:

1. *state the problem researched in an appropriate question form;*
2. *give the reason(s) for selecting the area of research;*
3. *select an appropriate method of investigation;*
4. *design a simple instrument to collect data;*
5. *describe the procedures used for data collection;*
6. *present data using at least three appropriate forms;*
7. *analyse and interpret data with reference to the question asked in Task 1;*
8. *state findings;*
9. *make recommendations based on findings and suggest measures to implement one.*

SPECIFIC GUIDELINES FOR PROJECT WORK

1. *Select a problem to investigate and write it in question form.*
2. *Explain why the area of research was chosen.*
3. *Select a suitable method to collect data. This may be a questionnaire, interview schedule, observation checklist or documentary search.*
4. *Write out the exact questions that you will use in a questionnaire or ask in an interview.*
5. *State how you will choose the sample. State the number of persons in the sample, their gender, age group, area of residence or class, and explain how you acquired the information from them.*
6. *Use at least three of the following: graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data.*
7. *In the light of the question asked in Task 1, state what the data mean.*
8. *Write three statements about what you have discovered from your investigation of the problem.*
9. *Make two recommendations based on your findings and explain how you would implement one.*

MANAGEMENT OF THE PROJECT

1. Time Allocation

The project is worth 20% of the total marks, 20% of the class periods should therefore be used for the project work. This will allow time for teachers to explain the requirements, to discuss the assessment criteria and allow time for discussion of project work.

2. Planning

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

- (a) submission of project title brief;*
- (b) description of project (two or more sentences);*
- (c) completion of data collection;*
- (d) submission of first draft;*
- (e) project completion.*

3. Length

The length of the project should not exceed 1000 words excluding charts, graphs, tables and pictures. In cases where the word limit is exceeded by more than 150 words, the teacher is required to impose a penalty deduction of 10 per cent of the candidates' earned score.

4. Guidance

- (a) Candidates should be familiar with the requirements of the project and the assessment criteria; teachers should discuss with students the quality of achievement required at every evaluative level.*
- (b) It should be clearly emphasised to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.*
- (c) The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive areas of enquiry, suggesting sources of information, advising on content and clarity in the writing up phase of the project.*

5. Authenticity

Teachers should ensure that each project is the candidate's work. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following methods:

- (a) discussion with the candidate;*
- (b) having candidates explain research methods and summarise findings;*
- (c) having students replicate the analysis using different data;*
- (d) having students complete aspects of the project work during class time.*



Activities that may be done under the supervision of the Class Teacher and signed off as they are completed:

- (i) Statement of Problem – explaining context - one paragraph and at least one question.*
- (ii) Method of investigation – questionnaire, interview schedule, observation checklist, document search.*
- (iii) Questionnaire construction.*
- (iv) Administering questionnaire, recording raw data (in class); students may work in pairs.*
- (v) Analysing questionnaire data, using univariate tables, bivariate tables, multivariate tables.*
- (vi) Interpretation of the data (in terms of the research question), identifying validity issues – size of sample, type of sample, instrument limitations, analysis limitations.*

6. PRESENTATION

- (a) Reports should be submitted in a SIMPLE soft-backed folder of “Quarto” or “A4” size.*
- (b) The candidate’s name and registration number, title of the study and the name of the school should be clearly written on the outside of the folder AND on the FIRST page.*
- (c) A table of contents should be included at the beginning of the report.*
- (d) The presentation, handwritten or typed, should be neat, legible and arranged in order of the task. It may be technologically aided but marks will be awarded on the same basis as outlined in the table below.*
- (e) All illustrations should be placed appropriately in the body of the text.*

ASSESSMENT

Reports should be marked out of an aggregate of 40 marks. The following table gives an allocation of raw marks for the tasks identified as essential for the SBA.

SBA MARKING SCHEME

COMPONENTS OF SBA	PROFILE <i>Application, Evaluation and Problem - Solving</i> (AFP MARKS)
1. Statement of Problem <ul style="list-style-type: none"> • Problem stated clearly in the form of a question • Problem unclear but in a question form 	(2) 2 1
2. Reason For Selecting the Area of Research <ul style="list-style-type: none"> • Reason clearly stated • Reason unclear 	(2) 2 1
3. Method of Investigation <ul style="list-style-type: none"> • <i>Method of investigation justified and described</i> • <i>Method of investigation stated</i> 	(2) 2 1
4. Data Collection Instrument <ul style="list-style-type: none"> • <i>Data collection instrument very well constructed and sequenced and addresses relevant variables</i> • <i>Data collection instrument well constructed and sequenced and addresses relevant variables</i> • <i>Data collection instrument satisfactorily constructed and sequenced</i> • <i>Data collection instrument identified only</i> 	(4) 4 3 2 1
5. Procedures for Data Collection <ul style="list-style-type: none"> • <i>Procedures to collect data identified and clearly described</i> • <i>Procedures to collect data identified but not clearly described</i> 	(2) 2 1
6. Presentation of Data <ul style="list-style-type: none"> • <i>Data presented using tables, graphs and charts that are appropriate, well labeled and accurate</i> • <i>Data presented in three ways that are appropriate, well labeled and accurate</i> • <i>Data presented in three ways that are appropriate and well labeled but with inaccuracies</i> • <i>Data presented in two ways that are appropriate, with inaccuracies</i> • <i>Data presented one way that is appropriate, well labeled and accurate</i> • <i>Data presented in one way with inaccuracies</i> 	(6) 6 5 4 3 2 1
7. Analysis and Interpretation of Data <ul style="list-style-type: none"> • <i>Analysis and interpretation relevant and well developed</i> • <i>Analysis and interpretation relevant and adequately developed</i> • <i>Analysis and interpretation moderately relevant and moderately</i> • <i>Analysis and interpretation show limited relevance and development</i> 	(8) 7 - 8 5 - 6 3 - 4 1 - 2



COMPONENTS OF SBA	PROFILE <i>Application, Evaluation and Problem-Solving</i> (AEP) MARKS
8. Statement of Findings <ul style="list-style-type: none"> • <i>Three statements of findings based on data presented</i> • <i>Two statements of findings based on data presented</i> • <i>One statement of finding based on data presented</i> 	(3) 3 2 1
9. Recommendations and Implementation Strategy <ul style="list-style-type: none"> • <i>Two recommendations and one associated implementation strategy</i> • <i>Two recommendations and no implementation strategy</i> • <i>One recommendation and one implementation strategy</i> • <i>One recommendation only OR one implementation strategy</i> 	(3) 3 2 2 1
(a) Writing Skills (4 marks)	(4)
<ul style="list-style-type: none"> • <i>Excellent organisation (paragraphing), use of language, spelling and grammar</i> • <i>Good organisation, use of language, spelling and grammar</i> • <i>Satisfactory use of language and grammar and several spelling errors</i> • <i>Poor use of language, poor grammar and many spelling errors</i> 	4 3 2 1
(b) Overall Presentation (4 marks)	(4)
<ul style="list-style-type: none"> • <i>Appropriate layout with four elements such as acknowledgements, table contents, bibliography, cover page, appendices</i> • <i>Appropriate layout for the most part with three of the elements</i> • <i>A moderate presentation with only two of the elements</i> • <i>An unsatisfactory presentation with only one of the elements</i> 	4 3 2 1
TOTAL	40

Teachers MUST follow this allocation of marks in marking each SBA research project. The mark given to EACH task as well as the total score should be listed on the last page of the study or inside back cover of the folder.

◆ MODERATION OF 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.

◆ GUIDELINES FOR THE SOCIAL STUDIES ALTERNATIVE TO SCHOOL – BASED ASSESSMENT

The Social Studies Syllabus seeks to introduce students to such knowledge of social phenomena as may enhance their effectiveness as social participants in the Caribbean community. The School – Based Assessment of the Social Studies syllabus is intended to develop in the candidate an interest in self-directed investigation and the collection of data in a scientific manner.

The Alternative to the School – Based Assessment in Social Studies (Paper 03/2), takes the form of a written examination in lieu of school – based teacher assessment for school candidates. This paper will be drawn from Sections A, B or C of the syllabus namely, “Individual, Family and Society”, “Sustainable Development and Use of Resources” and the Options and is weighted in the same way as the Paper 031 (SBA) for school candidates, as shown in the table below:

WEIGHTING OF PAPER (032) SBA			
<i>Knowledge and Comprehension</i>	<i>Application, Evaluation and Problem-Solving</i>	<i>Total</i>	<i>% of Total Exam</i>
---	40	40	20

Paper 032 consists of five structured questions requiring written responses which may vary in length and detail from one to two sentences to one or more paragraphs. Questions will be based on research activities and will test the candidates’ ability to employ skills of enquiry, communication, critical thinking and decision-making. Candidates are advised to familiarise themselves with the research activities listed below, in order to prepare adequately for Paper 032. **Please note that candidates taking Paper 032 are NOT required to submit a project.**

Questions will normally test candidates’ ability to:

1. state a problem in the form of a question;
2. select an appropriate method of investigation;
3. design a simple instrument (protocol) to collect data;
4. describe procedures to collect data;
5. present data in three forms;
6. explain data presented in task (5);
7. interpret data in terms of the question asked in task (1);
8. state findings;
9. make recommendations based on findings and the measures to implement one.



In order to enhance their performance on Paper 032, candidates may also wish to:

- 1. select a problem to investigate and write it in question form;*
- 2. select a suitable method to collect data. These may include use of questionnaires, interview schedules, observation checklists and documentary research;*
- 3. write out the exact questions that you will put in a questionnaire or ask in an interview;*
- 4. state ways to choose the sample. State how many persons should be in the sample, their gender, age group, area of residence or class. Explain how you will get the information from them;*
- 5. state whether you will use graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data;*
- 6. explain the data you will show in task (5);*
- 7. in the light of the question asked in task (1), state what the data mean;*
- 8. write at least three statements on what you have found out from your investigation of the problem;*
- 9. suggest two recommendations based on your findings and state how you would implement one.*

◆ READING LIST

The following is a list of books and other printed material that might be used for CXC Social Studies syllabus. This list is neither exhaustive nor prescriptive but indicates some possible sources which teachers and students could use as appropriate.

FOR STUDENTS AND TEACHERS	
1. Beddoe, B., Bernard, L. et al	<i>Social Studies for the Caribbean: CXC Core Units and Options</i> , Oxford: Heinemann, 2002.
2. Sandy, M. et al	<i>CXC Social Studies Essentials with SBA Study Guide and Exercises</i> , Kingston: Jamaica, Carlong Publishers Caribbean Ltd., 2000.
3. Macmillan Caribbean	<i>Caribbean Junior Social Studies Atlas, (3rd edition)</i> , Oxford: Macmillan Caribbean, 2004.
4. Ramsawak, R. and Umraw, R	<i>Modules in Social Studies</i> , Trinidad and Tobago: Caribbean Educational Publishers Ltd., 2001.
5. Waterman, I. and Fisher, J.	<i>Social Studies for Caribbean Examinations (2nd edition)</i> , Oxford: Macmillan Caribbean Ltd., 2007.
FOR TEACHERS ONLY	
1. Barrow, C.	<i>Family in the Caribbean: Themes and Perspectives</i> , Kingston: Ian Randle Publishers, 1996.
2. Bilton, T., et al.	<i>Introductory Sociology, (4th edition)</i> , Oxford: Macmillan, 2002.
3. <i>Dunn, H. S. (ed.)</i>	<i>Globalization, Communications and Caribbean Identity</i> , Kingston: Jamaica, Ian Randle Publishers, 1995.
4. <i>Haralambos, M. and Holborn, M.</i>	<i>Sociology: Themes and Perspectives (7th edition)</i> , New York: Harper Collins, 2008.
5. Leslie, G. R. and Korman, S. K.	<i>The Family in Social Context (7th edition)</i> , Oxford: Oxford University Press, 1989.
6. Lickorish, L. J. and Jenkins, C. L.	<i>An Introduction to Tourism</i> , Oxford: Butterworth – Heinemann, 1997.
7. Mann, P.	<i>Introductory Statistics, (8th edition)</i> , New Jersey: Wiley & Sons, 1998.

Western Zone Office

27 August 2013



**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE**

**SPECIMEN PAPER
MULTIPLE CHOICE QUESTIONS
FOR**

SOCIAL STUDIES

READ THE FOLLOWING DIRECTIONS CAREFULLY

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.

Sample Item

Which of the following **terms** is used to identify lines of descent through the father?

- (A) Matrilineal
- (B) Patrilineal
- (C) Matriarchal
- (D) Patriarchal

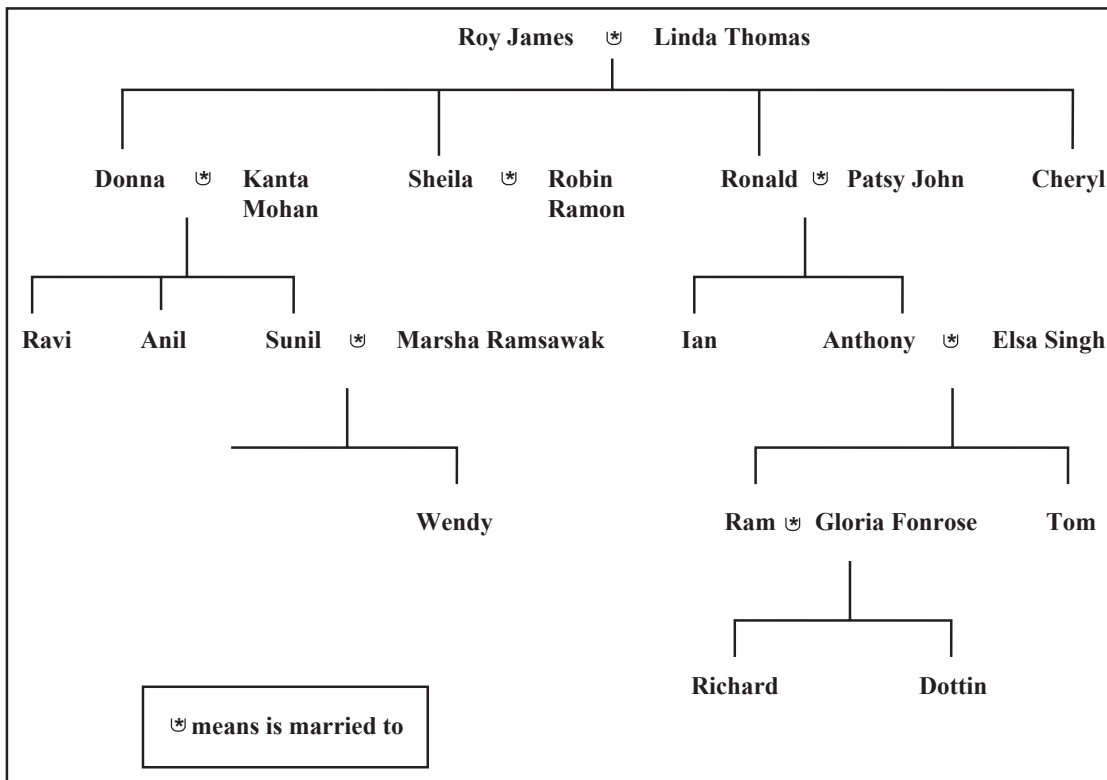
Sample Answer



The best answer to this item is “Patrilineal”, so answer space (B) has been shaded.

There are 40 items in this specimen paper. However, the Paper 01 test consists of 60 items. You will have 75 minutes to answer them.

Items 1–2 refer to the following diagram.



1. What is the relationship of Richard to Anthony?
 - (A) Uncle
 - (B) Son
 - (C) Grandfather
 - (D) Grandson
 2. What is Wendy's surname?
 - (A) Mohan
 - (B) Ramdin
 - (C) James
 - (D) Roberts
-
3. Which of the following BEST describes the MAIN functions of a Caribbean family?
 - I. Providing a sense of emotional security
 - II. Transmitting cultural heritage
 - III. Providing educational training
 - IV. Continuing the human race
 - (A) I, II and IV only
 - (B) I and IV only
 - (C) II, III and IV only
 - (D) I, II, III and IV
 4. Which of the following groups would be MAINLY responsible for the socialization of the child in the Caribbean nuclear family?
 - (A) Aunts
 - (B) Parents
 - (C) Cousins
 - (D) Grandparents

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5. In the Caribbean, the term ‘common law union’ is used to describe
- (A) courtship between cousins
 - (B) engagement between persons of different races
 - (C) a visiting relationship between adolescents
 - (D) an unmarried man and woman living together

Items 6 - 7 refer to the following options.

- (A) Extended
- (B) Nuclear
- (C) Sibling
- (D) Single-parent

When you are answering items 6 - 7 you may choose any of the above options more than once, once or not at all.

Which word or phrase above refers to a family situation with

6. a fifth-form student, her parents and grandparents living in the same household?
7. an adolescent female with responsibility for younger brothers and sisters living in the same household?
8. All of the following actions illustrate effective parenting EXCEPT
- (A) agreeing with the child’s opinions
 - (B) providing career advice
 - (C) paying attention to the child’s psychological needs
 - (D) providing nurture and support

Item 9 refers to the following statement.

“Much has been written lately of the ability being demonstrated by women to operate in areas previously regarded as part of the man’s domain.”

9. To which of the following does the statement refer?
- (A) Changing role of women in employment
 - (B) Lack of male involvement in national affairs
 - (C) Performance of women in traditional men’s work
 - (D) Perpetuation of the traditional role of women
10. Which of the following factors is MAINLY responsible for the problem of street children in some Caribbean countries?
- (A) Reduced employment
 - (B) Poor infrastructure
 - (C) High divorce rates
 - (D) Few educational opportunities
11. Which of the following BEST represent the influence of East Indian culture in the Caribbean?
- I. Diwali
 - II. Phagwa
 - III. Carnival
 - IV. Eid-ul-Fitr
- (A) I, II and III only
 - (B) I, III and IV only
 - (C) II, III and IV only
 - (D) I, II and IV only

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12. The rich cultural heritage of the Caribbean can be BEST explained by
- (A) emigration of the population
 - (B) different political ideologies
 - (C) influence of various ethnic groups
 - (D) geographical location of islands
13. Which types of institutions are usually responsible for the provision of food, clothing and shelter in society?
- (A) Political
 - (B) Economic
 - (C) Educational
 - (D) Religious
16. The institution of government which is responsible for making policy decisions to be adopted by the country is the
- (A) Judiciary
 - (B) Cabinet
 - (C) Legislature
 - (D) Senate
17. In a constitutional monarchy, the political leader of the victorious party becomes
- (A) Governor General
 - (B) Leader of the House
 - (C) President of the Senate
 - (D) Prime Minister

Item 14 refers to the following table.

Party	Number of Members	
	Upper House	Lower House
CNP	14	21
MNP	10	15

14. The information in the table suggests that the legislature of Country X is
- (A) bicameral
 - (B) unicameral
 - (C) headed by a Governor General
 - (D) headed by a President
15. Which of the following statements are TRUE of simple proportional representation?
- I. Each party puts up a list of candidates to contest the election as a group
 - II. The whole country is treated as a single constituency to be contested
 - III. A party obtains a percentage of seats according to the percentage of votes it receives
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
18. Public opinion polls generally show the electorate's preferences
- (A) during election campaigns
 - (B) on nomination day
 - (C) at national conferences
 - (D) when Parliament debates issues
19. Voters participate in an election to do all of the following EXCEPT
- (A) choose a government
 - (B) show loyalty to country
 - (C) support their candidate
 - (D) exercise their franchise
20. Which of the following functions are performed by Parliament?
- I. Appointing Church leaders
 - II. Approving the nation's budget
 - III. Making laws for the state
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

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21. Which of the following factors are likely to influence the electorate to support a particular political party in a general election?

- I. The party's manifesto
- II. The quality of the candidates
- III. Public opinion polls
- IV. Policies to reduce the cost of living

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

22. Which of the following factors may be MOST responsible for a high voter turnout in an election?

- (A) The literacy rate of the voters
- (B) The revision of the electoral lists
- (C) A renewal of election promises
- (D) Voters' loyalty to a political party

23. Which of the following factors may affect the number of jobs available in a country?

- I. The amount of money available for investment
- II. The age at which persons enter and leave the labour force
- III. The number of school leavers who are willing to work
- IV. An increased demand for locally produced goods for export

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

Items 24–25 refer to the table below which represents the population and area of four countries.

Country	Area	Population
W	440	80 000
X	2000	20 000
Y	430	265 000
Z	750	80 000

24. The country with the highest population density is

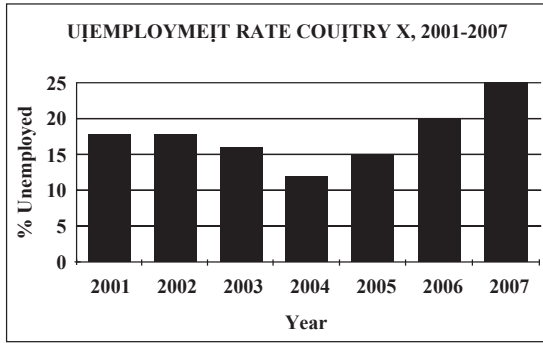
- (A) W
- (B) X
- (C) Y
- (D) Z

25. Which of the following MOST likely contributed to the high population density of the country mentioned above?

- I. High birth rate
- II. Low birth rate
- III. High death rate
- IV. Low death rate

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

Items 26 - 27 refer to the diagram below.



26. During which of the following periods was there the greatest change in the unemployment rate?
- (A) 2001 - 2002
 - (B) 2001 - 2003
 - (C) 2004 - 2006
 - (D) 2005 - 2007
27. Which of the following statements is TRUE?
- (A) The unemployment rate increased in 2003 over 2001.
 - (B) The unemployment rate rose steadily over the period 2001 - 2007.
 - (C) The unemployment rate rose steadily after 2004.
 - (D) The unemployment rate rose steadily over the period 2001 - 2003.
28. Which of the following are important for the development of a nation's human resources?
- I. Healthy environment
 - II. High rate of natural increase
 - III. Formal educational opportunities
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
29. Which of the following is regarded as a push factor in relation to migration?
- (A) High unemployment rate in the country of origin
 - (B) Reduced cost of travelling to the country of destination
 - (C) Increased life expectancy in the country of origin
 - (D) Attractive wages and salaries in the country of destination
30. Which of the following is a positive effect of emigration on rural Caribbean communities?
- (A) It tends to increase disparities among rural families.
 - (B) Remittances provide a source of income for rural families.
 - (C) Agricultural land purchased by overseas residents is used for housing.
 - (D) The price of land increases beyond the reach of many rural people.

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31. In which of the following countries is the OECS Secretariat located?
- (A) Antigua and Barbuda
 - (B) Grenada
 - (C) St Lucia
 - (D) St Vincent and the Grenadines
32. Which of the following CORRECTLY illustrates the sequence of the stages in the integration movement in the Caribbean?
- (A) West Indies Federation → CARIFTA → CSME → OECS
 - (B) West Indies Federation → CARIFTA → CARICOM → CSME
 - (C) West Indies Federation → CARICOM → ACS → OECS
 - (D) West Indies Federation → CARICOM → CARIFTA → OECS
33. Which of the following represent the MAJOR objectives of the CSME?
- I. Free movement of goods and services
 - II. Free movement of capital
 - III. Free movement of people
 - IV. Rights to the establishment of regional enterprises
- (A) I, II and III only
 - (B) I, III and IV only
 - (C) II, III and IV only
 - (D) I, II and IV only
34. One outcome of integration within the Caribbean region that may reduce the effects of globalization is
- (A) increased market size
 - (B) increased North American imports
 - (C) reduced employment
 - (D) reduced levels of competitiveness
35. Which one of the following is NOT a role of the Caribbean Agricultural Research and Development Institute?
- (A) To co-ordinate research dissemination of technical information
 - (B) To conduct programmes of technology generation, adaptation and transfer
 - (C) To set up new business enterprises
 - (D) To provide technical assistance for investment surveys
36. In which country is the CARICOM Secretariat located?
- (A) Guyana
 - (B) Barbados
 - (C) Jamaica
 - (D) Antigua & Barbuda
37. Which of the following may obstruct the development of regional co-operation?
- (A) Increasing trading activities among CARICOM member states
 - (B) Sharing information and skills in the implementation of development projects
 - (C) Increasing support for events such as CARIFESTA games
 - (D) Implementing strict immigration policies among CARICOM member states

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Item 38 refers the following newspaper headline.

Finance ministers of CARICOM states present a united front at the Commonwealth Finance Ministers Meeting.

38. Which of the following can be implied from the release?
- (A) Difficulties are experienced in obtaining aid.
 - (B) CARICOM states face common economic problems.
 - (C) Commonwealth countries have foreign exchange problems.
 - (D) The distribution of resources is unequal in CARICOM states.
39. One example of regional co-operation at a governmental level is the
- (A) Caribbean Association of Industry and Commerce (CAIC)
 - (B) Caribbean Conference of Churches (CCC)
 - (C) University of the West Indies (UWI)
 - (D) West Indies Cricket Board (WICB)

40. Which of the following measures is intended to promote trade among CARICOM member states?

- (A) Importation of low-cost goods from countries outside the region
- (B) Production of similar goods and services in the various member states
- (C) Reduction in import duties on regional goods
- (D) Use of a variety of currencies by CARICOM countries

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.



TEST CODE **01243020**

FORM TP 01243020/SPEC 2015

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 S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

S O C I A L S T U D I E S

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

Paper 02 – General Proficiency

2 hours 40 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

This paper consists of TWO sections.

Section A consists of FOUR questions. Candidates must answer ALL FOUR questions.

Section B consists of THREE questions based on the optional areas. Candidates must do ONE question from this section.

1. You **MUST** answer a total of FIVE questions – FOUR from SECTION A and ONE from SECTION B.
2. Where questions require an explanation, suggestion, proposal or reason, you should develop your response fully.
3. Write your answers in the spaces provided in this booklet.
4. Do **NOT** write in the margins.
5. You are advised to take some time to read through the paper, select the questions that you will answer and plan your answers.
6. If you need to re-write any answer and there is not enough space to do so on the original page, you must request extra lined pages from the invigilator. **Remember to draw a line through your original answer and correctly number your new answer in the box provided.**
7. If you use extra pages you **MUST** write your registration number and question number clearly in the boxes provided at the top of EVERY extra page.

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

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SECTION A

**Answer all FOUR questions from this section.
ALL answers MUST be given in complete sentences.**

**Where questions require an explanation, suggestion, proposal
or reason, you should develop your response fully.**

1. (a) Identify TWO family types, other than the single parent family, which are found in the Caribbean.

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.....
.....

(2 marks)

- (b) List TWO social issues faced by children in Caribbean families.

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(2 marks)

- (c) Outline TWO reasons why parents may need guidance in dealing with teenagers.

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(4 marks)

GO ON TO THE NEXT PAGE

- (d) A magistrate in the Family Court in your country has expressed concern over the number of teenagers appearing before the court, many of whom apparently lack parental guidance. Suggest to parents **THREE** ways in which they may develop the skills necessary to deal with their children. Explain why **EACH** of the ways you have suggested is likely to be successful.

Strategy 1

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Justification 1

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Strategy 2

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Justification 2

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Strategy 3

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Justification 3

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(12 marks)
Total 20 marks

GO ON TO THE NEXT PAGE

2. (a) State TWO factors that influence voter participation in elections.

.....

(2 marks)

- (b) The table below shows the votes cast in a general election based on the first-past-the-post voting system. Study the information, then answer questions (i) – (iv) which follow.

GENERAL ELECTION RESULTS

CONSTITUENCY	POLITICAL PARTIES		
	PDP	PUP	JAP
Orange Hill	170	190	150
Bay View	210	220	120
Black Rock	290	300	100
Hill Top	550	50	50
Bay Town	480	120	500
TOTAL VOTES	1700	800	920

- (i) Which political party obtained the largest number of votes?

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(1 mark)

- (ii) Name the political party which won the MOST seats in the elections.

.....
(1 mark)

- (iii) How many seats did the JAP win?

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(1 mark)

- (iv) Which political party won the seat in the constituency of Bay Town?

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(1 mark)

GO ON TO THE NEXT PAGE

- (c) Outline ONE reason why the election result would have been different under the proportional representation system.

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(2 marks)

- (d) The political parties which lost the elections blamed their loss on the low turnout of young adult voters.

Suggest to the leaders of these parties THREE ways in which they may stimulate young people’s interest in national elections. Explain why the leaders should try EACH of the ways you have suggested.

Strategy 1

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Justification 1

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Strategy 2

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Justification 2

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Strategy 3

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Justification 3

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(12 marks)
Total 20 marks

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3. “The World Bank estimate of migration from Jamaica is 80% of university graduates, which ranks us with Haiti. But it is Suriname and Guyana which lead the region, with losses of 90% and 68% respectively, according to IMF data.”

Jamaica Sun, November 14, 2006, p. 5.

- (a) What is meant by the term ‘brain drain’?

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(2 marks)

- (b) List TWO push factors which may have influenced the migration of university graduates from countries mentioned in the statement above.

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(2 marks)

- (c) Explain TWO ways in which a host country may benefit from migration.

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(4 marks)

- (d) Suggest to Caribbean governments THREE strategies which they may use to reduce the migration of university graduates from the region. Explain why EACH of these strategies will be effective.

Strategy 1

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Justification 1

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Strategy 2

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Justification 2

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Strategy 3

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Justification 3

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(12 marks)
Total 20 marks

GO ON TO THE NEXT PAGE

4. Write an essay on the topic “Solving Crime in CARICOM”. First, state TWO types of violent crimes which have been occurring in many CARICOM countries. Then, identify ONE criminal activity which takes place across national borders. Name the regional institution which has been established to deal with this activity. Give TWO reasons why CARICOM Heads should make solving crime a priority and suggest to them THREE ways in which they may cooperate to solve crime in the region. State why EACH of these ways you have suggested will be successful.

Total 20 marks

Write your answer to the question here.

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SECTION 3**OPTIONS**

Answer ONLY ONE question from this section.

Where questions require an explanation, suggestion, proposal or reason, you should develop your response fully.

5. COMMUNICATION

Write an article for a newspaper on the topic below:

North American cultural patterns transmitted via the mass media are contributing to cultural penetration of the region.

In your article, identify TWO modes of communication that comprise the mass media, and then state TWO advantages of the mass media. Explain TWO ways in which programmes received via the mass media may affect the social development of Caribbean viewers. Finally, suggest THREE actions that can be jointly undertaken by media houses and regional governments to promote the transmission of more local programmes. Justify EACH action which you have suggested.

Total 20 marks

6. CONSUMER AFFAIRS

Write an essay on the following topic:

Overcoming the fear of Internet (On-Line) Shopping

In your essay, explain what is meant by 'Internet (On-Line) Shopping' and identify TWO ways of making payment when shopping on-line. Then, give THREE reasons why some consumers may be unwilling to shop via the Internet. Finally, suggest to consumers THREE precautions they can take when shopping via the Internet. State how EACH of the suggestions you have made will help consumers to overcome their fear of Internet (On-Line) shopping.

Total 20 marks

GO ON TO THE NEXT PAGE

7. **TOURISM**

Read the extract below and then answer the question which follows.

<p>Jason: Have you seen the latest visitor survey?</p> <p>Brant: Yes, it shows an increase in crimes against visitors. This cannot be good for our country.</p>

As president of The Caribbean Hotel Association, prepare a speech for a conference on “The Relationship Between Tourists and Residents”. In your speech, describe TWO negative behaviours which some residents may direct towards visitors and give TWO reasons why it is necessary to improve visitor-resident relationships. Suggest THREE actions that community groups may take to improve relationships between residents and visitors to the country. State why EACH action is likely to be successful.

Total 20 marks

**Write your answer to the question you have chosen to answer in Section B here.
Remember to write your question number in the box provided below.**

Question No.

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Write your answer to the question you have chosen to answer in **Section B** here.

Remember to write your question number in the box provided below.

Question No.

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Write your answer to the question you have chosen to answer in Section B here.
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END OF TEST

FORM – 01243032 SPEC 2008

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

SECONDARY EDUCATION CERTIFICATE EXAMINATION

SOCIAL STUDIES

SPECIMEN PAPER

Paper 03/2 – General Proficiency

1 hour 10 minutes

<p>You are advised to use 10 minutes to read through the paper before attempting to answer the questions. Writing may begin during this time.</p>
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GENERAL DIRECTIONS

- (i) You **MUST** attempt **ALL** the questions on this paper.
- (ii) Use this answer booklet to respond to the questions. For **EACH** question, write your answer in the space provided.
- (iii) If you need additional paper to write your answers, request it from the supervisor.
- (iv) Attach any additional paper that you use securely to this answer booklet.
- (v) Return this answer booklet at the end of the examination.

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

Before you write your answers, choose ONE of the following topics and write it in the space provided.

- (i) The impact of tourism on Caribbean eco-systems
- (ii) The social challenges faced by communities in the Caribbean

Topic _____

1. (a) Write ONE reason why you would research the topic which you have chosen.

(2 marks)

(b) State the focus of the topic as a research statement. Begin your answer with the words “The aim of the research is

_____”

(2 marks)

(c) Identify TWO terms in the topic you have chosen that should be defined by a researcher.

(2 marks)

(d) Interviews may be used to gather information. Apart from interviews, identify TWO other research instruments that would help you to gather information on the topic you have chosen.

(2marks)

Total 8 marks

2. (a) Identify TWO sources you could use to obtain information on the topic which you have chosen.

(2 marks)

(b) Write TWO research questions which could be used to obtain data on the topic you have chosen.

(2 marks)

GO TO THE NEXT PAGE

- (c) Name the data gathering instrument that would allow you to ask face to face questions.

(1 mark)

Total 5 marks

- 3. (a) Identify a population from which you would select a sample for the topic you have chosen.

(1 mark)

- (b) Describe how you would choose a sample so that everyone has an equal chance to be selected.

(2 marks)

- (c) Give ONE reason why it is important for every member of the population you identified in 3 (a) above to be given an equal chance to be chosen.

(2 marks)

Total 5 marks

Questions 4 and 5 are based on the following case study. Answer BOTH questions.

Employment Opportunities in the Town of Pine Ridge

A group of university students conducted a study of the jobs in which the citizens of Pine Ridge are employed. Pine Ridge is an urban community with four small manufacturing companies, five supermarkets, three financial institutions and seven fast food outlets. It has a population of 35,000. There are many citizens in Pine Ridge who are able-bodied and willing to work, but are unable to find employment.

The researchers randomly selected 100 employees between the ages 18 – 30 years, from a labour force of 1000 in this community, as respondents for their survey. Of this sample, 30 citizens indicated that they worked in supermarkets, 20 in the manufacturing companies, 10 in the financial institutions and 40 in the fast food outlets.

This and other data about Pine Ridge were categorized and analysed by the students and submitted to the relevant authorities.

- 4. (a) State the MAIN focus of the study conducted by the group of university students.

(2 marks)

- (b) Briefly describe the sample from which information was collected.

(2 marks)

- (c) State TWO important findings of the study conducted by the university students.

(2 marks)

- (d) Identify TWO instruments that are appropriate for collecting data in this study.

(2 marks)

- (e) Write TWO statements of fact about Pine Ridge.

(2 marks)

Total 10 marks

5. (a) (i) Complete the table below to show the areas of employment in Pine Ridge.

Areas of employment	% of sample

(2 marks)

- (ii) Use the grid below, to draw a bar graph, to show the data displayed in the table at 5(a) (i).

(4 marks)

- (b) Write TWO statements about the data which you displayed in 5 (a) (ii).

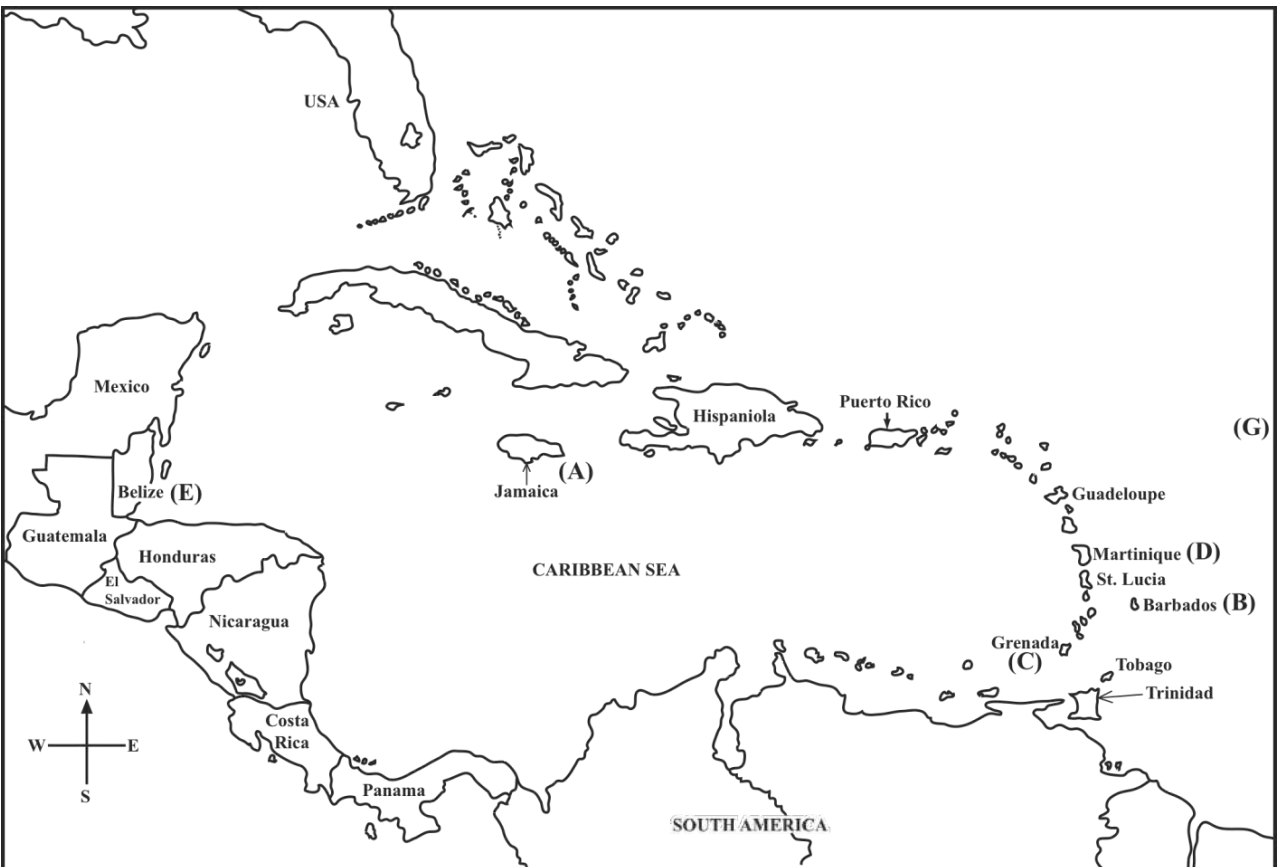
(2 marks)

- (c) Suggest TWO recommendations which the researchers are likely to make to the authorities.

(4 marks)

Total 12 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

SECONDARY EDUCATION CERTIFICATE EXAMINATION

SOCIAL STUDIES

Paper 02 – General Proficiency

SPECIMEN PAPER

MARK SCHEME

SOCIAL STUDIES
PAPER 02 – GENERAL PROFICIENCY
MARK SCHEME

Question 1. Specific Objective A.3, 4, 8

		PROFILES	
		KC	AEP
(a) Family types:			
	<ul style="list-style-type: none"> - nuclear - extended - sibling 		
	Any 2 types, 1 mark each – 2 marks	2	
(b) Issues which are faced by children in Caribbean families include:			
	<ul style="list-style-type: none"> - inadequate supervision and support - teenage pregnancy - substance abuse - child abuse 		
	Any 2 issues, 1 mark each – 2 marks	2	
(c) Parents may need guidance because :			
	<ul style="list-style-type: none"> - they may be ill equipped to respond to teenagers whose behaviour is influenced by modern challenges such as the prevalence of drugs and the impact of the media promoting sexuality and anti- social lifestyles - they may lack the relevant knowledge necessary to support and advise teenagers experiencing hormonal changes which affect their behaviour - they may lack the support of an extended family structure to strengthen their parenting strategies 		
	Any 2 reasons clearly outlined, 2 marks each – 4 marks Reason mentioned – 1 mark	4	
(d) Parents can develop skills necessary to deal with their children by:			
	<ul style="list-style-type: none"> - attending parents’ group meetings to brainstorm for plausible suggestions - seeking assistance from reputable and knowledgeable persons such as psychologists - attending seminars where teenagers discuss views on what parents should do - reading and implementing strategies suggested in literature on parenting 		
	Each way well developed– 2 marks Each way mentioned but not developed – 1 mark		
	Example of justification statement: The psychologists’ training and their experience gained from counselling persons on a wide variety of social issues equip them to pass on advice to parents and develop their parenting skills.		6
	Each justification statement relevant and feasible – 2 marks Each justification statement relevant but not developed – 1 mark		6
	TOTAL	8	12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES
PAPER 02 – GENERAL PROFICIENCY
MARK SCHEME

Question 2. Specific Objective A.10

		PROFILES	
		KC	AEP
(a)	<p>Countries from which the ancestors of the people of the Caribbean came include:</p> <ul style="list-style-type: none"> - West African countries - England - India - China - America - Portugal - Syria - Lebanon <p style="text-align: right;">Any 2 countries, 1 mark each – 2 marks</p>	2	
(b)	<p>Ancestral art forms that have survived in the Caribbean include:</p> <ul style="list-style-type: none"> - dance - music - folklore - pottery - craft <p style="text-align: right;">Any 2 art forms, 1 mark each – 2 marks</p>	2	
(c)	<p>The ancestral art forms have lasted over the years because they:</p> <ul style="list-style-type: none"> - are passed on from generation to generation through the process of socialization - form the basis of countries' tourism product for visitors wishing to experience local culture - provide employment for many, particularly in the craft and entertainment industries - promoted by national organizations through indigenous festivals held annually <p style="text-align: right;">Any 2 reasons clearly explained, 2 marks each – 4 marks Reason mentioned – 1 mark</p>	4	

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME**

		PROFILES	
		KC	AEP
(d)	<p>The customs and practices of our ancestors may be promoted in the following ways:</p> <ul style="list-style-type: none"> - publication in the mass media of photographs, articles researched and written by promoters of the culture and interviews conducted with elderly people - regularly staging cultural shows throughout the country featuring leading calypsonians, folk singers, dancers and story tellers - staging exhibitions where patrons could view and sample and purchase exhibits and also obtain information about the ancestral customs and practices - conducting seminars on archival data on ancestral art forms <p style="text-align: right;">Each way well developed– 2 marks</p> <p style="text-align: right;">Each way mentioned but not developed – 1 mark</p> <p>Example of justification statement: People who visit exhibitions are able to view and sample exhibits and ask questions. They then become more aware of ancestral practices which may motivate them to appreciate and embrace these.</p> <p style="text-align: right;">Each justification statement relevant and feasible – 2 marks</p> <p style="text-align: right;">Each justification statement relevant but not developed – 1 mark</p>		6
TOTAL		8	12

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES

PAPER 02 – GENERAL PROFICIENCY

MARK SCHEME

Question 3. Specific Objective A.17, 18, 19, 20

		PROFILES	
		KC	AEP
(a)	Factors influencing on voter participation include: - campaign issues - voter attitudes towards government - voter loyalty to political parties - voter apathy Any 2 factors, 1 mark each – 2 marks	2	
(b)	(i) The PDP obtained the most votes.	1	
	(ii) The PUP won the most seats.	1	
	(iii) JAP won one seat.	1	
	(iv) The seat was won by the JAP.	1	
(c)	Under the proportional representation system the seats are allocated in proportion to the votes obtained/A party with more votes is likely to obtain more seats/The table shows that PUP won the elections although it received fewer votes than any of the other parties/ Under proportional representation the PDP would have won more seats than the PUP. Reason well developed– 2 marks Reason mentioned without development – 1 mark	2	
(d)	Political parties may: - form youth arms of their parties and encourage young people to join - invite school groups to visit parliament when it is in session - support the formation of a youth parliament - select young candidates to run in elections to demonstrate that young persons can contribute to politics - provide entertainment at political mass meetings to encourage attendance of youth at meetings Each way well developed – 2 marks Each way mentioned but not developed – 1 mark Example of justification statement: Young people attracted to meetings by the entertainment will also be exposed to political issues which impact their lives. This may motivate them to become interested in voting. Each justification statement relevant and feasible – 2 marks Each justification statement relevant but not developed – 1 mark		6
			6
TOTAL		8	12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 4. Specific Objective B (i) 1, 6, 7**

		PROFILES	
		KC	AEP
(a)	The ‘Brain Drain’ is the migration of skilled and professional persons in large numbers to a foreign country.		
	Definition well developed(inclusive of the concept of skilled persons) – 2 marks	2	
	Definition not well developed (does not include skilled persons)– 1 mark		
(b)	Push factors include: <ul style="list-style-type: none"> - the limited opportunities for postgraduate studies in the region may force some graduates to migrate to those countries where the opportunities are more readily available - the comparatively low salaries and consequent lower standard of living in the country of origin may force graduates to migrate to countries with higher salaries and standards of living - the lack of adequate housing, good roads, water and electricity supply in the country of origin will have a negative impact on the quality of life of graduates and influence them to migrate - the fear of crime and violence and the country’s apparent inability to deal with the situation may influence graduates to countries where they can enjoy greater security - the inability of graduates to find suitable employment that their country may create frustration influence them to migrate to countries where they can find employment that utilizes their training 		
	Each factor clearly described – 2 marks	2	
	Factor listed but not developed – 1 mark		
(c)	Benefits of migration to the country include: <ul style="list-style-type: none"> - an improvement in the quality of the labour force through the introduction of new skills or an increase in scarce skills - an increase in the size of the labour force enabling the country to increase its output of goods and services - saving on training resources through not having to bear the cost of training the skilled migrants 		
	Two ways well developed, 2 marks each – 2 marks		4
	One way mentioned without development – 1 mark		

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 4. cont'd Specific Objective B (i) 1, 6, 7**

- (d) Strategies to reduce the migration of skilled labour from the Region include:
- bonding recipients of state funded education for a period of time in order for them to give service to the country
 - creating opportunities for skilled persons to utilize their training
 - improving working conditions for skilled workers
 - improving social conditions

Each strategy well developed – 2 marks

Each strategy mentioned but not developed – 1 mark

Example of justification statement: Tackling social issues such as poverty, crime and violence may help to create the environment in which citizens feel safe to live, work and enjoy the benefits of their labour. This feeling of security may influence some of them not to migrate.

Each justification statement relevant and feasible – 2 marks

Each justification statement relevant but not developed – 1 mark

PROFILES	
KC	AEP
	6
	6
TOTAL	8 12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 5. Specific Objective B (i) 1, 12**

		PROFILES	
		KC	AEP
(a)	<p>Conservation is the conscious use of resources to provide the maximum benefit to the present generation while ensuring that they the potential to meet the needs of future generations.</p> <p style="text-align: center;">Definition well developed– 2 marks Definition not well developed– 1 mark</p>	2	
(b)	<p>Agricultural practices which contribute to the destruction of the natural environment include:</p> <ul style="list-style-type: none"> - ploughing downhill - overgrazing land - removal of topsoil and vegetation - polluting the atmosphere through slash and burn practices <p style="text-align: center;">Any two practices, 1 mark each – 2 marks without development – 1 mark</p>	2	
(c)	<p>Preservation of the natural environment adds to the quality of life in the following ways:</p> <ul style="list-style-type: none"> - a healthy natural environment ensures a clean water supply - the preservation of soil means more and better crops and livestock thus contributing to better nutrition and increased income - a high quality environment supports eco-tourism, leading to increased revenue earnings by a country and related benefits <p style="text-align: center;">Two ways well developed, 2 marks each– 4 marks One way mentioned without development – 1 mark</p>	4	

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 5. Specific Objective B (i) 1, 12**

- (d) Farmers and environmentalists may work together in the following ways to reduce the level of destruction of the environment:
- they can agree on areas that should not be ploughed or planted
 - they can prepare a video to be shown to the national community that highlights bad practices and good practices
 - they can develop model farms

Each way well developed– 2 marks

Each way mentioned but not developed – 1 mark

Example of justification statement: The model farms will expose the farmers to good farming practices. When they begin to realize the benefits of these good practices, both for themselves and the environment, they will be encouraged to continue using them.

Each justification statement relevant and feasible – 2 marks

Each justification statement relevant but not developed – 1 mark

PROFILES	
KC	AEP
	6
	6
TOTAL	8 12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 6. Specific Objective B (ii) 1, 2, 3**

		PROFILES	
		KC	AEP
Types of violent crimes include:			
<ul style="list-style-type: none"> - gun related murders - armed robberies - drug – linked gang wars 	Any 2 crimes, 1 mark each – 2 marks	2	
Criminal activities that take place across national borders include:			
<ul style="list-style-type: none"> - traffic in illegal narcotic drugs - smuggling - prostitution 	Any 1 activity – 1 mark	1	
The Regional institution:			
<ul style="list-style-type: none"> - The Regional Security Service 	Correct institution – 1 mark	1	
Reasons why CARICOM Heads should make solving crime a priority include:			
<ul style="list-style-type: none"> - to reduce the migration of skilled persons from the Region - to maintain the region's reputation as a safe place for tourists because the region depends heavily on tourism - to give investors confidence to invest in the region and as a result help to promote its economic development - to reduce the fear among the population and give them the feeling that their safety is being addressed. 	Two reasons well developed, 2 marks each– 4 marks One reason mentioned without development – 1 mark	4	

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 6. cont'd Specific Objective B (ii) 1, 2, 3**

Ways in which Heads may co-operate to solve crime include:

- agreeing to tackle crime at the domestic level
- sharing manpower and equipment for crime fighting
- sharing best practices in crime fighting
- establishing a regional data base on criminals and sharing the information
- sharing the cost of acquiring up-to-date technologies to fight crime
- providing funding to regional and national police and military training institutions to upgrade skills in crime fighting

Each way well developed – 2 marks

Each way mentioned but not developed – 1 mark

Example of justification statement: If criminals are aware that a database on them exists and it is shared by Regional governments this may influence some of them to restrict their travel within the region for fear of being caught. This would reduce the number of crimes being committed by those criminals who travel for that purpose

Each justification statement relevant and feasible – 2 marks

Each justification statement relevant but not developed – 1 mark

PROFILES	
KC	AEP
	6
	6
TOTAL	8 12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 7. Specific Objective B (ii) 2, 5, 10**

Less Developed Countries include:

Dominica, St. Lucia, St. Vincent and the Grenadines, Grenada, St. Kitts and Nevis, Haiti

Any 3 countries, 1 mark each – 3 marks

The table shows that the direction of trade is in Barbados' favour/Barbados exports much more to the Less Developed Countries than the LDCs export to Barbados.

Any one point mentioned 1 mark

Disadvantages which may be faced by Less Developed Countries include:

- greater numbers of skilled people from the larger territories may migrate to the LDCs and create greater unemployment there by reduce job opportunities for citizens
- industries in the LDC's may become swamped by goods produced more cheaply in the MDC's and may be forced out of business
- skilled persons from the LDC's may migrate to the MDCs, further reducing the level of skills in the LDCs
- the loss of revenue from the removal of taxes on CARICOM imports may affect the government's ability to provide an adequate level of services to citizens
- the imposition of the Common External Tariff may result in an increase in the cost of living and hardship for poorer citizens by raising the prices of some basic commodities

Two points well developed, 2 marks each – 4 marks
One point mentioned without development – 1 mark

PROFILES	
KC	AEP
3	
1	
4	

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 7. cont'd Specific Objective B (ii) 2, 5, 10**

Measures/Ideas for the plan of action may include:

- improving the infrastructure by building and maintaining roads, upgrading the water and electricity supply
- providing opportunities for the labour force to upgrade its skills through exposure to new technologies
- diversifying production by increasing the range of goods and services produced
- increasing production capacity by encouraging expansion of existing industries and the creation of new one
- encouraging MDCs to share technology with LDCs
- offering incentives such as tax holidays to foreign investors so that they may be encouraged to bring in much needed capital to help develop the country
- staging trade fairs in MDCs as part of marketing strategy to make them more aware of the range and quality of goods and services produced in the LDC's

Each measure/idea well developed– 2 marks

Each measure/idea mentioned but not developed – 1 mark

Example of justification statement: Investors are usually attracted by the quality of a country's infrastructure. High quality infrastructure will encourage investors to bring much needed capital to the LDC's thus increasing their range of goods and services

Each justification statement relevant and feasible – 2 marks

Each justification statement relevant but not developed – 1 mark

PROFILES	
KC	AEP
	6
	6
TOTAL	8 12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 8. Specific Objective C1; 3, 5, 6**

		PROFILES	
		KC	AEP
Components of the mass media include:			
- radio			
- television			
- computer			
- newspapers			
- magazines			
Any 2 components, 1 mark each – 2 marks		2	
Advantages of the mass media include:			
- the ability to reach large audiences			
- the transmission of messages over very long distances			
- provision of instantaneous viewing by the transmission of live shows			
Any 2 advantages, 1 mark each – 2 marks		2	
Programmes received via the mass media e.g. cable and direct television may affect the social development of Caribbean viewers by:			
- promoting violence, promiscuity and other negative behaviours as forms of entertainment, negatively influencing people's behaviour, particularly the youth			
- developing in viewers a preference for foreign programmes over local programmes			
- depriving viewers of local cultural exposure			
- stifling the creativity of Caribbean people since advertisers may opt to sponsor popular foreign programmes ahead of local programmes			
- influencing Caribbean people to to adopt North American lifestyles – dress, food, speech patterns, music through the films and advertisements shown			
Two points well developed, 2 marks each – 4 marks One point mentioned without development – 1 mark		4	

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 8 cont'd. Specific Objective C1; 3, 5, 6**

Actions may include:

- government subsidizing the cost of producing local programmes
- member states through their governments pooling resources to provide local programmes to one Caribbean agency
- negotiating jointly to use the services of satellite television to transmit programmes at reduced rates
- legislation mandating the minimum hours of local programming

Each action well developed – 2 marks

Each action mentioned but not developed – 1 mark

Example of justification statement: Local programmes are expensive to produce and they usually do not attract sponsorship from local advertisers who prefer to sponsor foreign programmes. If the production of these programmes is not subsidized it would be very expensive for local stations to produce and broadcast them.

Each justification statement relevant and feasible – 2 marks

Each justification relevant but not developed – 1 mark

PROFILES	
KC	AEP
	6
	6
TOTAL	8 12

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem Solving

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 9. Specific Objective C 2; 4, 6**

		PROFILES	
		KC	AEP
Internet shopping is using the computer/Internet to order or purchase goods offered for sale on web sites	Explanation well developed– 2 marks	2	
Methods of payment include: - credit/debit cards - bank draft	Any 2 methods, 1 mark each – 2 marks	2	
Consumers may be unwilling to shop via the Internet because of : - the possibility of becoming victims of Internet fraud and losing money as a result of identity theft or some one’s misuse of their credit card - uncertainty of receiving the goods they ordered and paid for because of a business may not exist - lack of direct contact with the seller to determine his/her credibility ; this may rise to the fear of possible exploitation - difficulties in obtaining redress if the goods are faulty because the cost of returning goods may be prohibitive	Two reasons well developed, 2 marks each – 4 marks One reason mentioned without development – 1 mark	4	
Consumers should: - protect their privacy by not disclosing information which could be misused and result in losses - find out if the warranties, waivers and discounts apply to them before making purchases in order to avoid costly mistakes - install appropriate software to protect their privacy and reduce the possibility of falling victim to Internet fraud	Each action well developed – 2 marks Each action mentioned but not developed – 1 mark		6
Example of justification statement: If consumers who shop on-line are aware that the warranties and discounts also apply to them, they would shop with greater confidence knowing that they will be protected if the item malfunctions	Each justification statement relevant and feasible – 2 marks Each justification statement relevant but not developed – 1 mark		6
TOTAL		8	12

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

SOCIAL STUDIES**PAPER 02 – GENERAL PROFICIENCY****MARK SCHEME****Question 10. Specific Objective C 3; 3, 4, 7, 9**

	PROFILES	
	KC	AEP
<p>Negative behaviours which visitors may experience include:</p> <ul style="list-style-type: none"> - sexual assault/harassment - verbal harassment - poor service at hotels, restaurants and shops - physical abuse <p style="text-align: center;">Two points well developed, 2 marks each – 4 marks One point mentioned without development – 1 mark</p>	4	
<p>It is necessary to improve visitor-resident relationships in order to :</p> <ul style="list-style-type: none"> - prevent a fall off in visitor arrivals with a consequent loss of foreign exchange and revenue because poor relationships - improve the image of the country as a desirable tourist destination and thereby enable it to earn maximum benefits from tourism - to encourage visitors to experience true hospitality and increase the likelihood of repeat visits - encourage visitors to market the country verbally which would complement the country's marketing strategies <p style="text-align: center;">Two reasons well developed, 2 marks each – 4 marks One reason mentioned without development – 1 mark</p>	4	
<p>Actions which may be taken by community groups to improve relationships include:</p> <ul style="list-style-type: none"> - taking a personal/individual interest in the tourists' welfare - having open discussions on the issue with groups of residents at public venues in tourism oriented communities to sensitize to the problem - working with the Hotel Association to provide a welcoming environment/atmosphere where visitors and residents could interact amicably - forming voluntary interest groups to monitor and take action as necessary <p style="text-align: center;">Each action well developed – 2 marks Each action mentioned but not developed – 1 mark</p>		6
<p>Example of justification statement: Open discussion of the issue will sensitize more residents to the extent and nature of the problem and how it could negatively impact on their quality of life if its leads to a fall in tourist arrivals.</p> <p style="text-align: center;">Each justification statement relevant and feasible – 2 marks Each justification statement relevant but not developed – 1 mark</p>		6
TOTAL	8	12

Profile Abbreviations:**KC – Knowledge and Comprehension****AEP – Application, Evaluation and Problem Solving**

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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

SECONDARY EDUCATION CERTIFICATE EXAMINATION

SOCIAL STUDIES

Paper 03/2 – General Proficiency

SPECIMEN PAPER

MARK SCHEME

SOCIAL STUDIES**PAPER 03/2 – GENERAL PROFICIENCY****MARK SCHEME**

Question 1.	(a) A well-stated, relevant and acceptable reason	-2 marks
	Reason not clear but acceptable	-1 mark
	(b) Focus clearly stated using the suggested words	-2 marks
	Focus ambiguous but using the suggested words	-1 mark
(c)	Terms in topic (i): tourism, ecosystems	-2 marks
	Terms in topic (ii): social challenges, communities	-2 marks
	One variable	-1 mark
(d)	Research instrument: questionnaires, checklists, observations – any two	-2 marks
	One instrument	-1 mark
		Total 8 Marks
Question 2.	(a) Sources of information: media, regional governmental agencies	-2 marks
	One relevant agency	-1 mark
	(b) Two clearly stated research questions	-2 marks
	One clearly stated research question	-1 mark
Examples – Topic (i) How has tourism affected the eco-systems of the Caribbean?		
Topic (ii) What are the social challenges faced by communities in the Caribbean?		
(c)	Data gathering instrument - interviews	-1 mark
		Total 5 marks
Question 3.	(a) Population for topic (i): industrialists, conservationists, environmentalists	-1 mark
	topic (ii): social workers, protective services, community activists	-1 mark
	(b) Description of random sampling procedures:	
	A clear description of any random sampling procedure	-2 marks
Description not clear but applicable	-1 mark	
No description of a random sampling procedure	-0 mark	

SOCIAL STUDIES**PAPER 03/2 – GENERAL PROFICIENCY****MARK SCHEME**

Question 3. Cont'd	(c)	Reason clearly stated and based on reducing bias	
		Reason not clear but based on reducing bias	
			Total -2 marks
			-1 mark
			5 marks
Question 4.	(a)	The main focus of study was on the areas that provided employment opportunities for the labour force in Pine Ridge in the 18 – 30 age group.	
		Focus clear and appropriate	-2 marks
		Focus vague	-1 mark
	(b)	Description of sample: age 18 – 30 years old, citizens of Pine Ridge	
		Description contains two or more features	-2 marks
		Description contains one feature	-1 mark
	(c)	Any two findings	-2 marks
		Any one finding	-1 mark
		Finding – examples	
		30 citizens worked in supermarkets	
		20 in manufacturing companies	
		40 in fast food outlets	
		10 in the financial sector	
(d)	Any two instruments – questionnaires, interview schedule, checklist	-2 marks	
	Any one instrument	-1 mark	
(e)	Statements of fact about Pine Ridge: urban community, population of 35000, labour force of 1000	-2 marks	
			Total 10 marks

SOCIAL STUDIES**PAPER 03/2 – GENERAL PROFICIENCY****MARK SCHEME****Question 5.** (a) (i) Display of data

Areas of employment	% of sample
Manufacturing	20
Supermarkets	30
Financial institutions	10
Fast food outlets	40

Accurate display -2 marks

Two errors in display -1 mark

(ii) Bar graph in grid appropriately drawn

Data accurate with full details of areas of employment and percentages -4 marks

Data with 1 error -3 marks

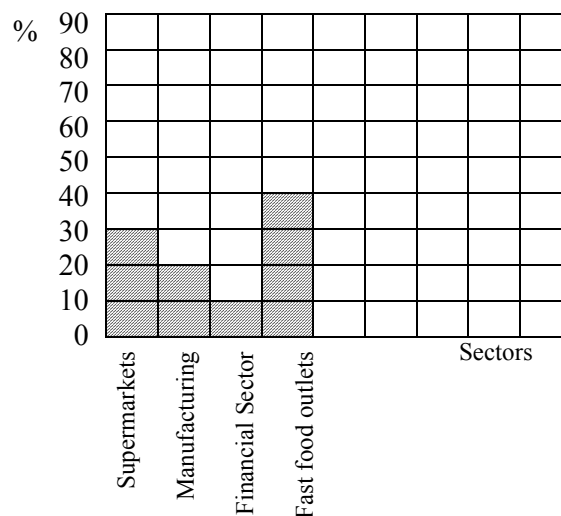
Data with 2 errors -2 marks

Data with 3 errors -1 mark

Data with 3 errors

(b) Statement – Accurate reference to data in bar graph

-2 marks



Question 5	Two recommendations clear and relevant	-4 marks
Cont'd	One recommendation not clear but relevant	-1 mark
	Examples - Create jobs in the agricultural sector.	
	Give incentives to the business sector for job creation.	

Total 12 marks

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE**

JANUARY 2004

SOCIAL STUDIES

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SOCIAL STUDIES

GENERAL AND BASIC PROFICIENCY EXAMINATION

JANUARY 2004

GENERAL COMMENTS

The candidate entry for the 2004 January examinations was 1255. This shows an increase over the 2003 January entry of about 15.3 %. This trend demonstrates the level of interest of private candidates and the popularity of Social Studies at the General Proficiency level. The overall performance of the candidates was similar to that of January 2003.

In Paper 1, the mean score was 40.1 out of 60. This paper examines only the core of the syllabus using only the Knowledge and Interpretation profiles. Questions on this Paper vary in terms of their difficulty and discrimination and together are aimed at a coverage of a wide cross-section of the core syllabus.

The candidates' responses in Paper 2 were lengthy and in some instances inappropriate and irrelevant to the questions. In some cases the candidates' responses indicated a limited acquaintance with the syllabus objectives and content. The mean score in this paper was 37.4 out of 85.

Candidates response to questions on Paper 3/2 continues to be indicative of candidates lack of knowledge and understanding of the critical concepts in research methodology. Many candidates who attempted this paper did not prepare themselves adequately. The mean score was 17.4 out of 35.

DETAILED COMMENTS

GENERAL PROFICIENCY

PAPER 02 – Structured Questions and Essays

Section A: Individual Interaction

This section contained questions on social issues in the family, groups and institutions and required candidates to write short responses to two (2) of the three (3) questions set. The responses to this section were very encouraging and the quality of the responses was good. All three questions were attempted.

Question 1

This question focused on bigamy and incest as social issues in the Caribbean. Candidates were asked to define the terms 'bigamy' and 'incest,' to identify other social issues, to give reasons why incestuous relationships should be discouraged and to suggest ways society may assist victims. This question was very popular, most of the candidates responded to it. The definitions of the terms and identifying social issues comprised the knowledge component. Candidates' responses to bigamy consisted of the two main aspects required, namely marrying another person while being married. For incest candidates also offered responses that suggested sexual relationships among blood-related family members. Other social issues named were drugs and alcoholism, crime, poverty, divorce, sexual transmitted diseases and abandonment. For the Interpretation part, many candidates offered good reasons based on lack of respect, genetic problems, moral considerations, legal infringement and mental and physical agony of the victims. The Application part required suggestions to assist victims. Candidates' responses focused on counseling for victims, reporting to law enforcement agencies and the setting up of homes for victims. These were correct responses and candidates were awarded marks based on the quality of the responses. Overall the performance in this question was excellent. Some candidates obtained full marks. The mean in this question was 9.08, and the scores ranged from 00 to 17.

Question 2

This question tested candidates' knowledge and understanding of groups, the usefulness of competition among group members and strategies to encourage cooperation. The question was popular and attractive to many candidates. For the knowledge part, candidates were asked to define voluntary, interest and peer groups. Their responses to this component were accurate and to the point. In some instances their responses were supported by examples of the type of group they were defining. Some candidates who were not prepared identified trade unions and their roles as interest groups. All the candidates who responded to this question defined peer group accurately. Part (b), the Interpretation component, was generally well done. The weaker candidates only offered one reason why competition should be encouraged among fifth formers. The most common and correct reason was based on motivation. Part (c), the Application, component posed some difficulty to all the candidates. In some instances candidates failed to link their strategies to the cooperation needed to organize a Sports Day. Rather these candidates suggested strategies based on 'doing better in school work' and on 'keeping out of trouble.' Overall the performance of the candidates on this question was satisfactory. The scores ranged from 00 to 17 and the mean was 8.51.

Question 3

This question was the least popular in this section of the paper. It focused on the institution of government. It was designed to test candidates' ability to recognize types of governments in the region, to define 'national government' and 'bicameral legislature,' to explain ways national government regulate the lives of its citizens and to suggest ways the citizenry may help the government to carry out its function. The Knowledge component was satisfactorily done. The example provided in the question was helpful to candidates. The definition of national government ranged from 'the political party that wins the election' to the 'coming together of persons to run a country.' For the Interpretation part, candidates wrote about the provision of infrastructure, and social amenities. These responses were not in clear and precise statements. Responses based on housing policies and educational opportunities were not frequent. The Application part contained responses based on 'obeying the laws' sensitivity to 'environmental concerns' and 'respect for authority.' In almost every instance the candidates failed to develop these responses to their logical conclusion. The performance in this question was fairly satisfactory. The scores ranged from 00 to 16 while the mean score was 7.66 out of 17.

Section B: Development and Use of Resources

This section is divided into two parts. Part I consisted of two structured questions while Part II consisted of two extended essays. Candidates were required to attempt one question from each part in this section.

Part 1 – Structured Questions

Question 4

This question was quite popular. It focused on the characteristics of a population as illustrated by a population pyramid, the dependency ratio, budgetary provisions for citizens and the access to social services for senior citizens. The knowledge part was fairly well done. Many candidates were able to state the characteristics of a population but were unable to define 'dependency ratio.' Some candidates related dependency ratio to employment practices and the birth rate. However many candidates stated factors such as uncontrolled birth rate and jobless growth as responsible for increasing the dependency ratio. For the Interpretation part candidates indicated that citizens under the age of 25 formed part of the human resource and as such education for this group was vital. In addition candidates stated that this group have the productive capacity to develop the country and therefore special budgetary provisions was necessary in ensuring that health facilities are available. The Application part asked how community groups may assist senior citizens to gain access to social services.

The most common response focused on the provision of transportation for seniors to access these services as well as raising funds to meet the costs of transportation. Generally the performance in this question was fair. The scores ranged from 00 to 13 and the mean score was 4.42 out of 17.

Question 5

This question was based on CARICOM. Candidates were asked to define the term 'bilateral agreement,' name CARICOM member states, explain the benefits of cooperation and to suggest ways to promote industrial development. The knowledge part was well done. Most of the candidates who attempted this question named CARICOM member states correctly. The main agro-based industry identified in the OECS states was the banana industry. For the Interpretation part, candidates experienced some difficulty in explaining the benefits of cooperation in industrial development. Most of their responses focused on factors such as 'better relations,' 'employment' and the 'eradication of poverty.' While there is some merit in these factors most of the candidates did not make the point lucid and clear. For the Application part, candidates offered suggestions such as monetary assistance, more trade and educational programs. These suggestions were not convincing and well developed. Candidates therefore did not score well in this part. The performance in this question was less than satisfactory. The scores ranged from 00 to 14 while the mean score was 6.77 out of 17.

Part II - Extended essays

Question 6

This question was very unpopular. Fewer than 50 candidates responded to it. The focus was on self-reliance and sustainable development in the Caribbean. Candidates who attempted this question were able to define self-reliance but had difficulty to do the same with sustainable development as well as to identify practices that would enable it. This resulted in low scores in the knowledge component. The Interpretation part asked candidates to give reasons for some CARICOM states inability to experience sustainable development. The most common reasons were based on the high levels of imports, capital flight and lack of resources. These points were not fully developed and candidates could not receive full marks. The suggestions offered for the Application part were mainly based on the media, workshops and seminars as the principal ways to inform citizens about the benefits of self-reliance. Candidates scored reasonable well in this part. The scores in this question ranged from 2 to 11 while the mean was 6.47.

Question 7

This was a popular question. Candidates were required to write an article on the topic 'employment.' In this essay, candidates were asked to define 'unemployed' 'unemployable' and 'underemployment.' Most of the candidates responded well to this part and gave definitions that were appropriate and accurate. In some instances a few candidates had difficulty in defining the term 'unemployable.' This part of the question was well done. The Interpretation part asked candidates to explain the factors that affect the level of employment in a country. The main factors explained were 'imported labour', lack of skills and training, lack of investments to create more jobs and the inability of the country to industrialize. These factors were well explained. For the Application part candidates were asked to suggest steps that a government should take to create an awareness of employment opportunities in a country. The most common response was based on the use of the media and its influences in advertising. Other correct responses focused career opportunities and on the job training. Overall this question was fairly well done. The scores ranged from 00 to 17 while the mean score was 7.25 out of 17.

Section C – Options

There were three options and candidates were required to respond to one question in this section. All the questions in this section were attempted. The questions on Tourism were popular.

Consumer Affairs

Question 8

This was an unpopular question. It attracted few candidates. This question focused on social and economic forms of cooperation in the Caribbean particularly on the traditional forms such as the 'sou-sou,' 'lend-a-hand' and 'share cropping.' Most candidates knew about sou-sou and lend-a-hand, but had some difficulty in defining the term 'share cropping'. For the Interpretation part, candidates were asked to explain the benefits of traditional forms of cooperation. This part was not well done. Responses ranged from the building of friendly relationships to survival benefits. More pertinent responses should be based on the saving principle, self-help and the development of the cooperative spirit. The Application part required candidates to suggest ways senior citizens may use traditional forms of cooperation to provide a lunch room for students. A few candidates suggested fund-raisers using the sou-sou principle to meet the financial costs of constructing a lunch room. Generally this question was fairly done. The scores ranged from 00 to 15 while the mean score was 6.22.

Question 9

This question dealt with consumer cooperatives. Candidates were required to prepare an address in which they had to define the term 'consumer cooperative' and to outline its objectives. The majority of candidates who responded to the question interpreted consumer cooperative to mean an organization such as the consumer guidance council. This resulted in an incorrect definition and by extension incorrect naming of objectives. The Interpretation part asked candidates to explain the differences between a consumer cooperative and a private supermarket. Candidates' answers contained correct responses such as lower prices, sharing of profits to members and dividends for shareholders as differences between the consumer cooperative and the supermarket. This part of the question was well done. The Application part asked for ways a consumer cooperative may help members to develop business skills. Candidates' responses focused on training in the various departments of the cooperative and on hands-on experience. Overall this question was not popular and the candidates' performance was less than satisfactory. The scores ranged from 00 to 12 while the mean score was 4.03.

Communication

Question 10

This question focused on the type of communication facilities available in the Caribbean. Candidates were required to identify these facilities, state the different kinds of information the facilities communicate explain the ways the people in the region have benefited from using these facilities and to suggest ways the owners of these facilities may improve the service they provide. A reasonable number of candidates responded to this question. For the knowledge, candidates offered correct responses such as telecommunication services, television, internet facilities etc. Most of these candidates were able to state the kind of information these services provided. For the Interpretation part, many candidates responded well. Correct responses based on crime reporting, regional awareness, distance learning and on business activities in general were received. The Application part was not well done. Candidates' responses were too vague and focused mainly on extending the service throughout all communities, installing new technologies and reducing the cost to users. These suggestions were not developed. Overall the question was fairly done. The scores ranged from 00 to 16 and the mean score was 7.92.

Question 11

In this question candidates were required to write an essay on 'Media protection.' In their essay they were asked to state the meaning of 'public opinion,' 'slanderous

statements,' and 'censorship.' Most of the candidates who attempted this question had a good understanding of the meaning of these terms. The Interpretation part required candidates to give reasons for and against the setting up of a Government Censorship Board. The reasons supporting censorship were based on factors such as building morality and spirituality in citizens and editing. A few candidates dealt with the effect of television offerings on violence and vulgarity on the psyche of the young and vulnerable in the society. The Application part, asked candidates to suggest ways to protect a radio station from legal action. Most responses suggested placing a ban on foul language and slanderous statements and to 'cut' participants off who call to the station thereby preventing them from airing their views. In the main this question was reasonably done. The scores ranged from 00 to 17 and the mean score was 9.73.

Tourism

Question 12

Candidates who attempted this question were required to write an essay on 'Eco-tourism in the Caribbean.' They had to identify natural features that may be used to develop eco-tourism explain conditions that would sustain this type of tourism and suggest measures that Caribbean countries may jointly pursue to market eco-tourism. Most candidates gave correct responses for the Knowledge part of the question. Responses based on the development of the flora and fauna were common. The Interpretation part asked candidates to explain conditions in the destination country that would contribute to the development of eco-tourism. The candidates presented responses based on 'reasonable cost' to visit these eco-tourism sites, suitable infrastructure facilities, and pollution-free environment strategies. For the Application part, the marketing measures suggested were in the main focused on advertisement through booklets, brochures and magazines. The responses to this question were fair. The scores ranged from 00 to 13 while the mean score was 6.80.

Question 13

This question focused on 'Developing Tourism in Our Country.' It required candidates to state the kinds of infrastructure that should be provided for cruise-ship tourism, reasons for government expenditure on the restoration of historical sites and measures to prepare the country for future tourism. The Knowledge part was satisfactorily done. Most of the candidates offered correct responses based on proper docking and port facilities, inland transportation services and shops and craft centers. The Interpretation part was not well done. The candidates' explanations for government's expenditure on historical sites were in the main focused on the historical and cultural significance of these sites. These points were not fully explained and

as such candidates did not gain full marks. For the Application part candidates' responses were based on training citizens in good interpersonal and communication skills and addressing the problem of crime in order to ensure the safety of tourists and visitors. Generally this question was reasonably done. Candidates who studied this option performed well. The scores ranged from 00 to 14, while the mean score was 6.29.

Distribution of responses by Syllabus Section, Question, Mean, Standard Deviation and Range

Syllabus Section	Question	Responses	Mean	Std. Dev.	Range
Individual Interaction	1	939	9.08	3.49	0-17
	2	1022	8.51	3.26	0-17
	3	238	7.66	3.70	0-16
Development and use of Resources					
	Part I				
	4	539	4.42	2.93	0-13
	5	552	6.77	2.25	0-14
Part II					
	6	30	6.47	2.75	2-11
	7	1063	7.25	3.33	0-17
Options					
Consumer Affairs					
	8	58	6.22	3.34	0-15
	9	58	4.03	2.46	0-12
Communication					
	10	313	7.92	3.14	0-16
	11	344	6.29	3.33	0-14
Tourism					
	12	139	6.80	2.89	0-13
	13	344	6.29	3.33	0-14

Paper 3/2: Alternative to SBA

The objective of this paper is to test candidates' familiarity, knowledge, understanding and application of basic research methodology skills. Generally this paper caters for private candidates. Candidates were required to select one of the topics provided and to respond to the questions that followed and to respond to a case study. Many candidates were not fully prepared for this paper and therefore could not address the questions nor comprehend the basic research terminologies. Terminologies such as 'research question,' 'sample,' 'population' and 'data gathering method' presented some difficulty for many candidates. In addition some candidates had difficulty in displaying data, and in using information to make conclusions and recommendations. Candidates who were prepared in research methodologies and designs performed very well in this paper. Overall the performance was fair. The mean in this paper was 17.4, while the scores ranged from 1 to 33 out of 35.

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

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2004**

S O C I A L S T U D I E S

SOCIAL STUDIES
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2004

GENERAL COMMENTS

The number of candidates who wrote the May/June 2004 Social Studies General Proficiency examination was 34,540. The candidate entry at the Basic Proficiency level was 1,452. The overall performance at the General and Basic Proficiencies was similar to that of June 2003.

The performance of some candidates at the General proficiency level was outstanding. This may be attributed to several variables, one being the choice of questions of these candidates in the examinations.

Some questions on the core of the syllabus continue to be unpopular. For example the OECS as an organization in syllabus Section B was not well known and few candidates attempted the question set on it. In Syllabus Section C, Options, many candidates avoided the question on 'devaluation.'

The responses at the General Proficiency continue to be lengthy, substantial, well constructed and appropriate. Candidates who applied themselves and who had a good grasp of the critical concepts and terms in the syllabus performed well. In certain questions in Section A, some candidates obtained perfect scores. The performance in the Knowledge profile in most questions was satisfactory, while the overall performance in the Interpretation and Application profiles was not to the required standard. The major problem appeared to be inadequate explanations and the lack of development of the responses offered by the candidates in these profiles. Some candidates who wrote the General Proficiency examinations should have been entered for the Basic Proficiency.

Performance on the Basic Proficiency Paper 2 was satisfactory. Some candidates provided responses that were clear and lengthy, while others offered single word responses. Some responses provided for the Interpretation and Application sub-questions were less than satisfactory and were irrelevant to the requirements of the questions.

DETAILED COMMENTS

Basic and General Proficiencies

Paper 1 – Multiple-Choice

Paper 1, the Multiple Choice Paper, was common to both Basic and General Proficiencies. This paper examined the core of the syllabus assessing Knowledge and Interpretation. It consisted of 60 items. The reliability of the paper was very good (KR = 0.86). There were a variety of items with various levels of difficulty, adequate syllabus coverage, and an acceptable range of equating items. The paper therefore consisted of items suitable for both proficiencies. The mean score for the Basic Proficiency was 28.01 while the mean score for the General Proficiency was 37.49. The mean scores compare favourably with those of 2003.

General Proficiency

Paper 02 – Structured Questions and Extended Essays

Section A: Individual Interaction

This section required candidates to respond to two out of the three structured questions set. There were varied responses to the questions in this section. Question 1 was the most popular while Questions 2 and 3 attracted an equal number of candidates.

Question 1

This question focused on the ancestors of the peoples of the Caribbean. It required candidates to name countries from which our ancestors came, to name family types and to state ancestral art forms that have endured in the region. Candidates were also required to give reasons for the continuance of these ancestral art forms over the years and to suggest ways to promote ancestral customs and practices. This question was very popular. Many candidates responded well to the Knowledge component of the question. They were able to name correctly countries such as India and Africa and to identify family types such as the extended, the nuclear and the single-parent. Candidates were also very familiar with ancestral art forms in the Caribbean and responses such as dance and pottery were common.

For the Interpretation part of the question, many candidates offered satisfactory responses. Responses included reasons based on cultural resurgence by ethnic groups, economic benefits, and government policy on the diversity of the people. Other plausible reasons included ideas on group survival and on tolerance and understanding of the citizenry. The Application part of the question was challenging to some candidates. Many candidates did read this part of the question well and offered responses that government rather than cultural groups could implement. Most candidates suggested correct responses such as “seminars, shows and exhibitions” and “printing of booklets and magazines” by cultural groups. In many instances candidates did not develop the ideas in their responses and could not receive full marks. The overall performance in this question was good. Some candidates received perfect scores.

Question 2

Many candidates attempted this question. It was based on competition and cooperation as modes of social interaction within and between groups. Candidates were asked to state the advantages of competition within a social group and to state activities that would show co-operation between social groups. Most candidates gave correct responses based on “more commitment and dedication” from group members and “strengthening group cohesion and self-esteem”. The activities mentioned by some candidates included “sporting engagements” and “special functions” such as fund-raisers. However many candidates identified activities that indicated co-operation between social groups such as holding “general meetings” and “decision making sessions”. For the Interpretation part of the question candidates were required to give reasons why all members of a social group may not participate in a group activity. Popular and correct responses were based on disagreements, the isolation of members, leadership styles, family commitments, and religious considerations. However, some of these responses were not clearly developed and did not receive full marks. The Application part of the question required suggestions which may be used by leaders of cultural clubs in order to keep their members together as a social unit. Many candidates suggested membership participation in decision-making exercises, information sharing and the delegation of tasks and responsibilities to group members. These responses were acceptable but they required some development to ensure clarity. Generally the overall performance was satisfactory.

Question 3

This question was based on the syllabus section related to government. It was just as popular as question 2 in this section. For the knowledge part of the question, candidates were asked to define terms such as “electorate,” “coalition government”, and “independent government”. Many candidates gave responses that were not sufficiently detailed to earn full marks. For example, the electorate was defined as “persons who go out to vote” rather than persons registered to vote and whose names were on an electoral register.

A coalition government was defined in most instances as political parties coming together to contest an election while an independent candidate was regarded as a person representing a village or community. For the Interpretation part of the question, candidates were required to look at data in a table and determine the political party that won the most seats and the party that received the most votes. In addition they had to give a reason why the election results would be different under proportional representation. Candidates were able to extrapolate from the table correct data and so offered correct responses. However, some candidates did not recognize that under proportional representation parliamentary seats are allocated in proportion to the votes obtained. A party with more votes is likely to obtain more seats. The Application part of the question asked for legitimate strategies political parties use to win an election. Many candidates mentioned strategies that were familiar to them. Popular strategies included the distribution of manifestos, advertisements in the media, and house-to-house campaigns. A few candidates mentioned “bribery” by candidates as a legitimate strategy. This was not accepted. Generally the performance in this question was satisfactory.

Section B: Development and Use of Resources

This section is divided into two parts. Part I contained two structured questions while Part II consisted of two extended essays. Candidates were required to attempt one question from each part of this section.

Part I – Structured Questions

Question 4

This question was very popular. It focused on resources and exports from the Caribbean. A table containing export products and their dollar value provided the stimulus. For the Knowledge part of the question, candidates had to define “natural resource”, name marine resources and to state the uses of the resources named. Many candidates did this part of the question reasonably well. Fish and corals were the main marine resources identified and food and attractions for tourists were the main uses stated. For the Interpretation part of the question, candidates were required to draw a bar graph to show the value of exports from the Caribbean and to write a statement about the data shown in the table. Many candidates presented bar graphs that were accurate and pertinent and provided statements that were reflective of the data in the table. These candidates received perfect scores for this part of the question. The Application part of the question required candidates to suggest types of assistance governments can give to help citizens to develop agro-based industries. Many candidates also did this part of the question well. Correct responses based on credit and loan facilities, technical assistance and markets were popular. Some candidates gave responses that were unrelated to the agro-based industry. These were not given any credit. Generally this question was well done. Some candidates obtained perfect scores.

Question 5

This question focused on physical resources in the Caribbean. Candidates were required to identify physical resources and to describe ways by which extraction of these resources pollute the environment. In addition candidates had to give reasons for conservation of physical resources and suggestions on how to show concern for conservation of these resources. For the Knowledge part of the question many candidates’ responses made references to bauxite, petroleum and forests. Some candidates also described how oil spills pollute the land, the rivers and the seas around us during extraction and how the wastes damage the flora and fauna. For the Interpretation part of the question, many candidates explained how environmental pollution results in diseases and human illness, and how it makes the land unsuitable for the growing of food crops. These were excellent responses and candidates were adequately rewarded. The main reason given by candidates for the conservation of our marine resources in the region was its importance to the tourist industry. Candidates recognized that sand and sea were major factors in Caribbean tourism packages and that fish was an important contributor to our food supply. These responses were adequately rewarded. For the Application part of the question, suggestions included tree-planting exercises, clean-up campaigns, and educational outreach programmes based on talk shows and seminars. Generally the performance in this question was satisfactory.

Part II – Extended Essays

Question 6

This question was not popular. It dealt with the Organization of Eastern Caribbean States (OECS). It focused on cooperation among member states in the OECS. Candidates were asked to name member states, to state the objectives of the OECS and to give reasons why a common financial service is an example of cooperation. Many candidates were able to name member states although a few candidates listed Barbados and Jamaica. Some candidates found difficulty stating the objectives of the OECS. Candidates' responses on the objectives were in the main based on trade and economic issues. Candidates who resided in OECS member states and who attempted this question were expected to do well. For the Interpretation part of the question, candidates' responses were vague and mostly irrelevant. Correct responses were based on a common currency and the creation of institutional arrangements. The Application part of the question required candidates to suggest measures the OECS secretariat may take to facilitate the easy movement of citizens from one member state to the next. The main suggestion was based on common travel documents for OECS nationals. Other correct responses such as training for port of entry officers and the compilation of a database on nationals were far and few. Overall this question was not well handled by most of the candidates who attempted it. The performance was less than satisfactory.

Question 7

In this question candidates were asked to write an article on self-employment. In the article they had to define self-employment, describe challenges self-employed persons face, give reasons why some people choose to be self-employed and to suggest types of training persons who wish to be self-employed should undergo. This was the most popular question in the examination paper. For the Knowledge part of the question, many candidates were able to define self-employment as "working for oneself". The main challenges described were competition from established businesses, record keeping, long hours of work and stress. The Interpretation part of the question asked candidates for reasons why people chose to become self-employed. A wide range of reasons was given. Candidates' responses covered factors such as the need to be independent, inheritance of businesses and the desire to make money. Other correct responses were dismissals from the workplace and individual training and expertise. The Application part of the question asked for suggestions on the types of training Adult Education Coordinators may offer to young persons who wish to be self-employed. Candidates proposed a variety of training packages including bookkeeping skills, time management training and marketing skills. However these proposals were not fully developed and many candidates did not receive full marks for this part of the question. Generally the performance in this question was satisfactory.

Section C – Options

There were three options in this section. Each option had two questions. Candidates were required to respond to one question in this section. All questions in this section were attempted.

Consumer Affairs

Question 8

This question focused on devaluation. Candidates were required to write an article on "devaluation and the consumer". In this article candidates were asked to define devaluation, to state how devaluation negatively affects the consumer, to give reasons why a government devalues its currency and to suggest strategies to help governments to cope with the negative effects of devaluation. This question was unpopular. For the Knowledge part of the question, candidates in their definition of devaluation stated in the main that "it is a decrease/fall in the value of the local currency". Very few candidates offered a definition that referred to "a reduction in the value of the local currency against a foreign currency". Some candidates illustrated the reduction in value of a local currency against the US dollar. Most candidates had a good knowledge of the negative effects of devaluation on the consumer. Responses such as higher costs, drop in the standard of living and reduction in their stock of wealth were frequent. For the Interpretation part of the question, most responses were based on reducing imports, encouraging local production and addressing balance of payments difficulties. The Application part of the question was not well done. Candidates were not sure of the correct responses and so gave answers based on educating the consumer, creating employment, providing subsidies, and increasing salaries. In most instances these responses were not well developed and full marks could not be awarded. Overall the performance in this question was less than satisfactory.

Question 9

This question was more popular than question 8. It dealt with electronic banking in the Caribbean. Candidates were required to write a letter defining “electronic banking” and outlining financial transactions that such banking provides for clients. Most candidates who attempted this question had some knowledge of electronic banking. In their responses they mentioned that it involved the use of ATM machines, computers and credit cards. Most candidates also knew about the various transactions that can be made through electronic banking. The most popular response was to make “deposits and withdrawals”. Other correct responses given by candidates were paying loans and utility bills. The Interpretation part of the question, asked candidates for the benefits of electronic banking. Many candidates gave correct responses such as “not waiting in long lines,” and “banking at any time”. Other good responses were based on safety and privacy. The Application part of the question required candidates to suggest to clients of the banking system precautions they should take. Popular suggestions were based on securing the pin code for credit cards and ensuring that you access the right transaction before pressing the key on the ATM. Overall the performance in this question was satisfactory.

Communication

Question 10

This question focused on “Communication in the Caribbean”. Candidates were required to name means of electronic communication and to state ways this form of communication affects the social lives of people. Many candidates did the Knowledge part of this question quite well. Popular responses included the computer, the radio, the television and the telephone as means of communication. Some of the ways the social lives of people were affected included “too much time wasted on the phone”, “copying foreign lifestyles,” “following world events,” and “keeping in contact with friends and relatives”. For the Interpretation part of the question, candidates were asked to give reasons why commercial houses install and use electronic communication equipment. This part of the question was well done. Many candidates gave correct responses based on security and safety measures, speed in handling and dealing with customers and to inform the public about their products. The Application part of the question asked candidates to suggest measures that telecommunication providers may implement to ensure a reliable service. This part of the question was fairly well done. Many candidates offered suggestions based on “maintaining and updating equipment” and on the hiring of trained and efficient personnel. On the whole this question was satisfactorily done.

Question 11

Many candidates attempted this question and some of them offered good responses. This question focused on the “Computer as a communication tool”. Candidates were asked to write an article in which they had to identify ways the computer was used for communication, to state factors that influence the use of the computer as a communication tool, to give reasons why people prefer to communicate via e-mail and to suggest ways a company may introduce their clients to information technology. The Knowledge part of the question was well done. Many candidates identified the internet, e-mail and chat rooms as ways in which the computer is used for communication. Many candidates were also able to state the factors that make the computer a communication tool. Factors such as cost and affordability and the levels of computer literacy were common responses. For the Interpretation part of the question, most candidates gave responses based on speed, privacy, cost and accessibility of information. These were the main focus of most of the reasons offered. The suggestions given for the Application part of the question were based on holding computer classes and training sessions for clients. These were common responses given by most of the candidates. Generally the performance in this question was satisfactory.

Tourism

Question 12

Of the two questions in this option, this question was more popular. It asked candidates to write an essay on “Developing a Caribbean Tourism Destination”. In this essay candidates were asked to describe factors other than sun, sand, and sea that influence tourists to visit a destination. These factors were widely recognized by many candidates but were not fully described. For example, some candidates mentioned

historical and natural sites without describing some of the features. Other correct responses stated were sporting events, cultural activities and the rate of currency exchange. These too were not fully described. The Interpretation part of the question was not handled well by many candidates. This part of the question asked candidates to give reasons why making a tourist destination accessible is important to the development of tourism. Many candidates offered responses to show why tourism is important to the development of the country and emphasized building of roads and the provision of water, electricity and communication facilities. These responses received consideration and were not awarded full marks. The Application part of the question asked candidates for ways a Caribbean destination may improve its attractiveness to visitors. Many candidates based their responses on maintaining a clean and attractive environment, developing tourists' sites and on marketing strategies such as the establishment of websites. However they failed to clearly develop these and other points. On the whole the candidates' performance in this question was fair.

Question 13

This question focused on employment opportunities in tourism. Candidates were asked to write an article identifying job opportunities in tourism for persons knowledgeable in finance and to outline requirements for these jobs. The jobs most candidates gave for the Knowledge part of the question were cashiers and accounts' clerks. The requirements outlined by most candidates included academic qualifications and computer skills. Other correct responses such as experience in keeping records of income and expenditures were far and few. The Interpretation part of the question asked candidates to explain ways by which computerization in the tourist industry would create employment opportunities. Most responses were based on technicians to repair hardware and personnel to make reservations. Other acceptable responses such as the need for more persons to be IT trained and skilled in developing computer games were vague and ambiguous. This resulted in low scores in this part of the question. The Application part of the question asked candidates for incentives that hoteliers may offer to attract the most qualified in the industry. Appropriate responses were based on "attractive pay packages", "lower travel costs" and "bonuses and profit sharing schemes". However, while these responses were good, they were not fully and clearly developed and could not qualify for full marks. On the whole many candidates who responded to this question were not adequately prepared for it. The candidates' performance was less than satisfactory.

Paper 3/1: School-Based Assessment

The School Based Assessment component (Paper 3/1) for General Proficiency candidates produced results that were similar to 2003. A notable feature of this year's SBA projects was the wide range of topics chosen from across the syllabus. However some candidates continue to research topics on current social issues related to contemporary life. There are some concerns about the quality of the research methodology used by many candidates. Many candidates are not adhering to the guidelines stated in the Syllabus for SBA projects. Many candidates are not framing problem statements in the form of a question. Candidates are not explaining how samples are chosen and are merging several tasks into lengthy paragraphs rather than dealing with these tasks separately. Many of the diagrams presented were inaccurate and were not appropriate for the data collected. There were inaccuracies in the calculations, interpretation and presentation of graphical and tabulated data. Many teachers are still using the old format of the SBA guidelines to help their candidates. In this regard some teachers are creating a task 10 for grammar rather than utilizing tasks 3, 5, 6 and 7 to distribute the marks allocated to spelling, punctuation etc. Candidates who were properly guided performed well. Their projects reflected teacher-involvement and facilitation.

Paper 3/2: Alternative to the SBA

This paper caters for private candidates. The objective of this paper is to test candidates' familiarity, knowledge, understanding and application of basic research methodology skills. In the paper candidates were required to select one of the topics provided and to respond to the questions that followed. They were also required to know about data gathering protocols and the various ways research data can be presented. In addition a case study was presented and candidates had to respond to research type questions. Many candidates could not address the questions nor comprehended the research terminologies such as "research question", "features of a sample" and "data gathering instruments". The case study also presented some difficulty to many candidates. Some of them could not translate the data in the case study into an acceptable bar graph and as a result could not state the findings nor make conclusions and recommendations. Candidates who prepared themselves for this paper did well. Overall the performance of candidates in this paper was fair.

Basic Proficiency

Paper 02 – Structured Questions

Paper 2 of the Basic Proficiency examination consisted of 12 questions distributed in three sections:- A, B and C. Candidates were required to answer two questions from Section A, two questions from Section B and one from Section C, which comprised three Options. From the number of responses marked in Section A, it can be concluded that questions 1 and 2 were very popular.

In Section B, questions 4 and 5 were more attractive than question 6. In Section C the popular questions were 9 and 12. Questions 8 and 10 in this Section were the least attractive.

From the candidates' responses it was observed that some candidates had the knowledge base to inform the content of their responses. These candidates were able to develop statements when asked to describe, give reasons or to explain. It was also noticeable that some candidates were not able to provide clear information when asked to define a concept. Generally many demonstrated an inadequate grasp of key concepts. While many provided responses that were adequate and relevant, there were several responses that were not focused on questions and were therefore irrelevant and inappropriate. It would seem that some candidates responded to questions for which they were not adequately prepared.

Section A: Individual Interaction

There were three questions in this Section. Candidates were required to answer two questions.

Question 1

This question required candidates to demonstrate their understanding of changes in traditional parental roles, to comment on the reasons for these changes and the consequences of these changes.

Many candidates experienced difficulty in responding appropriately to part (a) (i) and (ii). Most of them overlooked the context of the question related to parental roles, but interpreted traditional as cultural and wrote inappropriate responses, such as, "Parents are not punishing children".

Responses to part (b) on the reasons for changes were generally satisfactory when candidates focused on parental roles.

In responding to part (c), many candidates made suggestions related to communication to resolve situations, and counselling from social workers.

Although this was a popular question, scores were relatively low for each part of the question.

Question 2

This question tested the candidates' knowledge and understanding of the nature and function of two types of institutions. Most candidates were able to respond satisfactorily to part (a) (i) and (ii) but found difficulty in stating two functions of a commercial bank other than "change cheques" or "give loans". Candidates did not indicate knowledge of other functions such as payment of clients' bills, foreign currency exchange, or the safe keeping of documents, valuables and finances.

Many candidates gave appropriate responses for part (c) but several responses reflected un-informed perceptions such as "the bank will rob their money", "they can lose their money in the bank" and "they can only loan large amounts of money".

There were good suggestions in response to part (c) which included the lowering of interest rates, and "by advertising the bank and the things it offers".

This question was also a popular one but scores were generally higher for responses on this question than for question 1.

Question 3

This question focused on the structure and functions of the legislative arm of government. The question also sought to test the level of candidates' understanding of a country's choice for political independence. Responses to part (a) (i) and (ii) were disappointing. Some candidates could not correctly name the relevant CARICOM states, while others focused on the stimulus and wrote "Upper House" and "Lower House", in response to (a) (i).

Responses to part (b) (i) included statements such as, "they don't have a government", "they have no one to run their country", "they are not a mature enough state". Responses to (b) (ii) through not very well expressed were generally acceptable. Some referred to a country's use of its own resources for its development or a desire to be self-supportive.

Part (c) was fairly well answered with suggestions for protest marches and voting government members out at a subsequent general election.

Section B: Development and Use of Resources

Question 4

This question tested candidates' ability to interpret a population pyramid and demonstrate an understanding of concepts related to population structure.

Many candidates could give only one method by which a government collects information about a country's population.

In response to (a) (ii) many candidates focused on the information the government received from a census rather than the use the government made of the information.

Generally, candidates found difficulty in identifying characteristics of a population. Responses such as "behaviour", "death rate", "birth rate", "migrants" were given.

Many candidates were able to make three statements about the population pyramid given, but far too many were unable to make at least one valid statement. These candidates need more practice in interpreting population pyramids.

Part (c) was reasonably well done with many candidates suggesting the establishment of Day Care Centres and Pre-schools by Government.

Question 5

This question focused on employment, unemployment and categories of workers. Candidates were able to list many categories of workers, but many were not able to identify three types of unemployment. Responses included statements such as "the person isn't a skilled worker", "a criminal record could stop someone from getting a job", "people really sick and cannot work". These and other such statements suggested that candidates misinterpreted the question and gave reasons for unemployment rather than stating types of unemployment, such as seasonal, technical and cyclical.

Part (b) was answered fairly well, for candidates were able to draw reasons from their social experiences. Responses to part (c) were also very well handled. Candidates gave many workable suggestions such as "government-organised career showcases", "advertisements using the mass media" and "career talks to candidates by appropriate government personnel".

Question 6

This question tested candidates' knowledge of OECS objectives and the membership of the organization as well as an understanding of the difficulties of development as individual states. Many candidates could not identify two member states of the OECS. Responses included: Guyana, Venezuela, Guadeloupe. Generally, responses to (a) (i) and (ii) earned below average scores, for candidates also found difficulty in stating two objectives of the OECS. Attempted responses to (a) (ii) were often broad generalized statements such as "To have economic growth", "To help member states in need", "To form the integration of the Caribbean states". Candidates need to be specific when stating objectives.

Part (b) was fairly well answered by many candidates who focused on the concept of cooperation. Responses included statements such as “They would have a weaker voice among large countries”; “They would have less power individually”; “There would not be cooperation among member states to boost up their way of living”.

Some candidates performed inadequately in their response to part (c) by not recognizing push and pull factors. The better responses suggested what the receiving country could do in relation to its immigration laws, and what another country could do such as establishing business ventures in the receiving country.

Section C: Options

Consumer Affairs

Question 7

This question dealt with the concept of demand, the factors affecting demand as well as consumers’ rights and responsibilities. In response to part (a) (i) many candidates found difficulty in defining “consumer demand”. A significant number attempted a definition without mention of the key concepts of “price” and “quantity”. One candidate defined the term as “the request of wants and needs that a consumer ask for”. Many others defined the term as “goods and services that are mostly needed”.

Candidates performed reasonably well on (a) (ii) and (iii). They were generally able to give acceptable factors that influence consumer demand. Factors such as scarcity, price, income and advertisement were frequently mentioned.

There were several good responses to part (b) where candidates demonstrated a reasonable understanding for consumers’ preference for recognized business places.

Part (c) elicited some very good responses demonstrating candidates’ understanding of the right of consumers to demand value for goods and services that they purchase. Responses included the right of consumers to demand refund, to take legal action, to complain to consumer protection agencies, and to boycott the business place.

Question 8

This question was not popular. It tested candidates’ knowledge and understanding of the principles of a co-operative society, reasons for members’ dissatisfaction with management, and actions which a Commissioner of Co-operatives may take to deal with complaints of mismanagement. Very few candidates could express in any coherent manner three principles of a co-operative society.

The most common responses to part (a) were, “the need to communicate”, “the need to work together”. Responses did not include the principles of Democratic Control, Self-direction, or Self-reliance. Quite a number of candidates responded to (b) by repeating or rewording the speech bubbles in the stimulus. Others gave responses which might have been applicable to any business place. Responses did not include the vocabulary specific to dissatisfaction with management by members of a co-operative. Words and phrases such as “fraud”, “disregard for the views of ordinary members”, “lack of information about decisions taken”, and “non-receipt of dividends”, were not included in responses given.

Responses to (c) also reflected candidates’ inadequacy in being able to state the functions or specific duties of a Commissioner of Co-operatives. Undeveloped responses simply stated that the Commissioner should, “change the chairman and the secretary” and “fire the members who are dissatisfied”. Despite inadequacies in responses to (b) and (c) many candidates achieved higher scores on the Interpretation and Application profiles than on the Knowledge profile.

Communication

Question 9

This question tested candidates' knowledge of electronic forms of the mass media, the type of information that the media provides and an understanding of the influences of the mass media on the lifestyles of young adults.

Parts (a) (i) and (ii) were well done and many candidates achieved high scores on knowledge.

Generally, candidates demonstrated the ability to respond to part (b) and explain with a certain degree of clarity how the mass media influence the lifestyle of young adults. Responses for this part focused on human sexuality, mode of dress, behaviour patterns, tastes in music and attitudes toward the use of illegal drugs.

Part (c) of the question required candidates to suggest two ways the mass media may promote education. Suggestions focused mainly on programmes for television and radio with little explanation or development. Responses however were acceptable. Candidates scored high marks on this question, and one candidate achieved full marks.

Question 10

This question was not a popular one. It required candidates to demonstrate their knowledge and understanding of censorship and to explain consequences to a media company that publishes or broadcasts a false report. Very few candidates were able to define censorship. Some confused the term censorship with census and gave responses such as "The act of conducting a survey on the population of a country"; "Finding the number of persons living in an area or in a household"; "Making people aware of what is taking place in a country". Candidates who wrote an inadequate definition of censorship also wrote inappropriate responses to (a) (ii).

Responses to part (b) were generally well done. Candidates scored high marks on this interpretation profile.

Part (c), the application part, required candidates to suggest guidelines for a book on rules for media workers. Most suggestions were useful but in many cases the guidelines were not clearly stated nor well-developed.

Tourism

Question 11

The question focused on the importance of tourism to Caribbean people, types of tourism products and ways in which Caribbean governments have encouraged tourism.

Many candidates were unable to name two OECS countries whose economies depend on tourism. Responses given by many candidates indicated that they do not know the countries which comprise the OECS.

Responses to (a) (ii) were generally acceptable as were responses of (b) (i), which focused mainly on the creation of employment. Responses to (b) (ii) however did not demonstrate candidates' understanding of what was required. There was little mention of improvements in port facilities, training of workers, improving tourism products or advertising in international markets. Many focused on the benefits of tourism rather than explained how governments have encouraged the industry.

Responses to part (c), the application profile, were generally inadequate with undeveloped statements or one word responses focused on increasing the cost of accommodation and raising Departure and Head taxes.

Question 12

This question tested candidates' knowledge of jobs in the hotel industry, direct taxes collected from the industry, and ways in which governments' increased revenue from tourism might be spent to benefit the country.

Candidates gave adequate responses to (a) (i), but responses given for (a) (ii) showed that they were not sure which taxes collected from the industry could be categorized as direct.

Candidates scored fairly high marks for responses to (b). Many received full marks for responses to this interpretation and question.

For Application, part (c), suggested strategies were often developed but some, such as the increase in taxes and accommodation as sources of increased revenue, would probably discourage tourists from visiting and perhaps reduce revenue. One candidate noted however, if the cost of accommodation and air-fare were decreased, tourists would stay longer in a destination and thus increase revenue. Candidates could also have included in their responses, strategies to make tourism products more attractive to tourists with varying interests or to help residents develop small properties to attract low-income visitors.

Suggestion to Teachers

Teachers and candidates need to recognize that the questions set in the examination require candidates to have a good understanding of the terms and concepts stated in the syllabus. A common sense approach and life's experiences are not sufficient for the demands of the syllabus. A wide range of textual material is available for study. The following are useful reminders to teachers and to candidates attempting the examination:

1. All instructions with regard to answering the questions are clearly stated in each section of the paper and should be followed.
2. Candidates should be clear about their choice of questions in each section of the paper.
3. Candidates should select questions from the option in which they were prepared.
4. Candidates should recognize that responses to every part of a question is important
5. Teachers who were part of the marking exercise should share with their colleagues the experiences they gained so as to improve teaching and learning strategies.

The SBA project is an integral part of the assessment procedure. Teachers should use the recent marking guidelines provided by CXC. This would help candidates in the selection of manageable research topics and would assist them in presenting and analyzing data.

All candidates need guidance in order to begin and complete good research projects.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE**

JANUARY 2005

SOCIAL STUDIES

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SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATIONS
JANUARY 2005
GENERAL COMMENTS

The candidate entry for 2005 January Social Studies examination was 1328 which represents a slight increase over 2004 January entry of about five per cent.

In Paper 01, candidates were examined in the core units of the Syllabus. The profile dimensions tested were Knowledge and Interpretation. Test items in this Paper varied in terms of their difficulty and discrimination and covered a wide cross section of the core syllabus. There were 30 items measuring Knowledge and 30 items measuring Interpretation. The mean score in this Paper was 42.80 out of 60.

Paper 02 tested all the profiles. There were 13 questions in this paper. These questions were distributed according to the Syllabus sections. In some instances the candidates' responses were lengthy and showed good acquaintance with the syllabus objectives and content. In other instances the candidates' responses were brief, inappropriate and showed a lack of knowledge and understanding of the major terms and concepts associated with Social Studies. The mean score in this Paper was 40.1 out of 85.

Paper 03/2 was difficult for candidates who seemed unfamiliar with research methods and techniques. Their responses clearly demonstrated a lack of knowledge and application of the critical concepts in basic research. Most of the candidates who attempted Paper 03/2 were non-school/adult learners and did not prepare themselves adequately. The mean score was 17.0 out of 35.

DETAILED COMMENTS

GENERAL PROFICIENCY

Paper 02 – Structured Questions and Extended Essays

Section A: Individual Interaction

This section contained questions on social issues related to the family, groups and institutions. Candidates were required to write short, relevant responses to two of the three questions set. All three questions in this section were attempted. Questions 1 and 3 were popular and candidates showed quality in their responses.

Question 1

This question focused on the family and marriage in the Caribbean. Candidates were required to define the terms 'family' and 'consensual union', state ways marriage becomes legal unions, give reasons why young married couples move out of the extended family and suggest ways to keep marital relationships from deteriorating. Most candidates defined the terms correctly and knew the religious and civil requirements to make marriages legal. For the Interpretation part the common responses were based on the need for independence, privacy and the opportunity to raise a family without interventions from the extended family. These responses were adequately developed and explained and some candidates obtained full marks. In the Application part, the focus of the responses were on trust, honesty, counselling, good communication practices, and the demonstration of love and caring dispositions to each other. These responses were clearly stated and in most instances well developed. The overall quality of the responses was satisfactory. Some candidates obtained full marks. This was a very popular question. The mean score was 8.43.

Question 2

This question was based on constitutional rights in the Caribbean. It required candidates to state human right as outlined in their respective constitutions, give reasons why knowing their rights is important and outline legitimate actions citizens may take if their rights are denied in a magistrates' court. A small percentage of candidates

attempted this question. Their responses demonstrated some awareness of their right to life and security, the right to own and enjoy property, the right to be represented in a court of law, and the right to a fair trial. For the Interpretation part, some of the reasons offered were limited in their development and explanation. Popular responses were based on redress and the responsibilities of citizens in relation to these stated rights. Generally the responses to this part were poor and lacked relevance and explanation. The Application part was also poorly done. Legitimate actions were restricted to appeals, consultation of a lawyer and public protestations in the media and on the streets. Most of the actions suggested were devoid of development. Overall the performance on this question was not satisfactory. The mean score was 6.64.

Question 3

Question 3 focused on formal and informal groups. Many candidates attempted this question. The candidates' responses showed a fair knowledge of both types of groups. Candidates were able to state the characteristics of a formal group and to identify the groups listed in the question as either formal or informal. The Interpretation part was not well done. Candidates were asked to give reasons why co-operation is important among members of a formal group. The popular response was to achieve objectives and goals. Very few responses dealt with the development of affinity and a sense of belongingness within the group. Many responses to this part lacked explanation and clarity. The Application part required candidates to suggest activities that would increase the awareness among group members of the dangers of HIV/AIDS. Common responses focussed on visits to victims, educational programmes such as workshops, and counselling. Some of the responses lacked development. This question was well done. The mean score was 9.80.

Section B: Development and use of Resources

This section was divided into two parts. Part 1 consisted of two structured questions and Part 11 consisted of two extended essays. Candidates were required to attempt one question from each part in this section.

Part 1 – Structured Questions

Question 4

This question was very popular. It focussed on Migration. Candidates were asked to define the term 'migration,' name a CARICOM country whose citizens have migrated in large numbers, describe legal and illegal means of

migration, explain problems illegal immigrants face in host countries and to suggest criteria for inclusion in an immigration booklet. For the Knowledge part many candidates defined migration correctly. Some candidates mentioned legitimate and illegitimate visas and work permits as means some citizens used to migrate to developed countries. Very few candidates described sponsorship and marriage as ways to migrate legally. The candidates' explanations of the problems in the Interpretation part were based on employment practices, inadequate wages and the unavailability of government-run services. Other candidates hinted at deportation and imprisonment but did not explain the point fully. The Application part was not well done. Most of the responses mentioned that immigration booklets should contain the basic laws in relation to illicit drugs and littering and some historical tidbits about the country. Generally the responses to the question were fair. The mean score was 7.69.

Question 5

This was an unpopular question. Very few candidates responded to it. Candidates were required to name OECS member states and to state functions of the organization. Some candidates gave incorrect responses such as the United States, Bahamas and Jamaica. For the functions of the OECS responses such as 'to find a solution for crime' and to 'obtain opinions' were common. Correct responses such as to promote co-operation, cultural activities, and economic integration were in the minority. For the Interpretation part, common responses were based on 'to have a bigger voice' and to 'better the life of the citizens'. These responses were acceptable but were not fully explained. The Application part required candidates to suggest appropriate actions to reduce crime. Responses were based on 'stiffer penalties' and to 'upgrade the criminal laws'. In most instances these suggestions were not fully developed. Overall the question was not well done. The mean score was 4.67.

Part 11 - Extended Essays

Question 6

In this question candidates were required to write an essay on 'Resources for Energy Production in the Caribbean.' They had to identify renewable and non-renewable resources and then describe ways energy resources have contributed to modern life. Candidates were

able to name these resources and to describe how resources have assisted in communication, transportation and in foreign currency earnings. The Interpretation part required candidates to explain the factors that have contributed to the development of energy producing industries in the region. This part presented some difficulty to the candidates. Very few candidates discussed the contribution made by grants and loans, the geographic location of the energy sources and the availability of machinery and technology. In the main the responses were inappropriate, lacked details and development. The responses in the Application part were somewhat encouraging. Suggestions such as re-afforestation programmes and the reduction in the consumption of energy were offered. These suggestions were not developed and could not be given full marks. Overall the question was not popular and was not well done. The mean score was 4.77.

Question 7

This was a very popular question. It was based on 'Water Pollution'. Most candidates were able to state with some clarity the factors responsible for water pollution in the region. Responses ranged from oil spills, the dumping of sewage and domestic wastes to the agricultural practices of farmers in which chemicals are used extensively. The Interpretation part asked candidates to explain the effects of water pollution on the economy of the region. Many candidates used the floods in Guyana and elsewhere to reinforce their responses. Correct responses contained references to unemployment, the impact on tourism, loss of productivity due to health problems to citizens. However, some of these responses were not clear nor were they well explained. The Application part required candidates to suggest ways to reduce water pollution. Most responses were based on legislation and educational programmes. Some of these responses were well developed and adequately compensated. The overall performance in this question was encouraging. The mean score was 8.46.

Section C - Options

There were three options and candidates were required to answer one question in this section. All the questions in this section were attempted. The question on Consumer Affairs and Tourism were popular.

Consumer Affairs

Question 8

This question was not very popular. It dealt with 'Modern Technology and the Consumer.' The Knowledge part required candidates to write an essay in which they had to define the term 'consumer' and to outline the effects of modern technology on consumer transactions. The responses offered by the most candidates who attempted the question were appropriate and acceptable. Candidates correctly defined a consumer as one 'who uses goods and services.' For the Interpretation part, candidates had to give reasons why modern technology is important for commerce. Responses such as a 'distinct ways to reach regional partners', 'to keep up with trends in technology' and 'meeting payments through transfers etc' were common. The Application part required candidates to suggest ways to develop consumers' confidence in the use of modern technology. Most of the responses to this part focused on education programmes and demonstration of the technologies to consumers. Generally the performance of the candidates in this question was fair. The mean score was 6.64.

Question 9

In this question candidates were required to write an essay on the 'Production of Local Goods and Services in the Caribbean.' More candidates attempted this question. For the Knowledge part candidates were required to describe the factors responsible for the low level of production of local goods and services. Most of the responses were based on the 'high import level of foreign goods', the devastation to food crops caused by floods' and 'unstable prices for local commodities'. The Interpretation part required candidates to explain the benefits of local goods and services to the region. The responses centred on employment generation and the earning of foreign exchange through exports. A few candidates gave responses based on self-reliance and self-sufficiency. For the Application part suggestions on the impact of globalization on the production of local goods and services were sought. Some candidates stated that globalization would be a form of motivation for local farmers to be more competitive while others indicated that foreign goods would be dumped on the regional markets and farmers would be forced out of business. Overall the candidates' performance in this question was fair. The mean score was 6.30.

Communication

Question 10

This question was based on 'libel and freedom of expression.' It was not a popular question. For the Knowledge part candidates were asked to define the terms 'libel', 'propaganda' and 'freedom of expression'. Many of the candidates who attempted this question were able to define 'libel' and 'freedom of expression'. However they had some difficulty with the term 'propaganda'. Some candidates expressed the view that this term had a similar meaning with 'libel' and therefore they could not make a clear distinction. The Interpretation part required candidates to give explanations why a newspaper might publish libellous statements. Explanations based on 'without a person's consent' and 'wrong information' were offered. These were not developed and therefore could not be appropriately rewarded. Acceptable responses such as 'a media house was not being efficient' and 'to destroy the character of a person' were also stated but were not developed. The Application part required candidates to suggest measures a government may introduce to protect citizens from libellous statements. The suggestions to this part were based on prosecution and 'heavy' fines and penalties. Generally this question was fairly done. The mean score was 6.26.

Question 11

This question dealt with how a 'Society transmits its Cultural Heritage'. Candidates were required to define 'cultural heritage' and to state ways a society expresses its cultural traditions. Many candidates who attempted this question were able to define cultural heritage. Their definitions included rituals, customs and practices, passed on from generation to generation. For the Interpretation part candidates had to give reasons why a society may wish to transmit its cultural heritage. Correct responses containing ideas on the promotion of a sense of belonging, the dissemination of knowledge and the inculcation of a sense of values were offered. Some of these responses were not developed. The Application part, required candidates to suggest actions a Caribbean government may take to transmit cultural traditions from the older to the younger generation. Most responses were based on the organization of cultural activities in which young people should be actively engaged and to promote shows and documentaries on the electronic media for broadcast. This question was fairly done. The mean score was 7.17.

Tourism

Question 12

This question was not popular. It was based on Heritage Tourism. Candidates were required to define the term 'heritage tourism' and to state ways to develop it. Candidates demonstrated some knowledge of what this type of tourism entails. For example their responses contained references to historical buildings, plantation houses and socio-cultural factors. Some of the government plans mentioned were infrastructural development and upgrades to roads, recreational facilities and accommodation. These responses however did not contain sufficient details to be awarded full marks. For the Interpretation part, candidates were required to give reasons for developing heritage tourism. Correct responses offered by the candidates included the creation of jobs, boosting foreign exchange earnings and providing more attractions for tourists. The Application part asked for strategies a Tourist Board may implement to assist in this kind of development. Good responses were based on marketing destinations on the Internet and the participation of the private sector in developing related infrastructure. These responses lacked development and details. The candidates' responses in this question were fair. The mean score was 6.39

Question 13

This question focused on 'Employment opportunities in the Tourist Industry'. Candidates were required to identify jobs in the hotel industry and to state the tasks associated with each job identified. Jobs such as receptionists, clerks, chefs, technicians, security officers and waitresses were correctly identified. However in some instances, the tasks associated with the jobs were not clearly stated. Some candidates outlined the qualities persons should possess as responses to this part of the question. For the Interpretation part, candidates were required to give reasons why school graduates may choose to work in the hotel industry. Responses such as 'to get an opportunity to take courses' and 'to interact with tourists' were offered. The Application part required candidates to suggest ways tourism officials may encourage young people to seek employment in the industry. Many candidates suggested that tourism officials should 'offer courses and incentives' and to promote programmes revealing the 'joys of working in this sector' and to 'organize school competition about the tourism industry'. These suggestions in many instances were simply mentioned and were not awarded full marks.

In other words, candidates did not develop their suggestions in any meaningful way to earn full marks. The overall performance of the candidates in this question was satisfactory. The mean score was 8.24.

Paper 03/2: Alternative to SBA

This Paper is structured to test the candidates' familiarity, knowledge, understanding and application of basic research methodology skills. In this paper, candidates were required to select one of the topics provided and to respond to the questions that followed. The questions were based on research constructs such as rationale, problem statement, research questions, data gathering instruments etc. In addition a case study was provided and candidates were required to study the case study and to display data contained therein, state findings, make conclusions and offer recommendations. Many candidates treated with this paper using a 'common sense' rather than an informed approach. In other words most candidates were not fully prepared and therefore could not address the questions adequately. They did not comprehend basic research terminologies such as 'variables', 'sample', 'ethical principles', and 'numerical measures' used for reporting data etc. In some instances some candidates were unable to place data accurately in the table provided, make statements about the data, draw conclusions from the data, and make recommendations. Candidates who were prepared in research methodologies and designs performed reasonably well. The scores ranged from 0 to 32. The mean score in this paper was 17.05.

Paper 02

Distribution of responses by Syllabus section, Question, Mean, Standard Deviation and Range

Syllabus Section	Question	No. of Responses	Mean	Std. Deviation	Range
Individual Interaction	1	1,230	8.43	2.66	0-17
	2	311	6.64	3.00	0-14
	3	1,073	9.80	2.88	0-17
Development and use of Resources					
Part 1	4	1,231	7.69	3.29	0-16
	5	76	4.67	2.68	0-11
Part 11	6	166	4.77	3.12	0-15
	7	1,127	8.46	3.38	0-17
Options					
Consumer Affairs	8	182	6.64	3.69	0-17
	9	226	6.30	3.41	0-15
Communication	10	42	6.26	2.63	0-12
	11	257	7.17	2.76	0-14
Tourism	12	49	6.39	3.22	0-12
	13	532	8.24	2.90	0-17
Paper 03/2	ALL	1,167	17.05	5.13	0-32

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

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2005

SOCIAL STUDIES

SOCIAL STUDIES

GENERAL AND BASIC PROFICIENCY EXAMINATIONS

June 2005

GENERAL COMMENTS

The candidate entry for the May-June examinations was 42289 for General Proficiency and 1833 for the Basic Proficiency. This increase of about 9 % over 2004 entry, demonstrates the popularity of Social Studies at the General Proficiency level. The candidate entry for the Basic Proficiency level was slightly lower than that of last year. The overall performance at the General Proficiency was comparable with that of June 2004. While the Basic Proficiency candidates performed a little better than in June 2004.

For Paper 1, (Multiple Choice common to both Basic and General Proficiencies), the mean score of 42.79 at General Proficiency was slightly better than that of June 2004. At the Basic Proficiency level the mean score was 31.54 and was slightly better than that of June 2004.

Most of the responses for Paper 02 at the General Proficiency level were lengthy, written in sentences and paragraphs, though not always well sequenced and grammatically correct. The responses indicated that many candidates had a good grasp of critical terms and concepts in the syllabus, and were able to analyse and interpret information and write coherently. Some candidates performed well in the Knowledge, Interpretation and Application profiles. Many candidates tended to score less on the Interpretation and Application profiles. The problems appear to be less than careful reading of the questions, inadequate preparation by candidates and limited acquaintance with syllabus sections for this level of the examination. In the Basic Proficiency, Paper 02, the quality of responses has remained more or less the same when compared with June 2004. Like the General Proficiency Paper 02, the Interpretation and Application parts of the questions in the Basic Paper 02 challenged candidates who were not well prepared.

The School Based Assessment component (Paper 03/1) at the General Proficiency level produced results comparable with those of June 2004. The mean score was 24.65. The design, content and research methodologies used by most candidates were relatively good. There were some instances of incorrect and inadequate application of statistical techniques. The Alternative Paper (03/2) continues to be characterized by a lack of knowledge and understanding of the critical concepts in research methodology. Some candidates who attempted this paper were not prepared for this type of examination. The mean score in Paper 03/2 was 15.29.

DETAILED COMMENTS **Basic and General Proficiencies**

Paper 1 – Multiple Choice

Paper 1 was common to both, Basic and General Proficiencies. This paper examined only the core of the syllabus using only the Knowledge and Interpretation profiles. The reliability of the paper was very good. There were a suitable variety of items, measured by the level of difficulty, syllabus coverage and structure of items for both proficiencies. The mean score on the Basic Proficiency examination was 31.54 compared to 28.01 in June 2004. The General Proficiency candidates attained a mean score of 42.79.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

This section contains questions on Individual Interaction and required candidates to write short responses to two of the three structured questions set. The responses in this section were satisfactory and many candidates produced good scores.

Question 1

This question focused on the family. Candidates had to define sibling and single-parent family, describe non-legal unions in which consenting adults enter, state problems children face in single-parent families. This question was very popular and many candidates offered very interesting and acceptable responses. For the Knowledge part many candidates correctly defined 'sibling household' and 'single-parent family.' Some candidates who were not well prepared misunderstood the term 'non-legal union' for a type of trade union. This was reflected in their responses. Many candidates provided satisfactory responses with regard to the problems children face in single-parent households. Common correct responses included lack of love and affection and ridicule by others, and financial problems. For the Interpretation part candidates were required to give reasons why parents need guidance in dealing with teenaged children. This part was fairly well done. Most of the reasons stated lack development. Common responses were based on teenage attitudes and frustrations, the prevalence of drugs and teenage pregnancies and glamorous life styles portrayed by the media. For the Application part, candidates had to suggest ways single parents could develop the necessary skills to deal with young children. Most of the suggestions were based on counselling, interactive sessions with other parents, meeting with the youth to hear their views and research literature on the subject. Generally this question was well done. Some candidates had perfect scores. The mean score for this question was 8.60.

Question 2

The focus of this question was on the elderly. Candidates were required to describe the factors that would improve the quality of life of the elderly. Most of the responses were based on nutrition and medication. Some candidates hinted at care and affection, while others concentrated on companionship. In many instances the responses lacked description and full marks could not be awarded. The Interpretation part asked candidates to give reasons why some families prefer to have the elderly at home and why some prefer to have them at an institution. For each part of the Interpretation candidates offered responses that were acceptable. The responses were based personal care and attention and privacy and companionship by family members; and on specialist care and the inability to deal with special problems of the aged. For the Application part candidates were asked to suggest actions that the government may take to improve the conditions of poor elderly persons. Most of the candidates' responses focused on financial assistance such as better pensions and cheap but reliable health and accessible recreational facilities. Many candidates responded to this question. Overall the performance was satisfactory. The mean score was 9.33.

Question 3

Many candidates chose this question. It was based on leadership, the relationship between the leader and the group and the action leaders may take to encourage the youth to participate in group activities. For the Knowledge part, candidates identified the democratic and laissez-affaire styles of leadership. Some candidates named the autocratic style while others ventured into the area of dictatorship and charismatic leadership. Many candidates could not adequately state how the leadership style they identified, affected interaction among the members of the group and could not be awarded full marks. The Interpretation part asked candidates to give reasons why a service club may experience difficulties in achieving its goals. Common but correct responses were based on the lack of cooperation by members, conflict and membership dissatisfaction with the approaches of

the leadership and the attitude and differences of group members. The Application part required actions the leader of a youth group may take to stimulate members. Many candidates suggested visits by influential group members, fund raising activities, fun activities such as friends and family day and the holding of training sessions through workshop and seminars. Generally this question was fairly well done. The mean score was 8.31.

Section B: Development and use of Resources

This section is divided into two (2) parts. Part I consisted of two (2) structured questions and Part II consisted of two (2) extended essays. Candidates were required to attempt one (1) question from each part in this section.

Question 4

This was a very popular question. It was based on terms and concepts commonly used in the topic 'Population.' Candidates were asked to define 'life expectancy' and 'natural increase.' Many candidates who attempted this question defined the terms correctly. Responses such as the 'length of time a person would live' were accepted. Some candidates had no knowledge of these terms and made assumptions about their meanings. Responses pertaining to natural resources were among the assumptions. The part of the question that asked for factors other than natural increase that affect population growth was not properly answered. Some candidates ignored the directions in the question and offered birth and death rates as responses. The Interpretation part also presented some difficulty to candidates who were not prepared for the question. The question required reasons why Caribbean governments may want to limit the growth in population. The candidates' responses focused mainly on the effects on education and on stresses on the infrastructure. These responses were not fully developed and candidates could not be awarded full marks. The Application part required suggestions on how senior citizens may enrich their lives. Most of the responses that candidates offered as suggestions were based on engaging senior citizens in activities that would provide opportunities to share their experiences and expertise. A few candidates suggested the formation of Associations for the aged. Some candidates hinted at using senior citizens as resource persons in interactive sessions for the youth. Generally this question was not well done. The mean score was 5.47.

Question 5

This question was not very popular. The main reason given by examiners and assistant examiners was that topic, CARICOM, is not taught by some teachers. It is regarded as dry and uninteresting. For the knowledge part however some candidates were able to state the meaning of bilateral and multilateral agreements but could not provide examples. The most common examples were in relation to fishing agreements and trade. The Interpretation part asked why Caribbean states enter into agreements with other countries. The main responses focused on the need to obtain goods and services and disaster assistance. Responses such as size of the domestic markets and geopolitical alignment with the developed world were far and few. The Application part asked for ways CARICOM governments can resolve their concerns about the terms and conditions of agreements. Candidates offered good suggestions based on communication and dialogue but did not indicate the level these should take place. In other words the suggestions were not developed and candidates could not receive full marks. Generally the candidates' performance in this question was less than satisfactory. The mean score was 4.82.

Question 6

This question focused on the 'Conservation of Forest Resources' and was very popular. Candidates were required to state economic uses of forests and to describe activities that have influenced the need to conserve the forest. Many candidates offered correct responses related to lumbering and furniture making. Some candidates identified the activities, such as 'slash and burn agriculture,' 'illegal fires,' and 'flooding.' Responses based on protection against storms and other disasters were also offered. However many candidates did not provide

adequate description of the activities stated. The Interpretation part asked candidates to give explanations why conservation is necessary for the Caribbean. Some candidates responded well to this part. Their responses contained references to the habitat for flora and fauna, watershed reserves, and the role of the forests in attracting rainfall. Some candidates discussed the contribution of forests to the quality of the air humans breathe in the region. The Application part asked for measures that forestry officials may implement to conserve the forest resources. Most of the measures suggested were based on reforestation projects, patrolling and monitoring and on educating the citizenry about conservation practices in seminars and workshops. The performance in this question was satisfactory. The mean score was 7.85.

Question 7

The focus of this question was on economic integration among CARICOM states. A small number of candidates responded to this question. For the Knowledge part candidates were required to state the factors that facilitate and factors that hinder economic integration among CARICOM states. Some candidates offered responses based on historical and cultural considerations. A few candidates stated factors such as the limitation of market capacity and the inability to earn substantial foreign exchange. As hindrances some candidates indicated the disagreements among leaders and the insularity of some member states. The Interpretation part asked candidates to explain ways CARICOM states would benefit from economic integration. Most candidates had difficulty with this part of the question. The most popular response was based on trade and the movement of goods and services. Other correct responses such as agricultural development and self reliance in food were far and few. The Application part asked candidates to suggest measures that would encourage producers of goods and services to support economic integration in the region. Many candidates could not respond to this part of the question. Most answers were based on the removal of restrictions such as taxes. Generally this question was poorly done. Candidates were not adequately prepared to handle questions on this topic in the syllabus. The mean score was 4.29.

Section C: Options

In this examination the questions on the Consumer Affairs option was the most popular. This was followed by the questions on the option, Tourism. Fewer candidates responded to the questions on the option, Communication.

Consumer Affairs

Question 8

This question tested candidates' knowledge and understanding of shopping on the Internet. Candidates were required to define the term 'Internet shopping' and to describe ways consumer pays for goods and services ordered through the Internet. Many candidates knew that Internet shopping was a way to purchase goods and commodities by using the computer. Candidates also knew that payment for these goods and services was made through chequing accounts and credit /debit cards. Some candidates had difficulty in describing the process. For the Interpretation part candidates were asked to give reasons why consumers may be unwilling to shop on the Internet. Several good reasons were offered. Most common reasons were based on the impersonal nature of the transaction, the fear of losing money and a suspicion of the methodology. Other responses focused on the credibility of the company to deliver as advertised. The Application part asked candidates for suggestions on how to help consumers who shop on-line avoid exploitation. Several suggestions based on verification of the website and consulting with friends and relatives were given. Some candidates however wrote about consumer rights and getting value for money. These were not considered and candidates were not awarded marks. Generally this question was quite popular since it's an accepted way of shopping today. The mean score was 6.83.

Question 9

This question focused on Advertisement and Consumer Expectation. Candidates had to identify types of advertisements and to outline their features. Some candidates thought that types of advertisement meant the medium through which it was done. These candidates identified the TV, the radio and the print media as types of advertisement. Candidates who were prepared for this option gave correct responses such as informative and persuasive advertisement. These candidates were also able to outline the features of each type. Some candidates provided examples to demonstrate their knowledge of the topic. For the Interpretation part of the question candidates were asked why consumers may be exploited by the business community. Most of the responses were based on unfair trading practices such as 'blackmarketing' and ignorance of their rights. The Application part required candidates to suggest legitimate actions consumers should take if dissatisfied with a product. Acceptable suggestions were based on complaints to the manager of the store, letters to the media and seeking the assistance of consumer protection agencies. Generally this question was fairly done. The mean score was 5.72.

Communication

Question 10

The focus of this question was on 'Ownership of Mass Media in the Caribbean.' Many candidates did not respond to this question. The Knowledge part required candidates to define mass media, to give examples of mass media and state its functions. Most candidates who attempted this question were able to provide examples such as the TV and the radio, and to indicate informative and entertainment functions. However many candidates could not offer a clear definition of the media. Some candidates correctly identified private and state ownership. The Interpretation part asked for reasons why state ownership of the media is important. This part was poorly done. The most frequent response was based on the promotion of government views. Good responses such as to promote local programming and to build patriotism to country were far and few. The Application part asked candidates to suggest strategies the government could implement to encourage local programming in the media. Most of the strategies suggested funding and financial assistance to media houses. This part of the question was not well done. Responses based on educating and alerting the public to ask for more local content in the electronic media were rare. Generally the question was poorly done. The mean score was 6.06.

Question 11

This question asked candidates to write an article on 'Factors that Influence forms of Communication.' The Knowledge component required candidates to describe the factors that influence forms of communication used in the Caribbean. This component presented some difficulty to the candidates. From their responses it was obvious that many of them were not aware of the socio-cultural and geographical factors. However, in almost every response some mention/description of technological factors such as the computer, the telephone and the television. The Interpretation part was just as challenging to some candidates who were not prepared for this option. Many candidates were not able to explain the effects of technology on worldwide communication links. Some candidates focused on the speed with which information is sent from one country to the next through electronic devices such as the Internet and cell phones. Good responses based on reduced cost of sending messages and on the advances in technological knowledge to many people, were rare. The Application part was widely known. This part asked for ways to improve communication links in an isolated village. Some candidates responded well to this part of the question. Correct suggestions based on improvements in the infrastructure such as electricity supplies and the provision of equipment were given. Overall the performance in this question was less than satisfactory. The mean score was 4.14.

Tourism

Question 12

This question focused on ‘Careers in Tourism.’ The knowledge part asked for the different types of jobs in a hotel and the responsibility of the supervisor of each job type stated. Many candidates correctly identified jobs such as chefs, waitresses, tour guides, managers and receptionists. Most candidates submitted that the responsibility of the supervisor was to see the worker do his /her job. Candidates also provided reasonable descriptions of the benefits the industry received from trained workers. Many candidates gave responses based on increased efficiency and the continued success of the industry. Candidates were reasonably comfortable with the Interpretation part. In this part they had to give reasons why hotel workers needed to develop their careers. Correct responses based on specialization and high quality of skills and competence by workers were offered. Some candidates indicated the need for workers to be familiar with technological changes and developments in the hospitality industry. Other good responses were based on promotion possibilities and better incomes for workers who developed their careers. The Application part asked candidates for strategies hoteliers may implement to ensure job satisfaction for workers. Many candidates responded well to this part. Some of the strategies suggested included improved working conditions, a system of fringe benefits, and pension plans for workers. Generally the performance in this question was fairly satisfactory. The mean score was 7.59.

Question 13

This question asked candidates to write an essay on ‘The Socio-Cultural Impact on Tourism destination in the Caribbean.’ For the knowledge part candidates were asked to describe positive and negative ways in which residents interact with visitors. The content of the responses offered by candidates indicated smiles, welcome reception, music and shows by residents for visitors. On the negative side there was mention of crimes and abuse of visitors by residents. For the Interpretation part candidates were required to explain factors that cause residents to react negatively to developments in tourism. Many of the candidates who attempted this question correctly referred to restrictions to the use of facilities placed on residents by hoteliers and the deprivation of amenities to residents while visitors enjoy up-to-date facilities in hotels. Some candidates suggested the destruction of flora and fauna by hoteliers and the tourism authorities to satisfy the demands of the industry. The Application part asked for measures a Tourist Board may take to improve visitors’ perception of tourism in Caribbean destinations. Candidates did not perform well in this part. The measures suggested hinted at the removal of hagglers from the streets rather than building craft centres to display of items. Very few candidates suggested orientation for visitors to the variety of cultural expressions they are likely to encounter at destinations. Other acceptable responses for this part would be to ensure that residents have a basic understanding of the culture and language of visitors so as to facilitate the communication process. The performance in this question was fairly satisfactory. The mean score was 6.70.

General Proficiency summary

Paper 02

Distribution of Responses by Syllabus section, Question, Mean, Standard Deviation and Range.

Syllabus section	Question	No.of responses	Mean	Std Deviation	Range
Individual Interaction	1	37 632	8.60	3.13	0 - 17
	2	27 465	9.33	3.19	0 - 17
	3	13 131	8.31	3.49	0 - 17
Development and use of Resources	4	34 599	5.47	3.15	0 - 17
	5	4 036	4.82	2.81	0 - 16

Part II	6	34 453	7.85	3.58	0 - 17
	7	2 569	4.29	3.59	0 - 16
Options					
Consumer Affairs	8	12 478	6.83	3.08	0 - 17
	9	5 145	5.72	3.35	0 - 17
Communication	10	2 710	6.06	3.53	0 - 17
	11	2 253	4.14	3.12	0 - 16
Tourism	12	9 926	7.59	3.29	0 - 17
	13	5 636	6.70	3.43	0 - 17

Paper 03/1: School Based Assessment

The SBA is designed for school candidates. Most of the topics chosen by candidates were based mainly on current social issues related to the family. Projects that were guided by teachers were satisfactorily done. Such candidates demonstrated good understanding of research skills and methodologies. Those candidates who had little or no guidance in dealing with their topics and in the research methodologies made their projects somewhat unmanageable. Spelling, punctuation and incorrect grammatical constructs were quite common in some of the projects. Candidates who investigated the same topic as a group project had identical data and findings as well as the same grammatical errors. There is still evidence of inaccuracies in calculations and in the presentation of graphical and tabulated data. Some candidates made appropriate and practical recommendations relevant to their findings and conclusions. The mean score in the SBA was 24.65.

Paper 03/2: Alternative to the SBA

This paper is intended for private candidates. Its objective is to test candidates' familiarity with basic research skills and methodologies they would have to use in conducting a small study. The paper also presents a case study to which candidates must respond in order to demonstrate their knowledge and understanding of research skills. Some candidates who had assistance and guidance responded satisfactorily to the questions in this paper. Some candidates had little or no knowledge and understanding of the term 'sample' and performed badly in this question on the paper. Many candidates scored well on the questions on the case study. This is an indication that some candidates are beginning to grapple with the demands of the paper. The mean score in this paper was 15.29.

Basic Proficiency

SUGGESTIONS TO TEACHERS

The comments on the individual papers are intended to assist teachers as they prepare candidates for the Social Studies examination.

Students need guidance in the following areas:

- careful study of terms and concepts in the core areas of the syllabus, especially on CARICOM
- selection of Options in Paper 02, at both General and Basic proficiencies ; too many candidates have chosen question in options for which they were not prepared
- writing coherent and well structured sentences; rather than lengthy introductions that are unrelated to the focus of the questions.
- offering responses to all the parts of a question so as to satisfy the profile dimension needed for a grade

Although the SBA has shown some improvement, teachers should ensure that their students investigate manageable topics. Many students need to develop competence in analysing and presenting statistical data in graphical and tabulated formats.

Teachers should familiarize themselves with the most recent mark scheme and the moderation sample form.

Teachers should encourage their students to seek technological information to enhance their knowledge base and to help them prepare for the Social Studies examination.

Teachers who serve as examiners and assistant examiners in the marking exercise should share their experience and expertise with their colleagues who teach the subject. They can discuss the critical components of a good answer. This would ultimately redound to the benefit of the students.

The School's Report this year contains a copy of the Mark Scheme and a copy of the Moderation Form that are used for SBA Projects Teachers are advised to be familiar with these two documents.

Basic Proficiency

In the 2005 examination 1 388 candidates wrote the Basic Proficiency. Paper 02 of this examination consisted of 12 questions distributed in three sections. Candidates were required to answer 2 questions from Section A, 2 questions from Section B and one from Section C in order to earn a maximum of 90 marks. Section C comprised three groups of options.

Responses in this year's examination gave evidence of some candidates' ability to follow the general directions and attempt the appropriate number of questions in each section of the paper. In cases where responses were inadequate, competence in dealing with the Interpretation and Application profiles of questions would have helped to improve the performance of candidates. There were a few deficiencies in defining key terms and concepts related to the vocabulary of the subject. Some candidates need to be precise in writing definitions in order to improve their grades in the Knowledge profile.

Paper 02

Section A: Individual Interaction

Question 1

This question required candidates to focus on social issues which negatively affect teenagers and to suggest reasons why many families in the Caribbean live in poverty. This was a very popular question and generally most candidates responded satisfactorily to all parts of the question. Some candidates however, experienced difficulty in developing their responses to part (c). Some overlooked the context of part (d) and focussed on the assistance the state should provide rather than on the action to be taken by youth groups.

Question 2

This question was designed to evaluate candidates' knowledge and interpretation of the responsibilities of a mother and her teenaged children when the father abandoned the household.

This question was also a popular choice, but generally, many candidates overlooked the context of the situation and wrote functions which a mother would normally perform. Part (a) required that candidates focussed on the functions of the mother as the head of the household. Very few candidates referred to the decision-making, management and socialization roles the mother must now undertake.

Part (b) was reasonably well answered but many in response to part (c) experienced difficulty in relating the present situation to consequences of relationship among members of the household.

Generally some appropriate suggestions were given for part (a).

Question 3

This question was not a popular one. The question sought to test candidates' ability to define key concepts related to the process of choosing state government.

Most candidates experienced difficulty in responding to (a) which asked them to define General Elections, First-past-the-post system and Proportional representation. Responses to part (b) were inadequate since most candidates did not understand the salient feature of the First-past-the-post system.

In response to part (c) many candidates gave acceptable actions based on their experiences in their community. Responses varied in quality; some candidates developed their responses while many simply stated: "give them money", "promise them things", "fix the roads".

Section B: Development and Use of Resources

Question 4

This question tested candidates' understanding of the concept of conservation and the reasons for conserving resources. It was also meant to evaluate their knowledge of energy producing physical resources, and problems which may result from the extraction of physical resources.

Generally responses to part (a) were inadequate. The concept of the wise use of resources was overlooked. Candidates defined the term conservation as meaning the "storing of resources" or "not being wasteful" during use.

Part (b) was fairly well answered, many candidates however included bauxite, volcanoes and electricity as physical resources that produce energy.

In response to part (c) many referred to the pollution of the land without stating the specific action of extraction which would result in the nature of the pollution described. Responses to part (d) were limited to "lead to poverty", "importing and paying high bills", "so they would not have to be replaced".

Reasons such as "for sustainable development", "continued employment of workers" for use in manufacturing or industrial development, would have enhanced the quality/level of responses. Many candidates did not respond to part (d).

Candidates who responded to part (e) gave reasonably practical suggestions for educating citizens on conservation. These included conferences, relevant programmes on radio and television, taking the message to students, and organizing exhibitions with suitable posters and leaflets for distribution.

Question 5

This question tested candidates' ability to interpret a table with statistical information and draw conclusions from the data presented. This was the third most popular question. The Knowledge profile focussed on the use of land as a resource, while for the Application profile, candidates were asked for suggestions to improve land for crop production. Candidates experienced difficulty in interpreting the table. Many candidates gave the name of a country when the question asked for a crop or gave the name of crops when asked for country. For example in response to (a)(i) "The cash crop that provided the most revenue was Cuba". (a)(iii) Two cash crops that provided revenue were Cuba and Belize". Some misinterpreted (a)(iii) and provided the response for example, "The country that is not a member of CARICOM are Guyana and Jamaica".

Many candidates also had difficulty in relating revenue to cash crops in order to give an adequate response to (iv). Generally responses to the Interpretation profile earned below average scores. Responses to part (b) were generally not developed. The question asked to describe but responses were mainly short; for example: “To build houses”, “For playing sports”, “To plant vegetables”.

Most answers to part (c) simply stated “by fertilizing”; “by manuring”; “by watering”. Candidates could have included in their responses methods such as contouring, crop rotation or intercropping which would have suggested clauses/phrases for developing their responses.

The format of the question was attractive to candidates but responses indicated low levels of competencies in the skill of data interpretation.

Question 6

This question evaluated candidates’ knowledge of some terms and an understanding of some features of a developing CARICOM country. The (c) part of the question focussed on candidates’ comprehension of aspects of regional trade. Most candidates performed well on part (a) the Knowledge dimension. Many candidates responded to this part of the question only.

Many candidates gave well developed and acceptable responses to part (b), suggesting for example, the development of physical resources, improvement in medical and educational facilities and producing manufactured goods for export. Responses to the Interpretation dimension (c) were limited in content. Many responses overlooked the required focus on the Ministry of Agriculture, for example “Ship goods at a lower price”; “develops hybrid varieties of crops”; “grow more crops of different kinds for export.”

Adequate responses could have focussed on new technology, the development of agro-industries and diversification particularly for small farmers.

Section C: Options

Consumer Affairs

Question 7

This question dealt with the concept of locally produced goods and services. It tested candidates’ knowledge of crops grown regionally for export, and their understanding of reasons for the support of regional production of goods and services.

Candidates responded adequately to parts (a) and (b). Many had difficulty however in identifying two developed countries which import regional goods. Responses to part (d) were generally satisfactory. Many candidates referred to “revenue from trade”, “support for employment”, “to prevent the importation of extra-regional goods”.

There are many plausible suggestions in response to part (e). Some suggestions were “distribute free samples of goods produced locally and listen to citizens’ opinions”, “display persuasive advertisements on the value of buying local goods”. Generally, this was not a popular question, those who chose this question responded mainly to parts (a), (b) and (c).

Question 8

This question dealt with traditional forms of co-operation and tested candidates’ knowledge and understanding of traditional forms of co-operation and reasons for their development in the Caribbean. The candidates who responded to this question performed inadequately on all parts of the question.

In response to part (a) one candidate identified banks and supermarkets as traditional forms of co-operation and for part (b) proceeded to explain how banks operated. From responses of the few candidates who attempted the question, it was clear that they lacked the knowledge base to respond appropriately to the demands of the question.

This was the least popular question.

Communication

Question 9

This question dealt with factors that hinder communication among family members and social groups and tested candidates' knowledge of features of face-to-face communication and their understanding of the sharing process of ideas and views across the region.

Part (a)(i) was reasonably well done by candidates who attempted this question. They cited factors such as conflict, undesirable behaviour patterns and distance coupled with inadequate communication facilities. Satisfactory responses could have included differences in age, political views or religious ideology. Most candidates performed well on (a) (ii) citing the expression of feelings and immediate feedback as prime advantages.

There were also several good responses to part (b) with candidates noting display of unacceptable manners, continuous arguments, dislike of members of a group as possible reasons. There were a few worthwhile suggestions in responses to part (c) such as radio and television link up programmes and the use of telephones and the internet.

This was not a popular question. It was observed that both questions 8 and 9 were not popular questions.

Question 10

This question tested candidates' knowledge of non-verbal forms of communication and the use of modern technology to communicate, as well as their ability to demonstrate an understanding of adult objection to the playing of certain types of music.

Many candidates performed well in their responses to (a) and (b), designed to test the Knowledge profile dimension. They were familiar with forms of non-verbal communication such as gestures and dance, and wrote about the use of cellular phones and computer chat rooms as means of communication.

There were several good responses to part (c) where candidates outlined adults concerns with lyrics as being suggestive of violence and sexual misconduct and the use of obscene language.

Responses to (d) focussed mainly on lowering the cost of licenses so that the companies might pass savings on to consumers, and the granting of licenses to several companies to introduce the element of competition as a means of making telephone rates affordable to citizens.

Tourism

Question 11

In this question candidates were asked to identify reasons for different levels of development of tourism in the Caribbean, to state man-made features which encourage the development of tourism and to suggest strategies for the development of tourism. Candidates responses to (a) suggested that they had a fair understanding of the required answer. They linked their responses to features such as museums, cultural festivals, and infrastructure, seaports, airports, roads.

Many candidates experienced difficulty in giving reasons for levels of tourism development in the Caribbean. Responses would have been adequate if in their response to (b) they had referred to the availability of capital, the type of labour, marketing and advertising strategies, as well as hotel ratings. In their response to (c) some candidates made suggestions that could not be implemented by the Board of Tourism. These candidates included in their responses strategies such as the lowering of hotel rates, and improvement in roads. Satisfactory responses could have referred to the encouragement of new types of tourism, improving advertising techniques or assistance in managing small hotels and guest houses.

Question 12

This question dealt with cultural exchange in the tourism industry. It tested candidates' knowledge of areas of cultural exchange, their understanding of reasons for the opposition to tourism expressed by some residents, and their comprehension of actions that would promote positive relationships between residents and tourists.

The response of many candidates to (a) showed that they did not understand the term "cultural exchange". Those who gave satisfactory responses referred to the residents adopting the language and dress code of the tourists and the participation of tourists in the country's festivals and their eating of local foods.

Many candidates were unable to give plausible reasons for the opposition of Caribbean residents to tourism. They linked their reasons to terrorism and to the spread of disease. Adequate responses could have been linked to the limited use of beach fronts for residents, the pollution of shore lines by hotel wastes and the improvement of infrastructure for tourism.

In responding to (c) many candidates overlooked the focus of the question on the promotion of positive relationships. Their responses tended to be linked to the quality of service that would encourage tourists to return to the Caribbean. Adequate responses could have referred to activities which would encourage interaction between tourists and residents.

Basic Proficiency Summary Paper 02

Distribution of Responses by Syllabus Section, Question, Mean and Standard Deviation and Range

Syllabus Section	Question	Responses	Mean	Std. Dev.	Range
Individual Interaction	1	1 305	6.51	3.33	0 - 18
	2	1 190	4.61	3.25	0 - 17
	3	231	2.83	2.85	0 - 14
Development and Use of Resources	4	424	4.20	3.29	0 - 15
	5	1 290	5.41	3.00	0 - 17
	6	911	4.66	3.08	0 - 17
Options					
Consumer Affairs	7	357	5.02	3.50	0 - 18
	8	24	0.46	0.88	0 - 3
Communication	9	132	2.80	2.34	0 - 10
	10	394	5.19	2.87	0 - 14
Tourism	11	248	2.51	2.49	0 - 13
	12	61	3.02	3.07	0 - 12

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS**

JUNE 2006

SOCIAL STUDIES

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SOCIAL STUDIES

GENERAL AND BASIC PROFICIENCY EXAMINATIONS

June 2006

GENERAL COMMENTS

Social Studies has become very attractive to both School and Private candidates. More and more candidates are entering for the General Proficiency examinations. This year the number of candidates who entered for Social Studies was 44 081. The number who wrote the examination was 41 094. The Basic proficiency is becoming less attractive to candidates. Only 1334 entered for this proficiency level. The overall performance at the General and Basic proficiencies was similar to that of June 2005.

The performance of some candidates at the General proficiency level was excellent. This is probably due to desirable study habits by candidates, adequate delivery of the syllabus by teachers, the choice of questions by candidates and the quality of past examination papers.

Some questions on the core of the syllabus remain attractive, while others on Government and Regional Organisations continue to be unpopular. In Section C, the Options, there was a shift in popularity from Tourism to Communication.

The responses at the General Proficiency level continue to be varied. Some candidates offered responses that were substantial, thought provoking, challenging, well constructed and appropriate. Candidates who did not apply themselves, who did not have a clear grasp of the terms and concepts in the syllabus and who were ill prepared did not respond satisfactorily to the questions set at both proficiencies. In some questions in Section A, the candidates' performance was excellent. The knowledge profile component in most questions was well handled. The overall responses in some questions in the Interpretation Profile were quite interesting. The major problem in the Interpretation profile continues to be inadequate explanations and the lack of development of the responses by candidates despite the fact that the rubric in every section of the paper reminds candidates to develop responses fully. The Application component in each question asked candidates to justify why the suggested measure, strategy or action would be appropriate or would be successful.

A large number of the candidates who attempted the Basic Proficiency Paper 02, offered responses that contained single words and poorly constructed sentences. Some responses contained good understanding of the major terms and concepts. Overall most of the candidates who attempted the Basic paper performed less than satisfactorily.

DETAILED COMMENTS **Basic and General Proficiencies**

Paper 1 – Multiple Choice

Paper 01, Multiple Choice paper, was common to both Basic and General proficiencies. This paper examined the core of the syllabus assessing both the Knowledge and Interpretation profiles. It consisted of 60 items, 24 on Individual Interaction and 36 on Development and Use of Resources. The reliability of this paper was very high. There was a variety of items testing various levels of difficulty, providing adequate syllabus coverage, and an acceptable range of equating items. The mean score for the Basic Proficiency was 30.29 while the mean score for the General Proficiency was 37.80. The mean compared favourably with last year's.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

This section required candidates to respond to two out of three structured questions set. The responses to this section were mixed. Some were outstanding while others lacked substance and were less than satisfactory. Question 1 was the most popular followed by Question 2.

Question 1

This question focused on divorce and child abuse within the family. Candidates were required to define the terms 'divorce' and 'child abuse' and to state the conditions within the family which may lead to child abuse. Several candidates wrongly defined 'divorce' as the legal separation between husband and wife. Those candidates who responded correctly defined 'divorce' as 'the legal ending of a marriage'. Many candidates were able to define 'child abuse' and to state the conditions that lead to this abuse.

For the Interpretation part of the question candidates were asked to give reasons why laws are necessary to protect family members. Correct responses based on the prevalence of domestic violence in the home, the psychological scarring of abuse on the minds of children and the need for parents and children to communicate more frequently in the home were common.

The Application part asked candidates for suggestions that would make parents and children reduce indiscipline in the home. Candidates were further required to state why the suggestion they offered is likely to succeed. Common suggestions offered were based on 'spending time together', 'sharing experiences' and 'openness in conversation and discussions'. Other correct responses such as setting codes of behaviour, and sanctions were also evident. In many instances the candidates were able to justify the likely success of their suggestions. Overall this question was very popular and candidates performed fairly well.

Question 2

This question was quite popular. The knowledge part asked candidates to define 'religion' and 'customs' and to state what is meant by 'cultural diversity'. Most candidates who attempted this question had some awareness of the terms and were able to offer reasonable definitions. Candidates saw religion as a form of belief in a superior being and having faith in their worship and spiritual actions. Customs were defined by several candidates as 'a way of life'; 'as things done from generation to generation' and as 'traditions'. To many candidates, the expression 'cultural diversity' meant the existence of several different types of food, different ethnic groups, diverse musical rhythms and religions in the society. There were acceptable responses.

The Interpretation component asked candidates to give reasons for the variety of religious and cultural activities in the Caribbean. Most of the responses to this part were based on the history of the people who came to this region, forms of identity, the high tolerance and acceptability level of these activities, and their attractiveness to tourists.

For the Application part candidates were required to suggest ways religious organisations could promote their festivals and activities. Candidates also had to justify their suggestions. Most of the suggestions focused on advertisement of activities through flyers, making of videos for sale, the holding of shows and the formation of groups in other areas of the country. The central focus of the justification offered by candidates was 'bringing the youth together to create awareness and commitment to desirable values'. The following are examples of student responses to the Application section of the question:

- (i) One way religious organisations may promote their religious festivals and activities in my country is to go into schools and around the community and talk to the youth. This is likely to be successful because the youth today are very easily influenced.
- (ii) One way religious organisations may promote religious festivals and activities is by establishing programmes and informing the public about their religion. This may be successful because people would have a better understanding of the activities and festivals and may join the group.
- (iii) Religious organisation may promote their religious festivals by encouraging family and friends to attend it. Family and friends are more likely to attend and may also invite their friends and family.

Overall the candidates' performance was fair. The mean score for this question was 6.61.

Question 3

Of the three questions in Section A, this was the least popular. This question focused on systems of governance and the arms of government. The knowledge part was based on a diagram that represented a Constitutional Monarchy. Candidates were required to name a CARICOM country that uses the system in the diagram and one country that uses another system. Many candidates were able to do this part of the question correctly. However, many candidates could not sketch and label a diagram to represent the Republican system of government as obtained in Guyana or Trinidad and Tobago.

For the Interpretation component candidates were required to write one sentence that would explain how each of the three arms of the government works. Few candidates knew the functions of these arms. For the executive arm, some candidates offered correct responses based on setting policies; for the legislative arm, correct responses were based on passing bills and making laws, and for the judicial arm, correct responses were based on dispensing justice. Generally this part of the question was not well done.

The Application part asked candidates for ways in which citizens of a CARICOM country participate in the governance of their country and a justification of the suggestion. The common response to this part was 'participating in national elections' and 'ventilating political concerns in the media'. The justification statement offered by candidates was based on citizen's rights and freedoms. The overall performance in this question was weak. The mean score was 5.10.

Section B: Development and Use of Resources

This section is divided into two parts. Part I contained two structured questions while Part II comprised two extended essays. Candidates were required to attempt one question from each part of this section.

Part I – Structured Questions

Question 4

This question was very popular. It focused on graphical data showing unemployment among males and females in an unnamed country. It asked candidates to define 'unemployment' and 'underemployment' and to state the factors that contribute to unemployment in the Caribbean. Most candidates defined unemployment as 'persons unable to find a job' or 'persons not having a job'. The term underemployment was not well known by several candidates. These candidates defined the term as 'having skills or talent but cannot get a job'. Some candidates gave acceptable definitions and

good examples to show their knowledge of the term 'underemployment'. Among the valid factors stated for underemployment were overpopulation, more machinery in the workplace and inadequate job skills.

The Interpretation part of the question required candidates to look at the graphical data and to write a statement describing the difference between male and female unemployment figures. They were also asked to give reasons for the trend of unemployment between men and women. A common response was 'more females than males were unemployed' and a popular reason was males 'had the skills to do the jobs' so men got the available jobs. This part of the question received a variety of correct responses from several candidates.

The Application part asked candidates to suggest ways a youth organisation might encourage its members to become self-employed. Most of the suggestions referred to skills training, courses and programmes in business operations. The justification for most suggestions focused on the independence of the individual in the world of work. Overall the performance of the candidates in this question was fair. The mean score was 7.47.

Question 5

The focus of this question was 'health care, primary and curative'. Many candidates who attempted this question did not offer satisfactory responses. The knowledge segment required candidates to define 'primary health care' and 'curative health care'. The definitions offered were based on the concept of 'a level of care' provided by health services of a country. These responses were too vague. Good responses made reference to the prevention of diseases and illnesses and on treatment to make people well again. Candidates had some difficulty in stating services provided in each category of health care. Services such as immunisation against infectious diseases, prenatal and postnatal care check ups for mothers and babies and waste disposal were few. On the curative side, few candidates stated services such as treating accidents and emergencies, radiology, blood tests and surgery.

The Interpretation part of the question was fairly well done. Candidates gave good reasons for nutrition education in a health plan. Some of the reasons focused on developing a healthy workforce, increased productivity and healthy life styles for citizens. Other candidates gave responses based on cost reduction in government spending on health care if the population practised good eating habits.

The Application part asked candidates to suggest ways business places might assist in maintaining a healthy work force in a country. Suggestions ranged from 'monetary contributions, keeping the work place safe and clean and the provision of protective clothing to good cafeteria services'. The justification for most of the suggestions focused on the loss of fewer man-hours and greater productivity. Generally this question was fairly well done. The mean score was 7.89.

Part II

Question 6

This question was quite popular. It focused on 'food security' for CARICOM countries. Candidates were required to define 'food security' and to state the factors that affect the production of food in the Caribbean. Many candidates looked at food security in relation to safety and health, protection of crops and defending the food supply. These candidates apparently were influenced by media reports of terrorists' activities in developed countries. Few candidates defined food security as producing sufficient local foods to meet the demands of the countries in the region. The candidates' responses on the factors that affect the production of food ranged from praedial larceny to poor farming practices and inadequate infrastructure.

The Interpretation part of the question asked candidates to give reasons why food security is necessary for the region. Some candidates indicated the health benefits to the people, foreign exchange savings, and a contributor to sustainable development.

The Application part required candidates to suggest initiatives farmers may take to ensure food security for the region. Most of the initiatives related to lobbying the governments in the region to provide land, loans and technical advice. Few candidates stated what farmers themselves could do. Initiatives such as the use of better farming practices, the development of family farms and diversification programmes were rarely mentioned. Justification for the initiatives was based on the financial capability of governments to support farmers in food production. This question was not well done by many candidates. The mean score was 5.54.

Question 7

This question was based on 'globalisation'. Candidates were required to define the term and to state its negative effects to Caribbean businessmen. Most candidates who attempted this question did not know what globalisation meant. A few candidates correctly mentioned the penetration of capital, technology and goods into the region. Some stated that it was about the coming together of countries. Some candidates knew some of its negative effects. These included more imports, competition on the world market, dumping of commodities and higher costs.

The Interpretation part of the question was not done well. The common response was producing more locally grown foods and import restrictions through taxes and quotas. Correct responses such as pooling of resources and greater bargaining power in negotiations were few.

The Application part required candidates to suggest actions businessmen may take to prepare workers for globalisation. Most candidates suggested courses and seminars and retraining of workers to handle technology. The justification for these suggestions was focused on survival and keeping abreast with the rest of the business world. Many candidates rambled in this question. The mean score was 4.63.

Section C – Options

There were three options in this section. Each option had two questions. Candidates were required to respond to one question in this section. All the questions in this section were attempted.

Consumer Affairs

Question 8

This question focused on 'Income, Savings and Investments' and was popular. Candidates had more knowledge of 'savings' than of 'investments'. The term 'savings' was defined as money put into a bank or credit union while the term 'investments' was regarded as 'something put aside to make bigger for future use'. In other words, these terms were not clearly defined. Most candidates had some awareness of the sources from which income is derived. The common response was rents and pensions.

The Interpretation part of the question was not well done. It asked how a country benefits from the savings of its citizens. Many candidates gave an explanation based on money becoming available as loans for development. Some stated that a country benefited from the taxes collected on savings. Correct responses such as 'developing a culture of thrift' and improving the credit rating of the country were rare.

The Application part sought strategies to encourage citizens to save. Many candidates focused on the provision of attractive inducements by financial institutions such as credit unions and insurance

companies. A few candidates suggested educational programmes by banks etc on the benefits of savings for the acquisition of future needs and wants. The justification for the strategies offered focused on retirement income and the high cost of living that is now evident in the region. The overall performance in this question was less than satisfactory. The mean score was 6.62.

Question 9

This question was not popular. It was set on 'devaluation'. Candidates in an essay format had to state the meaning of 'devaluation' and to outline two factors that cause governments to agree to devaluation. The meaning of devaluation as stated by some candidates hinged on 'making the currency less'. Other candidates saw devaluation as 'lowering the price of goods' and as the 'decrease in the value of a currency'. These responses were considered and rewarded accordingly.

The Interpretation part of the question solicited reasons why consumers might object to devaluation. Those candidates who did know the meaning of devaluation did not respond correctly to this part of the question. However some candidates offered reasons based on the higher costs for imports and fewer choices of goods and services in the domestic market place. These were adequate responses and candidates were appropriately rewarded.

The Application part of the question was not well done. This part required the suggestion of actions consumers may take to deal with the negative effects of devaluation. The most common suggestion consisted of some form of protest action involving marches and placards. Good suggestions were finding local substitutes of a similar type and quality and developing ways to help oneself. The justification statements for the action suggested were vague and ambiguous. Generally this question was not well done. The mean score was 6.94.

Communication

Question 10

This question focused on cultural traditions and their transmission in the Caribbean. In an essay format, candidates had to state the meaning of cultural traditions and indicate the factors responsible for the variety of traditional practices in the Caribbean. Many candidates offered correct responses based on the diverse ancestral background of Caribbean people, the role of the media in the promotion of these traditions, and the importance of religious awareness by ethnic leaders. The methods of transmission mentioned by candidates included music, song, dance, celebrations and festivals.

The Interpretation part of the question asked candidates to give reasons why CARICOM states support the region's cultural practices financially. Many candidates cited 'the positive effect of traditional practices on the minds of the youth in the society', a sense of 'belonging and companionship' for citizens and on the importance to tourist industry.

The Application part of the question required candidates to suggest measures to promote cultural traditions and to justify the measure suggested. Many candidates suggested the formation of cultural groups to promote concerts, plays and festivals, education of the young in these traditions, and financial contributions to undertake research and hold displays and exhibitions. The question attracted a fair number of candidates. The performance however was only fair. The mean score was 7.74.

Question 11

This was a popular question. It focused on the breakdown of the communication process. Candidates had to define communication and state factors that cause a breakdown in communication in a class. Most candidates correctly defined communication as the 'passing of information and ideas' and as an interaction among individuals. Few candidates included components – sender, the message, the

receiver and feedback in their definition of communication. Common factors posited for the breakdown in communication in a class were lack of trust, the keeping of secrets, and feeling of isolation and discrimination by class members.

The Interpretation component sought reasons why breakdown in communication affect group activities. Responses to this part centred on 'lack of cooperation' and 'group disputes'. These responses were not well developed and candidates could not receive full marks. Other correct responses such as time wasting in finding solutions and arriving at consensus were few.

The Application part asked candidates to suggest measures the members of youth groups may take to maintain effective communication. A common measure suggested was to 'allow members to talk freely' and to have activities to bring group members together. Most candidates were able to offer some justification for the measure suggested. The candidates' performance in this question was fair. The mean score for this question was 6.75.

Tourism

Question 12

In this question candidates were required to write a report and to state the factors that influence the development of tourism in the Caribbean. Many candidates responded correctly to the knowledge component. They stated factors such as air transport to the region, adequate accommodation, beautiful beaches, historical sites and favourable exchange rates.

The Interpretation component was not well done. Candidates were required to give explanations to show how people in rich countries create demand in a tourist destination. Many candidates found this part of the question difficult. Their responses hinted at advertisements, leave/vacation breaks for workers, and financial undertakings by investors from prosperous economies. These responses were vague and not well developed. Some candidates focused on the development of infrastructure such as hotels and roads in tourist destinations. The candidates' scores in this part of the question were less than satisfactory.

The Application part asked candidates for actions tourism officials in the Caribbean might take to promote the development of regional tourism. The most common response was to advertise regional festivals and sports as tourist attractions. The justification statement hinged on the power of the electronic media to reach people in their homes. The following are examples of students' responses to the Application component of this question.

- (i) One action tourism officials in the Caribbean may take to promote the development of regional tourism is to have more advertisements in magazines about the Caribbean region and what it has to offer. In that way each international country would be informed more accurately about the Caribbean and also be influenced to visit the region.
- (ii) Tourism officials in the Caribbean can promote their destinations as being unique and special emphasising activities and sites that can be found nowhere else. By doing things like this, Caribbean nationals and other tourists would be encouraged to visit all the islands to experience different cultures, practices and activities.

Overall the performance on this question was weak. The mean score was 4.56.

Question 13

This question was based on tourism and the marine environment. Candidates were asked to identify marine-related recreational activities provided for tourists and to state the negative effects of these activities. Many candidates identified scuba diving, fishing and snorkelling. The negative effects of

these activities were cited as damage to coral reefs and the destruction of small fishes. This part of the question was well done.

The Interpretation part of the question asked candidates to give reasons why an environmental impact study is necessary before hotels are built. Responses to this part were varied but not developed. These responses ranged from conducting soil tests to decide on the ability of the site to sustain the size of the hotels, and to explore the likely damage to the marine environment by effluent from these hotels. Other good reasons referred to the possibility of coastal erosion and effect of waste disposal on marine life. This part of the question however, was not well done and candidates' scores were unsatisfactory.

The Application component required candidates to suggest measures to protect the marine environment and to state why hoteliers should support these measures. The most common measure suggested by candidates indicated that hoteliers should conduct education programmes for everyone connected to the industry. The justification statement was not quite convincing in many instances and few candidates could get full marks. Overall the candidates' performance in this question was fair. The mean score was 7.22.

Paper 3/1: School Based Assessment

This year schools entering candidates for Social Studies were required to submit a total of five SBA samples according to CXC guidelines for moderation. Interestingly many of the candidates' projects submitted had lower limit scores above 20 marks. At moderation several of the scores were adjusted downwards. It was evident that some classroom teachers were quite lenient in Tasks 5, 6 and 7. The topics researched by candidates this year were based on current issues such as drugs, crime and domestic violence. In many instances candidates are not framing problem statements in the form of a question, not explaining how their samples were chosen, and were merging several tasks rather than dealing with them separately. Candidates who were guided, presented data accurately in computer-generated graphs and tables, and explained and interpreted the data presented quite well. Such candidates received full marks for these tasks. The SBA submissions this year were better in design, layout and presentation than previous years. One may wish to attribute this to teachers' guidance along with credit now awarded for grammar, spelling and expression. Generally the candidates' projects received scores that were better than 2004. The mean for this paper was 25.15. A few teachers continue to use the old moderation format to enter candidates' scores despite the fact that schools were in receipt of the correct form.

Paper 3/2: Alternative to the SBA

This paper caters for private candidates. More candidates than anticipated attempted this paper. This paper tests candidates' familiarity, knowledge, understanding and application of basic research skills and methodologies. In this paper candidates were asked to select one of the topics provided and to respond to the questions that followed. The questions that followed tested the candidates on data gathering protocols, selecting a sample, displaying data, explaining data, stating findings and making recommendations. A case study was presented and research type questions were asked on it. Many of the research terms such as 'research question', 'sample', 'defining variables' and 'data gathering protocols' were not well known. The translation and calculation of quantitative data from the case study to a table presented difficulty for some candidates. In cases where this was not well done, candidates could not state findings nor make recommendations. Candidates who were prepared for this paper did well. Overall the performance of candidates in this paper was fair. The mean score was 13.99.

Basic Proficiency

Paper 2 of the Basic Proficiency examination consisted of 12 questions; distributed in three sections A, B and C. Candidates were required to answer two questions from section A, two questions from section B and one question from section C.

Responses to this year's examination showed that many candidates followed the general directions and attempted the appropriate number of questions in each section of the paper. Generally it was observed that for some questions, marks were consistently low for the Interpretation and Application profiles. Some candidates were unable to define terms and concepts related to the subject. Other candidates were not able to provide clear information and some provided irrelevant and inappropriate responses. Some candidates responded to questions for which they were not prepared.

Section A: Individual Interaction

Question 1

This question was quite popular. It focused on relationships between spouses and required candidates to demonstrate their knowledge of the terms 'divorce' and 'alimony'. Generally candidates' response to (a) correctly included the legal elements of divorce. Many candidates however were unable to define alimony and as a result could not respond adequately to (c) the Interpretation part of the question. Responses to (b) – factors causing divorce, were satisfactory. In their responses to (d) – strategies to reduce divorce, many candidates often stated a strategy but experienced difficulty in developing the statement to suggest a method or process. Justification was usually relevant to the stated strategy. Many candidates did not achieve high scores for this question. The mean score was 3.69 out of 17.

Question 2

This question was also popular. Candidates were required to express their knowledge and understanding of the nature of criminal activities, the factors that give rise to such activities and the effects of the criminal activities of one family member on the entire family. Candidates responded satisfactorily to all parts of the question. Responses to (b) included community ostracism of the family and its psychological effects on family members. Section (c) asked candidates to suggest a strategy to deal with criminal activities in their communities. The most common response was based on the concept of a neighbourhood watch. Candidates were able to justify this strategy quite convincingly. Overall the candidates' performance in this question was encouraging. The mean score was 5.63.

Question 3

This question tested the candidates' knowledge on the characteristics of an institution and on the function of religious and educational institutions. Many candidates were unable to state the characteristics of an institution. Characteristics such as common symbols, shared values and rules, and regulations were hardly evident. However, some candidates gave examples of the two kinds of institutions required in response to (ii) and (iii).

Responses to (b) differences in function of educational and religious institutions, were relatively fair, but many candidates experienced difficulty in trying to make comparative statements to complete the columns in the question. Responses such as 'rewards you with a diploma' and 'rewards you with eternal life in heaven' were common. Most candidates limited their suggestions in response to (c) to 'educate', 'teach about our culture' and 'teach about our history'. Other suggestions such as cultural exhibitions and field trips to observe cultural practices were few. Generally this question was not well done. The mean score was 5.13.

Section B: Development and Use of Resources**Question 4**

This question tested candidates' knowledge of the use of modern technology in the workplace, and the type of jobs created by the introduction of technology. Responses suggested that candidates had limited knowledge of the use of technology in the workplace and that this knowledge consisted mainly of knowledge of the computer. Most candidates experienced difficulty in responding to (a) and (b).

Responses to (c) demonstrated candidates limited understanding of the range and diversity of modern technology available to the work environment. Response such as 'to have a better product', 'most of the work need technology', 'technology helps to complete work faster' were common. In response to (d) many candidates gave reasons why schools should be assisted or encouraged to use technology but failed to identify a strategy. In such cases, these candidates lost marks for the justification part of the Application profile. The candidates' performance on this question was less than satisfactory. The mean score was 6.99.

Question 5

This question required candidates to demonstrate their knowledge of resources and their understanding of the effects of poor agricultural practices on natural resources. Many candidates had some difficulty in defining natural, renewal and human resources. Non-renewable resources were often defined as 'resources that cannot be returned', 'resources that can only be used once' or 'resources that cannot be used again'. Definitions given for human resources included 'resources made and used by man' and 'man-made substances that humans use'. Some candidates defined human resources as 'the food we eat and the clothes we wear'. In response to (b) many candidates referred to ways in which natural resources may be destroyed rather than giving ways by which agricultural practices destroy natural resources. Responses to (c) were fairly satisfactory. Suggestions such as 'workshops for farmers', 'the use of technical persons from the Ministry of Agriculture to conduct classes' and the creation of institutions to teach self-employment skills were offered. The performance in this question was fair. The mean score was 6.17.

Question 6

This question dealt with some of the salient features of CARICOM, the logo, the treaty and membership. Candidates were also required to give reasons for the establishment of the organisation and to suggest ways in which manufacturers may be encouraged to support CARICOM. Most candidates performed well on the knowledge part, (a)(i), (ii) and (iii). Responses to part (b) the Interpretation component were generally inadequate. Many candidates had difficulty to state reasons. There were responses such as 'to educate the people with different learning standards', 'so that everyone may be treated as equal'. Correct responses such as 'to cooperate in education, health and sports', to encourage Caribbean unity and cooperation and 'to develop the natural resources' were not evident. The suggestions in response to (c) were generally inappropriate. Examples of suggestions ranged from 'support CARICOM so that goods can be traded', 'to teach youth farming so that they can start their own farming' and 'CARICOM is a family and it will need support'. The suggestions were many, but were not focused on the question. The overall performance was less than satisfactory and the mean score was 4.76.

Section C: Options

Consumer Affairs

Question 7

This question was designed to test candidates' knowledge of the uses and features of ATM cards and to solicit reasons why banks issue these cards to customers. Candidates were unable to give adequate responses to (a), (b) and (c). They experienced difficulty in defining an ATM card, stating instead the information on the card and stating transactions that can be made with these cards on the ATM machine. One common response to (b) was that the card gives information about the account number and the amount of money in the account. Many candidates gave acceptable responses to (d) citing ease of access to savings and the speed of transactions when using the card.

Suggestions on how to create awareness of banking facilities focused mainly on the use of the media and open house educational activities at banks. The justification statements were barely adequate. This question was popular and fairly well done. The mean score was 8.46.

Question 8

This question was not popular. It tested candidates' knowledge of thrift, their understanding of the reasons for practising thrift and their ability to identify practices in the home that would encourage conservation. Many candidates could not give a reasonable definition of thrift or state family practices that could be classified as conservation activities. Generally responses to (b) were satisfactory. Candidates' responses were based on budgeting to save money and 'creating an awareness of the value of goods bought'. In some cases candidates experienced difficulty in responding adequately to (c). Many of the responses were not focused on the promotion of public interest in conservation practices. From the responses given to (a)(ii) and to (c), one can conclude that many candidates did not understand the expression 'conservation practices'. Overall the performance in this question was not satisfactory. The mean score was 5.23.

Communication

Question 9

This question required candidates to identify uses of the internet, to state factors which would interfere with communication by electronic mail and to explain why the internet is an important means of communication. Most candidates responded fairly well to (a)(i), (ii) and (b). Responses to (c) were also quite satisfactory. Many candidates suggested the use of websites for advertising and the advantages of telemarketing. Few candidates developed their suggestion very well. Candidates who were familiar with this technology scored high marks for their responses. In some cases candidates suggested why the internet should be used to market a product but not how the technology should be used to do so. There were some good performances in this question. The mean score was 9.52.

Question 10

This question focused on the mass media. Candidates were required to state the functions of the mass media, to explain how the mass media influence attitudes and behaviours and to suggest how the mass media may promote Caribbean culture.

Many candidates responded satisfactorily to (a) and (b). Few candidates had difficulty in expressing clearly their reasons in their responses to (b). Suggestions for promoting Caribbean culture were based on the use of the television and the radio to air programmes that highlighted the music, history,

literature, folklore and cultural practices. Overall, not many candidates attempted this question. The mean score was 7.29.

Tourism

Question 11

This question dealt with the development of tourism facilities in the Caribbean, the negative effects of this development on the physical environment and the creation of a fund to restore the physical environment. In response to (a) candidates were able to name countries from which tourists come to the Caribbean. Many candidates listed Caribbean countries. A few candidates did not understand (b) and gave responses such as ‘the clothes they wear’, ‘tourism institutions’ and the ‘tourist board’.

Responses to (c) were sometimes not relevant to the question. One candidate stated as a response ‘the climate, the fauna and the temperature’. Other responses included ‘prices are revised’, and ‘poor communication between each other’. Clearly some candidates misunderstood the question. Suggestions for (d) included the payment of a restoration fee by tourists on their arrival at the airport. Some suggestions were plausible such as, ‘the creation of special activities which highlight the physical features of the country, the historical sites and attractions for which the tourist must pay a fee’. Generally the question was not well done. The mean score was 5.02.

Question 12

This question tested candidates’ knowledge of cultural features that attract tourists to the Caribbean. It also tested their understanding of areas of government control and their perception of how occupancy of local hotels may be made accessible to residents for family vacation. Responses to (a) were satisfactory. Candidates’ responses to (b)(i) and (ii) were really reasons rather than ways. Examples of such responses are ‘one way to improve beach security is so that half of them would not drown’ and ‘one way to control illegal visitors is because it may cause conflict’. Correct responses to (b)(i) were the perusal of passports or other means of identification and the enforcement of immigration regulations. Correct responses to (b)(ii) were the erection of signs, employment of beach patrols and clean-up teams.

Responses to (c) were generally inadequate. Candidates took the words tourism activities out of context and stated reasons such as ‘to get more tourists to come to the Caribbean’, ‘to increase foreign exchange’, ‘they can impose their own rules and regulations’ and ‘they can make a profit and earn money from visitors’.

In their responses to (d) many candidates gave workable suggestions such as ‘lowering the hotel rates’, ‘quoting hotel rates in Caribbean currency rather than in US dollars’ and ‘provide the same services for residents as is done for tourists’. Some candidate gave reasons why residents should be encouraged to stay at a local hotel rather than suggestions on how this could be made possible. Overall this question was poorly done. The mean score was 4.09.

Suggestion to Teachers

Social Studies is a popular subject at CSEC level. The questions in all papers set for the examination have been strengthened in terms of syllabus objectives, syllabus content, formatting and attractiveness. A common sense approach and life experiences are therefore insufficient to respond to the demands of the questions. Candidates entering for this examination must be taught and encouraged to read their textbooks and other resource materials in their preparation.

The following are reminders for teachers who prepare candidates for the examination.

1. Candidates must read all instructions on the question papers carefully and must follow them.
2. Teachers should advise candidates that classroom lessons are strengthened by reading textual material on the topics discussed.
3. Candidates should respond to the questions in the Options for which they have been prepared.
4. Candidates should not answer more questions than necessary and should recognise that all the parts of a question are important.
5. Teachers should pay close attention to the SBA feedback and CXC guidelines designed to improve their assessment of school projects.
6. SBA projects should cover a wide range of research topics.
7. All school candidates need guidance to begin and complete good research projects.
8. Teachers can access the CXC website for developments in Social Studies.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE EXAMINATION
JANUARY 2007**

SOCIAL STUDIES

SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION

JANUARY 2007

GENERAL COMMENTS

The January 2007 examination in Social Studies consisted of four papers:

Paper 01 – Multiple Choice

Paper 02 – Structured and Extended Essay

Paper 032 – Alternative to the School-Based Assessment

Social Studies has become very attractive to private candidates. This year the number of candidates who entered for Social Studies was 2348. The number who wrote the examination was 2016. The overall performance of the candidates in the examinations was consistent with January 2007.

The performance of some candidates in some questions at the General Proficiency level was excellent. This is probably due to desirable study habits, the choice of questions by candidates and the availability of tuition in private institutions.

Some questions on the core of the syllabus remain attractive, while others on Government and regional organisations continue to be unpopular. In Section C, the Options, the questions on Tourism were popular.

The responses at the General Proficiency continue to be lengthy. Some candidates offered responses that were substantial, thought provoking, well constructed and appropriate. Candidates who did not have a clear grasp of the terms and concepts in the syllabus and who were ill prepared did not respond satisfactorily to the questions.

In some questions in Section A, the candidates' performance was excellent. Some candidates obtained full scores. The Knowledge component in most questions was well known and at the required standard. The overall performance in some questions in the Interpretation profile was satisfactory.

The major problem in the Interpretation profile continues to be inadequate explanations and the lack of development of the responses by candidates despite the fact that every section in the examination reminds candidates to develop responses fully. The Application component in each question asked candidates to justify why the suggested measure, strategy or action was appropriate or would be successful. The responses to this part were interesting.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Paper 1, the Multiple Choice Paper examined the core of the syllabus assessing both the Knowledge and Interpretation profiles. It consisted of 60 items; 24 on Individual Interaction and 36 on Development and Use of Resources. The reliability of this paper was very good. There were a variety of items testing various levels of difficulty. This paper provided adequate syllabus coverage, and an acceptable range of equating items. The mean score compared favourably with last year's.

Paper 02 – Structured and Extended Essays

Section A: Individual Interaction

This section required candidates to respond to two out of the three structured questions set. Some responses were outstanding while others lacked substance and were less than satisfactory. Question 1 was the most popular followed by Question 2. Question 3 was the least popular in this section.

Question 1

This question was very popular. It focussed on non-legal unions, family types and the consequences individuals face in the non-legal unions. Many candidates responded with good competence to the demands of the question. The Knowledge part asked candidates to identify types of non-legal unions, family types found in the Caribbean and the problems children face in non-legal unions. Many candidates obtained full scores for this component. Some candidates who were not prepared offered incorrect responses such as trade unions and credit unions. The 'neglect of fatherhood,' 'poor parental guidance' and 'lack of communication' were described as problems children face.

The Interpretation part asked candidates to give reasons for the existence of non-legal union in the Caribbean. Responses ranged from choice of relationship by individuals, to economic constraints that prevent elaborate celebration, inadequate commitment and love and the lack of sanction by the state.

The Application part asked for strategies that would help young people to resist non-legal unions. The popular strategies offered by candidates were based on education. These included school interventions, seminars and workshops, films and documentaries on the social problems. Many candidates used the development of awareness in young people to justify the strategy suggested. Overall performance of candidates on this question was quite good.

Question 2

This question was based on institutions in society and was quite popular. The Knowledge part asked candidates to state the characteristics of an institution and to describe its functions. Most candidates who attempted this question had some awareness of the characteristics and functions of institutions. Correct responses such as serving community needs, leadership roles and value systems were offered. Some candidates also indicated 'rules and regulations' for members and the provision of 'adequate information' to members as characteristics. Functions offered were based on socialization, preparation of the workforce and the acquisition of knowledge.

The Interpretation component asked candidates to give reasons for institutions in society. Most of the responses given by candidates focused on the societal needs, environmental and technological changes and keeping 'up to date' with universal developments. Generally candidates gave satisfactory responses to this part of the question.

For the Application part candidates were required to suggest ways to improve the education system in the country and to justify the way that was suggested. The common response to this part was 'training and providing more facilities' for teachers and students. The justification generally was based on making the system more effective and efficient. Generally, the responses to this question were satisfactory.

Question 3

This question was the least popular in Section A of the paper. It focused on conflict and cooperation in groups usually found in schools and communities. The Knowledge part was based on the characteristics of a Boy Scout Group and factors that cause conflict among school clubs. Some candidates were able to do this part of the question correctly. However their responses appeared to be reflections of experiential learning. Responses such as Boy scouts 'help in time of disasters', 'instil discipline among members' and 'help people' were common.

The Interpretation part of the question required differences between a debating club and a photography club as well as reasons for different clubs in schools. In most instances candidates offered responses that were vague and unclear. Generally, clubs were regarded as 'providing fun activities for members.' Some candidates gave responses based on developing social and communication skills and talents.

The Application part asked for strategies that would encourage cooperation among various clubs and to state why the strategy would be successful. There were a variety of responses. Common responses were based on projects, field trips, bazaars and seminars. Generally, these responses lacked development. The justification statements were vague and contained statements on 'encouraging cooperation among the groups' rather than stating how the strategy would result in cooperation. Overall, the candidates' performance on this question was fair.

Section B: Development and Use of Resources

This section is divided into two parts. Part I contained two structured questions while Part II consisted of two extended essays. Candidates were required to attempt one question from each part of this section.

Part I – Structured Questions

Question 4

This question was popular. It focused on the development of physical resources, the benefits, the management of pollution levels and strategies to monitor such levels. The Knowledge part was well done. Candidates were able to define the term ‘physical resource’ and give examples of these resources. Examples offered were land, water and minerals. Most of the benefits stated by candidates were based on employment and earning foreign exchange through exports.

The Interpretation part asked for reasons why the management of pollution levels is important. Candidates’ responses focused on health issues such as safe potable water, protection of plant and animal life and environmental issues such as global warming. Some candidates stated that the citizenry would become ‘sick and unhealthy’ and would be unproductive. The responses to this part of the question were satisfactory.

The Application part asked candidates to suggest to an environmental agency ways to monitor pollution levels and to state why the ways would be effective. Most of the suggestions focused on ‘taking samples of water’ and ‘using technology to obtain information on pollution levels’. The justification statement was based on the availability of testing procedures and reliable technology. Overall the performance of candidates on this question was satisfactory.

Question 5

The focus of this question was on regional cooperation. Many candidates did not respond to it well. The knowledge part of the question asked candidates to state the meaning of multilateral agreement and Caribbean Integration. Many candidates could not respond satisfactorily to this part. Most of the responses were based on ‘agreements between people’ rather than among countries. Caribbean integration was seen as simply “coming together”. However, candidates were able to state some of the factors that facilitate regional cooperation. Factors such as trade, disasters, and sports were common.

The Interpretation part of the question was not well done. Few candidates gave acceptable responses. The responses were wide and seldom focused on the main issue, ‘health.’ The popular response was ‘one voice.’ Candidates who were prepared offered responses based on cost reduction of ‘operations’ and the availability of more trained health providers for the region.

The Application part focused on Caribbean Integration. Candidates were asked to suggest ways the CARICOM Secretariat may inform citizens about the importance of integration. Many candidates suggested seminars and the use of radio and television programmes to educate the citizenry. The justification statement was generally based on coverage and reach. Overall this question was poorly done.

Part II – Extended essays

Question 6

This question was popular. It focused on unemployment. Candidates were required to define ‘unemployment’ and ‘underemployment’ and to describe types of unemployment. Many candidates defined unemployment as ‘persons not in a job,’ ‘the unwillingness to work but cannot find jobs.’ Underemployment was generally defined as ‘persons with all the skills for a better position but works in a minor position.’ Most of the definitions contained examples to support the definitions offered. The main types of unemployment given by candidates were seasonal and normal.

The Interpretation part of the question asked candidates to explain factors that were responsible for unemployment. Many of the candidates’ responses to this part were based on lack of educational and academic qualifications, the lack of opportunities in rural areas and the use of cheap migrant labour. Few candidates regarded population growth and industrialization and technology as factors responsible for unemployment. Most of the responses were not well developed.

The Application part asked for measures to reduce unemployment and for a justification statement on the effectiveness of the measure. A common measure suggested was based on government’s intervention in providing educational programmes for students and skills training for workers. Other good suggestions such as expanding the service sector, improving the infrastructure and establishing partnership with the private sector to create jobs were rare. Generally, the performance on this question was fair

Question 7

This question focused on ‘the Importance of Health care in the Caribbean’ and was not a popular choice. The Knowledge part asked candidates to identify healthy practices and to state problems citizen face in obtaining quality health care in the region. Many candidates focused on ‘safe sex’, ‘proper nutrition’ and ‘personal hygiene’. The problems faced by citizens were ‘poverty and financial difficulties’, ‘insufficient quality drugs’ and ‘substandard care offered by some health institutions’.

The Interpretation part of the question asked for reasons why a good health care system would benefit a country. Many of the candidates offered reasons based on a ‘strong labour force, high productivity levels, affordability of services and less government spending on sending citizens away for treatment’. Most of these responses, however, were not well developed.

The Application part asked for ways citizens may monitor their health. Many suggestions focused on regular visits to the doctor to check blood pressure and sugar levels. Diagnostic testing and x-rays were also common responses. Justification statements were based on the saying, ‘your health is your wealth’ but were not fully developed. Generally the performance of candidates on this question was fair

Section C – Options

There were three options in this section. Each option had two questions. Candidates were required to respond to one question in this section.

Consumer Affairs

Question 8

This question was based on 'The Caribbean Food Import Bill.' Not many candidates responded to this question. The Knowledge part asked candidates to identify countries from which food is imported to the Caribbean and to state the effects of foreign products on the local economy. Most of the candidates were able to correctly identify countries such as Canada, USA and England. Some candidates who were unfamiliar with countries in the Caribbean offered Guyana as an answer. The 'loss of income' from the region was the popular response to the final part of the knowledge component. Other correct responses such as, the preference for foreign goods and services, and loss of jobs, were rare.

The Interpretation part asked candidates to give reasons why the region is not self sufficient in the production of locally grown food. Correct responses such as, unavailability of land, production cost, natural disasters, traditional farming practices and the failure of governments to support agriculture, were provided by some candidates. However, these responses lacked development.

The Application part asked for strategies to encourage the private sector in agriculture. Some candidates suggested 'soft loans,' 'reduced taxes and free lands'. Other incentives such as reliable local and foreign markets and storage facilities were offered. The responses, however, were not developed, and the statements to say why the suggested strategy would succeed were not very convincing. They were vague and contained references to the benefits to consumers. The candidates' performance on this question was fair.

Question 9

This was not a popular question. It was set on 'devaluation.' Candidates in an essay format had to state the effects of devaluation on consumers for the Knowledge component. Some candidates' responses focused on 'paying more for less,' and doing without some commodities. Some emphasized loss of jobs and the inability of consumers to purchase goods and services. A few candidates stressed fewer choices in the market place and inferior quality.

The Interpretation part of the question asked for reasons why governments may devalue its currency. Responses such as 'directives from the IMF,' and 'poor economic management' by the authorities were advanced. A few candidates focused on balance of payments problems of the country. However, the common response was to encourage the purchase of locally produced commodities.

The Application part asked candidates to suggest a measure consumers may take to reduce the effects of devaluation and to write a statement to justify the measure suggested. Many candidates focused on 'budgeting,' 'to avoid wasting food' and 'to grow some food in their backyards'. The justification statement emphasized saving money by using these measures. Generally, the performance of the candidates on this question was unsatisfactory.

Communication

Question 10

This question focused on ‘Our Cultural Heritage.’ The Knowledge part asked candidates to define ‘cultural heritage,’ give examples of cultural art forms and to state ways in which art forms have been transmitted. Candidates were able to capture the definition of cultural heritage by using examples. Most definitions referred to values and beliefs passed on by parents and grandparents. Examples of art forms ranged from poetry to drama to drumming; however, many candidates omitted responses on the ways in which these art forms are transmitted.

The Interpretation part asked candidates to give explanations for the changes to cultural art forms in the region. Many of the responses focused on the way the art forms are adapted for the electronic media and the busy life of parents, as explanations. A small number of candidates mentioned the attitude of the younger generation to things traditional as old-fashioned.

The Application part asked for activities that school principals may organise to ensure that cultural heritage is passed on to students. Some candidates suggested including art forms such as drama in the curriculum and to organise clubs and cultural groups to showcase art forms. The justification statement was based on the relief students would experience from new activities in the school environment. The performance of candidates on this question was fair.

Question 11

This question required candidates to write an essay on ‘Artistic and Creative work in the Caribbean’. Many candidates did not attempt this question. For the knowledge part candidates were required to name different types of artistic works recognized by society and to identify ways by which these works are protected from illegal use. Some candidates’ responses contained references to dance and music, calypso, paintings and sculpture as artistic works. For protection candidates named copyright laws. Other correct responses such as patents and licences were rare.

For the Interpretation part candidates were asked to explain ways artistes benefit from the production of their work. The main response to this part was based on financial gains to the artistes. Other responses such as ‘a sense of accomplishment’ and a ‘form of property’ were not seen in most responses. This part of the question was not done well.

For the Application part candidates were required to suggest actions artistes may take to educate the public on the protection of creative work. Candidates’ responses contained actions such as advertisement in the media and education programmes in the school system through visits by artistes. The overall performance of the candidates on this question was fair

Tourism

Question 12

This question asked candidates to write an essay on 'Tourism and the Caribbean Economy'. For the Knowledge part candidates were required to state ways tourism benefits the economy of Caribbean states. Popular responses were based on earning foreign exchange and job creation and employment opportunities. However, these responses were not fully developed to earn full marks.

The Interpretation part asked candidates to explain how developments in tourism have negatively affected CARICOM states. Some candidates focused on the use of 'too much land space' and 'the removal of the natural vegetation for hotels'. Some candidates referred to the introduction of diseases, infections and undesirable foreign influences to the region. Other correct responses such as pressure on the local services to cater for tourists' needs and increases in real estate prices were rare.

The Application part asked candidates to suggest strategies that may provide accommodation for tourists during the peak season. A common strategy suggested by the candidates focused on offers of bed and breakfast facilities by the citizens to the tourism boards. The supporting statement for this strategy was based on deepening the relationship between tourists and citizens. However, in many instances this statement was not fully developed. The overall performance on this question was fair.

Question 13

Of the two questions in this option, this question was more popular. Candidates were required to write an article on 'Tourism in the Caribbean.' The Knowledge part required candidates to identify countries from which tourists visit the Caribbean and to describe factors other than climate that influence the development of tourism in the supply countries. Countries such as Germany, USA and Canada were identified. Certain responses by the candidates to the second part were popular. These were based on the ease of travelling, affordable vacations and good marketing strategies.

For the Interpretation part candidates were asked to explain constraints to the development of tourism in the host country. Many candidates referred to crime and criminal activities, lack of funding to develop adequate infrastructure and a high incidence of sexually transmitted diseases. However these points were not well developed.

The Application part asked for activities that may bring citizens and tourists together to improve their relationship and for a statement to indicate why the suggested activity would be effective. Activities such as jazz festivals, carnival celebrations, cultural and heritage activities and campaigns to educate citizens on the importance of establishing good relationships were given. The effectiveness of the activity was not clear in many instances. Most responses were inadequate and simply referred to 'better understanding' between the groups. The overall performance on this question was fair.

Paper 032: Alternative to the SBA

This paper caters for private candidates. It tests candidates' familiarity, knowledge, understanding and application of basic research skills and methodologies. In this paper candidates were asked to choose one of the topics provided and to respond to the questions that followed. These questions tested the candidates' knowledge on writing research questions, data gathering protocols, selecting a sample, displaying data, explaining data, stating findings and making recommendations. A case study was presented and research type questions were asked on it.

Many candidates experienced difficulty in formulating research questions on the topic. They chose to identify and validate data-gathering instruments and to describe the random sampling process. Many candidates simply wrote a question as a response while others referred to television and videos as data-gathering instruments.

Transferring of quantitative data accurately from the case study to a table (Question 5) and calculating the percentages also presented some difficulty. This resulted in weak conclusions and recommendations. Candidates who prepared themselves for this paper did well. Overall the performance on this paper was fairly comparable to that of 2006.

Suggestion to Teachers and Private Candidates

Social Studies is a popular subject at CSEC level. The questions in all papers set for the examination have been strengthened in terms of syllabus objectives, syllabus content, formatting, and attractiveness. A common sense approach and life experiences are therefore remove insufficient to respond to the demands of the questions. Candidates entering for this examination must read the textbooks and other resource material in their preparation.

The following are useful reminders for teachers and candidates.

1. Candidates must read all instructions on the question papers carefully and must follow these instructions.
2. Teachers should advise candidates that answers are strengthened by reading textual material on the subject.
3. Candidates should respond to the questions in the Options for which they have been prepared.
4. Candidates should not answer more questions than is necessary and should recognise that all the parts of a question are important.

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

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS**

MAY/JUNE 2007

SOCIAL STUDIES

SOCIAL STUDIES
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2007

GENERAL COMMENTS

The Social Studies examinations offered by the Caribbean Examinations Council attract both school and private candidates. Entry for the Basic Proficiency examinations has decreased, while the number of candidates entering for the General Proficiency examinations has increased from 41 094 in 2006 to 46 043 in 2007. The overall performance in both proficiencies has remained stable.

Some questions on the core of the syllabus, Section A and Section B – Individual Interaction and the Development and use of Resources – continue to be popular while questions on Government and CARICOM remain unattractive.

The responses at the General Proficiency level continued to be lengthy and varied. Some of these responses were well expressed and thought provoking. Some candidates' responses demonstrated their ability to express themselves clearly and concisely in relation to the demands of the questions. Candidates who did not apply and prepare themselves for this examination offered unsatisfactory responses. These candidates demonstrated a lack of in depth knowledge and understanding of the terms and concepts defined in the syllabus.

In most questions in Section A, the Knowledge and Application components were well handled. The part of the questions that tested the Interpretation profile presented challenges to some candidates. There was a tendency to offer inadequate explanations and a lack of development in the responses despite the advice provided by the rubrics in every section of the paper.

Some candidates who attempted the Basic Proficiency Paper 02 wrote responses that contained single words, phrases and poorly constructed sentences. On the other hand, candidates who were prepared for this paper wrote responses that showed a good understanding of major terms and concepts. The overall performance in this paper was unsatisfactory.

DETAILED COMMENTS

Basic and General Proficiencies

Paper 01 – Multiple Choice

This paper was common to both Basic and General Proficiencies. It examined the core of the syllabus in the Knowledge and Interpretation profiles only. The paper consisted of 60 items distributed as follows: 24 on Individual Interaction and 36 on the Development and Use of Resources. The items on this paper tested various levels of difficulty and provided adequate syllabus coverage. The mean score for both proficiencies compared favourably with that of 2006.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

In this section candidates were required to respond to two out of the three questions set. The quality of the responses ranged from less than satisfactory to outstanding. Question 3 was the least popular.

Question 1

This was a popular question. It tested the candidates' knowledge and understanding of the functions and cultural traditions of Caribbean families and ways to deepen relationships among family members. Many candidates were able to state the family functions and describe ways to preserve cultural traditions. The functions were well known and the responses ranged from procreation to socialization. Many candidates were also able to describe how Caribbean families preserved their cultural traditions. Popular responses focused on "practising and observing the rituals regularly, telling stories, singing songs, doing dances and eating traditional food".

The Interpretation part of the question asked candidates to offer reasons why some adults do not follow family traditions. Many responses were based on the influences of the media, peer pressure and modern living and trends. Other good responses focused on "lack of parental teaching" and the "changing role of the members of the family".

The Application part of the question asked for (i) a strategy to deepen relationships among family members and (ii) to write a statement to support the strategy. Many candidates offered plausible strategies such as open and free communication among members, counselling and planned recreational activities for the entire family. The main thrust of the support statement was based on the principles of loving and caring for family members as a mechanism to deepen relationships. The responses to this question were satisfactory and many candidates who attempted it, performed well.

Question 2

This question focused on divorce and its effects on children, rights of inheritance, and on strategies to assist the children of divorced parents. It was quite popular. The Knowledge part asked candidates to define the terms "divorce" and "rights of inheritance" and to identify the effects of divorce on children. The responses of many candidates to this part of the question demonstrated reasonable knowledge and awareness of the terms and concepts.

Divorce was correctly defined as the "legal end of a marriage" by many candidates. The effects of divorce on children focused on stress and anxiety, loss of affection and poor performances in school work.

Reasons why married couples seek a divorce were well known. Correct responses included infidelity, domestic violence and adultery.

The Interpretation part further required candidates to give reasons why inheritance laws are necessary. A common and correct response offered stressed the importance of property "going to the right persons". Other good responses identified greed and fraudulent documentation by persons purporting to have claims to property.

The Application part asked candidates to suggest a strategy that social workers may put in place to help children of divorced parents and to justify the strategy. Many candidates suggested counselling sessions and visitation opportunities for children. The basis for these strategies was to provide understanding and comfort for children of divorced parents. Generally, many candidates performed well in this question. A few candidates scored full marks.

Question 3

This was an unpopular question. Candidates had to identify countries that have a Republican system of government and countries that have a Constitutional monarchy. Candidates were also required to compare the two types of systems. Several candidates were able to identify a Caribbean country that has a constitutional monarchy. A few candidates were able to compare correctly both systems.

The responses of the candidates to the Interpretation part revealed some awareness of why people vote. Some good responses included "to select a government", "support a political party of choice" and to "exercise the right to vote". This part was fairly well done.

The Application part asked candidates to suggest a lawful action citizens may take if their rights are violated by the government. Common and correct responses identified “court action”, “shutting down the country” and “complaining to the Ombudsman”. The justification of the action lacked development. Generally the performance on this question was fair.

Section B: Development and Use of Resources

This section is divided into two parts. Part I consists of two structured questions and Part II consists of two extended essays. Candidates were required to attempt one question from each part of this section.

Part I – Structured questions

Question 4

This question focused on resources, renewable and non-renewable. The knowledge part asked candidates to identify renewable and non-renewable resources and to describe the effects of natural disasters on renewable resources. Many candidates were able to provide examples of both types of resources. Popular responses were water and bauxite. Several candidates knew of natural disasters but few could link their effects to renewable resources.

The Interpretation part was fairly well done. It required candidates to explain the problems countries may face if the agricultural resources were destroyed by natural disasters. Many candidates neglected to offer full explanations. Correct responses such as unemployment, decline in exports and dependence on imports were common. However these points were not well developed.

The Application part challenged many students. This part asked candidates to state strategies to conserve renewable resources. Good responses such as “recycling”, and “replanting of crops and trees” were not sufficiently developed to gain full marks. Justification of the strategies suggested lacked clarity and many candidates explained how the strategy should be implemented rather than why it would help to conserve resources. Overall the candidates performed less than satisfactorily on this very popular question.

Question 5

This was an unpopular question. Candidates were required to name associate institutions of CARICOM and to list the objectives of the OECS. Many candidates had little knowledge of the associate institutions and the objectives and performed poorly in this part of the question. Many responses related to “assistance when in need” and to lower custom duties. Few candidates mentioned trade and cooperation.

The Interpretation part asked for benefits a country may enjoy as a member of CARICOM. Many candidates were able to respond well to this part. Responses focused on “assistance in the case of natural disasters”, “assistance in health and education” and increasing trade and lowering custom duties.

The Application part required candidates to suggest strategies to improve relations among CARICOM member states. This was reasonably done. Suggestions such as frequent meetings of CARICOM members, “cultural exchanges” and free movement of people were common. The justification part was fairly well done.

Part II – Extended Essays

Question 6

This was a fairly popular question. It targeted knowledge of healthy living and human resource development in the Caribbean. The Knowledge part of the question was fairly well done. Several candidates were able to define “life expectancy” but had some difficulty with “infant mortality”. Many definitions of infant mortality omitted “under the age of one”. Factors that help citizens to live healthy lifestyles were widely known. Many candidates identified factors such as eating a balanced diet, regular exercise, medical check-ups, and safe sex.

The Interpretation part was challenging to some candidates. Many candidates did not grasp the meaning of the term “human resource” and so could not provide reasons for the development of this resource to the region. Most responses dealt with employment, skills and retraining, and inculcating the right attitudes and values. However these points were not well developed.

The Application part asked for strategies to develop the human potential. Many candidates suggested scholarships and financial grants for young people, introducing technology in the workplace, developing apprenticeship programmes and a good education system. However, these suggestions were not developed and so candidates could not receive full marks. The justification part in many instances lacked clarity and relevance. The overall performance in this question was only satisfactory.

Question 7

This was a popular question. It focused on choosing a career. The knowledge part asked candidates to state the factors that should be considered when choosing a job and to list the procedures to follow when responding to a job advertisement. The common response to this part was based on salary and the type of job. Responses such as opportunities for advancement and the health and safety conditions were rare. Many candidates however had some notion of the procedures to follow. They offered good responses such as “making an application”, “applying in person” and preparing for an interview.

The Interpretation part asked why it is important to choose a career. Some candidates gave correct responses based on the need to be independent, to have a goal to pursue, to achieve something in life and to provide for needs. However these points were not well developed. The performance in this part was less than satisfactory.

The Application part asked candidates to suggest how schools could assist students in making career choices. Popular responses to this part were “to have a career guidance day”, and to invite personnel from the different occupations to speak to students. Generally this part was well done. Many candidates were able to justify their suggestions adequately. The common justification focused on the importance of obtaining reliable information on the possible job opportunities. Overall the performance in this question was fair.

Section C – Options

There were three options and candidates were required to answer one question in this section. All the questions in this section were attempted. Some questions were more popular than others. Questions 9 and 13 were not popular.

Consumer Affairs

Question 8

This was a popular question and was based on the consumers’ demand for goods and services. The knowledge part asked candidates to define demand and to state the factors that influence demand. Many candidates had some understanding of the concept demand as well as the factors that influence demand. Apart from the factors of price, income, brand name, tastes and preferences candidates also indicated the influence of family traditions and religion. This part was well done.

The Interpretation part posed some challenges to the candidates. This part asked for reasons for the increase in price of imported commodities. Good responses were based on increases in shipping and transportation costs, increases in taxes and duties and labour costs, and shortages due to natural disasters. However these points were generally not fully developed.

The Application part was well done. Most candidates were able to write relevant and appropriate questions that consumers ask themselves before making a purchase. Questions such as, “Do I need it? Is it durable? Can I afford it?” were common. Some candidates justified their questions quite appropriately. Their justification statements focused on the immediate needs of the family and the usefulness of the items to daily living. Generally this question was fairly well done.

Question 9

This question was very unpopular. It was based on the “Traditional forms of economic cooperation”. For the Knowledge part candidates were asked to identify traditional forms of economic cooperation. Some candidates were able to identify “gayap”, “su-su”, and “box”. Some candidates seemed not to understand the term “traditional” as used in the question and offered responses that focused on cultural traditions, dance and food.

The Interpretation part asked for reasons why traditional forms of cooperation are important to citizens. Common and correct responses were based on cost reduction, the division of labour and self-reliance. However these were the offerings of only a few candidates. These points were not well developed.

The Application part asked for suggestions to encourage citizens to practise economic cooperation. The main suggestion was based on education at the community level. The justification statement emphasized that through education there would be greater appreciation for such cooperation. Overall this question was poorly done.

Communication

Question 10

This question attracted a fair number of candidates. It was based on the communication process. For the knowledge part, candidates were asked to state the steps in the communication process and to identify forms of communication. Many candidates were able to state the sender, the message, and the receiver. Some candidates identified correctly verbal and non-verbal forms of communication. Some candidates mentioned letter writing and face-to-face interaction. The performance in this part was less than satisfactory.

The Interpretation part asked candidates to give reasons why Caribbean people need to communicate. This part was well done. Reasons based on sharing of ideas, assistance in times of disasters, and to maintain contact were common. Several candidates performed well in this part.

The Application part asked for suggestions to improve communication across the Caribbean. The common suggestions were “to reduce the cost” and to improve on the electronic means available to the region. The justification statement was based on affordability to the citizenry. Overall, the candidates who attempted this question did not seem to be adequately prepared for this option.

Question 11

This question was quite popular. It focused on communication between teachers and students. The Knowledge part asked candidates to outline factors that contribute to a breakdown in communication between teachers and students. Factors such as indiscipline by students, violent behaviours in the classroom, lack of respect for others and poor values and attitudes were highlighted in the candidates’ responses. A few candidates also mentioned the autocratic attitude of teachers to students as a contributory factor.

The Interpretation part asked for reasons why teachers and students need to communicate effectively. Many candidates stressed the importance to teaching and learning, the impact of effective communication on good socialization habits, and the contribution the teacher makes in dispensing knowledge and ideas to students. However these responses were not sufficiently explained or developed.

The Application part asked candidates to suggest measures to teachers to improve communication between themselves and students. Some of the measures suggested were setting up of students’ councils, the sharing of ideas on school rules and disciplinary practices, and convening home room sessions. These measures were not fully developed. The justification statements were vague and were based on teachers and students talking things over to improve communication. Overall, the performance of the candidates in this question was fair.

Tourism

Question 12

This question was quite popular. It was based on promoting tourism in the Caribbean. Candidates were asked to outline ways Caribbean governments encourage the development. Several candidates did not do this part of the question well. These candidates offered responses that focused on existing tourist facilities rather than on ways by which the government may encourage tourism development. Correct responses offered were marketing through advertisement, improving security, training for workers in the industry, and tax benefits.

In the Interpretation part, some candidates gave good reasons for advertising a Caribbean tourist destination. Some examples of these reasons were to increase visitor arrivals, competition for safe destinations and to attract foreign investment in the industry. These reasons in some cases were not well developed. Some candidates focused on what the advertisement should contain rather than why it is important.

The Application part asked candidates to suggest to tourism officials ways to increase earnings from tourism and to state why the suggestion would be useful. Strategies offered ranged from increased taxes to the development of heritage sites and the provision of employment opportunities. Many candidates could not justify the strategy suggested. They simply wrote statements that conveyed some vague notions, and ideas that were not very convincing. Overall, the candidates' performance in this question was less than satisfactory.

Question 13

This was an unpopular question. Very few candidates attempted it. It was based on regional funding agencies and their contributions to the development of tourism in the Caribbean. The Knowledge part asked candidates to identify regional funding agencies and then to describe ways these agencies contribute to tourism development. One of the funding agencies most identified was the Caribbean Development Bank and some descriptions were offered on the granting of loans to hoteliers for infrastructural development.

The Interpretation part asked for reasons why these agencies contribute to the development of tourism. Candidates offered responses based on job creation, foreign exchange earnings and infrastructure strengthening. However, these and other responses were not clearly stated.

The candidates' responses to the Application part were very limited. In responding to actions citizens may take to assist tourism development, candidates focused on "cleaning the environment" and on "treating the tourists with respect". Candidates were unable to justify appropriately the actions suggested. Overall, the performance in this question was poor.

Paper 03/1: School Based Assessment

The candidates' performance in the School Based Assessment component (Paper 03/1) was similar to 2006. The majority of projects were well presented. Some of these projects were well researched and produced interesting data.

Many candidates continue to research topics on issues related to contemporary society. Some candidates, however, investigated novel topics that provided insights into issues from across the syllabus. There are some concerns about the quality of the research methodology used by many candidates and closer reference to the guidelines stated in the syllabus would be useful.

Many candidates' projects revealed an awareness of how data should be presented, interpreted and analysed. Some candidates did not describe the sampling procedure adequately and some of the diagrams presented contained inaccuracies. Candidates who were properly guided were able to establish a nexus between the data collected and the problem statement. Many projects reflected clarity and appropriateness of language. It was clear that candidates who were properly guided performed well. Their projects reflected teacher involvement and assistance.

Paper 03/2: Alternative to the SBA

This paper is written by private candidates. The objective of this paper is to test candidates' knowledge, understanding, familiarity and application of basic research skills and methodologies. Candidates were required to select one of the topics given and to respond to the questions that followed. They were required to know about writing problem statements, formulating research questions, identifying the research instruments, and presenting, analysing and interpreting data. In addition, a case study was presented to further assess some of these skills as well as the candidates' ability to evaluate information and make appropriate recommendations.

Many candidates were unable to comprehend research terminology such as "definition of terms", "data gathering instruments", "random sampling", and "population". Many candidates were not aware of the ethical principles observed in research. The case study required candidates to apply their knowledge of research skills. Some candidates were able to state the findings in the case study, to display statistical data appropriately and to make conclusions and recommendations based on findings. However, those candidates who did not prepare themselves for this paper were unable to deal with these tasks adequately and as a result performed poorly in this paper.

Basic Proficiency

Paper 02 – Structured Questions

The Basic Proficiency examination consisted of 12 questions. Candidates were required to answer two questions from Section A, two questions from Section B and one question from Section C. Many candidates chose questions as directed by the instructions. A few candidates responded to all 12 questions on the paper. Responses varied in quality and indicated the level the preparedness of students.

In Section A, questions 1 and 2 were quite popular. In Section B, questions 4 and 5 were popular choices of candidates and in Section C, no question appeared to be very popular. Some candidates were able to develop statements when asked to describe, to give reasons or to explain. Few candidates provided clear information when asked to define concepts, and offered responses that were irrelevant and inappropriate.

Section A: Individual Interaction

There were three questions in this section. Candidates were required to answer any two questions.

Question 1

This question was based on teenage pregnancy and sexually transmitted diseases. Candidates were able to name correctly sexually transmitted diseases but were unable to define promiscuity. The (b) part of the Knowledge component asked candidates to identify actions parents may take if their daughter became pregnant while attending school. This part was fairly well done. Responses such as "put them out of the home" and "take them out of school" were common.

The Interpretation component asked candidates for reasons why teenaged pregnancy should not be encouraged. Many candidates gave reasons based on the emotional and physical immaturity of teenagers and overpopulation. Some indicated the effects such pregnancies would have on the education of the young people.

The Application part asked for strategies the school may use to inform teenagers about the dangers of STD's and to justify why the strategy would work. Strategies such as "showing a video", "holding conferences" and role playing were offered. Candidates felt that such strategies would show the risks and complications to teenagers. The overall performance in this question was fair.

Question 2

This question was attractive to candidates. Their responses to the factors responsible for the changing role of women and to the ways by which women are discriminated against were satisfactory. Candidates offered responses based on educational opportunities for women and low salaries for their efforts.

The Interpretation part asked for the effects that the changing role of women has on the family. Candidates had some difficulty in this part. Many hinted at the effects, but did not explain the points clearly. Points such as “no one to take care of the children” were merely mentioned.

The Application part asked for strategies to deal with the changing role of women. Examples of strategies such as “support for women by husbands” and “peer pressure” were offered. These however, were not stated clearly. The effectiveness of the suggested strategies was not convincing. The performance of the candidates in this question was less than satisfactory.

Question 3

This question was unpopular. It focused on the functions and branches of the judiciary. Candidates were unable to respond correctly to this part of the question. A few good responses were “to interpret law”, “to make case law” and to “punish lawbreakers”. Examples of branches given by candidates ranged from civil court to criminal court.

The Interpretation part required from candidates reasons why criminals should be sent to prison. Some candidates suggested based on evidence and confession as reasons. Other responses itemized criminal activities.

The Application part asked for ways to reform law breakers and for candidates to write a statement to support the suggestion. Candidates’ responses were weak and lacked substance. Some candidates suggested corporal punishment and shorter jail terms but could not make the link to reform. The performance of the candidates in this question was unsatisfactory.

Section B: Development and use of Resources

Question 4

This question tested candidates’ knowledge of migration. They were asked to identify kinds of migration, the countries to which Caribbean people migrate, and the documents citizens should obtain before migrating. Responses suggested that candidates had limited knowledge of the kinds of migration but were very aware of the countries to which citizens migrate. Some candidates named cities such as New York and Miami that attract migrants.

The Interpretation part asked for problems people face when they migrate illegally. Good responses were based on deportation, imprisonment, low-paying jobs and poor housing. This part of the question was well known.

The Application part asked for strategies to prevent people from entering your country illegally. Most of the strategies were based on strengthening the laws and monitoring by immigration officers and the police at ports of entry. However, these and other responses lacked development and clarity. Generally, the performance of the candidates in this question was less than satisfactory.

Question 5

This question focused on employment. For the Knowledge part, candidates were asked to state the skills necessary for employment as a security guard and the factors to consider when applying for a job. Some of the skills mentioned were “the ability to fight” and knowledge of rules and regulations. Some candidates also mentioned physical fitness and CXC qualifications as factors.

The Interpretation part asked for reasons why people want to be employed. This part was fairly well done. Many candidates gave reasons such as “they want to be independent” and “to meet expenses”. However, these points were not clearly developed.

The Application part asked candidates to suggest ways schools may help to prepare young people for self-employment. The main suggestions were based on “career courses” and “work programmes”. Candidates justified their suggestions primarily on the exposure provided by part-time work. Overall the candidates’ performance in this question was weak.

Question 6

This question was based on bilateral agreement in CARICOM and cooperation among independent countries. It was not popular. The Knowledge part asked for the meaning of the term “bilateral agreement”, an example of this type of agreement and the meaning of “independent country” with examples from within CARICOM. Some candidates responded correctly to this part of the question. They were able to identify bilateral agreements and independent countries.

The Interpretation part was poorly done. Many candidates were unable to explain ways independent countries may cooperate in the region. Some focused their responses on rules and agreements while others hinted at communication among the people.

The Application part was also poorly answered. Candidates were asked to suggest ways to improve bilateral agreements. The few suggestions offered were impractical and lacked substance. The performance of the candidates in this question was poor.

Section C: Options

Consumer Affairs

Question 7

This question focused on consumer protection. Candidates were asked to define the term “consumer” and to state ways consumers protect themselves when shopping for items. Several candidates correctly defined consumers as persons who use goods and services and they were also able to point out that consumers should be aware of expiry dates of items and their prices. Some candidates stated consumer rights and responsibilities as responses for this part of the question.

The Interpretation part asked for reasons why governments protect consumers. Some good responses were based on the profit motive of producers and the problems faced when consumers want to return faulty items. This part, however, was not well done.

The Application part asked for ways consumer organizations may make citizens aware of forms of protection available to them. The responses offered by candidates were not clear, and in most cases unrelated to the question. Some acceptable responses mentioned placing articles in the media, and holding ‘talk sessions’ in supermarkets. On the whole the candidates’ performance in this question was fair.

Question 8

This question was based on factors that influence consumers to buy imported goods as well as on the importance of purchasing more locally produced commodities. Several candidates mentioned price, packaging and taste as factors that influenced consumers to buy imported goods.

The Interpretation part asked for reasons why consumers should buy more locally produced goods. Correct responses such as “to increase the GDP of the country” and the prevention of economic leakages, thereby helping the economy to develop were offered by a few candidates. Other good responses included “keeping your dollar at home” and “to support local farmers”.

The Application part asked candidates for strategies to encourage consumers to purchase more local products. A few candidates suggested “subsidies” and “good markets”. Generally the performance of the candidates in this question was less than satisfactory.

Communication

Question 9

This question was based on cultural heritage and traditions. In defining cultural heritage candidates mentioned “background and way of life”, “the life styles of our ancestors” and “the happenings of the past”. Many candidates knew about ways by which people learn about their cultural heritage. Ways such as “visiting fairs and museums” and “reading books” were good responses.

The Interpretation part asked for reasons why cultural traditions in the Caribbean are changing. A common response was that children today do not care about anything to do with culture. Other good responses were based on the parents not teaching their children.

The Application part asked for activities that may be organized to celebrate Cultural Heritage Day. Some candidates suggested excursions and outings and special events such as fairs. The justification statement was based on the enjoyment and fun factor these activities provide for participants. The performance in this question was fair.

Question 10

This question focused on the mass media. Candidates were asked to define mass media, to list forms of the electronic media and to state functions of the mass media. Candidates were able to list forms of mass media and to state functions such as to inform and to educate, but were unable to define mass media properly.

The Interpretation part asked candidates to explain ways the electronic media may be used to share information among Caribbean people. This part was poorly done. Candidates’ responses cited viewing television and listening to the radio as explanations. This part of the question was not fully grasped.

The Application part sought suggestions to improve the quality of information transmitted to the public. The main suggestion was hiring professionals to do the job and to buy better equipment. The justification statements were often unrealistic and lacked clarity. This overall performance on this question was weak.

Tourism

Question 11

This question focused on tourism and tourism products. The knowledge part asked candidates to define tourism, name types of tourism products and state ways the Caribbean benefits from tourism. Candidates correctly named tourism products such as climate, beaches, historical sites, sporting events and festivals but could not define tourism clearly. Foreign currency brought in by tourists was the only benefit that was mentioned.

The Interpretation part asked candidates to give reasons why the Caribbean is a tourist destination. Some candidates mentioned accessibility, warm beautiful beaches and the historical sites. However, these points were not developed.

The Application part asked for ways to market tourism products. Candidates’ responses to this component were weak and lacked clarity. A few candidates suggested the making of souvenirs for sale. Many candidates had no response for this part of the question. The performance of the candidates in this question was unsatisfactory.

Question 12

This question was not popular. For the most part the candidates' responses indicated limited knowledge of OECS countries that depend on tourism as well as the tourist attractions these countries have. Some candidates who were prepared for this option gave good responses. Attractions such as jazz festivals, rain forests and beautiful beaches were mentioned.

The Interpretation part required candidates to explain the negative effects of tourism on the physical environment. Pollution of the environment was the major negative effect offered. However, little or no explanation was given by candidates in their responses.

The Application part asked for strategies to reduce the negative effects of tourism on a country. Suggestions were few. Some candidates suggested the making of posters, cleaning the environment and community involvement in handling the problems. These points were not clearly stated or developed. On the whole the performance of the candidates in this question was weak.

Suggestions to Teachers

Teachers and candidates must recognize that the questions set in the examinations require a good understanding of terms and concepts stated in the syllabus. A common-sense approach and everyday experiences are not sufficient to satisfy the demands of the syllabus. More and more textual material is available for guidance. The following reminders are important:

1. All instructions are clearly stated on the examinations papers and should be followed.
2. Candidates should be clear on the choice of questions in each section of the paper.
3. Candidates should select questions from the Options for which they are prepared.
4. Candidates should be advised that they should respond to all the parts of a question.
5. The marking of SBA projects is guided by a standard mark scheme which does not allow for ½ marks. All such marks should be rounded to a whole number.
6. Candidates should be encouraged to formulate research topics allowed by the syllabus content other than in the traditional areas such as drugs, teenaged pregnancy and AIDS.
7. Research topics should be generated from across the syllabus; should be original and not be replicated from textbooks. This contravenes the guidelines set out in the syllabus.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE
JANUARY 2008**

SOCIAL STUDIES

SOCIAL STUDIES

GENERAL PROFICIENCY EXAMINATIONS

JANUARY 2008

GENERAL COMMENTS

The January 2008 Social Studies examination offered by the Caribbean Examinations Council was sat primarily by private candidates. This examination consisted of three papers: Paper 01, Multiple Choice items, Paper 02, structured questions and extended essays and Paper 3/2, Alternative to School Based Assessment. This year 1930 candidates sat the examinations and the overall performance was consistent with that of January 2007.

Some questions in Paper 02 particularly in the core section of the syllabus, continue to be popular, while the popularity of the questions in Section C varied among the three options.

Some of the responses to the questions in Paper 02 continued to be lengthy, but demonstrated a lack of in depth knowledge and understanding of key concepts defined in the syllabus. Some candidates' responses were well expressed and thought provoking and showed their ability to write clearly and concisely in relation to the demands of the questions.

In most questions in Paper 02, the responses to the Knowledge and Application components were fairly good but the Interpretation profile presented some challenges to the candidates. Many candidates offered responses that lack development despite the advice provided by the rubric of the paper. Candidates who prepared themselves for the examinations wrote responses that reflected diligence and application to their study.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 multiple choice items and examined the core of the syllabus in the Knowledge and Interpretation profiles only. The items on the paper tested various levels of difficulty and provided adequate syllabus coverage. The mean score of 38.57 compared favourably with that of 2007.

Paper 02 – Structured Questions and Extended Essays

In this paper there were ten questions, three on Section A, four in Section B and three on Section C. Candidates were required to answer a total of five questions.

Section A: Individual Interaction

Question 1

This was a popular question. It tested the candidates' knowledge and understanding of social issues such as incest and domestic violence. Many candidates were able to define these terms accurately. They were also aware of other social issues such as drug abuse, separation of parents, child labour, teenage pregnancy and crime and indiscipline.

The Interpretation part of the question asked candidates to offer reasons for incest and domestic violence. For incest, popular responses focused on male temptation caused by inadequate supervision of females in the home and dissension between fathers and mothers. For domestic violence, reasons were based on financial difficulties, uncontrolled stress, insecurity of fathers, substance abuse and poverty.

For the Application part, candidates were required to suggest measures to reduce poverty and to write a statement to support the suggested measures. Acceptable suggestions ranged from training people to growing food, building support institutions to assist in the provision of basic needs and making education available to all. Justification statements were based mainly on economic benefits to the country. On the whole the overall performance in this question was satisfactory.

Question 2

This question focused on the changing roles of men and women in the Caribbean society. The Knowledge part asked candidates to state traditional roles of men and of women and then to state the factors responsible for the changing roles of family members. Most of the candidates were able to identify the traditional role of providing the financial needs of the family or breadwinner for men, and the preparation of meals and looking after the family for women. Factors responsible for changing roles focused mainly on the independence of women, educational and employment opportunities for women, and the need to have greater earning power.

The Interpretation part asked candidates to explain ways the changing role of women have affected the present day Caribbean family. Most candidates gave positive and negative effects. On the positive side, candidates indicated that “more money was coming to the home” to satisfy needs and wants. On the negative side, the responses were mainly based on the lack of love and affection for the children. Some candidates mentioned conflict resulting in divorce, and children engaging in undisciplined behaviour.

The Application part of the question asked for ways young people may improve relationships in family and to state why the suggestions would be successful. Most responses focused on communication, dialogue and discussion. Some mentioned arranging recreation and “picnic” days for the family and assisting in household chores. The justification statement was based on the fact that such activities help to strengthen family bonds. This was a popular question and the overall performance was satisfactory.

Question 3

This question was the least popular in this section. It focused on democracy, types of democratic governments in the region, arms of government and the reasons for electing a government. The Knowledge part was poorly done. Many candidates did not know the types of democratic government in the region. Responses such as first-past-the-post and proportional representation were common. Few candidates gave monarchy and republic as acceptable responses.

The Interpretation part was well done. Candidates offered several correct and plausible responses as reasons why citizens elect a government. Some of these responses focused on making of laws for the governance of the country, the need for a new government because the term of office of the last has ended, the need to provide security for citizens, and to have a group of persons to act on behalf of the people. This part of the question was well done.

The Application part asked for actions youth leaders may take to influence the decisions of government. Most candidates suggested that youth leaders may organize protests, demonstrations and meetings to highlight and to bring their concerns to government. The success of such actions was based on government's eagerness to address problems that are brought into the public domain by the electronic media. Generally this question was not well done.

Section B: Development and Use of Resources

This section is divided into two parts. Part I consists of two structured questions and Part II, two extended essays. Candidates were required to answer one question from each part of this section.

Part I

Question 4

This question focused on migration and citizens of the CARICOM. It was a very popular question. The Knowledge part asked candidates to define migration, name CARICOM countries from which people have migrated and to list factors that have influenced Caribbean people to migrate. Candidates handled this part quite well. Most responses indicated "the movement of people from one place to another to live." Candidates were also able to name Guyana, Montserrat, and Haiti as CARICOM countries from which people have recently migrated. The main factors listed were health, employment and education opportunities. A few candidates mentioned increases in criminal activities.

The Interpretation part asked candidates to explain why the migration of skilled people would negatively affect the region. The main response related to the 'brain drain' and its effect on the economy, and the decline in the capacity of the labour force. A few candidates accepted the necessity of 'hiring foreign labour' to do the jobs that required special expertise. However, this point was not well developed.

The Application part asked for strategies to reduce migration from less developed to more developed CARICOM countries and for a statement of why governments should accept this strategy. Strategies suggested related to job creation and improvements in infrastructure and services to stem migration. Response to the justification part was weak. A few candidates hinted that such developments would cause citizens to develop a feeling of pride and so "put the country on the map". On the whole, the candidates' performance in this question was satisfactory.

Question 5

This question was unpopular. It tested candidates' knowledge and understanding of regional cooperation. The knowledge part required candidates to state the meaning of the term 'regional cooperation' and to describe factors that encourage regional cooperation among Caribbean countries. Many candidates who attempted this question stated that regional cooperation meant "the coming together of countries to assist each other" and were appropriately rewarded. Most candidates could not describe factors that encourage regional cooperation. Some responses hinted at family ties in the region and the availability of resources. Acceptable responses such as similar historical and cultural background and the threat of natural disasters were few.

The Interpretation part asked for reasons why it may be difficult for Caribbean countries to cooperate. Good reasons based on “insufficient funds available in the region,” “different resources” and petty jealousies were common. However, these reasons were not fully developed.

The Application part asked for measures that Caribbean leaders may take to encourage regional cooperation and to state why the suggested measures would succeed. Some of the measures suggested mentioned laws and regulations and more regional trade among member states. This part of the question was poorly done. The few candidates who offered statements to support their measures did not do so in any convincing way. Generally the candidates’ performance in this question was less than satisfactory.

Part II – Extended essays

Question 6

This question was unpopular. It focused on economic cooperation. The Knowledge part asked candidates to define economic cooperation, identify regional organizations that promote economic cooperation and to name member countries of the organizations identified. Some candidates defined economic integration as “coming together of two or more countries for trade and other purposes”. Most candidates knew the regional organizations and had some notion of the countries that make up the membership.

The Interpretation part asked for explanations of how Caribbean manufacturers would benefit from economic cooperation. Most of the responses to this part focused on cheaper goods and services and cost reduction. These responses were not clearly developed and in most instances were vague.

The Application part asked for actions government may take to strengthen economic cooperation and a statement of why the suggested action would be successful. The best of the responses to this part suggested some form of persuasion to develop loyalty to the region.

More acceptable actions such as holding workshops and trade fairs were few. Many candidates did not justify the suggested action. The candidates’ performance in this question was fairly satisfactory.

Question 7

This was a very popular question. It focused on employment, unemployment and underemployment. For the Knowledge part, candidates were required to define employment and underemployment and to describe two types of unemployment. Employment was defined by many candidates as having a job and receiving a salary while underemployment was defined as a situation in which a person is over qualified for the job he or she holds. The types of unemployment described by most candidates were seasonal, casual and technical.

The Interpretation part asked for reasons why some young people in the Caribbean are unable to find jobs in their country. Most of the responses were based on insufficient qualifications, lack of work experience and lack of specific skills and training. Many candidates answered this part quite well. Some, however, did not develop their response fully and clearly and could not receive the full marks.

The Application part asked for ways employers may prepare young people for employment. Many candidates suggested training programmes but did not elaborate on the details of such programmes. Responses such as apprenticeship training and holiday jobs for young people were not forthcoming. A few candidates suggested work seminars and on the job training. The justification statement was based on the assumption that employers would have more productive employees. Generally the performance of the candidates in this question was satisfactory.

Section C – Options

There were three options in this section. One question was set on each of the options. Candidates were required to answer only one of these questions. Some questions were more popular than others. Question 10 was quite popular.

Consumer Affairs

Question 8

This question focused on the products of modern technology that commercial banks have made available to consumers to transact business. For the Knowledge part, candidates were required to identify these products and to state the types of business for which they are used. In addition candidates were required to describe benefits of using these products.

Many candidates did this part quite well. Correct responses such as credit and debit cards, tele-banking and ATM machines were offered as products. Several benefits were described. These included making deposits and withdrawals, paying utility bills and buying goods and services using the bank cards at ATM machines.

The Interpretation part asked for reasons why some consumers may be unwilling to use these products. Many candidates did this part quite well. Good responses based on suspicion and fear of losing funds, security and safety in relation to the location of some of the ATM machines and criminal activities that are possible were common.

The Application part asked candidates for strategies commercial banks may use to encourage consumers to use these products and to state why the strategy suggested would be successful. Several responses to this part suggested promotions, by sending out flyers and leaflets, and seminars for consumers especially the elderly. However, these and other correct responses were not fully developed or clearly justified. Many justification statements were vague. Overall the candidates' performance was only satisfactory.

Communication

Question 9

This question tested candidates' knowledge and understanding of the functions of the mass media in the Caribbean. For the knowledge part candidates were required to define 'mass media', state its functions and describe ways in which Caribbean governments regulate the mass media. The majority of candidates who attempted this question were unable to define mass media. Responses contained expressions such as sources of communication in the Caribbean, all communication devices used and the ways by which information is transmitted. Functions such as "to provide information and entertainment" were well known. The granting of licenses and censorship were alluded to by candidates as the ways by which governments regulate the mass media.

The Interpretation part asked for reasons why governments regulate the mass media. Many candidates did not respond correctly to this part of the question. Several responses mentioned “misrepresentation of information” and to “balance information”. Correct responses such as to reduce libel and slander, and to maintain quality of service were few. Generally the responses offered by many candidates lacked clarity and development.

The Application part asked for strategies to improve the services provided by the mass media and to write statements in support of the strategies suggested. The strategy suggested by many candidates hinted at the quality of reception and programmes. These suggestions were unclear and not well developed. Support statements were vague and in several instances were not provided. Overall the candidates’ performance in this question was satisfactory.

Tourism

Question 10

This question required candidates to write a newspaper article on the topic, “Tourism is about people.” For the knowledge part candidates were asked to define the term ‘tourist’, name types of tourists and describe organized cultural activities that attract tourists to the region. Many candidates were able to define the term ‘tourist’ and to name the types of tourists correctly. Some of the organized activities described were mainly cultural and religious in nature. Examples and descriptions provided by candidates focused on jazz festivals, carnival, music festivals, special dance performances and steel pan music organized by tourism officials. This part was well known by most candidates.

The Interpretation part asked for reasons why residents react negatively to the presence of tourists in the Caribbean. Most of the reasons focused on perceptions about race, religion and attire of tourists. Other responses referred to “special treatment for tourists by officials” and to the spending behaviour of tourists. Some of the candidates scored well in this part.

The performance of most candidates in the Application part was less than satisfactory. The candidates were asked to suggest strategies that may improve relationships between residents and tourists and to state why government should accept their suggested strategies. Candidates who performed well in this part suggested strategies such as seminars for residents, and workshops and courses for residents in foreign languages. There were other responses with acceptable strategies but they were not developed. The justification statement focused on the financial gains to governments. Overall the candidates’ performance in this question was satisfactory.

Paper 3/2 – Alternative to SBA

There are five questions on this paper and candidates are required to answer all the questions. The objective of this paper is to test candidates’ knowledge, understanding and application of basic research skills and methodologies. There are two research topics given, and candidates are required to select one of the topics and to respond to the questions that follow.

The questions in this paper tested candidates’ knowledge and understanding of problem statements, research questions, research instruments, sample selection, presenting, analyzing and interpreting data, and making conclusions and recommendations based on research findings. A case study was presented to assess the candidates’ ability to evaluate research data and research information and to draw appropriate conclusions and make recommendations.

In this year's examination candidates had some difficulty with research terms such as sample, research instruments, as well as constructing problem statements and research questions. Many candidates offered acceptable recommendations consistent with the findings of the researchers in the case study. Appropriate sources of data were identified. Overall the candidates' performance in this paper was fairly satisfactory.

Suggestions

Candidates writing this examination especially Paper 3/2, are reminded that a good understanding of the terms and concepts stated in the syllabus is necessary to satisfy the demands of this paper. Private schools and teachers who deliver the syllabus in these institutions, are also advised to consult the syllabus for guidance.

There is an abundance of resource material, textbooks and Past Papers available to candidates who enter for the Social Studies examinations. The following should be noted:

1. Candidates should be clear on their choice of questions in each section of Paper 02.
2. All parts of a question should be attempted and clearly identified.
3. All instructions on the question paper should be followed.
4. The syllabus provides guidance both to teachers and candidates and should be consulted.

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

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS**

MAY/JUNE 2008

SOCIAL STUDIES

SOCIAL STUDIES

GENERAL AND BASIC PROFICIENCY EXAMINATIONS

MAY/JUNE 2008

GENERAL COMMENTS

Questions on the core of the syllabus, Section A and Section B, Individual Interaction and the Development and use of Resources, continue to be popular while questions on Government and CARICOM remain unattractive for many candidates. None of the questions in section C, the Options, was especially popular in 2008. The overall performance of candidates in the General Proficiency examinations this year was moderate only.

The responses of the candidates who sat the General Proficiency level continue to be lengthy and varied. Some of these responses were well expressed and reflected the candidates' knowledge, understanding, exposure and experiences, in relation to social issues and concerns. Some candidates' responses clearly demonstrated their ability to express themselves clearly and in well constructed sentences and paragraphs. Candidates who did not prepare themselves for this examination offered unsatisfactory responses and demonstrated a lack of knowledge and understanding of the major terms and concepts outlined in the syllabus.

Many candidates did not respond adequately to the profile components of the questions. The part of the questions that tested the Interpretation profile presented challenges to many candidates. There was a tendency to offer explanations and to provide reasons that lacked development and clarity, despite the advice provided by the rubric to do so in every section of the paper. Several candidates used a 'common sense' approach and lacked depth and quality in their responses to the most questions. This approach is not a substitute for a careful study of the textual materials available to guide candidates in Social Studies.

There has been a steady decline in candidate entry and in the quality of candidates' responses in the Basic Proficiency Examinations. This proficiency level in Social Studies will not be offered after 2008.

Some candidates who attempted the Basic Proficiency Paper 02 wrote responses that contained single words, phrases and poorly constructed sentences. On the other hand, candidates who were prepared for this paper wrote responses that showed a good understanding of major terms and concepts. The overall performance in this paper was unsatisfactory.

DETAILED COMMENTS

Basic and General Proficiencies

Paper 01 – Multiple Choice

This paper was common to both Basic and General Proficiencies. It examined the core of the syllabus in the Knowledge and Interpretation profiles. The paper consisted of 60 items distributed as follows: 24 on Individual Interaction and 36 on the Development and Use of Resources. The items on this paper tested various levels of difficulty and provided wide syllabus coverage. Performance on this paper was fair.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

In this section candidates were required to respond to two out of the three questions set. The quality of the responses offered by the candidates ranged from weak to outstanding. Questions 1 and 2 were quite popular.

Question 1

This was a popular question. It tested the candidates' knowledge and understanding of the terms, 'bigamy' and 'marriage'; the reasons for the changing traditional roles of men, and ways to deepen relationships among spouses. Some candidates were able to define the terms correctly and accurately. Bigamy was defined as "the marrying of two spouses at the same time", and a man "having several wives". Marriage was generally regarded as a legal union between two persons. Generally these terms were not clearly defined by many candidates. Factors such as trust, honesty, marital support, love and affection were correctly offered as ingredients for a successful marriage.

The Interpretation part asked candidates to offer reasons why the traditional roles of men in the Caribbean are changing. Most candidates offered reasons related to 'independence of women', 'employment and educational opportunities for women', the alteration of traditional beliefs about the role of women, and the work of women's groups and movements. However, in many instances these responses were not fully developed.

The Application part of the question asked to suggest to social workers a way to help young married couples resolve a named marital problem and to state why the ways should be acceptable. Some candidates did not name a marital problem such as breakdown in communication, infidelity or abuse, but suggested a way to resolve a marital problem.

The common responses offered as resolutions to marital problems were counselling of the marriage partners by qualified persons and the establishment of centres for conflict management. However, in some instances these suggestions were not adequately justified by the candidates. Generally the candidates' performance in this question was below expectations.

Question 2

This question focused on the family, and parenting practices and was quite popular. For the Knowledge part candidates were required to define the term 'family' and to state the effects of good parenting practices on children. Most of the acceptable definitions provided by the candidates mentioned a family as "a group of people living together and related by blood". The effects of good parenting practices were also well known by many candidates. Some examples of correct responses included "children would grow up with love and affection and develop good habits and relationships". Other correct responses related to discipline and respect for authority. Many candidates did this part of the question quite well.

The Interpretation part required candidates to explain ways poor parenting practices affect the behaviour of adolescents. Many candidates mentioned "rebellious behaviour, wrong doing, disrespect for authority and following the behaviour of their parents" in their responses. However these responses for the most part were not fully explained nor developed.

The Application part asked candidates to suggest a way youth leaders may make young people aware of good parenting practices and to write a statement to support the way suggested. Several candidates suggested the holding of seminars, showing of appropriate videos, and organizing resource persons to address the youth. While these ways were worthwhile strategies, many candidates did not develop their suggestions fully.

However in several instances, good and sound statements were offered to support the suggestions given. Overall the candidates' performance on this question was satisfactory.

Question 3

This was an unpopular question. It was set on the rights and responsibilities of citizens stated in the constitution of a Caribbean country, the meaning of the term electorate and the differences in electoral systems. Stimulus material showing the election results of an imaginary country was presented and candidates were required to respond to questions.

For the Knowledge part, some candidates were unable to define 'constitution' and 'electorate' adequately. Very few candidates knew the differences between First-Past-the Post system and Proportional representation.

The responses of the candidates to the Interpretation part revealed some awareness of how to interpret election results, determine winners and losers, and, reasons for a political party not contesting a general election.

The Application part asked candidates to suggest a strategy that would promote cooperation among supporters of political parties after an election. Many candidates suggested "handshakes", "peace meetings for supporters" and all inclusive cultural events. The justification statements were weak, unclear and not well developed. Generally, the candidates' performance in this question was less than satisfactory.

Section B: Development and Use of Resources

This section is divided into two parts. Part I consists of two structured questions and Part II consists of two extended essays. Candidates were required to attempt one question from each part of this question.

Part I – Structured questions

Question 4

This question was based on educational institutions and the development of the human resources of a country. For the Knowledge part, candidates were required to state what is meant by 'a country's human resource' and to indicate factors that contribute to the development of human resources in the region. A country's human resources were recognized by several candidates as the skills, talents and abilities of its people, while the factors that assist in the development of this resource were seen as social skills, moral and spiritual values, and the available technologies.

The Interpretation part was more challenging to candidates. Candidates were required to explain how educational institutions contribute to the development of the human resources of a country. Many of the responses offered were vague and lacked development. Typical responses centred on educational institutions developing the knowledge base of young people and the suggestion of career choices. Some candidates vaguely explained how work assisted in enhancing the capabilities of people.

The Application part asked for a way to help young people with learning difficulties and to justify the implementation of its use. A common suggestion offered by candidates was some kind of remediation programme through "extra classes" and the use of technology.

The suggestion offered was however, not fully developed. The justification statement was based on personal experience and the current behaviour in dealing with such problems. The overall performance of the candidates in this question was satisfactory.

Question 5

This question focused on physical resources. First, candidates were required to identify a non-renewable resource and to associate that resource with a CARICOM country. In addition they were required to describe

how water may be used to provide energy. Most candidates who did this question identified the resources gold, bauxite and petroleum and associated the country where they were found accurately. There was little awareness of how to use water from waterfalls and rivers to turn turbines to generate energy. This part of the question was challenging.

The Interpretation part of the question asked for reasons Caribbean countries develop their physical resources. Many reasons focused on earning foreign exchange, job creation and to improve the quality of life of citizens. There were some clear responses with reasonable development that were linked to a better standard of living. A few candidates mentioned that the development of physical resources would help in the establishment of industries.

The Application part required candidates to suggest a measure to promote the use of physical resources for sustainable development. Strategies suggested included reforestation efforts, seminars and workshops to sensitize citizens, and lobby officials to develop monitoring guidelines to encourage sustainable development. However, most of these responses were not well developed. The justification statements were weak.

Part II – Extended Essays

Question 6

This was a popular question. It focused on regional cooperation, its benefits to CARICOM citizens, and why it is necessary in agriculture. Some candidates were able to identify education, health, and trade as areas of cooperation. Some of the benefits of regional cooperation offered by candidates included producing priced goods and services, markets for exports, special hotel rates for citizens and employment opportunities.

The Interpretation part of this question was challenging for some candidates. Candidates were required to provide reasons why cooperation in agriculture is necessary. Several candidates offered food scarcity and high food prices as reasons. Other good responses focused on job creation in agriculture, improvements in quality and quantity of food for citizens, and the export of surplus to earn foreign exchange. However, for the most part the responses lacked clarity and development.

The Application part asked for a way to involve the youth in regional cooperation. Some candidates suggested youth exchange programmes through scholarships, video and teleconferencing opportunities to discuss regional matters, and cultural activities involving the youth. The justification statement was based mainly on the notion that the youth are the leaders of the future. However, several of these responses were unclear and not fully developed. The overall performance of the candidates in this question was unsatisfactory.

Question 7

This question was based on the CARICOM Common Market. Many candidates did not respond to it. For the Knowledge part, candidates were required to define ‘common market’ and to describe benefits of this market to CARICOM manufacturers. Many candidates were unable to define common market. Responses such as “where goods and services are sold”, “fellow partners in trade” and a “market to allow business to cooperate” were common. Correct responses contained the idea of coming together to trade without “hassle” and restrictions. Candidates, however, were able to describe benefits of a common market. Acceptable responses included the removal of tariffs and duties, cheaper commodities, greater productivity and reasonable prices.

For the Interpretation part, candidates were asked to explain CARICOM’s assistance to the smaller states. Many candidates did this part poorly. Responses such as funding, donations, cheaper goods and disaster assistance were offered. Candidates also offered responses that discussed the limited revenue stream, limited human resource capability and smaller markets in these smaller states.

The Application part of the question asked candidates to suggest a way manufacturers may pass on the benefits of the common market to citizens and to state why the way suggested would work. The main suggestion indicated that manufacturers should reduce the prices of goods and sell cheaply to citizens. Suggestions such as

organizing exhibitions and discount cards and coupons were few. On the whole this question was not well done.

Section C – Options

There were three options in this section. One question was set on each option and candidates were required to answer one question from this section. All the questions in this section were attempted. Some questions were more popular than others. Question 10 was most popular.

Consumer Affairs

Question 8

This question focused on ‘disposable income and consumer protection’. For the Knowledge part, candidates were required to state what is meant by disposable income and to list rights and responsibilities consumers should be aware of when shopping. Several candidates were unable to define disposable income. Few candidates knew that it was monies left to a person after taxes and other statutory deductions are made. Most candidates knew the rights and responsibilities of a consumer. Rights such as the be heard, to be informed and to complain were common while responsibilities listed included to shop wisely, to read labels carefully, to buy products that are safe and to check for expiry dates on items.

The Interpretation part posed some challenges to the candidates. This part asked for explanations of why consumer protection agencies are necessary in the Caribbean. Many explanations were based on the methods used by the business community to exploit consumers and some agencies as way to getting redress in these situations, however, these responses were not fully developed and several candidates were unable to gain the full allotted marks.

The Application part asked for a way consumers may manage their disposable income. The most common responses was ‘to make a budget’. Other good responses such as shop around and compare prices and make a shopping list were infrequent. Overall, the performance of the candidates in this question was satisfactory.

Communication

Question 9

This question focused on the mass media. Candidates were required to define the term ‘mass media’, identify types of mass media, and to state the purposes of mass media. Many candidates were able to identify the radio, television, newspapers and the Internet among other correct responses. They were also familiar with the purposes such as to provide information, entertainment and to educate citizens. Candidates handled the knowledge part fairly well.

The Interpretation part asked for the negative effects of the international media on the citizens of the region. Several candidates focused on the crime, violence and pornography seen on some television programmes and the negative effects these have on the behaviour of children and citizens. A few candidates dealt with the negative effects on values and attitudes and lifestyles of citizens. Most of the responses were not developed fully enough to earn full marks.

The Application part asked for a measure to reduce the negative effects and to state why it would be successful in reducing these effects. Responses range from “banning such programmes”, “writing letters of complaint to the international media houses”, and “blocking these programmes” on the television by the use of devices. However these and other acceptable responses were not well developed. The justification statement focused on the effects of a loss of audiences to programmes, and the possibility of media houses effecting positive changes to their shows. Several candidates did not write justification statements. Overall, the performance of the candidates in this question was fair.

Tourism

Question 10

This question attracted a fair number of candidates. It was based on the socio-cultural impact of tourism in the Caribbean. For the Knowledge part, candidates were required to identify cultural events that attract tourists to the region. Several candidates correctly identified carnival, crop over, jazz and music festivals and divali celebrations. Some candidates offered responses that included lesser known events peculiar to their country such as 'yam' and 'jerk' festivals. Candidates had some difficulty to state ways in which tourism has influenced the development of cultural events in the region. Some of the responses focused on foreign exchange earnings, employment for citizens and infrastructural development. No nexus was made in these responses to the development of cultural events. This part of the question was not well done.

The Interpretation part asked for reasons why tourists have an interest in cultural events in the Caribbean. The responses of several candidates were based on the fun and enjoyment experienced by tourists. A few candidates focused on tourists having the opportunity to observe and absorb the culture and the lifestyle of the people. Generally these responses lacked development and candidates were unable to gain full marks.

The Application part asked candidates to suggest one way tourism officials may get tourists to provide feedback on cultural events and to say why these officials should accept the suggestion offered. Several candidates mentioned ways such as interviews and questionnaires. However these and other acceptable ways did not contain clear details and development. The justification statements were weak and unclear. Overall the candidates' performance in this question was moderate.

Paper 03/1: School Based Assessment

Performance in the School Based Assessment component (Paper 03/1) was similar to 2007. The majority of the sample projects were well presented and neatly bound. Some were well researched and produced interesting data.

Some candidates continue to research topics on contemporary issues such as substance abuse, crime, unemployment and pregnancy. Some candidates however, investigated novel topics from across the syllabus. The quality of the methodology used by some candidates indicated some knowledge and understanding of research methods.

While several candidates' projects demonstrated that they were assisted by their respective teachers to present, interpret and analyze data, many candidates did not write clear problem statements nor describe the sampling procedure adequately. Some of the diagrams presented contained inaccuracies and candidates often gave lengthy descriptions and explanations of the data displayed. However, there was general improvement in the presentation, explanation and interpretation of the data provided in the projects.

Candidates who were properly guided were able to establish the link between the data collected and the problem statement and performed well. Many projects reflected clarity and the appropriateness of language. The overall performance in the Paper 03/1 (SBA) was satisfactory.

Paper 03/2: Alternative to the SBA

This paper is set primarily for private candidates. The purpose of this paper is to test candidates' knowledge, understanding, and application of basic research skills and methodologies. They were five questions in this paper and candidates were required to respond to all of them. Some candidates however did not do so.

Candidates were required to select one of the topics given and to respond to the questions that followed. They were also required to construct a rationale for the topic they selected, to write problem statements, to formulate research questions, to identify appropriate research instruments, to define concepts, to identify a suitable

sample, and to present, analyze and interpret data. In addition, a case study was presented to further assess some of these skills as well as the candidates' ability to evaluate information and make appropriate conclusion and recommendations.

Several candidates were able to comprehend research terminologies and to respond adequately to the demands of the questions. These candidates offered acceptable problem statements, named data gathering instruments and formulated good research questions. However, many candidates did not know about pretesting data-gathering instruments nor could offer valid reasons why the research instruments they named in their responses were appropriate. Several candidates, however, identified sample groups that were relevant to the topic chosen.

The case study required candidates to apply their knowledge of research. Many candidates were able to state the focus of the investigation in the case study and its findings. They also displayed the statistical data appropriately and made conclusions and recommendations based on the findings. Some candidates had difficulty using the data provided in the case study, and suggesting further areas that are researchable.

Basic Proficiency

Paper 02 – Structured Questions

The Basic Proficiency examination consisted of 9 questions. Candidates were required to answer two questions from Section A, two questions from Section B and one question from Section C. A few candidates responded to all 9 questions on the paper. Responses varied in quality and were indicative of the level the preparedness of candidates.

In Section A, Questions 1 and 2 were popular. In Section B, Questions 4 was a popular choice of candidates. In Section C, no question appeared to be very popular. Few candidates were able to develop statements when asked to describe; to give reasons, or to explain. Candidates had difficulty in defining concepts, and offering responses that were relevant and appropriate to the questions on the paper.

Section A: Individual Interaction

There were three questions in this section. Candidates were required to answer any two questions.

Question 1

This question was based on the family. The Knowledge part tested the candidates understanding of the concept 'family', as well as its functions. Several candidates indicated that a family is "related by blood" and consists of parents and children living together in the same house.

The Interpretation part asked candidates to explain ways parents teach their children in the home. Many candidates focused their responses on the behaviour of parents in society generally, rather than on the things parents do in the home to teach children. Good responses such as providing opportunities for children to show responsibility and setting good examples were rare.

The Application part asked candidates to suggest one strategy that may be introduced in the workplace to help working mothers to justify the strategy suggested. This part was poorly done. The notion of day care facilities in the work place was mentioned but was not clearly explained. The performance of many candidates in this question generally was unsatisfactory.

Question 2

This question was attractive to candidates. It tested the candidates' knowledge of parenting skills and the qualities of a good parent. Candidates' responses to the knowledge part focused on "duties" of parents rather than the 'qualities' of good parents. Several responses stated that "parents should send their children to school"

and “care and love them”. Responses on the training needed to develop parenting skills were based on “knowing how to change diapers” and “how to cook”.

The Interpretation part asked for reasons why young people needed to prepare for parenthood. Most candidates handled this part fairly well. Many correct responses related to teenagers having children and being unable to cope with the child rearing problems, and that young people are the future fathers and mothers of the next generation.

The Application part asked for a strategy that a PTA could implement to assist parents to develop good parenting skills and to suggest why the strategy would be useful. Many candidates focused on providing “information to parents of the child’s performance in school and the teachers’ behaviour”. A few candidates however provided strategies related to seminars and workshops on parenting. Few candidates provided a supporting statement for the strategy they suggested. The overall performance of the candidates in this question was weak.

Question 3

This question was unpopular. It focused on institutions. For the knowledge part, candidates were required to name economic and educational institutions and to state their functions. Many candidates handled this part very well.

The Interpretation part asked for reasons why the church is an important institution in society. Some of the reasons provided were focused on teaching people about God and bringing people together. Most of these reasons were unclear and not well developed.

The Application part asked candidates to suggest a way church leaders may help young people who have left school and to state why the suggestion would be helpful. Some suggestions by the candidates included counselling, advice and teaching about God. In several instances these suggestions were not well developed nor were the justification statements clear and relevant. Overall the performance of the candidates in this question was fair.

Section B: Development and use of Resources

Question 4

This question tested candidates’ knowledge of resources. They were asked to identify renewable resources, to name CARICOM countries that produce non-renewable energy resources and to state the purposes for which energy resources are used in the Caribbean. Several candidates offered examples of renewable resources such as timber, land and vegetables. The CARICOM country named was Trinidad and the purpose for which energy resources were used included cooking, generating electricity and fuel for cars.

The Interpretation part asked for reasons why it is important for the Caribbean to develop renewable resources. Most of the responses to this part related to foreign exchange earnings and self-sufficiency in food. However these responses were not well developed. A few candidates mentioned the creation of jobs for the people.

The Application part asked what strategy a government may use to encourage energy conservation. Responses for the most part referred to conserving electricity by “turning off the lights and appliances when not in use”. Better responses focused on holding public meetings to inform the people and advertising in the media about conserving energy. The overall performance in this question was weak.

Question 5

This question focused on life expectancy, infant mortality and a good health care system. For the Knowledge part, candidates were asked to define the terms ‘life expectancy’ and ‘infant mortality’ and to outline factors responsible for high infant mortality rates. Several candidates could not define these concepts clearly. The

factors for high infant mortality rate outlined by many candidates included “unprotected sex” and teenage pregnancy. Correct responses such as lack of immunization and unhealthy foods were far and few.

The Interpretation part asked for reasons for a good health care system. Most of the candidates’ responses to this part were unclear, vague and undeveloped.

The Application part required candidates to suggest a way to help mothers to have healthy babies and to state why this way would be successful. Several candidates focused on providing exercise and good food. Suggestions such as seminars on health and a clean home environment were rare. The justification statement was often unrelated and unclear. On the whole the question was poorly done.

Question 6

This question was based on CARICOM and cooperation among Caribbean countries. It was not popular. Candidates who attempted this question were unable to identify the member countries of CARICOM and the member countries of the OECS while Canada and England were identified as members of CARICOM by some candidates.

The Interpretation part was poorly done. Many candidates were unable to explain ways CARICOM member states benefit from trading. Few candidates stated benefits such as the removal of duties and taxes and more jobs for citizens.

The Application part was poorly answered. Candidates were asked to suggest ways to inform citizens about goods and services. The few suggestions offered were impractical and lacked substance. These responses were incoherent and vague. The overall performance of the candidates in this question was poor.

Section C: Options

Consumer Affairs

Question 7

This question was based on the use of credit cards. Candidates were asked to state the use of credit cards and the problems consumer face when using these cards. Their responses to this part were satisfactory. Clear and precise responses such as “to pay for goods bought”, to withdraw money from banks and to do internet shopping were given. Some of the problems stated were overspending by consumers, “bandits stealing these cards” and the cards “stuck in the ATM machines”.

The Interpretation part asked why banks advise consumers to use credit cards. This part was not well done. Only a few candidates stated that credit cards were safer than carrying cash to shop. Many candidates attempted to link their responses to the uses of the card for this part of the question.

The Application part asked for a measure that may assist consumers who use credit cards. Some candidates stated that there should be programmes on the television to teach consumers how to use these cards. Other candidates mentioned meetings with consumers. Most of the responses to this part were vague and unclear and many candidates did not write any response. On the whole the overall performance to this question was poor.

Communication

Question 8

This question focused on the technology used in the communication process. The Knowledge part asked candidates to identify products of technology other than cellular phones that are used for communication. Many candidates correctly identified computers, beepers and radio. On the other hand, several candidates were unable to describe factors responsible for the increase in cellular phone use in the Caribbean. Some candidates touched on “cheap rates” and “packages” for prepaid and post paid cell phones.

The Interpretation part asked for the benefits of using cellular phones. A common response was the “cell phone could be used in many locations”, “to play music and games” and “to send text messages”. Generally this part was fairly well done.

Candidates responded well to the Application part. Candidates suggested measures ranging from “searching all students” to placing security cameras to monitor the use of cell phones. Once again many of the responses to this part were based on the candidates’ personal experiences in the school system. Overall the responses to this question was reasonable.

Tourism

Question 9

This question was based on the tourism industry. Candidates were required to define the term ‘tourist’, name tourist destinations in the Commonwealth Caribbean and to list jobs young persons may get in hotels for the Knowledge profile. Several candidates defined a tourist correctly and were able to name tourist destinations such as St. Lucia, Jamaica and Barbados. The hotel jobs listed were cooks, bartenders, maids and secretaries.

The Interpretation part asked why training was necessary for young people before they were employed in the tourism industry. Popular responses focussed on “knowing the facts or history of the place”, and knowing how to express themselves when dealing with tourists. Some candidates offered no responses to this part.

The Application part asked for an action tourism officials may take to encourage young people to work in the tourism industry and to state why the action would be successful. A few candidates suggested seminars and apprenticeship programmes. Others suggested “tours” for young people. Suggestions were for the most part unclear and not fully developed. Most of the responses to this question were unsatisfactory.

Suggestions To Teachers

Candidates who are entered for CSEC Social Studies examinations must have a clear understanding of the terms and concepts stated in the syllabus. This knowledge and understanding facilitates correct responses to questions. The use of everyday experiences to define these terms and concept is insufficient. Most available textbooks and resource material highlight or contain glossaries of these major terms and concepts. The following are useful reminders:

1. All instructions are clearly stated on the examinations papers and should be followed.
2. Candidates should be thoughtful in the choice of questions in each section of Paper 02.
3. Teachers should advise candidates that marks are allotted to all parts of a question. All parts of a question therefore should be attempted.
4. The selection of SBA projects for submission to CXC should adhere to the guidelines set out by the Measurement and Evaluation Division of the Council.
5. Candidates should be familiar with basic research terms and methodologies.
6. SBA Project topics should be generated from across the syllabus, should be original, and should follow the guidelines set out in the syllabus.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE
JANUARY 2009**

SOCIAL STUDIES

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SOCIAL STUDIES**GENERAL PROFICIENCY EXAMINATIONS****JANUARY 2009****GENERAL COMMENTS**

The January Social Studies examination offered by the Caribbean Examinations Council attracts mainly private candidates. Candidate entry continues to increase with approximately 2 300 candidates writing the examination at this sitting, representing an increase of approximately 300 candidates.

DETAILED COMMENTS**Paper 01-Multiple Choice**

This paper consisted of 60 items distributed as follows: twenty-four on Individual Interaction and thirty-six on Development and Use of Resources. The items were set at various levels of difficulty and provided adequate syllabus coverage. The mean score was consistent with that of 2007 and 2008.

Paper 02 Structured Questions and Extended essays

In this Paper there were ten questions, three on Section A, four on Section B and three on Section C. Section B was divided into two parts B1 and B11. Students were required to answer a total of five questions.

Section A: Individual Interaction

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

Question 1

This was the most popular question in Section A, the second most popular on the paper and recorded the highest mean score. It tested the candidates' knowledge of family types and features of family types. Many candidates were able to correctly identify the Sibling family type as the one given in the stimulus. The features of the named family type were well known. The popular responses included the absence of both parents and that children were left in charge of the home. Many candidates named the three family types as nuclear, extended and single parent.

The Interpretation part of the question asked candidates to suggest factors leading to breakdown in family relationships. Many responses included limited communication between family members, physical, mental and emotional abuse and migration of one spouse.

For the Application part of the question, candidates were required to suggest actions to improve family relationships and to support the suggested action. Acceptable suggestions ranged from arranging structured counseling sessions for all members of the family with a reputable psychologist and scheduling family meetings based on discussions and agreement

of time by family members. The basis for these strategies was finding alternative ways to solve conflicts in a peaceful manner. Many candidates who attempted this question performed well.

Question 2

This question tested candidates understanding of the concepts of types of leadership and the ways in which members of a group may show dissatisfaction with the leadership style. The candidates named democratic, authoritative or autocratic and laissez-faire as types of leadership. Popular answers for actions that may show dissatisfaction with the leadership style ranged from engaging in discussion with the leader to change leadership style, refusing to attend meetings called by the leader, encouraging other members to boycott meetings and resigning from the group.

The Interpretation section asked the candidates to suggest reasons why members remain committed to a group. Many responses included feeling a sense of belonging and pride, being allowed to participate in decision making and respect for the leader and his leadership style. Few candidates also stated that members remain committed because the group represented a status symbol.

The application section asked candidates to suggest a way the leader of a youth club may encourage members to work together to achieve their goals. Many candidates suggested organising competitions with other group clubs, organising seminars and inviting resource persons to educate members on the benefits of cooperation.

The basis for these strategies was that the knowledge and skills gained would allow members to appreciate the skills and abilities of each member, resulting in greater cooperation. This question produced the third largest mean score.

Question 3

This was also a popular question. The Knowledge component asked candidates to define government and laws, and to identify two different taxes a government collects from its citizens. Many candidates experienced difficulty in defining government and laws. Correct definitions included a group of persons or an agency or body in a country that has been given the power of authority to control and direct the affairs of the country. Incomplete definitions included the people in charge of the country and persons elected by their peers. Correct definitions for law included rules that have been written and enacted by the government of a country and carry penalties for violation. Some candidates could not distinguish between laws and rules. Many candidates were able to state two different taxes a government collects from residents. Popular responses included income tax, property tax, Value Added Tax (VAT) and General Consumption Tax (GCT)

The Interpretation part of the question asked candidates to give reasons why the government of a country needs revenue. Correct answers ranged from to build and maintain infrastructure in the country such as roads, bridges, airports and hospitals, to pay government employees and to provide services such as education and health and social benefits for the people especially the poor.

For the Application component, candidates were asked to suggest one strategy that may be used to encourage people to pay their taxes. Common responses ranged from educating citizens as to the use of the taxes they pay, enforcing penalties for those who do not pay taxes, reducing the amount of taxes people pay and introducing a more efficient system of tax

collection. The most common justification of the strategy was based on the belief that there would be greater willingness to pay taxes if persons knew what their taxes were used for. Other justification included the advantages of an efficient system which would lessen time wasted in joining long lines to pay taxes.

Section B: Development and use of resources

This section is divided into two parts. Part 1 consists of two structured questions and Part 11 consists of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

The Knowledge section of this question tested the candidate's knowledge of the concepts of life expectancy and crude death rate. Few students were able to define life expectancy correctly as the average number of years that persons in a given population are expected to live. Some correctly defined crude death rate as the number of deaths in one year per thousand of a population. Candidates were also asked to outline four factors affecting life expectancy. Popular responses included an increase in regular exercise, improved diet and nutrition, improved medical facilities and health care, and a reduction in stress levels.

For the Interpretation section, the candidates were provided with a population pyramid. Candidates were asked to write two statements about the pyramid. Correct responses included that the greater proportion of the population is in the lower age group; there are many young people in the population, and the percentage of females is slightly larger than that of males. Candidates were also asked to give one reason why a government needs information from a population pyramid. Many candidates gave correct responses such as for providing benefits such as old age pension for the elderly, employment opportunities for the youth, and educational facilities for the different age groups.

The Application section asked Candidates to suggest one strategy to the Ministry of Education to educate young people on healthy lifestyles. Good responses included introducing Health and Family Life Education in all schools, organising seminars and using resource persons to sensitise young people about healthy lifestyles. Many justifications were based mainly on the belief that increase in knowledge would help students to change unhealthy behaviour.

Question 5

This question tested candidates' knowledge of land pollution. For the Knowledge section, many candidates were unable to define the concepts of land pollution and physical resources. A correct response for pollution was the introduction of foreign substances into the environment that makes it unhealthy for humans. A larger percentage of the students were able to define physical resources as those gifts of nature and gave examples such as rivers, seas, land, minerals and forest. The description of two ways in which land may be polluted was poorly done. Many candidates simply wrote on pollution and not specifically on land pollution. Correct responses included the dumping of garbage on the streets, on beaches and in the gullies. Incorrect responses included discharge of raw sewage in rivers and seas.

The Interpretation section asked candidates to explain three consequences of land pollution. Again this section was poorly answered. For many candidates answers reflected water and air pollution. Good responses included an increase in health problems such as gastroenteritis and

dengue resulting from an increase in rats and mosquitoes because of the dumping of containers that create breeding ground for such pests.

For the Application section, candidates were asked to suggest to the government one measure it may introduce to reduce the effects of land pollution. Responses ranged from enforcing penalties for illegal dumping, having seminars to educate the public on the dangers of land pollution and providing support to non governmental agencies that mount clean-up campaigns. Common justifications were related to people obeying laws because of the embarrassment and fear of punishment, and belief that an increase in knowledge would create greater awareness of the causes of land pollution and greater care for the environment.

Question 6

This question was the least popular and had a low mean and a significant number of students scoring 0. It was based on globalization and its impact on CARICOM countries. The Knowledge section asked candidates to define globalization and state two negative effects of globalization on trade in CARICOM.

Many candidates were unable to define globalization and simply mentioned an increase in trade. The concept of the spread of technology, capital and businesses across the world was ignored. Many candidates also had problems relating trade in CARICOM to globalization. The most popular response for the negative effect was the competition with foreign goods that resulted in factories closing and people losing jobs in CARICOM states. Some candidates also mentioned the dumping of cheap and inferior goods in CARICOM countries.

The Interpretation section asked candidates to give three reasons why cooperation among CARICOM countries may reduce the negative effects on trade. This section was also poorly answered as candidates failed to make the link between cooperation and trade. The most popular response was the sharing of resources to create larger markets which would increase bargaining power and lessen the impact of competition.

For the Application section, candidates were asked to suggest to CARICOM citizens one action they make take to improve the quality of goods and services provided in their countries. The most popular response included buying and consuming goods produced in CARICOM countries and reporting to the relevant authorities the presence of inferior and defected goods so that they can be removed.

The justification related to the premise that buying CARICOM goods will provide greater profits for CARICOM producers and thus the incentive to produce quality goods.

Section C- Options

There were three questions in this section and candidates were required to answer one question. All questions were attempted. Question 8 was the most popular in the section and Question 9, the least popular.

Question 8

For the Knowledge part, the candidates were asked to describe two practices of an educated consumer. Popular responses included reading labels on goods, comparing prices and quality of goods before buying, and asking questions about goods and services. Candidates were

also asked to name two agencies that protect consumers in a country. Many students gave only one agency. The most popular response was the Bureau of Standards.

The Interpretation section asked reasons why consumers may need to be protected. This section was well answered by many candidates. Popular responses included to prevent citizens from being exploited by business people for example overcharging and that some consumers may be unaware of their rights.

The application section asked the candidates for one action consumers may take if their rights are violated. Actions included reporting the matter to the Bureau of standards and calling in to 'talk-show' programmes to report violation of rights.

Justification for the action emphasized sensitising the population about those businesses and agencies guilty of violating consumers rights so that other consumers will take appropriate action.

Question 9

This was the least popular question in Section C and was poorly done. It focussed on the ownership of mass media. The Knowledge section asked candidates to define mass media. The candidates performed well on the first section by defining mass media as means of communication which reach a large section of the population. However several candidates offered responses that focussed on mass communication. Most were able to give an example of electronic mass media as the radio and television and non electronic mass media as the newspaper. Identifying two types of ownership was also well done by the majority of the candidates. Types of ownership included private and state or government.

The Interpretation section asked candidates to give three reasons why citizens of a country may encourage private ownership of the media. Candidates gave responses that included a greater variety of programmes which catered to different interests and views and reduction of the influence of political interference.

The application section asked candidates to suggest to private owners of the media one action they could take to encourage the citizens to express their views concerning the media. Responses included conducting household surveys to highlight concerns and suggestions for changes. The justifications were generally vague and related largely to improving the service.

Question 10

For this question a stimulus based on the Knowledge section asked candidates to outline three benefits of tourism to the economy. The most popular responses included bringing in foreign exchange and creating employment for a variety of persons.

The Interpretation section asked candidates to give three reasons why the development of the tourist product may have a negative effect on the agricultural sector in the Caribbean. This section was poorly answered as candidates failed to make the link between tourism and agriculture. Popular responses included using agricultural lands for the building of hotels and the competition of foreign food with local grown food.

The Application section asked candidates to suggest one activity which governments may undertake to increase the benefits to agriculture from tourism. The responses were not well developed. A common response was encouraging hotels to use local food rather than imported goods. Most candidates failed to justify the action stated.

Paper 03/2: Alternative to SBA

This paper is written by private candidates. The objective was to test (I) candidates' knowledge of the research process, (ii) their Interpretation of data from a case study and (iii) their ability to analyze data to make recommendations.

Question 1: This required candidates to: select a problem from two choices given, give a reason for conducting an investigation, write an objective for the study, state the problem in the form of a question and identify a concept or term from the topic to be defined.

Topic (I) was 'Parents' Views on Sex Education in Primary Schools' (ii) Topic was 'Voter participation among Young Adults in General Elections'. Topic (i) was the more popular choice.

The responses to Question (i) demonstrated that the large majority of candidates could not perform the tasks that they were required to perform.

Very few candidates were able to formulate research questions as the majority presented those which either required 'yes/no' responses or were unrelated to the topic. Two examples of good research questions presented were as follows: What factors influence the participation of youth in general elections?

What are parent's views on sex education in the primary school?

Question 2: This tested candidates' knowledge of research concepts such as population, sample, research instrument, and their skill in selecting a sample. The performance on this question was weak and the majority of candidates did not score any marks. They displayed a complete lack of any knowledge of basic concepts of population and sample.

Question 3: Performance on this question was better as more candidates were aware of interviews and observations as research instruments. They could formulate a 'yes /no' question to be included in a questionnaire and they were able to list ways to display the data.

Question 4: In this question candidates were presented with a case study that required them to interpret data. The performance indicated that a few candidates were able to respond to the question; however the majority could neither formulate a research question nor state the sample size.

Question 5: This question tested candidates' ability to analyze data from a case study and to make recommendations. This was also an area of poor performance. Candidates were not able to analyze the data accurately and to state the findings of the research. The majority of findings presented were a repetition of the data from the case study rather than findings from an analysis of the data. An example of an appropriate finding was that 'the majority of women believed that HIV was transmitted by mosquito bites.'

In summary the areas of acceptable performance displayed by candidates were as follows:

1. Making recommendations based on data presented
2. Suggesting ways to display data
3. Identifying research instruments

The areas of very weak performance were as follows:

1. Describing a sample
2. Describing a sampling procedure
3. Giving a reason why a sample is necessary
4. Identifying a population for research
5. Stating the findings of a research study
6. Formulating a research question
7. Stating the objective/aim for conducting research

Suggestions

- Candidates can improve their performance on this examination. To do this they must seek adequate tuition that would allow them to prepare thoroughly for the exam.
- Candidates must understand that the questions require knowledge and understanding of concepts and the application and analysis of the information, thus everyday experiences and common sense are not sufficient to pass the exam.
- Candidates entering for Social Studies in the January examinations are advised to prepare themselves by studying the textual materials available rather than depending on experiential learning and common-sense.
- Candidates sitting the Paper 3/2 are advised to develop competencies in research skills and methodologies. Candidates do not possess the background knowledge and skills to answer the questions.
- Candidates are encouraged to make greater use of information in the self study resources and the guidance provided in the syllabus.

Examples of Common Responses from Scripts

Paper 03/2

Question 1

Topic: Parents' Views on Sex education in Schools

Voter participation Among Young Adults in General Elections

- 1 (a) Write one reason why you would want to investigate the topic you have chosen
- because sex education should not be taught in school
- 1 (b) State the aim of the study
- the aim of the study is to allow young adults to understand why they should vote in a general election
 - investigate whether parents educate their children on sex in the home
- 2 (a) State one reason for choosing a sample
- To gather information on the sample
 - To find out the behaviour of the sample in the constituency
- 2 (b) Describe how you would choose the sample for the study you have chosen
- From a group of persons to whom you would ask the question
 - Talk to different parents from different communities
 - Through questionnaires
- 2(c) Give one reason why you would have selected the method of sampling you described in (b) above
- Because a sample is a proportion of the people you need to interview
 - Because it gives you a fair idea of what parents think
- 3 (a) Identify TWO instruments other than questionnaires
- Surveys, graphs, books
- 4(a) State the problem the researcher investigated in the form of a research question
- Do you have any knowledge of what is the cause of increased discrimination of HIV
- (c) What was the sample size of the study
- 49% of the women are infected

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

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS**

MAY/JUNE 2009

SOCIAL STUDIES

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SOCIAL STUDIES
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2009

GENERAL COMMENTS

The June Social Studies Examinations offered by the Caribbean Examinations Council attracts both school and private candidates. The number of candidates entering for the General Proficiency examinations increased to 47 300 scripts in 2009. The overall performance has improved.

DETAILED COMMENTS

Paper 01-Multiple Choice

This paper consisted of 60 items distributed as follows: twenty four on Individual Interaction and thirty six on Development and Use of Resources. The items tested various levels of difficulty and provided adequate syllabus coverage. The performance in this paper compared favourably with that of 2007 and 2008.

General Proficiency

Paper 02 Structured Questions and Extended Essays

In this Paper there were 10 questions, three on Section A, four on Section B and three on Section C. Section B was divided into B1 and B11. Students were required to answer a total of 5 questions.

Section A: Individual Interaction

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

Question 1

This was the most popular question in Section A and the most popular on the paper. It tested the candidates' knowledge and understanding of juvenile delinquency and social issues affecting Caribbean families. Many candidates were able to correctly describe two factors that contribute to juvenile delinquency. Factors ranged from children suffering abuse in the home to poor communication between parents and children. Correct responses for social issues that affect Caribbean families included a high level of unemployment, sexual abuse and teenage pregnancy.

The Interpretation part of the question asked candidates to give three reasons why parents may not want their delinquent children to reside in the home. This part was well answered. Correct responses included the negative influence of the behaviour of the juvenile on younger siblings who may copy their behaviour and create greater conflict in the family and parents lacking the knowledge and skills to deal with delinquent children, thus preferring them to be elsewhere where they can receive help,

For the Application part of the question, candidates were required to suggest to youth leaders in their community, one strategy to change the behaviour of juvenile delinquents. Acceptable suggestions ranged from arranging for after school rehabilitation programmes where resource persons and previously delinquent children provide individual and group counselling and teach life skills to the delinquent children. Another recurring response included arranging parenting sessions during special Parent Teachers' Association meetings in which psychologists provide guidance and teach parenting skills. The success of these strategies was based on the change in the behaviour of the delinquent child, based on the understanding of his or her

problems and how to cope with them. For the parents, development of the skills and attitudes needed to cope with delinquent children would reduce conflicts in the family. Many candidates who attempted this question performed well.

Question 2

This question tested candidates' understanding of the concept of social groups and required identification of two groups to which children belong. Candidates were also asked to identify two characteristics of an informal group. The candidates defined a social group as two or more people who cooperate to achieve common goals. Candidates correctly identified church, family and peer groups as social groups to which children belong. Most were able to identify two characteristics of informal groups. Correct responses included that there are no written rules and there is no clearly defined structure.

The Interpretation section of the question, asked the candidates to explain three ways in which young people benefit from membership in formal social groups. Many correct responses included that participation in decision making in formal social groups leads to the development of a positive self image and confidence. Taking on leadership roles results in learning to be responsible and respecting the opinions of others.

The Application section asked candidates to suggest one way in which the leader of a youth club may encourage members to work together to achieve their goals. Some candidates suggested organising competitions with other groups or clubs in which members would have to practise and cooperate with each other to achieve success, and organising seminars and inviting resource persons to educate members on the benefits of cooperation.

The basis for these strategies was that the knowledge and skills gained would allow members to understand the goals and appreciate each member, resulting in greater cooperation.

Question 3

This was the least popular question in Section A. The knowledge component asked candidates to identify two rights of Caribbean citizens which are guaranteed by the constitution of their countries. The most popular and correct responses were the right to freedom, the right to vote and the right to a fair trial. Many candidates were able to describe two actions of the police that are considered violations of citizens' rights. Such actions included searching one's house without a search warrant and abusing citizens when questioning them about their activities.

The Interpretation section asked candidates to give three reasons why some citizens may not take legal action when their rights are violated by the police. Correct answers included lack of knowledge on the action to be taken; inability to pay lawyers' fees and fear of police retaliation.

The Application section asked candidates to suggest to the leadership of the police force in their country one action the police may take to reassure citizens that their rights will not be violated. Answers included community policing allowing for citizens and police to discuss community business and cooperate in solving crime.

The most common justification of the strategy was based on the belief that if the police and citizens learn to cooperate, they would begin to trust each other and the citizens would be willing to come forward and identify the criminals in their society.

Section B: Development and Use of Resources

This section is divided into two parts. Part 1 consists of two structured questions and Part 2 consists of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

The knowledge section of this question tested the candidate's knowledge of the concepts of death rate and natural increase. Many candidates correctly defined death rate as the number of deaths per 1000 persons in a population within one year. Some candidates incorrectly defined death rate as the number of persons who died in a population. Some candidates also confused death rate and infant mortality rate. Responses such as the number of babies per 1000 deaths in a given population were incorrect. Some candidates also gave correct answers to natural increase as the increase in population due to an increase in birth rates over death rates. Responses such as the difference between birth and death rate were incorrect. Candidates were also asked to describe two factors that may have caused the death rate to decline in some Caribbean countries in recent years. Correct responses included increased access to health facilities such as hospitals and health clinics, improvement in lifestyles such as proper diet and regular exercise and eradication of infectious diseases.

The Interpretation section asked candidates to calculate the natural increases, using the table showing birth rate and death rate figures for two countries. While some candidates gave correct responses, others revealed a lack of understanding of the concept of natural increase. Candidates were also asked to give two reasons why a developing country should strive to reduce its high birth rate. Correct responses included the inability of the country to provide the social services, such as education and health, to satisfy requirements of an increasing population.

The Application section asked candidates to suggest to the government of their country one way to encourage the citizens to have smaller families. Some responses did not attest to the democratic nature of the Caribbean countries especially in the justification section. Popular responses included conducting workshops with resource persons to teach citizens about family planning methods and introducing legislation to limit families having not more than one child or in some cases two children. Many justification statements were based on the belief that if persons are aware of the difficulties involved in raising large families they would not have large families.

Question 5

This question tested candidates' knowledge on water pollution. For the knowledge section many candidates were able to name two water pollutants. Correct and popular responses included oil spills in seas, fertilisers seeping into water bodies and discharge of raw sewage in rivers and seas. The Knowledge component also asked candidates to state two ways in which air becomes polluted. Correct responses included burning of garbage which releases poisonous fumes into the air, fumes from motor vehicles and smoke from factories. Some candidates wrote on pollution and not specifically air pollution.

The Interpretation section asked candidates to explain three ways in which air pollution affects the quality of life of Caribbean people. This section was not well done as some students did not link the effect of air pollution to quality of life. Correct responses observed that it increases respiratory diseases such as asthma and bronchitis.

For Application, candidates were asked to suggest to community groups one strategy to reduce air pollution. Strategies warranting full marks included conducting workshops with resource persons to educate citizens on the causes and dangers of air pollution and how to reduce it.

Common justifications were based on the belief that an increase in knowledge would create greater awareness of the causes of land pollution and greater care for the environment.

Question 6

This question was the least popular and had a low mean and a significant number of students scoring zero. It was based on Caribbean integration. The Knowledge section asked candidates to give three areas of cooperation among CARICOM member states. The most popular responses were education, through CXC or UWI, and law, through the Caribbean Court of Justice. Some students were unable to give examples.

The Interpretation section was poorly done as most candidates were unable to give three reasons why the smaller Caribbean states may experience problems when trading with the larger states. Appropriate responses included inability to compete with the larger territories because of high costs of production and difficulty in meeting quotas because of low levels of production.

The Application section asked candidates to suggest to CARICOM leaders one activity which would demonstrate how CARICOM states can integrate more effectively. Suggestions included greater discussion and agreements on improving trade relations between the countries at the Head of Governments' meetings and removing immigration restrictions on travel in the region for CARICOM citizens.

Question 7

Candidates were asked to write an essay and to begin by describing three factors that lead to rural-urban migration. Most popular responses were lack of employment opportunities in rural areas, lack of educational facilities such as colleges and universities and lack of infrastructure and services such as electricity and running water. The Interpretation section which asked for three reasons why the government of a country may discourage migration into the urban areas was not well done. Some students wrote on international migration. Many candidates associated migrants from rural areas with poor, unemployed people lacking in knowledge and skills and unable to get employment. Best answers stated that migration resulted in excessive overcrowding in urban areas resulting in the creation of slum and squatter settlements and the depopulation of the rural areas.

The Application section was also poorly done as candidates were asked to suggest to urban residents, one strategy to improve relations between themselves and migrants to their communities. Some students gave answers which ignored the concept of improving relations between themselves and the migrants. Popular responses included encouraging the migrants to participate in Neighbourhood Watch meetings which would help them to know the community and its members. The justification was based on the premise that knowing what is expected in the community would improve relationships.

Section C- Options

There were three questions and candidates were required to answer one question in this section. All questions were attempted. Question 8 was the most popular in the section and Question 9, the least popular.

Question 8

Candidates were asked to identify two ways in which family members use energy in the home. They identified cooking, washing, ironing and using electricity bulbs for lights. The Knowledge section also asked candidates to describe two ways in which family members conserve energy. Most students answered the question correctly, mentioning turning off lights when not in use, and use of cheaper sources of electricity such as solar energy.

The Interpretation section asked candidates to give three explanations of how a country may benefit when citizens conserve energy. Some candidates had difficulty in linking energy conservation with benefits to the country. Popular responses included that a lower energy consumption level results in less importation of fuel and thus savings in foreign exchange.

The Application section asked the candidates to suggest one strategy that a consumer organization may use to promote energy conservation practices. Strategies include organising consumer exhibitions to demonstrate the use of energy saving appliances and educating people on how to receive loans to purchase equipment. Incorrect responses include consumer organizations making laws to force consumers to conserve energy. Justification given for the action was that people would conserve energy if it resulted in lower electricity bills and savings for the family.

Question 9

This was the least popular question in Section C and was poorly done. It focussed on the ownership of the media. The knowledge section asked candidates to define mass media. The candidates performed well on the first section by defining mass media as means of communication which reach a large section of the population. However several candidates offered responses that focussed on mass communication. Most were able to give two examples of mass media as the radio, television, internet and the newspaper. Candidates were also able to state two functions of the mass media. These included education, entertainment and information.

The Interpretation section asked candidates to explain three benefits to be gained by citizens through government ownership of the media. Candidates gave responses that included greater emphasis on local programmes which would educate citizens about their cultural heritage and also greater emphasis on citizens participating in the affairs of the country through “call-in programmes” in which they address concerns to government ministers.

The Application section asked candidates to suggest one action that a government may take to improve media services to the public. A popular response was ensuring that operators of television and radio stations have broadcast licences and are fined if they operate without such licences. The justifications were based on people obeying rules and regulations because of the fines involved and the embarrassment when they are punished.

Question 10

For this question, the candidates were asked to write an address for a town hall meeting on developing tourism. The candidates began by listing two activities that Caribbean countries promote for eco tourism or nature tourism and two activities for heritage tourism. Many candidates listed hiking through forests, scuba diving and bird watching for eco tourism and visits to museums and cultural festivals for heritage tourism. Many candidates were able to state two factors that may attract health-conscious tourists to the Caribbean. Such factors included the gyms for exercise, health cuisines and a clean environment.

The Interpretation section asked candidates to explain three ways in which Caribbean countries benefit from a variety of tourism products. Correct responses include greater employment opportunities for citizens, more foreign exchange generated to assist in development, and the development of different resources in both rural and urban areas.

The Application section asked candidates to suggest to the Ministry of Tourism in their country, one strategy that may encourage citizens to invest in the tourist industry. A common response was providing workshops for citizens in which tourism experts will provide pamphlets and advise citizens on the benefits of investments and available loan arrangements. Justification was based on the premise that people will invest in the industry if they know that there are benefits to be gained and that affordable loans are available.

Paper 03/1: School Based Assessment

The popular research topics were 'Crime', 'School Indiscipline' and 'Teenage Pregnancy'.

Many of the projects had clear problem statements such as 'How does crime affect people in my community?' 'Why is there an increase in indiscipline in my school?'

There were however many problem statements that were not clear, and some questions required yes/no responses. Formatting research questions requires guidance and frequent practice. Some questionnaires were too lengthy and in some projects, candidates had difficulty handling the volume of data produced.

Generally, data were presented in three different forms. The figures were well drawn and displayed accurate data. In some projects however, different types of bar graphs were presented as the three different forms, and many of the figures were not labeled. This made the data difficult to read. Different forms could be bar graphs, tables and pie charts. Students must be given practice with different ways of displaying data such as graphs, pie charts and tables, so that they will become familiar with their use.

There was marked improvement in the explanation and interpretation of data. Candidates used terms such as '... the data mean that ...', or '... this may have been as a result of ...'. They made comparisons and drew inferences and made adequate references to the data in the interpretation. The weaker responses however failed to link the interpretation section to the original problem statement. Most candidates presented findings and recommendations from the data, but very few of them presented any implementation procedure.

Most projects were well presented in neatly bound in folders. However there were too many submissions that were presented as loose pages. A greater attempt, for example securing the pages, should be made to improve the presentation of some projects. Students should be encouraged to submit their projects in folders that are sufficiently sturdy to keep the pages together.

Plagiarism continues to be a concern. Three SBAs were plagiarized from the model 'Efficiency of Garbage Collection ...' presented in the text book 'Modules in Social Studies', by Ramsawak and Umraw, and a fourth had taken the topic and substituted some data. Penalties were applied to these projects.

Recommendations

1. Students who plagiarize miss a valuable opportunity to practise a variety of thinking skills and demonstrate their creativity in producing a project. Teacher should emphasize to students the value of the SBA in preparing them for future research activities.

Plagiarism also defeats the values goals of Social Studies – honesty, diligence, pride in ones' self etc. It is an unlawful action. If these points are explained clearly to students, there may be fewer cases of plagiarism.

2. Students who attempt novel SBA topics should be commended; however teachers should guide such students in the selection of manageable problem statements at their level. For example 'Do children who grow up with their fathers have a higher level of intelligence?' proved a difficult problem statement for the candidate to manage. Likewise, 'What are the reasons why people voted in the last general elections?'
3. When group projects are submitted, teachers should instruct students to show some individuality in their submissions; for example in the data presentation, recommendations and implementation tasks.
4. It is important to write clearly the title of the project on the cover page.

5. In marking the **final copy** of the SBA, teachers write many comments on the projects. In order to maintain clear moderation principles and eliminate any possible bias that may occur, teachers should not write comments on the projects, but possibly keep these comments separate.

Paper 03/2: Alternative to SBA

This paper is written by private candidates. The objective is to test (i) candidates' knowledge of the research process, (ii) their interpretation of data from a case study and (iii) their ability to analyze data to make recommendations.

This examination consisted of five questions. Questions 1 - 3 tested candidates' knowledge of basic research concepts and the research process. Questions 4 and 5 tested their application of research concepts and skills.

Question 1

The topic choices were as follows 'The Impact of Video Games on Students' Academic Performance' and 'The Growing Number of Street children in my Community.' Candidates seemed interested in both topics as they were equally popular in selection.

The majority of candidates formulated clear questions from the topic, for example 'Why is the number of street children in my community growing?' 'What is the impact of video games on students' academic performance?' In comparison with the previous year, candidates presented fewer yes/no questions as research questions. They were able to state plausible reasons for conducting the investigation, but many candidates were not able to identify a data source.

Question 2

Candidates were required to demonstrate their knowledge of research concepts of population, sampling method, bias in research and limitations of a study. Few candidates described the sampling procedure although the term random was mentioned by some. In many of the responses performance could have improved if candidates had described **how they selected the random** sample. More candidates were aware of possible limitations than ways of introducing bias into the research.

Question 3

This question tested candidates knowledge of the concepts of research instruments, research ethics, as well as their knowledge of various ways of displaying research data. It also tested their knowledge of formulating questions for a questionnaire. Generally, candidates could formulate questions for a questionnaire. However many candidates still lack knowledge of the concept of research instruments. Possibly more frequent use of the term during instruction may assist students in developing familiarity with it.

Question 4

This question required application of research concepts and recorded an average level of performance. Many candidates were not able to formulate an acceptable research question from the problem in the case study and they also had difficulty identifying two research instruments that were applicable to the case study. This confirms difficulty with the concept of **research instruments**.

Question 5

This question required candidates to interpret data provided in a case study. The overall performance was fair. The main areas of weakness were candidates' inability to differentiate between findings and conclusion of the case study and to calculate the statistics to complete the table.

Recommendations

The following research concepts must be taught and studied adequately – instrument, population and sampling procedure. Candidates must learn how to choose a sample and also how to express findings and conclusions after studying data. Good performance depends on thorough preparation.

General Recommendations to Teachers

Teachers and students need to recognize that the questions set in the examination require candidates to have a clear understanding of the terms and concepts stated in the syllabus. A wide variety of textual materials as well as updated materials on topics must be utilised. Guided research, concept teaching, cooperative group work and field work are an integral part of the learning and teaching Social Studies. Both teachers and students must be cognizant of the democratic processes in the Caribbean and the need to foster the values, skills and attitudes needed for Caribbean citizenry. This is highlighted in the application and justification of questions. Although life experiences are valuable, these experiences are not sufficient for the demands of the syllabus. Justification must be based on the concepts and the unifying themes of the Social Studies Syllabus. The following are useful reminders for teachers and candidates:

1. Candidates need to be familiar with the objectives, contents and unifying concepts as outlined in the syllabus and to have a clear understanding of what knowledge is required of responses to questions.
2. All instructions stated with regards to answering questions should be followed.
3. Candidates should be clear about their choice of questions in each section of the paper.
4. Candidates should select questions from the options for which they were prepared.
5. Students need to be guided in doing research, understanding concepts and analysing and clarifying values where necessary.
6. A democratic classroom environment is necessary to model the democratic processes, values and attitudes integral to teaching and learning Social Studies.

**CARIBBEAN EXAMINATIONS COUNCIL
HEADQUARTERS**

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE**

JANUARY 2010

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

GENERAL COMMENTS

The January 2010 Social Studies Examinations offered by the Caribbean Examinations Council attracted mainly private candidates. The examination consisted of three papers, Paper 01, Multiple-Choice items, Paper 02, Structured Questions and Extended Essays and Paper 03/2, the Alternative to the School Based Assessment (SBA). The number of candidates entering for these examinations increased from 2743 scripts in 2009 to 5208 scripts in Paper 02 in 2010, and from 2304 to 3397 scripts for Paper 03/2. Overall performance has remained stable.

Some questions in Paper 02, particularly in Section A of the syllabus, continue to be popular. However, there remains a lack of in-depth knowledge and understanding of some key terms and concepts indicated in the syllabus. The Interpretation profile presented challenges to most candidates with responses lacking development. For the Application profile, many responses were not appropriate and well developed. Most candidates were unable to provide relevant justifications. The candidates who were prepared for the examination wrote responses that clearly reflected use of knowledge and application of the skills learnt.

Many responses for Paper 03/2 reflected a lack of knowledge and understanding of basic research concepts and skills.

DETAILED COMMENTS

Paper 01 - Multiple Choice

This paper consisted of 60 multiple choice items and examined the core syllabus in the Knowledge and Interpretation profiles only. The items were distributed as follows: 24 on Individual Interaction and 36 on Development and Use of Resources. The items tested various levels of difficulty and provided adequate syllabus coverage. The mean score of both proficiencies compared favourably with that of 2008 and 2009.

Paper 02 - Structured Questions and Extended Essays

In this paper there were 10 questions; three on Section A, four on Section B and three on Section C. Section B was divided into parts B (I) and B (II). Candidates were required to answer a total of five questions. Performance was generally moderate.

Section A: Individual Interaction

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

Question 1

This was the most popular question in Section A. It was attempted by approximately 88 per cent of the candidates. It tested candidates' knowledge and understanding of socialization within the family. Many candidates were able to correctly outline three aims that parents have for socializing their children. Popular and correct responses included teaching their children the values of society such as honesty and respect; developing their self esteem and confidence; and preparing children to learn to cooperate and interact positively with others.

The Interpretation part of the question asked candidates to explain three consequences that are likely to occur as a result of poor socialization practices. This section was also well answered. Appropriate responses included children experiencing problems in school such as being unable to relate to other candidates and to resolve conflicts peacefully during group work exercise; showing lack of respect towards others, including candidates and teachers, which affects teaching and learning; and becoming delinquent children whose behaviour creates social and emotional problems for family members.

For the Application part of the question, candidates were required to suggest one way the school can assist the family in the socialization process. An example of an acceptable suggestion was that of introducing compulsory sessions for all candidates, in which positive values and attitudes are taught and resource persons such as psychologists and family counsellors are invited to provide guidance and share experiences of effects of socialization with the candidates.

The effectiveness of the strategy was based on the premise that if candidates understand and adopt the positive values and attitudes, then these would be displayed at home and passed on to others, especially to younger siblings. The overall performance of candidates was good.

Question 2

This question was attempted by only 30 per cent of the candidates. It tested candidates' understanding of the concepts of government and in particular coalition government. The Knowledge section asked candidates to define terms such as 'general election', 'candidate' and 'constituency'. The candidates defined general election as a process in which people vote to select a government to run a country. Most of the candidates did not include democratic process in the definition. For 'constituency', most candidates stated that it was 'an area for election'. Few candidates defined it as an official electoral area defined by the electoral commission.

The Interpretation section asked the candidates to give two reasons why a coalition government may be formed after a general election. The popular and correct responses included when there is no clear majority of seats obtained by a single party in an election to exercise a majority in parliament and because of a national crisis, the governing party may have interest in forming a government of national unity. Many candidates gave incorrect responses. The Interpretation section also asked candidates to explain one problem that can arise within a coalition government. The main responses included the difficulty in arriving at a consensus on government policies because of different political beliefs, philosophies and party loyalties, conflicts arising in the allocation of ministries, and problems in choosing the Prime Minister or President since all parties have their leaders.

The Application section asked candidates to suggest to voters one action they may take to maintain orderly voting on polling day. Most candidates suggested that voters should take their identification cards with them and form a line to enter the polling station and leave the polling station immediately after voting, instead of congregating outside to discuss election issues.

The justification as to why the action would ensure order was that the use of identification cards and forming lines would result in less time wasted in having to swear in voters and to ensure that those who arrive early vote before others, which sometimes results in voters becoming impatient and abusive. The overall performance was poor.

Question 3

The Knowledge component of this question asked candidates to outline three characteristics of authoritarian leadership. Most candidates gave correct responses which included the leader making decisions without consulting members, not delegating authority to others in the group, and not listening to the suggestions of other members of the group or organization.

The Interpretation section asked candidates to give three reasons why the democratic style of leadership is usually considered the best. Correct answers ranged from the leader involving the members in the decision making process thus promoting team work and high levels of cooperation among members; the leader respecting the views and opinions of the members and catering to the needs of the members thus developing a high level of commitment to the organization; and the recognition of productivity and a reward system which encourages high productivity and quality work among members.

The Application section asked candidates to suggest one guideline that may help the new executive committee of a sports club to lead effectively. A relevant response was that the members should be allowed to take part in planning and decision making by volunteering for membership in committees in which they would assist in the development of plans for the organization.

The most common justification for such a guideline was that people work best when they feel that they belong and that they are positively contributing to an organization in which they are seen as assets rather than liabilities. This was a popular question and the overall performance was satisfactory.

Section B: Development and Use of Resources

This section was divided into two parts. Part I consisted of two structured questions and Part II consisted of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

The Knowledge section of this question tested the candidates' knowledge of the concepts of migration. Many candidates defined migrant as a person who moves from one place to another to settle or a person who relocates to another country. Incorrect answers did not include the concept of permanency or settlement. Most candidates could identify two types of internal migration. These were mainly rural to urban and urban to rural. Other candidates gave the specific names of urban and rural places where movement occurred. Incorrect answers for types of internal migration included international migration. The Knowledge section also asked candidates to state one effect of the type of migration they named in (a). Effects included the development of slums and squatter settlements especially in the urban areas because migrants are unable to afford housing, and the loss of labour in farming areas resulting in low agricultural productivity for the country.

The Interpretation section asked candidates to give three reasons why some people may choose not to migrate from the Caribbean. Correct responses included that people may not want to leave immediate family and relatives which could affect them emotionally and psychologically, people may be very patriotic and have no desire to live elsewhere, and that some people prefer the warm tropical climate of the Caribbean which allows persons to enjoy certain activities all year. This part was well done.

The Application section asked candidates to suggest to the government one way of regulating immigration. Popular responses included improvement in security such as using scanning and surveillance technology and the use of trained dogs at entry points to prevent illegal migration and setting criteria for employment such as specific type of skilled and professional occupations, level of qualification, years of experience, English language proficiency and an age limit of less than 40. The justification was that the specific criteria for employment would limit the number of persons who would qualify for immigrant status. Generally, the question was satisfactorily answered.

Question 5

This question tested candidates' knowledge of energy resources. The Knowledge section asked candidates to name four resources that produce energy for the Caribbean. Correct and popular responses included petroleum, water, sun and wind. This part of the question was well done. Candidates were also asked to state two sectors in the economy that use energy from these resources. Candidates gave responses which included the names of companies and institutions. A few candidates gave responses such as the agriculture, mining, manufacturing and industrial sectors.

The Interpretation section asked candidates to give three reasons why energy is expensive to produce from the resources available in the Caribbean. This section was not well done. Correct responses included the fact that most Caribbean governments have to borrow loans and pay interest rates to produce such energy and this increases the cost of production. Also for some countries, multi-national companies are involved in exploiting the resources and this may involve a high cost of imported technical labour.

The Application section asked candidates to suggest one measure that the government may introduce to help reduce the cost of energy to the consumer. An appropriate response was that the government should encourage the use of alternative energy such as solar energy and that encouragement should include subsidizing the cost of solar panels.

A common justification was based on the belief that a government subsidy on solar panels would make the installation more affordable to many persons and thus provide the incentive for business to invest in solar energy. This would make it cheaper in the long run. Overall the candidates' performance on this question was less than satisfactory.

Question 6

This question was a popular one. The Knowledge section asked candidates to outline three ways in which coastal waters may become polluted. Popular and correct responses included dumping of sewage in coastal waters from hotels, homes and industries located along the coast, run off of fertilizers from agricultural areas encouraging the growth of algae and the destruction of the coral reefs, and oil spills from large tankers transporting crude oil. This part of the question was well done.

The Interpretation section asked candidates to explain three ways in which coastal water pollution may affect the economy of a country. The candidates explained that the destruction of reefs affects fish life and thus reduces catch and the livelihood of fishermen. Contaminated beaches reduce the number of tourists willing to use such beaches and thus impacts on tourist arrivals and loss of foreign exchange earnings. For some candidates, responses were vague and did not reflect how pollution can affect the economy.

The Application section asked candidates to suggest one measure that may be used to reduce the level of coastal pollution. Suggestions included public awareness sessions through "call in programmes" in which persons are informed of the causes and consequences of coastal pollution and how each person can help to monitor coastal pollution. Another popular measure was enacting laws to regulate the disposal of solid waste and enforcing severe fines for noncompliance.

The justification for enacting laws was based on the premise that most people obey laws because of the fear of the punishment of either being jailed or having to pay fines with resulting embarrassment for themselves and immediate relatives. Overall, the performance was satisfactory.

Question 7

Candidates were asked to write an essay on the importance of education in Caribbean nations. The candidates began by outlining three educational needs that require the spending of large sums of money. Most popular responses were the training of teachers for all levels of education, the subsidizing or full payment of the cost of education for candidates, for example, examination fees and the provision of furniture and equipment for schools.

The Interpretation section asked candidates to give three reasons for the expansion of the provisions for education. This section was not well done. Correct responses included the emphasis on early literacy and numerical skills and thus expansion of early childhood education through the building of new schools and upgrading of the existing facilities; emphasis on skill development to meet the needs of a globalized economy and thus increases in the provision of technical and vocational education, and also an increasing population with a large proportion within the 4–24 age group, resulting in an increase in money allocated for education.

The Application section asked candidates to suggest one way in which governments may reduce expenditure without lowering the quality of education. This section was not well done as candidates had difficulty in linking reduction in expenditure and maintaining quality. Correct responses included partnership with private businesses and non-governmental organizations to assist in providing science and computer laboratories as well as maintenance for schools, utilizing school buildings more efficiently for homework, evening and summer classes and conferences, and providing vegetable seeds, plants and animals such as chickens for school agricultural projects for which produce will be used for school meals.

The justification for partnership was based on the premise that if private businesses assisted in providing finance, capital and expertise, then this would significantly reduce government spending and also provide high technology facilities that will enhance learning. Overall the performance was unsatisfactory on this part of the question.

Section C: Options

There were three questions set in this section and candidates were required to answer one. All questions were attempted.

Question 8

This was the least popular question in this section. Candidates were asked to prepare a talk on the topic 'demand and supply are influenced by a number of factors'. The Knowledge section required candidates to identify three factors that affect the demand for goods and services. Popular and correct responses included the size of the consumer's income, the consumer's taste and preference for certain goods, the availability of substitute goods at affordable prices and family tradition. Candidates were also asked to identify three factors that affect the supply of goods and services. Responses included the price of the goods, the prices of the factors of production and the state of the technology.

The Interpretation section asked candidates to explain how each of the demand factors affects consumers. Popular responses included that if one's income is small, such a consumer would be unable to purchase or access necessary goods and services such as nutritious food, educational books, medical and dental services. The consumer's taste and preference may result in him/her purchasing expensive and brand name goods to create an impression of wealth. This results in the consumer becoming heavily indebted and unable to cover other expenses. The availability of substitute goods, usually at cheaper prices, means that the consumer will be able to purchase a larger quantity and variety of goods without an increase in income and will be more able to satisfy the needs of the family.

The Application section asked the candidates to suggest one way in which the government may make basic items affordable to consumers. Suggestions ranged from exemption of taxes such as general consumption tax (GCT) from basic food items and publicizing the list of such goods to the consumers; making available discounts such as government food stamps and coupons and providing subsidies to encourage the production of locally grown food and manufactured goods. This would result in lower production costs.

Justification for implementing a subsidy was based on the premise that if cost of production is reduced, then it is expected that reduced costs will be passed on to the consumers. Overall, the performance on this question was moderate only.

Question 9

The stimulus for this question was the caption, 'The Mass Media – the Voice of the Caribbean'. Candidates were asked to write a newspaper article in support of linking the Caribbean region through the mass media. The candidates began by outlining three ways in which linking the Caribbean through the media can benefit citizens in Caribbean countries. Correct responses included Caribbean citizens benefit by becoming knowledgeable about the social, political and economic issues in the various Caribbean countries through Caribbean news. They are able to provide financial, human and capital assistance to Caribbean neighbours during natural disasters such as hurricanes, earthquakes, volcanic eruptions and flooding. Opportunities are provided for trading especially on the stock market based on the information received. This part of the question was well done.

The Interpretation section asked candidates to give three reasons why citizens may voice complaints about the quality of the regional media. Responses ranged from receiving incorrect and biased information about certain Caribbean territories because of limited research on the particular issue; giving more air time to particular territories because of interest and allegiance to that territory; and unavailability of high quality entertainment packages highlighting local and regional talents.

The Application section asked candidates to suggest one way in which media personnel may help to improve the quality of the regional media. A popular response was through the organization of a series of regional workshops in which experienced persons and researchers would provide updated information on media policy and quality. Conducting tours of media houses and providing exchange programmes for sharing ideas would also improve quality.

The justification was based on the fact that a highly educated media workforce with regional experience would be more likely to provide quality service. Overall, candidates' performance was satisfactory only.

Question 10

For this question the stimulus was the caption, 'Tourism is an extremely vulnerable industry'. As a Minister of Tourism, candidates were asked to prepare an address for a meeting of the Caribbean Tourism Organization on the topic. This question required candidates to begin by listing three tourism products offered in the Caribbean. The correct responses included, sand and sea, health, sports, music, festivals, food, heritage and eco-tourism. The candidates were then asked to identify three factors that hinder the development of the tourism industry. Some of the correct responses included tourist harassment, high levels of crime, poor infrastructure such as roads, and competition from other tourist destinations. Most candidates did this part of the question very well.

The Interpretation section asked candidates to explain three consequences of the factors identified. An example of a correct explanation was that tourist harassment results in tourists becoming afraid of leaving their hotels to explore the tourism products which can reduce their length of stay and discourage them from informing other visitors and friends of their experience. This can result in a reduction of visitors to the island and a loss in foreign revenue.

For Application, candidates were asked to suggest one measure that CARICOM countries may take to deal with one of the factors identified. A common response to deal with competition included marketing the region as one major tourist destination by creating a regional marketing agency in which all islands would contribute. Advertisements would include the attractions of all the islands and encourage travel between the islands. This part of the question was poorly done.

The justification was related to the premise that combining all the attractions in the region would create a mega tourist destination with different tourism products, thus satisfying the varying needs of tourists. This would reduce competition from larger tourist destinations.

Suggestions to Candidates

- Candidates must understand that the questions require knowledge and understanding of concepts and the application and analysis of the information. Thus everyday experiences and common sense are not sufficient to do well on the examination.
- Candidates can improve their performance especially as it relates to concepts by engaging in concept mapping techniques to improve understanding.
- Candidates must be taught to develop the skill to transfer knowledge across themes and topics, and pay closer attention to the unifying themes of the syllabus.

- Candidates are advised to use their syllabus and become familiar with the required objectives, unifying concepts, skills and attitudes to be developed and extent of content. They must avail themselves of the variety of resource materials available to them including the CSEC Social Studies Manual for self study and distance learning.

Paper 03/2: Alternative to SBA

This paper is written by private candidates. The objective is to test (i) candidates' knowledge of the research process, (ii) their interpretation of data from a case study, and (iii) their ability to analyse data to make recommendations.

Question 1

This required candidates to select a problem from two choices given, give a reason why the topic was important to them or their community, write a research question for the study, state why the research question would be considered a good one and state two sources that could be used to obtain the data.

Topic 1 was 'The role of the police service in my community' and Topic 2 'Opportunities for senior citizens in my community'. More than 60 per cent of the candidates selected the first topic.

Many candidates were able to give reasons why the topic was important but had difficulty formulating research questions — questions that would direct the investigation and could not be answered by a yes/no response.

Some examples of good research questions written were:

- What is the role of the police service in your community?
- What are your views on the police service in your community?
- What available opportunities are there for the elderly in your community?

Question 2

This tested candidates' knowledge of sources, data collection, use of the data collection instrument, and disadvantages in using the particular instrument. The performance on this question was weak. Many candidates displayed a complete lack of knowledge of the concept 'sources'. Many identified data collection instruments but were unable to describe how they would develop the instrument and use the instrument to collect data. Many of those who identified an instrument were able to state one disadvantage of using the instrument.

Question 3

Candidates were asked to give reasons for the choice of sources of data for the research, the method used to analyse the data and reasons for the choice of method. Performance on this question was also poor.

Question 4

In this question candidates were presented with a case study on the study habits of students which required them to interpret data. They were asked to state the focus of the study, the sample size, and two features of the sample. The performance indicated that many candidates could state the focus of the research, the sample size and the features of the sample.

Question 5

This question tested candidates' ability to display the data from the case study, write two questions which might be included on a questionnaire relating to study habits of the candidates, and to draw one conclusion related to the study habits. This was also an area of poor performance. Some candidates were able to display the data accurately and most were able to write clearly stated questions. Such questions included, 'Do you study for the CSEC examination?', 'How much time do you spend doing your assignments?', 'Do you have a study timetable?' Many candidates had problems stating one conclusion that was clear and relevant from the study. Some responses were simply repetition of the data from the case study. An example of an acceptable conclusion was that 'students in the study did homework assignments at different times of the day'.

In summary, the areas of acceptable performance displayed by candidates were as follows:

1. Giving reasons for the importance of the topic
2. Focus of the research
3. Disadvantage of using a data collection instrument
4. Displaying the data
5. Sample size
6. Features of a sample
7. Writing questions for a questionnaire

The areas of very weak performance were as follows:

1. Formulating a research question
2. Understanding why a research question is good
3. Stating data sources
4. Giving reasons for choosing data sources
5. Developing a data collection instrument
6. Using the data collection instrument
7. Describing the method of analysing data
8. Giving reasons for choice of method
9. Writing a conclusion

Suggestions to Candidates

- Candidates can improve their performance on this examination by seeking adequate tuition that will allow them to prepare thoroughly for the exam. The performance on the paper demonstrated a clear need for adequate preparation for the examination.
- During instruction, it is necessary to provide opportunities for candidates to practise formulating research questions. As with any other skill, practice is necessary to achieve efficiency.
- One method of assisting candidates with their preparation is to allow them to engage in small supervised research projects that will focus on the basic concepts being tested in the examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**SOCIAL STUDIES
GENERAL PROFICIENCY**

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GENERAL COMMENTS

Paper 01 - Multiple Choice

This paper consisted of 60 items distributed as follows: 30 on Individual, Family and Society and 30 on Sustainable Development and Use of Resources. The items tested various levels of difficulty in the Knowledge and Comprehension profile and provided adequate syllabus coverage. Performance on this paper was satisfactory.

Paper 02 - Structured Questions and Extended Essays

This paper consisted of three sections, labelled A, B and C comprising 10 questions. Candidates were required to answer a total of five questions. Each question was worth 20 marks. The profiles tested were Profile 1, Knowledge and Comprehension, and Profile 2, Application, Evaluation and Problem-solving.

DETAILED COMMENTS

Paper 02 – Structured Questions and Extended Essays

Section A: Individual, Family and Society

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

Question 1

This was the most popular question in Section A and the most popular on the paper. It tested candidates' understanding of family unions and family types, responsibilities of siblings within a specific union, laws to protect children, and actions to reduce conflicts in the family. It was attempted by approximately 95 per cent of the candidates and had the second highest mean score in this section.

In Part (a), most of the candidates understood the difference between family type and family union and correctly identified the union as common law and the family as nuclear. Incorrect responses included visiting union and sibling family.

Part (b) was generally well done. Candidates stated two likely duties of older children when they are responsible for their siblings. There were varying responses with popular ones ranging from physical to emotional responsibilities. These included *preparation of their meals, supervising and helping them with their homework and disciplining the younger siblings.*

Part (c) asked candidates to give two reasons why there are laws to protect children in the family. This posed difficulty for most candidates who were not knowledgeable of the laws and why these laws exist. Correct responses included *to prevent child labour in cases where children are allowed to work regular working hours for wages to help support the family, to ensure that children inherit what rightfully belongs to them on the death of their parents and to prevent parents, relatives, family friends and other persons from physically and emotionally abusing the children.*

Part (d) which focused on application, evaluation and problem-solving skills asked candidates to suggest to parents three actions they might take to reduce conflict in the home. The responses were varied and correct responses included

Action 1: Parents need to begin a job search using the newspapers and any other means and apply for higher paying jobs suitable to their qualifications.

Action 2: Parents and children should attend professional counselling sessions to get advice and guidance on managing family stress.

The following is an example of a relevant, feasible and well-explained justification for Action 1.

Obtaining higher paying jobs would enable parents to earn sufficient money to hire someone to take care of the children. This would allow the older children to socialize more with their friends and thus reduce conflicts in the home.

Many candidates who attempted this question performed well.

Question 2

This question tested candidates' understanding of the concept of norms, benefits of education to the individual, and areas in the curriculum which equip young people with skills to deal with rapid changes in today's society. The question also asked candidates to suggest strategies the government may adopt to make education more readily available to all sections of society and to give the justification for the success of the strategies. It was attempted by approximately 90 per cent of the candidates and had the highest mean score.

In Part (a), most candidates were unable to define norms. Correct responses ranged from standards of behaviour existing within groups or unwritten rules that guide behaviour within a group.

Part (b) asked candidates to state two ways in which education benefits the individuals. The benefits were well known by many candidates. Popular and correct responses included

- (i) *Education prepares individuals for the world of work by providing them with knowledge, skills and attitudes to function in the workplace.*
- (ii) *Education provides individuals with opportunities for social mobility and thus the development of positive self-image.*

Part (c) asked candidates to choose two areas of the school curriculum and explain one way in which each area equips young people with skills to deal with the rapid changes in today's society. Popular responses included *extra-curricular activities such as clubs and societies, community service, school subjects such as Science and Technology, Social Studies and Physical Education*. A popular response was that *extra-curricular activities develop leadership skills such as communication, advocacy and participatory skills*. These are essential to survival in contemporary societies.

Part (d) (i) tested the application, evaluation and problem-solving components. Candidates were asked to suggest to their government, three strategies that may be adopted to make education more readily available to all sections of the society. Candidates' responses reflected awareness of the problems of providing educational opportunities for all. Popular responses that were well developed and clearly explained included the following:

Strategy 1: Government should introduce free education from pre-school to the tertiary level. This should include abolition of fees, free books, lunch and health care for students from the basic to secondary level. At the tertiary level, students would not pay tuition fees.

Strategy 2: Government should implement zoning policies concerning allocation of schools so that students are placed in secondary schools based on their location and accessibility to schools and not mainly on scores received in an examination.

Part (d) (ii) asked candidates to justify each strategy given in (d) (i). The following is an example of a relevant, feasible and well-explained justification for Strategy 1. *Even if the government provided more schools in communities, many people in the society are poor and therefore cannot afford to send their children regularly to school, some go without books and without lunch. Making education free, would solve these problems, thus making education available to the poor.*

Question 3

Question 3 was based on the system of government in some Caribbean countries. Candidates were provided with a diagram of the system of government in some Caribbean countries and asked to answer questions related to the diagram. This was the least popular question in this section with the lowest mean score.

The knowledge and comprehension section comprised Parts (a) — (c). Part (a) (i) asked candidates to identify the system of government illustrated in the diagram. Some candidates responded correctly by naming the system as a *constitutional monarchy* or *monarchy*. Although many candidates could not identify the system of government represented by the diagram, they responded correctly in Part (a) (ii) by naming one CARICOM country that uses the system of government represented by the diagram.

Part (b) tested candidates' knowledge of the House of Representatives and the Senate. This section was not well answered. Correct responses indicated that one characteristic of the House of Representatives and the Senate is that the House of Representatives consists of elected members while the Senate consists of appointed or nominated members.

Part (c) asked candidates to give two reasons why some CARICOM countries do not have Governors General. Responses that were correct and well-explained included the following:

- (i) *Some of the independent CARICOM countries have changed their constitution to become Republics and thus the Head of State is the President and not the Governor General.*
- (ii) *The system in which the Governor General represents the Queen of England is seen by some countries as a legacy of colonialism that must be abolished. The Queen is merely a figure head and does not participate in the governing of the country. Some of these countries have replaced the Governor General with a President.*

Part (d) (i), the application, evaluation and problem-solving section, asked candidates to suggest to citizens three actions they may take if they wish to prevent the legalization of marijuana. This section was not well done by most candidates. Some actions suggested could only be implemented by governments. The following are correct responses that were well developed and clearly explained.

Action 1: Citizens could arrange peaceful demonstrations in various sections of the country and use placards to inform the citizens of the harmful effects of marijuana on people.

Action 2: Citizens could sign their names on petitions which would be distributed across the territory. The signed petitions would be collected and sent to representatives to be taken to parliament for discussion.

An example of an inappropriate response was that citizens should visit the marijuana fields and burn all the plants.

Part (d) (ii) asked candidates to explain why each of the actions was likely to work.

An example of a relevant, feasible and well-explained justification for Action 1 was that *peaceful demonstrations island wide would develop a deeper awareness of the harmful effects of marijuana*

among a larger section of the population. With such knowledge many people would become involved in the campaign and pressure the government against legalization.

Section B: Sustainable Development and Use of Resources

This section was divided into two parts. Part I consisted of two structured questions and Part II of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

This question tested candidates' understanding of the population concepts crude birth rate, natural increase and infant mortality. Candidates were given a table with population data including crude birth rate, crude death rate and rates of natural increase and asked to answer the questions. This was not a popular question and had a low mean score.

Part (a) asked candidates to define 'crude birth rate'. Many candidates responded correctly by stating that it was the *number of live births per 1,000 persons each year in a particular country*. Some candidates simply stated the number of births in a country.

Part (b) required that candidates state two factors that may contribute to a decrease in the birth rate in a country. Many candidates were not knowledgeable of these factors. Correct responses ranged from increased educational level of women who prefer to advance their careers and occupy prominent positions in their institutions, rather than child rearing to the wide acceptance of family planning methods by both males and females.

Part (c) (i) asked candidates to use the table to calculate the missing rates for each country. Most candidates were able to calculate the rates correctly.

For Part (c) (ii), candidates were asked to give one reason why a country may not want to reduce its rate of natural increase. Correct responses which were well-explained ranged were:

- (i) *There may be an insufficient labour force in the country and thus the population policies would be to increase rather than reduce the rate of natural increase*
- (ii) *The country may be under populated and thus the resources cannot be fully utilized. Reducing the rate of natural increase would result in the country becoming dependent on immigrants to promote development.*

Parts (d) (i) and (d) (ii) assessed application, evaluation and problem-solving skills. Candidates were asked to suggest three strategies they might use to maintain a low infant mortality rate to planners in their country. They were required to explain why each strategy was likely to be successful. Correct responses for strategies which were well developed and clearly explained included

Strategy 1: To increase community health centres and equip them with trained health personnel, and improved services such as vaccination and immunization programmes for all children up to three years old. Services would involve prenatal care for expectant mothers.

Strategy 2: To organize community workshops with health professionals to educate the women on the importance of prenatal care such as monthly check-ups and care of the newborn baby. These workshops would be free of cost to residents.

An example of a relevant, feasible and well-explained justification for Strategy 1 was the following:
The use of trained health personnel and the availability of vaccinations and immunization programmes would give infants protection against diseases such as measles and whooping cough which could cause death.

It is important to note that some candidates misunderstood the strategies to keep the infant mortality rate low and strategies to keep birth rate low.

Question 5

This question tested candidates' knowledge of the term 'environment', solid waste disposal and the importance of proper disposal to the economic prosperity of a named Caribbean country. Parts (a), (b) and (c) assessed knowledge and comprehension and Parts (d) (i) and (ii) assessed application, evaluation and problem-solving skills. A high percentage of students attempted this question. It produced the highest mean score for the examination.

Part (a) asked candidates to define the term 'environment'. Popular responses included the combination of factors on earth such as physical and human which impact on life. Part (b) asked candidates to state two problems cities face in getting rid of solid waste. Correct responses to problems included

- (i) *The location of dumping sites which are in close proximity to areas of settlement which create health problems for the residents.*
- (ii) *The improper disposal of solid waste in rivers and gullies which may cause flooding.*

Part (c) created problems for some candidates who failed to make the connection between proper garbage disposal and the economic prosperity of a named Caribbean country. Some candidates did not identify the Caribbean country. An example of a correct response which was well-explained was *proper disposal of garbage prevents the breeding of rodents and flies and reduces contamination of food and thus illnesses such as diarrhoea and gastroenteritis. A healthy population is needed for the economic prosperity of a country, for example, Barbados.*

For Part (d), most candidates were able to suggest three strategies that governments may use to reduce pollution of the environment. The following are examples of correct strategies which were well-developed and clearly explained.

Strategy 1: Governments should institute measures such as the training of a special branch of the police force as 'environmental enforcers' who would work across the island to prosecute offenders who are violating the laws which serve to protect and conserve the environment. This includes the pollution laws.

Strategy 2: The Ministry of Education should make environmental education compulsory in all schools, from early childhood to secondary and ensure that all teachers are trained to teach environmental education.

The following is an example of a justification for Strategy 1 that was relevant, feasible and well-explained. *If students are taught environmental education which includes pollution and the effects on the environment from an early age, they will develop the appropriate values and attitudes and become environmental stewards and pass on these values to others. This will reduce pollution in the long term.*

Question 6

This question tested candidates' knowledge of the CARICOM Single Market and Economy (CSME). It assessed candidates' knowledge and comprehension of the topic and the application, evaluation and problem-solving skills related to CARICOM issues. This question was not popular and some candidates obtained low scores. Candidates were asked to write an essay on the stimulus, 'The CARICOM Single Market and Economy (CSME)'. The knowledge and comprehension section asked candidates to name two member countries of the CSME. Many candidates correctly identified the

countries. They were then asked to state two benefits that Caribbean people can obtain from being members of the CSME. Correct responses included *skilled Caribbean workers can obtain jobs in the different Caribbean member countries and Caribbean people can obtain goods at cheaper prices because of reduced trade barriers among the countries.*

Candidates were further required to explain two factors that hinder economic integration among Caribbean countries. Correct responses that were well-developed and clearly explained to warrant full marks included

The countries are at different levels of development and those which are at a higher level such as Jamaica, Trinidad and Barbados may consider that they will carry most of the responsibilities in the integration movement, which would retard their development.

The countries produce similar goods and thus there is competition among the territories to produce goods for inter-regional trade and trade on the international market.

To assess the application and evaluation components, candidates were asked to suggest three strategies that CARICOM leaders may use to strengthen the CSME. An example of a strategy that was well-developed and clearly explained was that *Caribbean leaders should implement similar immigration policies that would reduce restrictions in travelling and the discrimination shown to persons travelling from countries such as Guyana.* A relevant, feasible and well-explained justification for the strategy was that *if CARICOM citizens are treated with respect and dignity when travelling to the other islands and in seeking jobs, they would help to agitate for the development of the CSME based on their positive experiences.*

Question 7

This question tested candidates' knowledge of CARICOM's response to natural disasters in the region. It was the more popular one in this section and the third most popular in the examination. Performance was only fair. Some candidates also gained very low scores.

Candidates were asked to write an essay on the stimulus 'CARICOM: Helping Disaster Victims'. The knowledge and comprehension section required that candidates identify one natural disaster faced by Caribbean countries and state two effects of the natural disaster on the physical environment of the Caribbean. Many candidates correctly identified a natural disaster and popular responses included *hurricanes, volcanoes and earthquakes.* Many also gave correct responses for the effects. For example, candidates stated that *hurricanes which are usually associated with high winds result in the destruction of forests and other types of vegetation.* Another effect was that *the beaches are destroyed due to the high and powerful waves which remove sand from the beach.*

To assess knowledge and comprehension skills, the question continued by asking candidates to name the regional organization which has been established in the Caribbean to manage disasters and to give two reasons why Caribbean governments need to cooperate in the event of a disaster. Few candidates answered correctly by naming the Caribbean Disaster Emergency Response Agency (CEDERA) as the regional organization. Correct responses included the fact that *there may be damage to infrastructure such as roads and buildings and the country may be unable to rebuild these without aid from Caribbean neighbours.* *Some areas may be isolated and people may be without water, food and emergency supplies for days. A country may have sufficient trained personnel, equipment and supplies to help in the rescue mission, thus cooperation from among Caribbean governments would be necessary.*

Candidates were asked to suggest to citizens three measures they may take to assist community members in the event of a natural disaster. An example of a measure that was well-developed and clearly explained was for *citizens to organize themselves in various groups to do voluntary work in cleaning different sections of the community.* *Activities included removing fallen trees and properly*

disposing of the dead animals. A well explained justification for the measure was that if citizens helped in cleaning the community immediately after the disaster, this would prevent health problems such as the outbreak of diseases.

Section C – Optional Questions

There were three questions in this section and candidates were required to answer one. Question 10 was the most popular and Question 8 the least popular. All questions were attempted.

Question 8

This question tested candidates' knowledge and understanding of the ways in which artistic and creative works are protected. This was the least popular question in this section. Some candidates performed satisfactorily.

The question began with the stimulus of Caribbean artistes asking for help to protect their work and to stop piracy and plagiarism. Candidates were asked to write an article for a newspaper based on the stimulus. The knowledge and comprehension section required candidates to state what was meant by plagiarism. The complete definition was expected to include two features of plagiarism. Correct responses included

This is the illegal use of someone else's work such as writing or painting without acknowledging the source and giving the impression that it is your own creation. This is the illegal use of someone else's intellectual property, for example, his/her writing such as poems stories, research publications and photographs.

Candidates were required to identify two other categories of artistes apart from musicians who require protection for their work and to give two reasons why the work of artistes need to be protected. Responses for categories ranged from architects, poets and authors to photographers, artists and journalists. Examples of popular responses that were well-developed and clearly explained were

- (i) *The artiste spent many hours and invested money to create his work. Thus his work must be protected to ensure that he earns income for the work to meet his needs.*
- (ii) *The reputation of the artistes must be protected by preventing other people from making changes to the original work.*

To assess application, evaluation, and problem-solving skills, candidates were asked to suggest to musicians, in particular, three strategies they may use to reduce piracy of their work. Many innovative strategies were given. However, in some cases, overlapping of strategies occurred. Examples of such strategies that were well-developed and clearly explained were

Strategy 1: Report the matter to the police who would conduct an investigation so that the pirates may be arrested and the case taken to court for trial.

Strategy 2: Embark on public education campaigns using specialists in the area of piracy to deepen awareness and knowledge of what piracy is, how it occurs and why people should not purchase pirated work.

Strategy 3: Lobby the government to pass copyright laws, indicating the punishment for those who violate the laws.

The following is an inappropriate strategy:

Musicians should locate the pirates and punish them for stealing their work.

A relevant, feasible and well-explained justification for Strategy 1 was that *the pirate would not want to be arrested as this would result in embarrassment for the pirate and his family as well as additional costs in securing a lawyer for his defence. Furthermore if he/she is found guilty he/she may have to pay a fine or serve time in prison. Therefore, to avoid possible arrest, he/she would be less inclined to pirate the music which would reduce instances of piracy.*

Question 9

This was a popular question in Section C. It tested candidates' knowledge and understanding of the benefits of savings. The stimulus consisted of a conversation piece which introduced the candidates to a scenario based on the opening of a savings account with the credit union.

Candidates were asked to outline two advantages of saving with a credit union. This section was well answered and popular responses included

Credit unions provide credit at reasonable rates of interest to their savers compared with some large commercial banks; the customer can open various types of savings account including a shares account in which he or she is entitled to borrow from the shares without depleting the amount in the account, and as a saver you are given financial advice and counselling on savings, borrowing and pension plans.

Candidates were then required to outline two ways a country benefits from the savings of its citizens. Correct responses included *banks use the savings of citizens to generate investments by lending to businessmen who increase production and employment in the country and governments can borrow from the banks instead of lending agencies such as the International Monetary Fund which may result in the laying off of workers.* Candidates were asked to explain two reasons why the governments of Caribbean countries regulate financial institutions. Popular and clearly explained responses included *to protect citizens from banking with financial institutions which are unlicensed and which could result in the loss of savings such as the situation with Cash Plus in Jamaica, and since there are many financial institutions in a country with different methods of operation, there must be a regulatory body such as the government to help control their actions.*

For the application, evaluation and problem-solving marks, candidates were asked to suggest to credit unions three actions they may take to encourage their members to increase savings. An example of a suggestion that was clearly explained was *to provide incentives such as cash prizes or the chance to win a three-bedroom house to regular savers who maintain a minimum balance of a certain amount for a year.*

A relevant, feasible and well-explained justification for the strategy was that *given the hard economic times that people are experiencing, they will be willing to make the sacrifice to increase savings if they have a chance to win cash or a house that would improve their standard of living.*

Question 10

This was the most popular question in this section with the highest mean score. It tested candidates' knowledge and understanding of cruise tourism.

For this question the stimulus was a table on the number of cruise ship visitors to selected islands in 2002 and 2007. Candidates were asked to address a group on the benefits of the cruise industry. The knowledge and comprehension section required that candidates define the term 'cruise passenger'.

Most candidates defined a 'cruise passenger' as one who 'visits a place by yacht, cruise ship or any other means by sea'.

Candidates were then asked to outline four benefits of cruise ship visitors to any country. Correct responses for the benefits included *contribution to government revenue from berthing fees, increase in foreign exchange earnings from the purchase of goods such as souvenirs, increase in employment opportunities for the citizens who make items for sale to the tourists and improved tourism products such as eco-tourism which enhance the beauty of the country.*

However, some candidates did not answer this section well and spoke of the benefits to the visitors and not the country.

The final question in this section asked candidates to answer questions related to the table. Many candidates answered these correctly.

The evaluation, application and problem-solving section asked candidates to suggest three strategies the government may use to increase the number of cruise ship visitors. The following are examples of correct, well-developed and well-explained strategies.

Strategy 1: The Minister of Tourism and Ministry of Justice should collaborate to increase the number of specially trained police and security personnel to patrol the tourist areas and the sites visited by tourists to reduce harassment.

Strategy 2: Government may have to borrow money from lending agencies to expand the harbour facilities to accommodate the large luxury cruise ships.

A relevant, feasible and well-explained justification for Strategy 1 was *crime is a major deterrent to visitors, increasing the number of security personnel in tourist areas would provide a feeling of safety and contentment and cruise ship passengers would be encouraged to return and take many others with them, thus increasing cruise ship visitors.*

RECOMMENDATIONS

Candidates

The new structure of the examination paper requires that candidates answer a question on CARICOM. Most candidates obtained low scores for the questions on CARICOM, reflecting a lack of knowledge and understanding of issues pertaining to CARICOM. Candidates are advised to use the objectives for the regional integration section, the CARICOM website, newspaper articles and other media reports on CARICOM to help to improve their performance on the questions.

The application, evaluation and problem-solving profile requires that candidates use an informed position, principles based on fostering responsible behaviour and the promotion of democratic values and attitudes in proposing suggestions for social problems. The strategies should be relevant and feasible. Also, candidates must be aware that some suggestions may not be applicable to some groups.

The essay-type questions are structured to guide candidates in organizing their responses. There are too many cases where responses are disorganized and where sections of the questions are located in various parts of the essay. Candidates are thus advised to organize their responses based on the format of the question.

The suggestion of a strategy, measure or action, must be well-developed and clearly explained to achieve full credit. The definition of concepts continues to pose problems for candidates. Candidates are advised to use concept mapping techniques to develop an understanding of the concepts.

Teachers

- Teachers must engage students in problem-solving exercises such as case studies to enhance responses to the application, evaluation and problem-solving section.
- Teachers should also engage students in concept mapping exercises to improve understanding and application of concepts.
- Teachers should engage students in the process of skill-building so that they will be able to apply problem solving, critical thinking and research skills in information gathering to enhance responses.
- Teachers should discuss with students the rationale for Social Studies and the skills and attitudes to be developed. This subject must go beyond knowledge acquisition.

Paper 03/1 School-Based Assessment

Overall, performance on the SBA was good. The majority of the sample, 61 per cent scored in the upper ranges.

The popular topics were 'Teenage Pregnancy', 'Crime', and 'Drug Abuse'. While these topics are all relevant and acceptable, it would be good for teachers to suggest a list of non- traditional topics that are related to the Social Studies syllabus, from which they can encourage students to make a choice of topic.

Some examples of non-traditional topics that were very interesting were as follows:

- How has the decline in tourism from 2005 to 2009 affected tourism related activities in the community of ----?
- What are the factors which cause internal migration from --- into urban areas?
- What are the effects of poverty in my community of ---?
- What are the students' views towards the school rules at --- High School?

Many projects had clearly expressed problem statements such as

- How prevalent is unemployment among the youth in the community of ---?
- What are some of the factors that contribute to the abuse of drugs by some young people residing in ---?
- What problems are faced by single parent families in ---- District?

Clearly formulated problem statements are written in question form and they provide a focus for conducting the research. In some projects, candidates failed to write the problem statement in question form and they also included too much information in the question. The other tasks were well done in the majority of samples. However, there were areas of weakness in the following tasks:

Task 4: Data Collection Instrument — Instruments that were well constructed were those which had a few open-ended questions among the questions and which had questions that were relevant to the research question. Students should be instructed accordingly.

Task 6: Data Presentation: — Many candidates did not present their data in three different forms. There are **different ways** of presenting data that are applicable to this SBA from which students may select three: **pie charts, bar graphs and tables, tally charts, pictographs**. The majority of candidates presented three different types of bar graphs or pie charts as three different ways representing the data. In some scripts, much of the data presented was biographical and this was insufficient to support the problem statement.

In order to strengthen performance in this task, students should be exposed to the different ways of presenting data and should be provided with adequate opportunities to practise using them. This is important as this section is worth six marks.

Task 7: Data Analysis and Interpretation: — This was also an area of weak performance for many candidates. Following the presentation of each data set, candidates described the statistics presented. The analysis section was presented later as a repetition of the description that had been presented earlier rather than as an analysis of how the data addressed the problem statement. It is important to encourage students to analyse the data with relevance to the problem statement.

Generally, candidates presented findings and recommendations from the data but very few of them presented any implementation procedures for the recommendation. In the procedures that were provided, more description of the implementation was necessary.

Most projects were well-presented and neatly bound in folders. However, there were some submissions that were presented as loose pages. A greater attempt, for example, securing the pages, should be made to facilitate easy handling of these projects.

There were four instances of plagiarism of the sample SBA, 'The Efficiency of Garbage Collection...' presented in the textbook *Modules in Social Studies* by Ramsawak and Umraw. Due vigilance should be exercised to discourage students from engaging in this practice.

While collaboration on project work / SBA is acceptable, students should be directed/ encouraged to present elements of the SBA that identify the individual effort of *each* student in the group. It is not acceptable to submit for moderation five **identical samples** as representing the efforts of five different students.

Produced below are two examples of clearly developed implementation procedures that are relevant to the recommendations presented. Students should be encouraged to read them as a form of guidance in preparing their projects.

Example 1:

1. Recommendation: Community support groups should be organized in order to help persons who are going through a crisis and would usually turn to drugs for help.

Implementation Strategy: The government could set up workshops to train persons on how to counsel people with addictions and how to help them overcome them. These trained personnel could then go into the community centres around the country and set up support groups to give guidance to the abusers.

2. Recommendation: Improve the standard of living in (named community) by developing basic infrastructure and provide better social facilities. This will most certainly prevent members of (named community) from migrating.

Implementation Strategy: To improve the standard of living in Sherwood will be very costly but with the holistic effort of community members, the second recommendation can become a reality. The strategy is the creation of a home-coming committee which will send out invitations to all community

members currently living in urban areas. The committee would then organize fund raising and other charitable events to generate large sums of money. All proceeds from fundraising would go directly to improving the standard of living in the community.

Paper 03/2 – Alternative to School-Based Assessment

This examination consisted of five questions. Questions 1 — 3 tested candidates' knowledge of basic research concepts and the research process. Questions 4 and 5 tested their application of research concepts and skills.

Question 1

The overwhelming choice of topic was Topic (ii) 'Views of the Citizens in My Community on Abortion'. Many candidates had difficulty stating a clear problem statement. However, some examples of appropriate problem statements written for the topic were as follows:

- The study will uncover what people really think about abortion.
- The study will show what citizens in my community think about abortion.

Topic (i), 'Factors that Influence Deforestation in My Community', was the less popular topic.

Examples of appropriate problem statements for this topic were:

- This study will seek to find out the factors that influence or cause deforestation in my community.
- This study will show why our forests are being depleted and try to find a solution to the problem of deforestation.

Stating a problem requires that candidates focus on the topic that is given. Frequent practice of this skill is therefore recommended to enable candidates to perform well in this aspect of the examination. Performance on the remaining sections of the question was good.

Question 2

This question was generally well done, except for Part (c) which required candidates to formulate a research question. In preparation for the exam, candidates must be instructed that research questions provide direction to the entire study. Therefore, research questions should be clear, stated in question form, and may not be answered by a yes/no response.

Appropriate examples were:

- What is the most common reason for deforestation?
- What is the main reason for deforestation?

Question 3

This question tested candidates' knowledge of the concept of 'sampling'. Performance was very poor because the majority of responses to (a) and (b) indicated that candidates were not familiar with the concept of sample in research.

Some methods of sample selection are as follows:

Random sampling — use a lottery system in which all the names are placed in a box and the required sample size is drawn out.

Stratified sampling — group the population into strata and select the required number randomly from each strata.

Purposive sampling — choose from the population a sample of only those who have special information on the topic being investigated.

Candidates performed slightly better on Part (c) which tested their knowledge of research ethics. To improve candidates' performance on this question, preparation for this examination should pay close attention to basic research concepts and research skills.

Question 4

This question presented candidates with a case study that required application of some research skills and knowledge of some research concepts to interpret the case. Many candidates performed well on this question scoring in the upper ranges of 5 — 9. Responses to Part (d) indicated that candidates had difficulty formulating an appropriate research question. Some appropriate examples presented were as follows:

- What is the main method of farming in Mount Rosa?
- What are the farming practices of the farmers in Perth?
- What type of farming is done in Perth?

Question 5

Candidates were also required to practise research skills in this question. Performance was generally weak as many candidates were unable to calculate the statistics provided and to draw a bar graph.

In the preparation of candidates for this exam, the areas requiring most urgent attention are:

- Expressing a problem statement
- Drawing a bar graph
- Knowledge of the concept of sampling
- Formulating an appropriate research question

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JANUARY 2011

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The January 2011 Social Studies examination offered by the Caribbean Examinations Council consisted of three papers — Paper 01, multiple-choice items, Paper 02, structured questions and extended essays and Paper 03/2, Alternative to School-Based Assessment. The number of candidates entering for the examinations was approximately 3400.

Some questions in Paper 02, particularly in the core section of the syllabus, continue to be popular but there remains a lack of in-depth knowledge and understanding of key concepts defined in the syllabus. The Interpretation profile presented challenges to most candidates with responses lacking development. For the Application profile, many responses were not appropriate and well developed. Many candidates were unable to provide relevant justifications. The candidates who were prepared for the examination wrote responses that reflected good use of knowledge and application of the skills learnt.

Some responses for Paper 03/2 generally reflected insufficient knowledge and understanding of basic research concepts and skills.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 multiple-choice items and examined the core syllabus in the Knowledge and Comprehension profiles only. The items were distributed as follows: 30 on The Individual, Family and Society and 30 on Development and Use of Resources. The items tested various levels of difficulty and provided adequate syllabus coverage. The mean score for the paper was 38.81 out of 60 compared with 34.23 in 2010 and 37.70 in 2009.

Paper 02 – Structured Questions and Extended Essays

In this paper there were 10 questions — three on Section A, four on Section B, and three on Section C. Section B was divided into two parts, B(i) and B(ii). Candidates were required to answer a total of five questions.

Section A: Individual, Family and Society

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

Question 1

This question tested candidates' understanding of the functions of the family, the ways in which parents can prepare children for financial responsibilities and the measures that poor families can use to become self-reliant.

Part (a) was generally well done with most candidates being able to define procreation as “producing new members for the continuation of society”.

Part (b) was generally well done by most candidates who were able to identify two other functions of the family. Popular responses included socialization and providing emotional support.

Part (c) was also generally well done with most candidates correctly describing two ways parents can prepare children for financial responsibilities. Correct responses included providing children with weekly or daily allowances to encourage them to budget and save regularly from their allowances at an early age.

Part (d) (i) was not well done by many candidates. The concept of self reliance was not understood by the weaker candidates. The candidates who understood self-reliance gave detailed suggestions such as home gardening in which short-term crops such as vegetables could be planted in pots if the land space was limited.

Part (d) (ii) was generally well done by candidates who performed well in Part (d) (i). Candidates who did not understand the concept of self-reliance performed poorly in this part.

Question 2

This question was designed to test candidates' understanding of the characteristics of formal and informal groups, the factors that encourage students to become members of a defined social group, the different types of interaction among social groups, and measures which may be used in dealing with deviant groups in schools.

Part (a) was generally well done, reflecting an understanding of the concepts of formal and informal groups, the differences between the groups and the characteristics of such groups. Weaker candidates were unable to state the differences between the formal and informal group.

Part (b) was generally well done. Most candidates gave responses that revealed an awareness and understanding of the factors that encourage students to become members of a school gang. Responses included a family environment where children are abused and unloved, and thus had a need for acceptance and recognition among peers.

Part (c) was also well done by most candidates. A detailed and popular response was that "conflict arises between members of a school gang and other students at school because gang activities such as bullying, stealing and cursing result in quarrels and fights between members of both groups". In some cases, responses were not detailed and candidates gave reasons for conflicts within the gang and not between the gang and other members of the school community.

Part (d) (i) was well done by most candidates. An example of a detailed and popular response is "creating a mentorship programme with students of similar backgrounds who have achieved in many areas of school life".

Part (d) (ii) was satisfactorily done by most candidates whose responses were based on the premise that the measures would change behaviour in the long term.

Question 3

This question was designed to test candidates' knowledge of the concept of a floating voter, voter participation in elections, and interpretation of statistical data in the form of a table.

Part (a) was poorly answered as most candidates were unable to define floating voter. Few responses included a complete definition such as "a voter who is not affiliated to any political party, but may cast a vote for any one party".

Part (b) was well answered and most candidates were able to state two pieces of information that can be found on a voter's list. Responses included the voters' name, registration numbers and addresses.

Part (c) was well done. Candidates were able to give correct responses based on the interpretation of the information in the table.

Part (d) (i) was not well answered by some candidates who suggested programmes that did not cater to the needs of youth voters. An appropriate response was "the establishment of an agency with a revolving loan scheme where a young person can access small loans to start a small business without the type of collateral required by commercial banks".

Part (d) (ii) was generally well done by candidates who performed well in Part (d) (i), but some candidates failed to explain fully why the suggested programmes would work. A fully developed response was that unemployed youths who are desirous of starting a business face difficulties mainly because of the collateral needed by financial institutions. A revolving loan scheme with less collateral demand would create greater employment opportunities for youth voters interested in self-employment.

Section B: Development and Use of Resources

This section was divided into two parts. Part (i) consisted of two structured questions and Part (ii) consisted of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

This question was designed to test candidates' understanding of concepts related to employment, factors and procedures to be considered in being self-employed, and their ability to interpret statistical data in the form of a bar graph.

The knowledge and comprehension part of the question was generally well done. Most candidates were able to describe the pattern of employment for men and women, using the graph. A correct response was that there were more women employed than men over the years 2004–2006. Weaker candidates were unable to interpret the bars.

Part (b), which required reasons why persons do not want to be self-employed, was also well answered and a popular response was that "some persons may not want to be self-employed because they are unwilling to take the financial risks involved in setting up businesses and the loss that would result if the

business failed”. Other suitable responses included an unwillingness to undertake responsibility for others’ welfare.

Part (c), which targeted understanding of the difficulties likely for a young person in becoming self-employed, was well done by most candidates. Difficulties identified included inability to provide collateral to ensure loans and lack of a viable business plan.

Part (d) (i) was well answered by most candidates. This addressed the strategies that could be used to create jobs. A popular strategy was that the government should build factories in various areas with high unemployment rates to process local agricultural produce such as oranges, banana, plantain, yam, cassava and peppers.

Part (d) (ii) was well answered by candidates who did well in Part (d) (i). A justification for the strategy highlighted in (d) (ii) was that of the multiplier effect for employment as more persons would become involved in farming because of the available market and the greater number of jobs which would be created in the manufacturing process and the delivery of the goods.

Question 5

This question tested candidates’ knowledge of the uses of major natural resources in the Caribbean region and their comprehension of the proper and improper practices related to sustainable development and the uses of forest resources.

Part (a), which tested Knowledge and Comprehension, was generally well done with most candidates identifying recreational uses of forests such as bird watching, camping, hiking and photography. The weaker candidates identified uses that were not recreational such as the removal of forests for building houses.

Part (b), which required candidates to identify activities which contribute to the removal of forests, was generally well done and yielded responses such as the development of housing estates, large-scale mining operations, large-scale agriculture such as banana and sugar cultivation.

Part (c) was also well done by most candidates. Candidates were required to give reasons for conservation of forests. Correct responses included “the conservation of forests reduces soil erosion and helps to maintain soil fertility. Farmers will achieve high yields without large application of fertilizers thus reducing cost of production”. Weaker candidates did not develop their responses.

Part (d) (i) was not well answered by most candidates. A popular but undeveloped response was that government should pass legislation. Some candidates mentioned “introduce measures to preserve forests” but responses were not detailed.

Part (d) (ii) was not well answered as candidates did not develop their responses with justifications of why the measures would succeed.

Question 6

This question was designed to test candidates' understanding of concepts and terms associated with regional integration, challenges facing the Caribbean region, and the role of individual citizens and business organizations in the integration process.

The Knowledge and Comprehension part of the question was not well answered. Few students could define 'trade liberalization' as the movement towards the removal of trade barriers among members of the World Trade Organization. Some candidates simply wrote the removal of trade barriers. Few candidates also defined 'trade bloc' as a group of countries that have special trading arrangements among them so that they can trade freely with each another.

The second part of the Knowledge and Comprehension section was not well done as candidates wrote of difficulties Caribbean countries face when trading with member countries and not when trading with countries outside of the region which was the required response.

The Application, Evaluation and Problem-Solving section of this question was not well done by most candidates. A good suggestion of how a manufacturers' association can help to improve Caribbean trade was that manufacturers can establish businesses in different Caribbean countries using local raw materials within the region and thus produce a variety of goods for export. Some of the weaker candidates wrote responses which were outside the control of manufacturers such as passing laws to prevent competition from larger, developed countries.

Question 7

This question tested candidates' understanding of the major stages in the integration movement, functions of the Heads of Government Conference, and the role of individual citizens in the integration process.

The Knowledge and Comprehension part of the question was well answered. Most candidates could correctly identify attempts at integration such as Federation, Carifta and CARICOM. Most candidates also correctly identified two member countries of the 1958 Federation.

The second part of the Knowledge and Comprehension section was, however, not well done by most candidates who did not know the purposes of the Heads of Government Conference.

The Application Evaluation and Problem-Solving section was well done by most candidates who cited examples of cooperation among Caribbean governments following the earthquake in Haiti.

An example of a suitable justification was that the provision of skilled manpower would assist in the provision of timely and appropriate care for the sick or wounded after a disaster.

Section C: Options

There were three questions in this section and candidates were required to answer one. All questions were attempted.

Question 8

This question tested candidates' knowledge of modes of communication, factors influencing the use of modes of communication, and the impact of communication technology on business operations in the Caribbean.

The Knowledge and Comprehension part of the question was well done by most candidates who could identify the electronic modes of communication and the socio-cultural factors preventing Caribbean citizens from using the available modes of communication. However, some candidates highlighted geographical and economic factors rather than socio-cultural ones, such as poverty and lack of income, ignorance of the technology and low educational levels.

The section on modern communication technology and business operations was satisfactorily done as most candidates made the connection between communication technology and business operations regionally. Weaker candidates ignored the concepts of business operations and regional location of businesses, focusing instead on descriptions of technology.

The Application, Problem-Solving and Evaluation part of the question was well done by most candidates.

Candidates were required to suggest measures that governments could take to increase the use of technology. Measures generated included allowing access to loans at low interest rates, collaborating with the private sector to provide Internet centres and introducing IT classes at adult learning centres.

Question 9

This question tested candidates' understanding of the concept of consumers, good consumer practices and factors influencing consumer practices.

Performance on the Knowledge and Comprehension part of the question was weak. Most candidates gave an incomplete definition of a consumer. The complete definition should have included the idea of "individuals or groups of individuals, or institutions that use goods or services".

Generally, candidates were able to outline benefits of good consumer practices. The weaker candidates simply outlined good consumer practices and had difficulties in distinguishing between wants and needs to give correct responses.

The Application, Evaluation and Problem-solving part of the question was well answered by most candidates. An example of a good response was the buying of local goods such as onions, potatoes, carrots and local fruits rather than imported items which may be more attractive and sometimes cheaper than local goods. The weaker candidates failed to make the link between consumer action and reducing the high import food bill.

Question 10

This question tested candidates' understanding of the impact of the tourism industry on the physical environment of the Commonwealth Caribbean, challenges facing the tourism industry and the measures that influence the development of tourism.

The Knowledge and Comprehension part of the question was well done with responses ranging from destruction of corals by visitors, removal of sand from beach front and improper sewage disposal which results in the growth of algae that destroy reefs.

The ways in which government can protect the physical environment were generally well known by most candidates. A correct response was that of the enforcement of environmental impact assessments to investigate the effects of development on the physical environment and the formulation of strategies to reduce the negative impacts. The weaker candidates did not develop their responses and some responses were beyond the control of cruise ship operators. An example of this response was "the passing of legislation by cruise ship operators".

The Application, Evaluation and Problem-Solving part of the question was not well done; most candidates failed to develop responses.

General Comments

- Candidates were unable to define fundamental Social Studies concepts.
- Candidates had difficulty in responding appropriately to questions with words such as *suggest*, *explain fully* although the instructions explicitly state what is expected.
- The responses to Question 6 continue to show limited knowledge of CARICOM.

Suggestions to Candidates and Teachers

- Candidates must understand that the questions require knowledge and understanding of concepts and the application and analysis of the information. Thus, everyday experiences and common sense are not sufficient for them to do well on the exam.
- Candidates can improve their knowledge of concepts by engaging in concept-mapping techniques.
- Candidates must be taught to develop the skill of transferring knowledge across themes and topics.
- Candidates are advised to use their syllabus and become familiar with the required objectives, unifying concepts, skills and attitudes to be developed, content coverage, and avail themselves to the variety of resource materials available to them including the *CSEC Social Studies Manual for Self Study and Distance Learning*.

Paper 03/2 – Alternative to SBA

This paper is written by private candidates. The objective was to test candidates' knowledge of the research process, their interpretation of data from a case study and their ability to analyse data to make recommendations.

Question 1

This question tested candidates' understanding of the topic, selection of a research question for a study, definition of terms used in a study and a research instrument that would help the researcher to gather information.

Topic (i) The effects of dancehall music on adolescents' behaviour in my community

Topic (ii) The views of citizens in my community on capital punishment

Many candidates had difficulty formulating research questions. Some examples of good research questions written by candidates are:

- What is the relationship between dancehall music and the behaviour of adolescents?
- What are the effects of capital punishment on the level of violent crime?

Question 2

This question tested candidates' knowledge of sources, their ability to write questions for a questionnaire, and the ways to describe the statistical data provided by the sample.

Performance on this question was weak. Many candidates displayed a complete lack of knowledge on the concept of sources and ways of describing statistical data.

Question 3

Candidates were tested on the concepts of population and sample, methods of selecting a sample and reasons for choice of sampling method. Performance on this question was also poor, producing the overall lowest mean. Most candidates lacked knowledge of the terms 'sample' and 'sampling methods'.

Question 4

This question tested candidates' analysis and interpretation of information presented in a case study. Questions ranged from the main focus of the study, statements of fact about the study area, instruments used by researchers to collect statistical data, characteristics of sample and findings of the study. Candidates performed well on this question which produced the second highest mean. Weaker candidates had problems analysing the findings of the study.

Question 5

This question tested candidates' ability to display the data from the case study in the form of a table and a bar graph, state advantages of displaying the information in a bar graph and to state one recommendation which the researchers were likely to suggest based on their findings. Many candidates performed well on this question and were able to display the data accurately, state the advantages of the bar graph, and make recommendations relevant to the study. An example of a correct response for using a bar graph was that the information is clear and easily understood. The weaker candidates were unable to construct a bar graph using the information from the case study.

General Comments

There has been an improvement in the display and analysis of statistical data.

Areas of weaknesses which still persist include:

- Formulating a research question
- Stating data sources
- Describing statistical data
- Identifying a sample and method of sampling
- Describing a method of analysing data
- Writing a finding

Suggestions to Candidates and Teachers

- Candidates can improve their performance on this examination. To do this they must seek adequate tuition that would allow them to prepare thoroughly for the exam. The performance on the paper demonstrated a clear need for adequate preparation of candidates for the examination.
- The gap between theory and practice must be reduced. During instruction it is necessary to provide opportunities for students to practise formulating research techniques. One method of assisting students with their preparation is to allow them to engage in small, supervised research projects that will focus on the basic concepts being tested in the examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

GENERAL COMMENTS

Paper 01 – Multiple Choice

In June 2011, 46,959 candidates sat the examination. Of this number, 70 per cent obtained Grades I–III. This represents a decline over 2010 when 81 per cent of the candidates obtained acceptable grades.

The Social Studies examinations consisted of the following papers:

Paper 01 — Multiple Choice

Paper 02 — Structured Questions and Extended Essays

Paper 031 — School-Based Assessment

Paper 032 — Alternative to School-Based Assessment

Paper 01 consisted of 60 items distributed as follows: 30 on Individual, Family and Society and 30 on Sustainable Development and Use of Resources. The items tested various levels of difficulty in the Knowledge and Comprehension profile and provided adequate syllabus coverage. The mean on this paper was 34 out of 60 or 57 per cent.

Paper 02 consisted of three sections: A, B and C, comprising 10 questions. Candidates were required to answer a total of five questions. Each question was worth 20 marks. The profiles tested were Profile 1, Knowledge and Comprehension and Profile 2, Application, Evaluation and Problem-solving. The mean on this paper was 39 per cent.

DETAILED COMMENTS

Paper 02 – Structured Questions and Extended Essays

Section A: Individual, Family and Society

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

Question 1

This was the most popular question in Section A and the most popular on the paper. It tested candidates' understanding of the emotional needs of family; benefits to society when emotional needs are met; the reasons why more women have become income earners and ways in which working parents may share responsibilities. It was attempted by approximately 95 per cent of the candidates but had the lowest mean score in this section.

In Part (a), most candidates identified emotional needs of children such as *to be loved, to feel wanted and to receive affection*. Incorrect responses included 'to learn the culture of the society'.

Part (b) was generally well done. Candidates described one benefit to the society when the emotional needs of children are met. There were varying responses with popular ones ranging from economic to social issues. These included *children will have less social problems and there is less likelihood that children will become delinquent*.

Part (c) asked candidates to give two reasons why more women have become income earners. This was generally well answered. Correct responses included *educational opportunities for women especially at the tertiary level have provided them with better paid jobs, the desire to be independent, to earn their own money and have greater control of their lives and the fact that women have been forced to share economic responsibilities in the home because of the difficulty in maintaining a family due to increases in the cost of living*.

Part (d) which focused on application, evaluation and problem-solving skills, asked candidates to suggest to working parents three ways in which they may share responsibilities in the home. The responses were varied and correct responses included:

- Parents and children should discuss and create a duty roster of the times and the days when each member of the family would be responsible for specific household chores. The chores should be rotated.
- Parents and children should attend group counselling sessions with working parents sharing best practices for the family and helping to dispel the notion that males and females have specific roles and tasks in the home.

The following is an example of a relevant feasible and well-explained justification for the first action: *Discussing and creating a duty roster would allow parents to plan in advance for their household chores. Thus, the father would be aware that on a particular day he is responsible for picking up the children from school and would not schedule any other activity for that day.*

Question 2

This question tested candidates' understanding to the concept of ethnic groups, changing Caribbean customs and strategies to promote aspects of Caribbean culture. It was attempted by approximately 90 per cent of the candidates, had the highest mean score of the section and the second highest mean score for the paper.

In Part (a), most candidates were able to correctly identify four ethnic groups such as the *British, Africans, Indians* and *Chinese*.

Part (b) asked candidates to give two reasons why some traditional Caribbean customs are presently changing. Popular and correct responses included:

- North American culture such as fast food, mode of dress, music and dance via cable television has been embraced by many Caribbean people.
- This generation of young people do not wish to learn and practise certain traditional cultures which are not in keeping with the beliefs of modern societies.

Part (c) tested the application, evaluation and problem-solving components. Candidates were asked to suggest to the Ministry of Culture three strategies that can be used to promote either music or dance in their country. Candidates' responses revealed an awareness of the importance of promoting Caribbean culture. Some of these responses included:

- Organise annual school competitions in music such as 'Sing Along' in which the schools would showcase their musical talent and top performers would be awarded scholarships and monetary prizes.
- Government should make music compulsory from early childhood to secondary school; hire specialist teachers and provide the necessary musical resources. The success of the music programme would be included in the grade given to the school.

Part (d) (ii) asked candidates to justify each strategy given in Part (d) (i). The following is an example of a relevant, feasible and well-explained justification for the first point: *The annual school competition will be effective in promoting music because young people are always enthusiastic to show off their talents and become celebrities and will be enticed especially by scholarships and monetary awards.*

Question 3

This question was based on the branches of government, types of law courts in the judicial system and ways in which the police force helps the courts to do its work. The question also asked candidates the ways in which the local community may cooperate with the police to maintain law and order. This was the least popular question in this section, but it had the second highest mean score for the section and the third highest for the paper overall.

The Knowledge and Comprehension part of the question comprised Parts (a)–(c). Part (a) (i) asked candidates to identify two other branches of government, apart from the judiciary. Most candidates responded correctly by naming the *executive*, *legislature* or *parliament*.

Part (b) tested candidates' knowledge of the law courts in the judicial system. This section was well-answered and correct responses included the *High Court*, *Supreme Court*, *Court of Appeal* and the *Caribbean Court of Justice*.

Part (c) asked candidates to explain two ways in which the police force helps the courts to do its work. Responses that were correct and well explained included the following:

- Properly managing of crime scenes by collecting the relevant evidence and preventing individuals from interfering with the crime scene so that such evidence can be presented in court.
- After properly investigating, arresting and charging individuals who are alleged to have committed crimes so that they can be brought to trial. Instituting a witness protection programme in which special measures such as concealing the identity of key witnesses and increased security for the witness and family members to encourage witnesses to testify without fear of being killed.

Part (d) (i), the application, evaluation and problem-solving task, asked candidates to suggest to citizens three ways in which the local community may cooperate with the police to maintain law and order. Some ways suggested could not be implemented by the local community members. The following are correct responses that were well-developed and fully explained:

- Reports to the police immediately, through the special unit responsible for witness protection, cases of abuse and any suspicious activities in the community.
- Institute a neighbourhood watch, where the members of the police force are invited to give advice concerning safety, the responsibilities of community members and methods of alerting members of suspicious activities in the community for example, by using whistles.

An example of an inappropriate response was that 'citizens should capture and punish any suspicious person and then take him or her to the police'.

Part (d) (ii) asked candidates to explain why each of the actions was likely to work. The following is an example of a justification for the first strategy that was relevant, feasible and well-explained.

Reporting immediately cases of abuse and suspected criminal activities to a special branch of the police force may allow the police to apprehend criminals quickly or prevent the act from being committed and the citizens will be less fearful of reporting criminal activities and becoming witnesses in court. This will help to maintain law and order.

Section B: Sustainable Development and Use of Resources

This section was divided into two parts. Part I consisted of two structured questions and Part II of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

This question tested candidates' understanding of population density, the calculation of population density and the relationship between population density and quality of services. Candidates were given a map depicting population density. This was not a popular question and less than one third of the candidates attempted it. It also had a low mean score.

Part (a) (i) asked candidates to define the term *population density*. A minority of candidates responded correctly by stating that it was *the average number of persons per unit area such as a square kilometre*. An incorrect response was that it was 'the number of persons living in a country'.

Part (a) (ii) required candidates to state how population density is calculated. A few candidates responded correctly by stating that it was obtained by *dividing the total population of a country by the total area of the country or by dividing the total population of an area by the total area of that part of the country*.

Part (b) asked candidates to outline one factor which may have prevented persons from settling in the low density area. Correct responses mentioned the *swampy terrain and waterlogged soils limiting agricultural production and the presence of a large river which may cause flooding during the rainy season*. Some candidates did not use the map as a guide and referred to the presence of the desert in the low density area.

For Part (c), candidates were asked to give two examples to show how the high density of populations may affect the quality of services. Many candidates did not understand the relationship between population density and services. Correct responses which were well-explained were:

- There may be a strain on the education system because of the large number of children enrolled in schools which contribute to overcrowding and affect students' learning.
- Inadequate housing to satisfy the large population and the inability of some residents to purchase houses may lead to the development of squatter settlements and slums without basic amenities such as water supply and sewage disposal systems.

Part (d) (i) assessed application, evaluation and problem-solving skills and asked candidates to suggest three measures which the government of a country could take to encourage people to migrate to low density areas. The following are correct responses that were well-developed and clearly explained.

- Provide incentives such as lower prices for land, lower property taxes, subsidies on imported materials for manufacturers and other business owners to establish businesses or branches of their organizations in the area.
- Partner with private sector construction companies to build attractive housing complexes designed with green spaces and sold at lower rates than those in other areas.

Part (d) (ii) asked candidates to explain how each measure was likely to be successful. The following is an example of a relevant, feasible and well explained justification for the first measure.

Providing incentives would encourage the development of businesses which would create services and generate employment for residents, thus reducing the amount of time and money spent travelling to and from work and for other services. Many persons prefer to live in areas in close proximity to work where services are available.

Question 5

This question tested candidates' knowledge of the location of natural resources in the Caribbean, the importance of rivers, and pollution of rivers through human activities. Parts (a), (b) and (c) assessed knowledge and comprehension and Parts (d) (i) and (ii) assessed application, evaluation and problem-solving. A large percentage of candidates attempted this question. It had the highest mean score for the examination.

Part (a) tested candidates' knowledge of the location of named resources in Caribbean countries. Many candidates answered correctly.

Part (b) (i) asked candidates to state two uses of rivers. Popular and correct responses included *for transportation, for generating hydroelectricity and for agricultural purposes such as irrigation.*

Part (b) (ii) asked candidates to describe one way in which human activities may pollute rivers. An example of a correct response was that *the use of fertilizers and pesticides in farming results in runoff into rivers which contaminate the water supply and affect aquatic life and the health of people.*

For Part (d), most candidates were able to suggest three measures a community group may use to reduce pollution of rivers in the community. The following are examples of correct measures which were well-developed and clearly explained.

- Community groups can plan an environmental day in which experts from the Department of Water Resources test water quality, citizens clean debris from rivers and surrounding areas, install garbage bins and appoint environmental stewards with responsibility to maintain designated recreation areas along the river.
- Community members can arrange for house to house campaigns to distribute flyers, posters and educate members of the family on how to prevent water pollution and to report cases of polluting

An example of an inappropriate response was that 'members of the community should prosecute anyone found polluting the environment'.

The following is an example of a justification for the first strategy that was relevant, feasible and well-explained.

If community members are involved in an environmental day, they will have practical experiences of the sources and effects of river pollution and will become more aware of changing negative behaviours that contribute to pollution and begin to participate in sustainable activities.

Question 6

This question tested candidates' knowledge of the CARICOM Single Market and Economy (CSME). It assessed candidates' knowledge and comprehension of the topic and the application, evaluation and problem-solving skills related to CARICOM issues. Although less popular than Question 7, it had a higher mean score.

Candidates were asked to write an essay on the stimulus *The CSME is about you and me.* The knowledge and comprehension section asked candidates to identify two stages of the integration movement before the establishment of CSME. Many candidates correctly identified the stages. They were then asked to state two objectives of the CSME. Correct responses included *removing all remaining trade barriers within the region and organizing for increased production among the member states to improve trade among Caribbean nations.*

Candidates were further required to describe two difficulties that some member states may experience in meeting the objectives of the CSME. Correct responses that were well developed included:

- The less developed countries in the region are at a disadvantage in competing to produce similar goods of smaller quantities at higher costs of production for the same CARICOM market.
- There is the fear of rising unemployment for citizens in the smaller member states with free movement of labour from the larger states.

To assess the application, evaluation and problem-solving skills, the question asked candidates to suggest three strategies for overcoming the difficulties of the CSME. An example of a strategy that was well-developed and clearly explained was. All Caribbean leaders need to take responsibility to develop their local manufacturing and service sectors to generate employment for the growing population and reduce the large number of persons migrating from some Caribbean territories. Where vacancies cannot be filled by residents, skilled Caribbean nationals should be encouraged to migrate to fill such posts.

A relevant, feasible and well-explained justification for the strategy was if all governments embark on increasing employment opportunities in their member states then there would be no need to fear that some Caribbean states are dumping grounds for the overspill population of others. In fact, free movement of labour would be welcomed by most member states.

Question 7

This question tested candidates' knowledge and comprehension of educational organizations designed to promote regional cooperation. It was one of the more popular questions in this section. It had the second lowest mean score for the examination.

Candidates were asked to write an essay on the stimulus *Benefits of Regional Integration to CARICOM Citizen*. The knowledge and comprehension section required that candidates name two organizations designed to promote regional cooperation in education. Many candidates correctly named the organizations and popular responses included *University of the West Indies*, *Caribbean Examinations Council* and *Council of Legal Education*. Many candidates also gave correct responses for the functions of the organizations. For example, *the Caribbean Examinations Council prepares and conducts a common examination for the countries in the region*.

Candidates were further required to explain two ways in which Caribbean citizens benefit from regional cooperation, other than in education. Correct responses that were well-developed and clearly explained to warrant full marks included:

- Increased employment opportunities as Caribbean citizens are able to work and travel freely across the region. The *Caribbean Skills Certificate* facilitates such employment.
- Removal of duties and tariffs from goods being traded in the region results in lower cost of goods to the consumer, thus increasing consumers' purchasing power and standard of living.

For the application, evaluation and problem-solving marks, candidates were asked to suggest three measures that the government of their country could take to encourage citizens to support CARICOM organizations. The following are examples of strategies that were well developed and clearly explained:

- The Ministry of Education in collaboration with other ministries in the region should organize a regional high school competition on CARICOM where the winning team from each country competes for prizes and the title of the top CARICOM school.
- Arrange a CARICOM Trade Show highlighting the high quality goods produced within the region and distribute free samples of these goods; provide information on CARICOM and showcase cultural pieces from each country.

The following is an example of a justification for the first strategy that was relevant, feasible and well-explained.

A regional high school competition would spark interest in students, teachers, parents and other citizens who would gain greater knowledge, insights and appreciation for CARICOM organizations as they support their local team.

Section C – Optional Questions

There were three questions in this section and candidates were required to answer one. All questions were attempted. Question 10 was the most popular while Question 9 was least popular.

Question 8

This question tested candidates' knowledge and understanding of cultural transmissions and the influence of global media on Caribbean culture. Many candidates performed satisfactorily; Question 8 had the highest mean in the section.

The question began with a stimulus in cultural transmission through oral traditions. Candidates were asked to speak on the topic as if they were a well-known media personality. The knowledge and comprehension section required candidates to define *cultural transmission*. The complete definition was expected to include two features. Correct responses included *the process by which culture is passed on from generation to generation*. An incomplete response was 'transmitting culture via storytelling'.

Candidates were then asked to identify two ways of transmitting oral culture. Popular and correct responses ranged from *storytelling and rhymes* to *ring games*. Candidates were then required to explain the influence of global media on Caribbean culture. Correct responses included *the change, especially in urban areas, from transitional food such as yam and dasheen to a preference for American fast food such as Kentucky Fried Chicken, Kellogg's cereals, American grapes and apples*.

For the application, evaluation and problem-solving marks, candidates were asked to suggest to the Minister of Culture three actions to preserve cultural heritage. Examples of such actions that were well-developed and clearly explained were:

- The Minister of Culture should establish a Cultural Heritage museum with artifacts and provide for field trips to heritage sites. Field trips should be a compulsory activity in Social Studies for all schools. Agents from the Ministry of Culture would be responsible for the arrangement of field trips.
- Declare a public holiday as Cultural Heritage Day when students are taken to various cultural sites with special rates for the day and stage a cultural showcase where various ethnic groups display their cultural heritage in all parishes.

The following is an example of justification for the first action that was relevant, feasible and well-explained.

Students will be excited to leave the classroom and visit museums and heritage sites. The experience will provide practical knowledge, strengthen their awareness of cultural heritage and create a deeper appreciation of the need to preserve their culture.

Question 9

This was the least popular question in this section with the lowest mean for the paper. It tested candidates' knowledge and understanding of devaluation. Candidates were asked to prepare a speech on the stimulus that advised Caribbean consumers to practise thrift because of the threat of devaluation.

Candidates were required to explain the term *devaluation*. This was not well answered. Only a minority of candidates were able to explain devaluation as *a reduction in the exchange rate of a currency against a known standard currency*. An example of an incorrect response was 'reduction in the amount of money in a country'.

Candidates were then asked to state two possible effects of devaluation on consumers. This section was not well-answered as many candidates did not understand the concept of devaluation. Some candidates ignored the effects on the consumers. A popular and correct response included *consumers may be unable to afford the high cost of imported and even local food which results in the absence of a balanced diet and health problems for the family*. Candidates were asked to give two reasons why consumers who practise thrift may reduce the effects of devaluation on their families. This was not well answered. Popular and clearly explained responses included *consumers who make a budget usually shop wisely by comparing prices, purchasing only what they need, thus resisting impulsive buying and overspending*.

For the application, evaluation and problem-solving marks, candidates were asked to suggest three strategies which the community may use to assist families who are affected by devaluation. The following are examples of strategies that were clearly explained:

- Members of the community should collect and distribute seedlings for short-term crops and pots where necessary for backyard gardening, provide help in planting seedlings and advice in caring for plants to encourage the residents to plant their own food.
- Community members should arrange seminars with local entrepreneurs to advise residents on the variety of investment opportunities available and provide guidance in designing proposals for start-up businesses and for funding.

A relevant, feasible and well-explained justification for the first strategy was. *If people are provided with planting materials and help to plant, they will be encouraged to embark on such an exercise with the knowledge that in the short term they will reduce their food bill and may sell the surplus.*

Question 10

This was the second most popular question in this section with the second highest mean score. It tested candidates' knowledge and understanding of employment opportunities in tourism.

For this question, the stimulus was an advertisement to fill a position as a tour guide. The knowledge and comprehension section asked candidates to name two types of jobs in tourism other than that of a tour guide. Correct and popular responses included *house keepers, chefs, bartenders, entertainment coordinators and tour bus operators*. Candidates were then asked to identify two requirements for the job of a tour guide. Correct responses included *knowledge of the history and culture of the popular tourist sites on the island, good communication skills such as proficiency in speaking the English Language and knowledge of a second language such as Spanish or French*.

The final question in this section asked candidates to give two reasons why a Caribbean government may invest in hospitality training. Some candidates had problems answering this section and some responses were very general and were not linked to training. Correct and clearly developed responses included *tourism is our largest foreign exchange earner and thus persons who work in the industry must be equipped with the necessary knowledge, values and skills to relate to tourists in positive ways. This will ensure tourist arrivals*. An example of an incomplete response was 'to provide foreign exchange'.

The evaluation, application and problem-solving section asked candidates to suggest to the Tourism Hospitality School three strategies that may be used to attract people to register for courses at the school. The following are examples of correct, well-developed and well-explained strategies:

- The administrators of the Tourism Hospitality School may provide financial support such as scholarships, bursaries and book grants for high-performing students as well as needy ones. Such assistance may also include a payment plan.
- Have a booth at the employment fairs of schools across the island to advertise the programme through posters, flyers and the use of technology, highlighting how the course is structured for the young entrepreneurs.

A relevant, feasible and well-explained justification for the first strategy was. Given the recession most parents and working young persons find it difficult to pay tuition fees, purchase books and school supplies and would welcome financial aid.

Recommendation for Candidates

The new structure of the examination paper requires that candidates answer a question on CARICOM. Although the scores for CARICOM questions have slightly improved, they reflected the second and third lowest mean scores on the examination paper. Candidates need to improve their knowledge and understanding of issues pertaining to CARICOM. Candidates are advised to use the objectives for the regional integration section, the CARICOM website, newspaper articles and other media reports on CARICOM to help to improve their performance on the questions.

The question on devaluation was poorly done, with the lowest mean score for the examination. This reflected limited knowledge and understanding pertaining to specific concepts. Candidates are advised to use the CSEC Social Studies syllabus to guide them in preparation for the course and the examination.

The application, evaluation and problem-solving section requires that candidates use an informed position and principles based on fostering responsible behaviour and the promotion of democratic values and attitudes in proposing suggestions for social problems. The strategies should be relevant and feasible. Candidates must also be aware that some suggestions may not be applicable to some groups.

The essay-type questions are structured to guide candidates in organizing their responses. There were too many cases where responses were disorganized and sections of the question located in various parts of the essay. Candidates are thus advised to organize their responses based on the format of the question.

The suggestion of a strategy, measure or action must be well-developed and clearly explained to achieve full marks. The definition of concepts continues to pose problems for candidates. Candidates are advised to use concept-mapping techniques to develop an understanding of the concepts.

Recommendation for Teachers

Teachers must engage students in the following:

- Problems-solving exercises such as case studies to enhance responses to the application, evaluation and problem-solving section.
- Concept-mapping exercises to improve understanding and application of concepts.
- Skill building so that they will be able to apply problem solving, critical thinking and research skills in information gathering to enhance responses.
- Discussions on the rationale for Social Studies and the skills and attitudes to be developed. This subject must go beyond knowledge acquisition. .

PAPER 031 — SCHOOL-BASED ASSESSMENT (SBA)

As in previous years, the popular topics continue to be ' Teenage Pregnancy', 'Unemployment', 'Substance Abuse' and 'Delinquency.' However, it was encouraging to find a few more non-traditional topics than previously such as:

- Social networking
- Cellphone use
- Divorce
- Intermarriage
- Tourism

Task 1

Most problem statements were well stated for example:

- What factors account for the rise in juvenile delinquency in the village of...?
- What factors account for the level of street children in...?
- What are the causes of unemployment in my community?
- To what extent has the use of social networking affected the family?

Some examples of problem statements that were not well written were:

- What are the causes of single parent families and the challenges faced in catering for this family?
- How prevalent is alcohol use among students and what impact does it have on their educational achievement?

Both of the above are double-barrelled problem statements.

A question requiring a yes/no response should be a question on a questionnaire or interview. One such example was:

- Are teenagers turning away from religion in the ... community?

The other tasks were well done in many samples. However, there were major areas of weakness as noted below.

Presentation of Data

Many students did not present their data in three different ways. There are *different ways* of presenting data that are applicable to this SBA, from which students may select *three*:

- pie charts
- bar graphs
- tables
- tally charts
- pictographs

To improve performance on this task, students should not present three different bar graphs or three different pie charts.

Some students presented as many as 23 figures in this task; these were too many and represented a departure from the requirements of the SBA. Students need to be exposed to the different ways of presenting data and should be provided with adequate opportunities to practise using them. This is important as this section carries six marks.

Data Analysis and Interpretation

There was improvement in this task but many students continue to be challenged with the analysis. Good performance is necessary as this task carries the most marks (8 marks). To improve performance, students should be encouraged to use analytical terms such as *majority, in comparison to, a larger percentage of, ratio, one can conclude* etc.

Generally, students presented findings and recommendations from the data, but very few of them presented any implementation strategy for the recommendations. In the strategies that were provided, more description of the implementation was necessary.

Most projects were well presented — neatly bound in folders. However, there were some submissions that were presented as loose pages. A greater attempt, for example, securing the pages, should be made to facilitate easy handling of some projects.

Plagiarism

As in the past, students continue to submit projects that have been plagiarized. To discourage students from engaging in this practice, due vigilance should be exercised by teachers.

In conclusion, conducting research is a very in-depth and complex process, appropriate guidance is essential to ensure improvement in performance.

Paper 032 — Alternative to School-Based Assessment

The aim of this examination was to test candidates' knowledge of the research process and their ability to apply research concepts and skills to respond appropriately to questions. To be successful in this examination, candidates must be exposed to regular instruction relevant to research. The paper consisted of five structured questions.

Question 1

Candidates were required to select a research topic from the two that had been provided. The more popular choice was 'Attitudes of people in my community towards homeless people'.

In Part (b), the majority of candidates could not complete appropriately a problem statement that had been started. Examples of appropriate completion statements were: *Topic 1: This study will show what residents in my community think about homeless people.* This is appropriate for a problem statement because the problem statement shows what the main focus of the research will be. *Topic 2: This study will show what students think about corporal punishment.*

Candidates demonstrated adequate knowledge of the concept of *research instruments*; this was an improvement over past performance on this task. In Part (e), the majority of candidates were able to identify possible problems a researcher could experience after distributing questionnaires.

Question 2

Candidates were unable to formulate/write two research questions. Writing research questions, like any other skill, requires frequent practice to develop proficiency. It requires the researcher to think clearly about what he/she hopes to find out about the topic and to state these ideas in question form. These questions are expressed broadly, as they focus on the general theme of the research.

An example of a well formulated research question supplied by a candidate was:

- What are the effects of corporal punishment on secondary school students?

Examples of questions that were not well formulated were:

- Why do you like corporal punishment?
- Why are you homeless?
- Are there homeless people in your community?
- How are the homeless people regarded in your community?

Some research questions presented were not followed by a question mark.

The following criteria should be considered when writing research questions:

- clarity — questions must be clearly stated
- question format should be used with a question mark at the end
- well written questions should allow candidates to go beyond yes/no responses
- questions should not be personalized, as for example, in 'Why do you like corporal punishment?'

Question 3

This question tested candidates' knowledge of sampling in research. Many candidates did not know the concept; only a small percentage of them were able to describe their sampling method and state the reason why they choose that method. Many candidates could not give a valid reason for choosing the sampling method.

Some acceptable responses from candidates for sampling methods were as follows:

Random sampling: The names of each student will be written on slips of paper and placed in a bag; 15 names will be pulled out of the bag. This is to ensure that each person has an equal chance of being selected. There are 75 households in the community so I visited every third house to distribute a questionnaire. This is to ensure that each household has an equal chance of being selected.

Purposive sampling: Selecting from the population only those who meet the necessary criteria to provide the relevant information.

For Part (e), the majority of candidates could state two ways in which the researcher can protect information provided by the sample.

Question 4

Performance on this question was good; the majority of candidates could interpret the data provided in the case. They could also state two important findings.

Question 5

For Part (a) (i), candidates were able to complete a table using data provided in the case study from Question 4. However, they were unable to answer Parts (a) (ii) which required them to display the data in the table as a comparative bar graph.

The other area of poor performance on this question was the recommendations in Part (b). Recommendations are suggestions that can be made to solve a problem; therefore, the recommendations must be *relevant* to the findings of the study. To improve performance on this question the following guidelines should be considered:

- Read the entire case study carefully
- Note the problem statement in the case
- Pay close attention to the new information the researchers found (findings) about the problem being investigated
- Recommend or suggest/state the best ways to solve the problem/s.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JANUARY 2012

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

For January 2011, 4,093 candidates wrote the examination. Of this number, approximately 50 per cent achieved Grades I–III. This represents a decline over the previous year. The decline in performance was evident across all papers and profile categories.

Candidates continued to display weaknesses on questions which require detailed explanations. In cases where required, they also failed to provide relevant examples.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items distributed as follows: 30 on Individual, Family and Society and 30 on Sustainable Development and Use of Resources. The items tested various levels of difficulty in the knowledge and comprehension profile and provided adequate syllabus coverage. The mean on this paper was 33.88 or 56.47 per cent of the total score.

Paper 02 – Structured Questions and Extended essays

The paper consisted of three sections, labelled A, B and C, comprising 10 questions. Candidates were required to answer a total of five questions. Each question was worth 20 marks. The profiles tested were Profile 1, Knowledge and Comprehension and Profile 2, Application, Evaluation and Problem-solving. The mean on this paper was 33.92.

Section A: Individual, Family and Society

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

Question 1

This was the most popular question in Section A and the most popular on the paper. It had the highest mean in the section and the third highest for the paper. It tested candidates' understanding of concepts such as matrifocal and matrilineal, traditional roles of adult male members of the family and reasons why traditional roles of adult male members are changing. It also asked candidates to suggest measures to assist children whose fathers have deserted them and why the measures will be successful.

In Part (a) most candidates lacked knowledge of the concepts of matrifocal and matrilineal and gave incorrect responses. Correct responses included:

Matrifocal: The family pattern in which the mother carries responsibility for the family.

Matrilineal: Inheritance system in which status is acquired through the mother or the line of descent is through the mother.

Incorrect responses included:

Matrifocal: when fathers live alone with the children

Matrilineal: when the mother lives alone with the children

Part (b) was generally well done and most candidates identified traditional roles of adult male members as *bread winner or disciplinarian*. Part (c) asked candidates to give two reasons why the traditional roles of adult male members of the family are changing. This was generally well answered. There were varying responses with popular ones ranging from economic to social issues. These included:

Men are no longer seen as the main breadwinner as in some households women share equal financial responsibilities for the home. There are also cases where the woman is the main breadwinner because of increased educational opportunities and high income earning jobs for women.

Based on economic realities of managing a household, feminist movements concerning women's rights and roles, there have been shifts in the stereotyping of gender roles. Modern views on decision making and income earning have superseded traditional ones.

Part (d) which focused on application, evaluation and problem-solving skills asked candidates to suggest to the Ministry of Social Services in their country, three measures social workers can put in place to assist children whose fathers have deserted them. The responses were varied and correct responses included:

Measure 1: Social workers can set up counselling sessions for parents and children to help them deal with the physical, social and emotional problems associated with abandonment. For some sessions, children will be placed in peer groups to discuss their feelings with their peers. Social worker will also arrange regular visits to the homes.

Measure 2: Social workers will make arrangements to assist children with food and clothing monthly. This will include school uniform and getting the family registered in programmes such as PATH (Programme of Advancement Through Health and Education).

The following is an example of a relevant, feasible and well-explained justification for Action 1. *Attending sessions will allow children and mothers to express their feelings about the father, and design coping strategies. Counselling will also assist in the healing process.*

Question 2

This question tested candidates' understanding of institutions such as forms of social control, types of recreational institutions and characteristics of institutions. Candidates were also asked to suggest actions governments may take to encourage people to participate in recreational activities and why each action will be successful. It was the second most popular question in the section.

The knowledge and comprehension section of Part (a) asked candidates to identify two forms of social control in institutions. Popular and correct responses included norms, mores and sanctions.

Part (b) asked candidates to name two different types of recreational institutions and to describe one way in which recreational institutions satisfy societal needs. Candidates correctly named institutions such as sports clubs, theatres, health and fitness clubs and hotel resorts. Some candidates had difficulty describing how the institutions satisfy societal needs. Correct responses included:

Such institutions help to relieve stress and thus result in a healthier population which would put less stress on health institutions such as the hospitals and clinics.

For Part (c), candidates were asked to give characteristics of institutions as organizations. Popular and correct responses included:

They perform a specific function, they have a hierarchical structure, they have rules and they endure over time.

Part (d) tested application, evaluation and problem-solving skills. Candidates were asked to suggest to the parliamentary representative three actions that the government can take to encourage people to participate in recreational activities. Responses revealed an awareness of the importance of promoting recreational activities in the Caribbean

Action 1: Establish parks or green spaces in various communities with facilities such as jogging tracks, netball, football and basketball courts. Citizens will partner with governments in volunteering their labour for the maintenance of the facility in exchange for using the facilities free of cost.

Action 2: Have a national recreational day similar to a Labour Day in which members of communities compete with each other in recreational sports. The proceeds will go to charitable organizations supporting worthy causes.

Part (d) (ii) asked candidates to justify each strategy given in Part (d) (i). The following is an example of a relevant, feasible and well-explained justification for Strategy 1:

Establishing parks and recreational facilities on the conditions stated will be effective because many people who could not afford to be members of recreational clubs or pay fees for gyms etc will now be able to do so.

Question 3

This question was based mainly on the provision of social services and the role of the ombudsman. It also asked for suggestions regarding ways in which the government could encourage citizens to assist in the provision of social services. This was the least popular question in this section and had the lowest mean score for the section. The stimulus depicted a peaceful protest by citizens and the advice to take their concern to the ombudsman.

The knowledge and comprehension section comprised Parts (a)–(c). Part (a) asked candidates to identify two social services that the government normally provides to a community. Most candidates responded correctly by identifying *provision of clean chlorinated water supply, health services such as clinics, regular collection of garbage.*

Part (b) tested candidates' knowledge of the how the ombudsman may assist citizens. Most candidates did not understand the role of the ombudsman. Correct responses included *investigating the complaints of citizens to help to solve disputes with government agencies and to present their findings and recommendations to government agencies to help solve their problems.*

Part (c) asked candidates to give two reasons why Caribbean governments provide social services for their citizens. Responses that were correct and well explained included the following.

Citizens pay taxes such as income tax, national insurance scheme (NIS), education tax and others for the provision of such services. Thus it is mandatory that government provides such services.

The private sector may be unable or unwilling to provide such services efficiently because they do not have the resources or finances to do so.

Part (d) (i), the application, evaluation and problem-solving section, asked candidates to suggest to government three ways to encourage citizens to assist in the provision of social services. The following are correct responses that were well developed and fully explained.

Way 1: Organize a neighbourhood watch to provide greater security for the residents. Members of the police force will provide guidance on safety measures and strategies and information on the responsibilities of the residents. The residents will collect money to erect warning signs and security cameras. Whistles will be used to alert members of suspicious activities in the community.

Way 2: Organize a fundraising effort such as a health fair in which doctors and nurses offer free medical service such as dental and optical checks, examinations for diabetes, and hypertension and provide information on the prevention of diseases.

Part (d) (ii) asked candidates to explain why each of the actions is likely to work. The following explains why a neighbourhood watch is likely to work.

With the establishment of a neighbourhood watch and the involvement of the police, citizens will feel more empowered to help in securing their communities. The concept of the whole community coming together to watch over each other is an incentive for community policing..

Section B: Sustainable Development and Use of Resources

This section was divided into two parts. Part I consisted of two structured questions and Part II of two extended essays. Candidates were required to attempt one question from each part of this section.

Question 4

This question tested candidates' interpretation of a table containing the percentage of the labour force employed in various sectors. It explored candidates' understanding of the importance of completing secondary education. This was a popular question and had the second highest mean for the paper.

Parts (a) (i) and (a) (ii) asked candidates to identify the industry employing the largest percentage of the labour force and the industry in which there was a steady decline in the percentage of labour force employed between period 2000 and 2008. The majority of candidates responded correctly.

Part (b) asked candidates to state two types of jobs that are available in agriculture. Many candidates answered correctly. For Part (c) candidates were asked to explain two reasons why employers prefer to hire persons who have completed at least secondary education. Many candidates gave responses such as:

Completing secondary education would provide the graduate with at least basic knowledge, skills and social values required for non-specialist jobs in the labour force.

Students completing secondary education will possess the attributes to be trained on the job and to attend seminars for upgrading qualifications and competences.

Parts (d) (i) and (d) (ii) assessed application, evaluation and problem-solving skills. Candidates were asked to suggest three actions which the Ministry of Education can take to assist students in completing secondary education successfully. An example of strategies included:

Action 1: To make secondary education free for all students. This would include free tuition, text books and other learning materials, lunch grants and bus transportation coupons for those who cannot afford lunch and travel.

Action 2: To provide schools with well-trained teachers in their specialist areas, well equipped schools with science computer laboratories, modern teaching resources and spacious well-ventilated classrooms where students can learn.

An example of a relevant, feasible and well-explained justification for the Action 1 included:

Many families are poor and cannot afford to pay even minimal fees for secondary education. Such children do not attend school regularly therefore missing lessons, some are hungry and unable to learn. They develop low self-esteem and do not perform well. Free education would allow them to successfully complete secondary education.

Question 5

This question tested candidates' knowledge of resources and the importance of non-renewable resources. It was the least popular question.

Part (a) tested candidates understanding of non-renewable resources. Many candidates answered correctly. Popular answers included non-renewable resources are those that cannot be replaced within a reasonable period of time after they have been used.

Part (b) (i) asked candidates to name the country in which bauxite is mined. Most candidates answered correctly and named Jamaica and Guyana. Part (b) (ii) asked about the use to which bauxite is put. Popular responses included *processed into aluminium products for pots and pans and in the construction of aircrafts.*

For part (c) most candidates were able to give two reasons why conservation of non-renewable resources is important. Popular and correct responses included:

We should conserve to prevent depletion of the resource. If this occurs the country would have to find alternative sources or import the resources from other countries. This may require increased spending especially in the short term and a worsening of the country's debt, Conservation of resources will extend the time for employment opportunities in the sector and in other related areas linked to the industry, not only for this generation but future ones.

Parts (d) (i) and (d) (ii) assessed application, evaluation and problem-solving skills. Candidates were asked to suggest to the government of their country three strategies it may use to encourage the conservation of non-renewable resources.

The following are examples of correct strategies which were well developed and clearly explained. These strategies indicated an interpretation of the functions of government.

Strategy 1: To review the mining and quarrying legislation of the country to ensure that such laws are in place and the punishment and fines for non-compliance will be significant to deter such acts.

Strategy 2: If the laws are already in place, government can set up a monitoring system with specially trained persons and environmental stewards to regularly visit sites to educate as well as to ensure proper use and conservation of resources.

The following is an example of a justification for Strategy I that was relevant, feasible and well explained.

If the laws are in place individuals and organizations will be wary of not adhering to the laws because they will be taken before the courts for violation. This may cause embarrassment, loss of professional integrity as well as enormous fines and legal costs.

Question 6

This question tested candidates' knowledge of CARICOM integration and global challenges which was reflected in the stimulus. This question was the more popular of the CARICOM questions but it had the lowest mean for the paper. Responses were unsatisfactory for most sections of the questions.

The knowledge and comprehension section asked candidates to give the meaning of globalization. Complete definitions should include concepts of interconnectedness, trade and world technology flows. An example of an accepted response was *the process in which countries of the world have become more connected through trade, capital and technology.*

The section continued by asking candidates to state two negative effects of globalization on manufacturers in CARICOM countries. Again this section was poorly answered. Most candidates completely ignored 'manufacturers' and gave general answers. Correct responses that were well developed and clearly explained to warrant full marks included:

The CARICOM countries have become a dumping ground for low-quality inferior goods such as foodstuff and manufactured products from the larger, more developed countries. This has resulted in unfair competition for the local and regional manufacturers and a reduction in demand for local and regional products.

Greater production costs such as labour and imported machinery and sometimes raw materials for CARICOM manufacturers result in local products being more expensive than the products from the larger, more developed countries with technology driven, mass production systems.

The section continued by asking candidates to describe two ways in which the CARICOM secretariat can inform CARICOM citizens about the integration process. Candidates lacked knowledge of the role and functions of the secretariat.

For the application and evaluation section, candidates were asked to suggest three strategies through which manufacturers may take advantage of globalization. Examples of strategies that were well developed and clearly explained were:

Strategy 1: Small manufacturers could form a co-operative thus pooling their resources including labour, expertise and capital to access loans to purchase raw materials in bulk, utilize labour among them more efficiently and increase output for trade.

Strategy 2: Manufacturers could organize a Manufacturers' Expo for international and local market. This would highlight the best of locally produced goods. Such goods would be displayed, with brochures explaining the production and patrons receiving free samples of goods. The Expo could also include educating on buying local products for national development as well as for export.

A relevant, feasible and well-explained justification for Strategy 1 was:

If small manufacturers pool their resources they will improve efficiency and productivity, create quality products and improve their bargaining power and trading relations. This will enhance their chances to compete globally.

Question 7

This question tested candidates' knowledge and comprehension of regionalism and an understanding of the factors that encourage and hinder regionalism. This was not as popular as question 6, but had a higher mean.

The candidates were asked to write an essay on the stimulus *Regionalism: The way forward to a prosperous Caribbean region*. The knowledge and comprehension section asked candidates to define regionalism. This created problems for many candidates. A complete definition is expected to include the following concepts: *a geographic region; cooperation with each other and to achieve a task or goal*. An accepted definition included: *nations situated in a geographic region or which share common concerns, cooperate with each other through membership in an organization to meet identified targets and to solve problems*. Candidates were then asked to identify two social factors that encourage regionalism. This section was poorly answered as candidates ignored the social aspect and mentioned political and economic factors. Correct responses included:

Most of the Caribbean territories speak English which makes it easier to communicate and thus enhance travel and the trading of goods and services which promote regionalism.

Most Caribbean territories have similar goals and values and thus tend to identify with each other. This shared identity promotes regionalism.

The knowledge and comprehension section continued by asking candidates to explain two ways in which unequal distribution of resources in the Caribbean may hinder regionalism. This section was also poorly answered. Candidates failed to make the link between unequal resources and regionalism. Few candidates answered correctly. One such response was that countries with resources such as bauxite and petroleum may be more concerned with using their resources to develop their own country rather than a concern for the development of the others.

The application, evaluation and problem-solving section asked candidates for three strategies that CARICOM countries may use to strengthen the integration movement. Examples of strategies that were well developed and clearly explained were:

Strategy 1: CARICOM countries need to acknowledge and implement the CARICOM skills certificate which is intended to allow free movement of specific type of labour across the Caribbean. Some Caribbean countries have discriminatory policies which prevent such movement.

Strategy 2: Improve transportation system across the region. This would include cheaper air fares and the use of small ships connecting the smaller islands to increase the movement of people, goods and services throughout the region.

A relevant, feasible and well explained justification for Strategy 1 was:

Implementing the CARICOM skills certificate would promote integration as citizens would not feel as if they are facing discrimination in their own region by preventing movement of labour and employment opportunities.

Section C- Options

There were three questions in this section and candidates were required to answer one. All questions were attempted.

Question 8

This question tested candidates' knowledge and understanding of the global media and its influence on cultural patterns in the region. This was the most popular question in the section. Many candidates performed unsatisfactorily.

The knowledge and comprehension section asked candidates to define mass media. Many candidates answered correctly by including the concepts of organizations using media such as print, radio or television and communicating with a large number of persons. This section continued by asking candidates to explain three ways in which the media may influence the lifestyles of Caribbean citizens. Popular and correct responses included:

Young people especially adopting foreign culture such as dress, for example boys who wear their pants below their hips, with their underwear being exposed, also the advent of fast food such as Kentucky Fried Chicken and Burger King and thus less appreciation for local food.

The application, evaluation and problem-solving section asked candidates to suggest three ways in which the artistic works of Caribbean artistes can be protected from illegal use. Examples of such strategies that were well developed and clearly explained were:

Strategy 1: Enforcing copyright laws which would stop illegal use such as piracy, this should include types of punishment such as significant fines and imprisonment for violation of the law.

Strategy 2: Embark on an island wide public education campaign about copyrights and patents using specialists in the area to deepen awareness and knowledge of what is illegal, the cases of piracy, punishment involved.

A relevant, feasible and well-explained justification for Strategy 1 was:

The enforcement of copyright laws will result in punishment being meted out to offenders... Therefore to avoid possible arrest and imprisonment persons would be less inclined to engage in such activities.

Question 9

This was the second most popular question in Section C and had the lowest mean. It tested candidates' knowledge and understanding of the black market and consumer's protection. The stimulus included a warning to consumers to avoid exploitation.

The knowledge and comprehension section asked candidates to explain the term *black market*. Most candidates did not understand the concept and gave incorrect responses such as goods being sold at cheap cost because the suppliers are unaware of the cost. Few candidates gave correct responses such as *the illegal selling of goods above the normal price*. The candidates were then asked to state two factors that contribute to the black market. Candidates who were unaware of the definition of black market responded poorly.

Popular and correct responses included:

When there is a scarcity of goods and a great demand for such goods, suppliers will obtain the goods and sell them at a higher cost on the black market.

When there are strict government regulations on the goods persons will disobey regulations and sell the goods on the black market.

The knowledge and comprehension section continued by asking candidates to state two ways in which consumer organizations protect consumers from exploitation. This section was well answered. Popular and correct responses included monitoring the quality of goods and services provided to consumers and investigating the operations of businesses.

The application, evaluation and problem-solving section asked candidates to suggest to consumers three actions they may take to protect themselves from exploitation. An example of a suggestion that was clearly explained was:

To organise themselves into a consumer group with the structure and policies of an interest group and invite experts to conduct seminars to develop consumer awareness and good practices, ways of empowering them as an organization.

A relevant, feasible and well-explained justification for the strategy was:

The larger group of consumers who have been educated about consumer exploitation and empowered to act will be a greater force to reckon with than a single consumer. They will be in a better position to get redress if a member's rights are violated.

Question 10

This was the least popular question in the section, but had the highest mean on the paper. It tested candidates' knowledge and understanding of economic leakage and benefits to be derived from tourism. This was reflected in the stimulus.

The knowledge and comprehension section tested candidates' understanding of economic leakage. Some candidates had difficulty defining economic leakage. Correct responses included *when a large percentage of foreign exchange earned in the tourist industry does not remain in the country*. Candidates who correctly defined economic leakage also gave correct responses for ways in which economic leakage occurs. Correct and popular responses included:

Foreign exchange earned in the industry is used to purchase foreign goods such as foodstuff to satisfy the desires of the tourist and that foreign ownership of hotels result in the foreign exchange earned being repatriated.

The knowledge and comprehension section continued by asking candidates to explain two ways in which citizens benefit from the tourist industry. Correct responses which were well developed included:

Employment of citizens directly in the hotel industry. Such jobs include entertainment coordinators, chefs, maids and accountants; others are indirectly employed such as farmers and taxi drivers.

Improvement and maintenance of infrastructure such as roads and services such as water, electricity and garbage collection in tourist areas. This benefits the citizens also.

The evaluation, application and problem-solving section asked candidates to suggest to hoteliers three strategies that may be used to encourage greater participation of residents in the tourist industry. The following are examples of correct, well developed and well-explained strategies.

Strategy 1: The hoteliers could arrange a day in which the residents are allowed to set up their booths on the hotel grounds and sell craft items and other goods to tourists as well as provide entertainment such as dancing and singing.

Strategy 2: Arrange special packages such as lower room rates for the family and day passes to encourage residents to use the facilities at the hotels...

A relevant, feasible and well-explained justification for Strategy 1 was:

Residents will see direct benefits from the tourist industry and will no longer believe that tourism is for the "rich". This will encourage greater appreciation for the industry and thus greater desire to participate...

Recommendations

Overall, the performance on this paper was less than satisfactory. This reflected a high level of unpreparedness and lack of knowledge to answer questions effectively. The candidates must understand that the questions require knowledge and understanding of concepts and the application and analysis of the information.

Candidates

Most candidates had low scores for the questions on CARICOM, especially Question 6. This reflects a lack of knowledge and understanding of issues pertaining to CARICOM. Candidates are advised to use the objectives for the regional integration section, the CARICOM website,

newspaper articles and other media reports on CARICOM to help to improve their performance on the questions.

The application, evaluation and problem-solving section requires that candidates use an informed position and principles based on fostering responsible behaviour and the promotion of democratic values and attitudes in proposing suggestions for social problems. The strategies should be relevant and feasible. Also, candidates must be aware that some suggestions may not be applicable to some groups.

The essay-type questions are structured to guide candidates in organizing their responses. There are too many cases where responses are disorganized and sections of the questions are located in various parts of the essay. Candidates are thus advised to organize their responses based on the format of the question.

The use of the word *suggest* implies that the strategy, measure or action recommended must be well developed and clearly explained. For the strategy, there must be a description as well as an explanation of how it will be implemented.

The definition of concepts continues to pose problems for candidates. Candidates are advised to use concept mapping techniques to develop an understanding and application of the concepts.

Paper 032 – Alternative to SBA

The aim of this examination was to test candidates' knowledge of the research process and their ability to apply research concepts and skills to respond appropriately to questions. The paper consisted of five structured questions. To be successful on this examination, candidates must be exposed to regular instruction relevant to research. The mean was 19.49 or 49.72 per cent of the total score.

Question 1 required candidates to select a research topic from the two that had been provided. The more popular choice was *Views of residents in my community towards criminal activity*.

In Part (b) the majority of candidates could not appropriately complete a problem statement that had been started. An example of an appropriate completion statement was: *This study will show what residents in my community think about criminal activity*. This is appropriate for a problem statement because the problem statement shows what the main focus of the research will be.

Candidates demonstrated adequate knowledge of the concept of *research instruments*; this was an improvement over past performance. In Part (e), the majority of candidates was able to identify possible problems a researcher could experience when conducting interviews.

Question 2

Candidates were unable to formulate/write one research question. Writing research questions, like any other skill, requires frequent practice to develop proficiency. It requires the researcher to think clearly about what he/she hopes to find out about the topic and to state these ideas in question form. These questions are expressed broadly as they focus on the general theme of the research.

An example of a well formulated research question supplied by a candidate was:

What are the effects of criminal activity on residents in my community?

Some research questions presented were not followed by a question mark.

When writing research questions consider the following:

- clarity — the question must be clearly stated
- question format should be used — there should be a question mark at the end
- avoid questions which may be answered by a yes/no response
- avoid asking personalized questions such as ‘What do you think about criminal activity?’

Question 3

This question tested candidates’ knowledge of sampling in research. Candidates did not know the concept. Very few were able to describe their sampling method and state the reason why they chose that method. Candidates could not give a valid reason for the chosen sampling method.

Some acceptable responses from candidates for sampling methods were as follows:

Random Sampling:

- *The names of each student will be written on slips of paper and placed in a bag; fifteen names will be pulled out of the bag. This is to ensure that each person has an equal chance of being selected.*
- *There are seventy five households in the community so I visited every third house to distribute a questionnaire. This is to ensure that each household has an equal chance of being selected.*

Purposive sampling — *select from the population only those who meet the necessary criteria to provide the necessary information.*

For Part (e), the majority of candidates could state two ways in which the researcher can protect information provided by the sample.

Question 4

This was a case study. Performance on this question was good as the majority of candidates could interpret the data provided in the case; they could also state two important findings.

Question 5

Generally, candidates were able to calculate the percentages to complete a table using data provided in the case study from Question 4. Many of them were also unable to answer Part (a) ii which required them to display the data in the table as a comparative bar graph.

The other area of poor performance on this question was the recommendations in Part (b). Recommendations are suggestions that can be made to solve a problem; therefore the

recommendations must be *relevant* to the findings of the study. To improve performance on this question the following guidelines could be considered:

- Read the entire case study carefully
- Note the problem statement in the case
- Pay close attention to the new information the researchers found (findings) about the problem being investigated
- Recommend or suggest/state the best ways to solve the problem/s.

Suggestions to Candidates

- Candidates can improve their performance on this examination. To do this they must prepare thoroughly for the exam. The performance on the paper demonstrated that candidates enter this examination unprepared.
- Candidates should engage in small, supervised research projects that will focus on the basic concepts being tested in the examination. As with any other skill, practice is necessary to achieve efficiency.
- Candidates must seek adequate tuition that will allow them to prepare thoroughly for the exam.
- Candidates should utilize the CSEC Manual for Private Candidates on the Alternative to School-Based Assessment component.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2013

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

GENERAL COMMENTS

The Social Studies examination is offered to candidates at the June and January administration of the examination. The subject continues to attract over fifty thousand registrants for each June sitting. The examination consists of the following papers:

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

Approximately 49,000 candidates sat the June 2013 examination. Of this number 68 per cent achieved Grades I–III, down from 71 per cent last year.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items, all designed to assess the Knowledge and Comprehension profile. The mean on this paper was 35.12 out of 60, or approximately 59 per cent. This was consistent with the performance in 2012.

Paper 02 – Structured Questions and Extended essays

The paper consisted of ten questions arranged in three sections, labelled A, B and C. Candidates were required to answer a total of five questions, that is, two from Section A, two from Section B and one from Section C. Each question was worth 20 marks. The profiles tested were Profile 1, Knowledge and Comprehension and Profile 2, Application, Evaluation and Problem-solving. The mean on this paper was approximately 37 per cent.

Section A: Individual Family and Society

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

Question 1

This was the most popular question in Section A with 44 427 responses. It had a mean of 8.74 out of 20 or approximately 44 per cent. The question tested candidates' knowledge and understanding of the economic functions of the family, how the school prepares young persons to undertake these functions and the factors that may prevent the family from performing those functions. It also asked candidates to suggest legal strategies which families in a community may use to improve their economic situation and explain why each strategy is likely to be successful.

Parts (a) to (c) tested knowledge and comprehension.

Part (a) asked candidates to state two economic functions of the family. A minority of candidates were not able to distinguish between the economic and the other functions of the family. Most candidates, however, responded correctly and gave responses such as: *providing money for food for the family; providing adequate shelter; and saving for emergencies and other needs.*

Part (b) asked candidates to state two factors which may prevent the family from providing for the basic needs of its members. Many candidates gave acceptable responses such as: *parents may be unemployed; family's income may be inadequate and; the breadwinner may be ill.*

For Part (c) candidates were asked to explain two ways in which the school prepares young persons to undertake the economic functions of a family. This section was well done but some candidates did not focus on the economic functions of the family; instead they focused on other functions such as socialization. Many candidates gave good responses such as:

School provides counselling regarding employment opportunities. Students would therefore be able to choose the career for which they are best suited and which would enable them to support their families; includes budgeting in the relevant subject areas in the curriculum. Training in budgeting would help students to spend money wisely when purchasing goods and services for the family and also to set aside savings for emergencies.

Part (d) assessed the application, evaluation and problem solving profile.

Part (d) (i) asked candidates to suggest three legal strategies families in the community may use to improve their economic situation. A significant number of candidates gave responses that included 'illegal' rather than 'legal' strategies. Some gave three responses which could be subsumed under one strategy. The following are acceptable responses that were considered well developed and fully explained.

Strategy 1: Set up kitchen gardens that will reduce the cost of purchasing food for their families. The surplus food items that are produced may be sold to earn an income.

Strategy 2: Organize a free baby-sitting system among themselves where families assist each other with babysitting to allow others to go to work.

Part (d) (ii) asked candidates to explain why each of the strategies is likely to be successful. The following is an example of a relevant, feasible and well-explained justification for Strategy 2 given above.

This strategy is likely to be successful because many parents cannot go out to work to provide for their basic needs, because they cannot afford baby sitting or day care services. The families will be very motivated to organize this system that will allow them an opportunity to work to earn an income.

In many cases candidates' explanations were repetitions of the strategies which were given in Part (b) (i). Many failed to develop their justification adequately.

Question 2

This question had a mean of 9.31 out of 20 or approximately 47 per cent. This was the highest mean of the questions in this section. The question tested candidates' understanding of the concept of social control, types of institutions and their functions. They were also required to suggest three measures which a religious institution could implement that would assist in correcting the behaviour of delinquent young people and justify why each measure would succeed.

Part (a) asked candidates to define the term 'social control'. This part was poorly answered. Responses revealed that many candidates lacked knowledge of the concept of social control. Acceptable responses included: *Social control is the means by which a society or a group teaches its members to obey its norms.*

Part (b) asked candidates to name two types of institutions in society, other than religious institutions. Acceptable responses included: *social, educational, economic, political and recreational.*

For Part (c) candidates were asked to explain one function of each of the institutions named in part (b). Most responses were acceptable.

Part (d) tested candidates' application, evaluation and problem-solving skills.

Candidates were asked, in Part (d) (i), to suggest three measures which religious institutions could implement to assist in correcting the behaviour of delinquent young people in the society. The responses were for the most part varied but acceptable. The following are acceptable responses that were considered well developed and fully explained.

Measure 1: Religious institutions can assist in providing vocational training for delinquent youths by either giving them financial support to attend a technical school or getting qualified members to volunteer to train them in specially organized classes.

Measure 2: Religious institutions can engage the services of trained and experienced professionals to provide counselling and professional guidance for their spiritual and moral development.

Part (d) (ii) asked candidates to explain why each of the measures was likely to be successful. In most cases candidates were able to earn marks for the responses which they provided.

The following is an example of a relevant, feasible and well-explained justification for Measure 1.

By providing the youths with vocational skills it can help them to find meaningful employment which is likely to keep them out of trouble because they have a source of income which they can use to provide their needs lawfully.

Question 3

This question was the least popular in this section with 14 484 responses. It also had the lowest mean. The mean was 6.32 out of 20 or approximately 32 per cent. The question tested candidates' knowledge of the structure of government and the role of the civil service (public sector). Candidates were also required to suggest three measures a government may use to improve the efficiency of the civil service (public sector) and explain why the measures were likely to succeed.

The knowledge and comprehension component comprised parts (a) and (b).

Candidates readily provided answers to part (a), which required them to identify the branch of government missing from the diagram of the structure of government that was provided. The acceptable response was *the legislature*.

For Part (a) (ii) candidates were asked to state the branch of government to which judges belong. Again, they were readily able to provide the acceptable response which was *the judiciary*.

Part (b) (i) asked candidates to outline two ways in which the civil service (public sector) in a country directly responds to the needs of the citizens. The most popular response was: *The civil service is one of the largest organizations in a country and therefore provides a wide range of jobs for citizens*. Other acceptable responses included:

The civil service is responsible for providing citizens with essential public services such as health, education, sanitation and welfare.

Civil servants listen to the problems of the citizens pertaining to government's policies and explain government's policies and programmes to the citizens.

In some cases candidates' responses indicated a lack of understanding of the civil service (public sector). They seemed to consider this a reference to the general public.

Part (b) (ii) asked candidates to outline one way in which officials of the Ministry of Education help the Minister of Education to make the educational system function. This part was well answered. An example of an acceptable, well-explained response was: *Officers in the Ministry of Education ensure that educational services are delivered efficiently by providing adequate educational materials for teachers and students*. Other acceptable responses included:

Provide the Minister with research data to guide education policies to ensure that critical educational services are provided for the citizens.

Communicate the citizens' concerns about educational matters and policies to the Minister. This helps to make the Minister aware of whether or not the policies are having the intended effects.

Parts (c) assessed application, evaluation and problem solving skills.

In Part (c) (i) candidates were given the stimulus “*An efficient public sector is essential to the development of a country*” and asked to suggest three measures a government may use to improve the efficiency of the public sector.

The following are examples of measures that were considered well-developed and clearly explained.

Measure 1: Promote civil servants to higher posts on the basis of the quality of their service and qualifications rather than on their length of service alone.

Measure 2: House employees in modern buildings which are equipped with up-to-date technology, furnishings and other resources that would enable them to provide the quality work expected.

Part (d) (ii) asked candidates to explain why each of the measures suggested in Part (b) (i) is likely to be successful.

The following is an example of a relevant, feasible and well-explained justification for Measure 1.

Awarding promotion based on quality of service will motivate employees to set goals at the beginning of the year and encourage them to monitor and evaluate their work and make improvements. It is likely to be successful because monitoring can contribute to the efficiency of the civil service.

Section B: Development and Use of Resources

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

Part I – Sustainable Development and Use of Resources

Question 4

This question had a mean of 7.96 out of 20, or approximately 40 per cent, and was the more popular question in this part of Section B. It was based on employment. It tested candidates' ability to interpret employment statistics and their understanding of the relationship between a person's level of skills and the type of employment he or she is likely to get. Candidates were also required to suggest three strategies a secondary school may implement to help prepare students for employment and to say why the strategies would succeed.

The knowledge and comprehension component comprised Parts (a) and (b).

Parts (a) (i) to (iv) asked candidates to study employment data in the table provided and answer four questions based on the data. Most candidates demonstrated an understanding of the table and were able to provide plausible responses to Parts (a) (i) to (a) (iii). Some candidates had difficulty with the calculation required by Part (a) (iv).

For Part (b), candidates were required to explain two ways in which the level of a person's skills may influence the type of employment that person can obtain. Most candidates were unable to give acceptable responses. They were unable to explain the relationship between the level of skills and type of employment opportunities.

Acceptable responses included:

Persons who do not have skills may only be able to obtain very low paid forms of employment.

A low level of skills may earn one a job where there are hardly any opportunities for promotion whereas a high level of skills may allow someone to get jobs with opportunity for promotion.

Parts (c) assessed application, evaluation and problem solving skills.

Part (c) (i) asked candidates to suggest three strategies that a secondary school administrator may implement to help prepare students for employment. This part was well answered and the responses were varied. The following are examples of well-developed and clearly explained measures.

Strategy 1: Teach students how to prepare a CV and how to write an effective job application that can impress an employer.

Strategy 2: Organize career guidance seminars and invite human resources professionals and guidance counsellors to advise students about possible career options and the required qualifications.

The following is an example of a relevant, feasible and well-explained justification for Strategy 1.

Teaching students how to write an effective job application will be successful because such applications highlight to employers the strengths and marketability of the applicant. He/she will therefore more likely get the job for which he/she has applied.

Question 5

This question had the highest mean on the entire paper. The mean was 10.54 out of 20 or 53 per cent. This question was based on natural resources. It tested candidates' knowledge of the major natural resources found in the Caribbean, their uses and the environmental consequences of misusing them. Candidates were also required to suggest three measures a government may take to ensure conservation of natural resources and to say why each strategy would succeed.

Parts (a) to (c) assessed knowledge and comprehension skills.

Part (a) asked candidates to identify two of the major natural resources found in the Caribbean. This section was well done, as in most cases candidates were able to identify major natural resources such as *land, water, forests, bauxite and petroleum*.

Part (b) asked candidates to name two uses of one of the resources named in Part (a) of the question. The responses were acceptable and varied. Acceptable responses included:

Land: used for small farming; and for housing settlements

Water: used for irrigating agricultural crops; for domestic purposes e.g. cooking, washing

Forests: produce lumber for making houses and furniture; provide employment

Petroleum: used for domestic consumption; provides power to operate machinery

Bauxite: changed into alumina and exported to earn foreign exchange.

For Part (c) candidates were required to describe two possible environmental consequences of the misuse of one of the resources named in (a). This part presented some difficulty for some candidates as they misunderstood the requirements of the question and instead provided general consequences and not environmental ones. Acceptable responses included:

Land may become polluted by the dumping of solid waste in vacant lots and along the roadside.

Toxic chemicals such as mercury used in gold mining activities, when improperly disposed, may end up in rivers and cause the destruction of aquatic life in the rivers.

Parts (d) (i) and (d) (ii) assessed application, evaluation and problem solving skills.

Part (d) (ii) asked candidates to suggest three measures a government may take to ensure conservation of natural resources. This question proved to be most challenging for the candidates. In most cases responses were either irrelevant or merely a repetition of what was given in Part (i).

The following are examples of well-developed and clearly explained strategies.

Strategy 1: The government can utilize the expertise of environmentalists to introduce education awareness programmes about the value of the resources both at school and for the wider society.

Strategy 2: Government can introduce legislation with heavy penalties forbidding the dumping of harmful wastes in the sea.

Below is an example of a relevant, feasible and well-explained justification statement for Strategy 1.

Through public awareness programmes citizens will be educated about the value to them and the country of conserving the resources and may therefore be influenced to use them wisely.

Part II – Regional Integration

Question 6

The mean on this question was 6.05 out of 20 or approximately 30 per cent and it was far more popular than Question 7, the other question in this part of Section B. Based on Regional Integration, it tested candidates' knowledge of the factors which promote competition among businesses in the Caribbean and the benefits of this competition to consumers, by requiring candidates to write an essay on stimulus "Development of a Competitive Business Culture in the CARICOM Region". In addition, candidates were asked to suggest three strategies a CARICOM government may pursue in order to encourage manufacturers to produce for the regional market.

The knowledge and comprehension component of the question asked candidates to state two factors that promote competition among businesses in the CARICOM Region. Many candidates found this part very challenging. They wrote about factors which contribute to the development of the arts instead of the development of competitive business attitudes. Acceptable responses included *the removal of barriers to trade in goods of regional origin; the free movement of capital and labour; and the desire to increase market share.*

The question went on to require candidates to explain two ways in which competition among businesses may be beneficial to consumers in the Region. Most candidates provided appropriate responses. Examples of these are:

The competition will result in some businesses lowering their prices in order to increase market share. Consumers will then pay lower prices for goods in competition.

The competition may also influence some businesses to increase their product range or to sell their goods in new markets. The increased range of products will provide consumers with a greater choice among goods in competition.

For the application and evaluation component, candidates were asked to suggest three strategies that the government of a CARICOM country may implement to encourage local manufacturers to produce for the regional market. Examples of well-developed and clearly explained strategies are:

Strategy 1: Government can help manufacturers to reduce their cost of production by offering them duty-free concessions on inputs imported to produce goods for export.

Strategy 2: Government could partner with manufacturers to have public forums to educate the public in the Region on the benefits of consuming goods produced in the Region such as helping manufacturers to improve their competitiveness in order to export to extra-regional markets.

The following are examples of relevant and feasible justifications for Strategies 1 and 2 respectively:

Manufacturers will be able to stimulate demand for their products by passing on the savings from the reduced cost of production to consumers. As a result of making their products more price competitive they will increase their market share in the Region.

Government's partnering with manufacturers to educate the public on the benefits of consuming regional goods will stimulate the demand for goods and encourage the export of goods within the Region. This will happen because consumers will now be aware of how they can contribute to their own prosperity and the economic development of the Region.

Question 7

The mean on this question was 4.74 out of 20 or approximately 24 per cent. This mean was also the lowest on the entire paper. The question tested candidates' knowledge and understanding of the unequal distribution of resources in the Region and how the sustainable use of mineral resources may assist the economic development of the country in which the resource is found. It also required candidates to suggest three strategies CARICOM Heads of Government may employ to use their resources jointly. The stimulus required candidates to write an essay on the topic, "Unequal Distribution of Natural Resources May Hinder Regional Integration".

The knowledge and comprehension component asked candidates to identify two CARICOM countries which have mineral resources in commercial quantities and two which do not. Candidates correctly stated that the countries which have include *Jamaica, Barbados, Guyana and Trinidad and Tobago* as having such resources in commercial quantities. Those which do not have include *Grenada, Dominica and St. Vincent and the Grenadines*.

Candidates were then asked to explain two ways in which the sustainable use of one mineral resource may assist the economic development of the country where it is found. Many candidates stated the use of the mineral resource but failed to explain how its sustainable use can assist the economic development of the country where it is found.

The following is an example of an acceptable response:

The careful use of petroleum would ensure that the country's reserves last longer and the country would be assured of supplies of fuel to develop its industrial base over the long run.

The application, evaluation and problem solving component asked candidates to suggest three strategies CARICOM Heads of Government may employ to use their natural resources jointly. This section was not well done. Most candidates overlooked the word "jointly" and thus gave responses which suggested how countries could develop their resources independently.

An example of a strategy that was well developed and clearly explained was:

Strategy 1: Countries with sources of fuel can offer fuel to the other countries at special CARICOM rates to reduce their high fuel import bill.

Strategy 2: Countries with mineral resources can import more of the products of the poorer countries of CARICOM; this would help to stimulate development in those countries.

The following is a relevant, feasible and well-explained justification for Strategy 1:

This strategy is likely to be successful because access to cheap sources of fuel will enable countries without sources of fuel to reduce the cost of production of their goods. If the savings are passed on to consumers this will stimulate demand for their goods at home and within the Region. This in turn will lead to expansion of industries and increased production.

Section C: Options

There were three questions in this section and candidates were required to answer one. These questions were based on the following optional areas of study: Communication, Consumer Affairs and Tourism.

Question 8

This question was based on Communication and tested candidates' knowledge and understanding of forms and media of communication and how geographical factors may influence access to these; factors which may cause a breakdown in communication and how the media can assist in the development of a Caribbean identity. Candidates were asked to write an essay on the stimulus "The Media and Communication". The mean for this question was 5.85 out of 20 or approximately 30 per cent.

The knowledge and comprehension component asked candidates to identify one form of communication and one medium of communication. Most candidates answered correctly. The most popular media of communication stated were *television, radio and newspapers*.

Some popular and acceptable factors for a breakdown in communication which candidates gave included *language differences between sender and receiver* and technological issues such as network failure.

The knowledge and comprehension component continued by asking candidates to explain two ways in which a person's location may affect the medium of communication to which he/she may have access. Acceptable reasons included: *daily delivery of newspapers may not be available to remote areas due to distance, geographical features or lack of proper roads. High mountains affect transportation for the installation of telephone lines.*

The application, evaluation and problem solving component asked candidates to suggest three ways in which the media can assist in the development of a Caribbean identity. Examples of strategies that were considered well developed and clearly explained are:

Strategy 1: Provide opportunities for Caribbean people to share their ideas, thoughts and feelings through regional radio and television link-ups.

Strategy 2: Regulate the balance of foreign and local programmes being aired in order to give more exposure to programmes with local and regional content.

A relevant, feasible and well-explained justification for Strategy 1 is:

Regulating the balance of foreign and local programmes will ensure that more local programmes are aired. Some foreign films promote much violence, promiscuity and other negative behaviours. These influence the youths to imitate what is shown. They begin to imitate this behaviour.

Question 9

This question was based on consumer affairs and tested candidates' knowledge and understanding of the concept of demand and the factors which affect supply and demand; how government influences prices to protect consumers and how consumers can protect themselves when purchasing goods. Candidates were required to write an essay on the stimulus, "Consumers: Understanding supply and demand". The mean for this question was 7.57 out of 20 or approximately 38 per cent. This was the most popular question in Section C.

The knowledge and comprehension component asked candidates to define the term 'demand'. Most candidates did not demonstrate that they understood the concept. They incorrectly interpreted the concept to mean "a very firm request made to someone for something". Few candidates gave appropriate responses which included *the quantity of goods and services which consumers are willing and able to buy at a particular price at any given time*.

Candidates were then asked to identify one factor, other than price, which influences consumer demand. Acceptable responses were: *advertisements, change of income and quality of goods or services*.

Candidates were also asked to state one factor, other than price, which influences the supply of goods. Acceptable responses were:

*availability and cost of transportation;
natural factors such as flooding and drought; and
the hoarding of items which creates short supply.*

The knowledge and comprehension component continued by asking candidates to explain two ways in which governments can influence the price of goods in an effort to protect consumers. Most candidates had difficulty with this part of the essay as most merely stated that the government should lower the price of goods. They could not provide the means by which the government could do this. An acceptable and popular response was:

Government may, by law, fix maximum percentage wholesale and retail mark-ups on basic food items and employ persons to visit businesses to ensure that they were complying with the fixed prices. This would enable consumers in the lower income bracket to have access to basic goods.

The application, evaluation and problem solving component asked candidates to suggest three actions which consumers can take to protect themselves when purchasing goods. An example of a suggestion that was well developed and clearly explained was: *Consumers should read labels to find out the expiry date, constituents and side-effects of the product before purchasing it.*

A relevant, feasible and well-explained justification for the action was:

By reading labels, examining the products and checking the expiry date and constituents before purchase the consumer is unlikely to purchase goods that are unsafe for consumption or which will cause any allergic reactions to him/her and has therefore protected him/herself.

Question 10

This question was based on Tourism, and tested candidates' knowledge and understanding of how tourism benefits Caribbean countries, the challenges that **new** tourist destinations may cause for Caribbean hoteliers and how governments may encourage persons to invest in the tourist industry. Candidates were asked to write an essay on the stimulus "Caribbean Tourism – The Need to Invest". The mean for this question was 5.42 out of 20 or approximately 27 per cent. This question was the least popular in Section C.

The knowledge and comprehension component asked candidates to state two types of tourism that generate foreign exchange for Caribbean countries. This section was well answered. Acceptable responses were: *land based, cruise and eco-tourism*.

Candidates were then asked to state two ways Caribbean countries benefit from tourism apart from foreign exchange. Popular and acceptable answers were:

*It provides employment for the citizens.
It exposes citizens to people of different cultures.*

The knowledge and comprehension component then continued by asking candidates to explain two challenges that **new** tourist destinations may cause for hoteliers within the Caribbean. This section was poorly answered. Many students did not understand the concept of a “new tourist destination” and their responses incorrectly included new facilities such as hotels, resorts and attractions in the original destination. Acceptable responses included:

New destinations may offer a more attractive product and visitors may prefer to go there rather than to the existing destination. This would result in a reduction in visitor arrivals in the existing destination.

The existing destination may require large sums of money, which it may not have, to improve its tourism product to compete with the new destination.

The application, evaluation and problem solving component also asked candidates to suggest three actions a government may take to encourage persons to invest in the tourist industry. Many candidates gave ways which government could use to attract tourists instead of how to attract investment in the tourist industry.

An example of an action that was well developed and clearly explained was:

Maintain a stable political climate and govern by the law so investors will not feel threatened at any time.

An example of a justification that was relevant and clearly explained was:

A stable political climate is likely to be successful because it will attract investors to a country. It will make investors feel safe and ensure that their investments are also safe.

Recommendations for Candidates

Overall, the frequency of unsatisfactory responses to the questions on this paper reflects a high level of unpreparedness and lack of knowledge among a substantial number of candidates. Where candidates demonstrated the knowledge required, often-times they were not able to adequately justify suggestions given. It is therefore recommended that candidates

1. become familiar with the available resources such as the Social Studies syllabus, CXC’s and other recommended, and reliable websites, such as Notesmaster, newspaper articles and documentaries dealing with current Social Studies issues.
2. practise skills of interpreting and analysing.
3. participate in structured in-class discussions and debates to help them to develop skills in justifying or defining positions taken and suggestions made.

Candidates need to improve their knowledge and understanding of issues pertaining to CARICOM in order to answer questions on CARICOM better. The body of literature on areas such as CARICOM, tourism and integration is increasing. Candidates should avail themselves of such literature so that they are better able to respond to questions in these areas of the syllabus. Teachers should note, too, that in many instances these writings are not produced with the typical CSEC student as the intended reader, so teacher guidance is essential to facilitate effective study and understanding of the articles and other material.

Recommendation for Teachers

It is suggested that teachers engage students in the following:

- Problem-solving exercises involving case studies. This could help to enhance responses to the application, evaluation and problem-solving section.
- Concept-mapping exercises to improve understanding and application of concepts.
- Tasks and exercises which require the application of problem solving, critical thinking and research skills in information gathering to enhance responses.
- Discussions on the rationale for Social Studies and the skills and attitudes to be developed in order to take the subject beyond rote learning and mere knowledge acquisition.

Paper 032 – Alternative to School-Based Assessment

The aim of this paper is to test candidates' knowledge of the research processes and skills and their ability to apply the knowledge of these processes and the skills in analysing a case. For a good performance on this examination, candidates should be exposed to regular and structured instructions in research methodology and practice in carrying out simple research appropriate to the level required to the syllabus.

The paper consisted of five structured questions which were all compulsory and it was marked out of a total of 40.

Question 1

This question assessed candidates' ability to define a research problem. This question required candidates to select a research topic from the two that had been provided, namely: 'The causes of pollution of rivers in my community' and 'Views of citizens in my community on hurricane preparedness'. The question was divided into five sub-sections and carried a total of 8 marks. The mean was 5.15 or 64 per cent.

Part (a) required candidates to give a reason for choosing the topic. Topic (i) was more popular. Some reasons which candidates gave for investigating the topics were

- *To find out if citizens are aware of the importance of hurricane preparedness.*
- *Because of the amount of pollution that is in the rivers.*
- *To undertake the study of how citizens in my community prepare for hurricane.*

For Part (b) candidates were required to provide a problem statement for the topic which they chose. Some of the more appropriate problem statements presented by candidates were as follows:

This study will:

- *show what are the causes of pollution of the rivers in my community*
- *highlight the likely causes of pollution in my community*
- *investigate the factors which cause pollution in my community*
- *reveal how informed and educated citizens are about hurricane preparedness*
- *help me understand how citizens in my community prepare for hurricanes*

For Part (c) candidates were required to define one term in the topic. This part of the question was adequately answered by most candidates.

For Part (d) candidates were required to identify a research instrument which could be used to collect data on the topic chosen. Candidates were able to provide appropriate responses.

Part (e) required candidates identify a problem which a researcher may experience in distributing a questionnaire. For the most part candidates were able to provide appropriate responses.

Question 2

This question tested candidates' knowledge of data sources, and their skill in formulating questions for their research and research instruments. The mean on this question was 2.37 out of a possible 4 marks or approximately 60 per cent.

For Part (a) candidates could identify data sources as they gave appropriate responses as *internet, media, newspapers*.

For Part (b) the majority of candidates could write one 'yes/no' question for a questionnaire; for example.

'Are you aware of when the hurricane season begins?'
'Do you think heavy laws should be put in place for persons found guilty of polluting rivers?'

In Part (c) very few candidates were able to formulate good research questions. Most of the questions presented were too narrow, could be answered by yes/no, or were personalized. Some questions were not relevant to the topic. These questions would not provide adequate focus for the research and would not produce valuable data. Some candidates presented statements as research questions. Examples of well-formulated research questions supplied by candidates were:

What are the causes of pollution of rivers in my community?
What factors are contributing to pollution of rivers in my community?

Question 3

This question tested candidates' knowledge of sampling and sampling methodology. The mean on this question was 1.39 out of a possible 5 marks or 29 per cent. The responses suggest that the majority of candidates were not familiar with the concept and performance on this question was far below the acceptable standard. Only a small percentage of candidates were able to name and describe their sampling method and to give a plausible reason for their choice of method.

Part 3 (a) required candidates to name and describe an appropriate method of sampling for the chosen research topic. An example of an appropriate response for Part 3 (a) was:

Simple random sample: The lottery method where an identifier of each member of the population is placed in a box and drawn randomly.

Part 3 (b) asked candidates to provide a reason for using the sampling method chosen in Part 3 (a). The following were appropriate responses:

It reduces bias.
It gives everyone a fair chance of participating.
It gives everyone an equal chance of being interviewed to all members of the population.

Part 3 (c) assessed candidates' knowledge of ways of protecting the information collected during a research. In most cases candidates could state two ways a researcher could protect data provided by the sample. This, to some extent, demonstrates that they were aware of confidentiality and anonymity.

Question 4

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

- focus of the study
- proportion of a particular age group in the sample
- instrument used by the researcher
- a possible research question which was used by the researcher.

The majority of candidates could interpret the information provided in the case and therefore provided appropriate responses. The mean on this question was 5.27 out of 9 or approximately 60 per cent.

Question 5

This question tested candidates' ability to present data from a case study. The mean on this question was 4.04 out of 14, or approximately 30 per cent.

For Part (a) (i) candidates were required to calculate the percentage of the sample which gave different responses. Many candidates continue to experience difficulty in by calculating percentages, so were unable to obtain full marks.

For Part (a) (ii) required candidates to represent data on a bar graph. The grid for drawing the graph was provided and candidates could have used either the raw data or the percentages to draw the graph. While some candidates were able to draw the graph with four accurate bars, others had difficulty in drawing the bars to accurately represent the responses.

Part 5 (c) tested candidates' ability to draw conclusions by asking them to provide two recommendations which the researchers could give based on their research. Most candidates were not able to provide even one recommendation.

Paper 031 – School Based Assessment (SBA)

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

Task 1: Problem Statement

For this task candidates were required to formulate a research question which is focused and clearly stated. Many candidates were able to formulate clear research questions. Below are some examples of research questions which were considered appropriate for the level of research carried out by fifth form students.

- *How has the use of Blackberries affected 4th formers' academic performance?*
- *What factors have contributed to the increase of teachers' migration from the -----area?*
- *How does unemployment affect the residents of -----?*
- *What is the level of HIV/ AIDS awareness among students of ----- school?*

The following are some examples of problem statements that were not well written and therefore could not get full marks:

- *What are the factors affecting single parent families and the consequences and solutions?*

There are too many variables in this problem statement so it lacks clarity.

- *What are the factors responsible for the increase of youth involvement in criminal activities and the effects of their involvement in these activities in -----Community?*

There are too many variables in this problem statement.

Task 4: Data Collection Instrument

Many of the questionnaires presented were satisfactory. They included a balance of both open ended and closed ended questions.

A maximum of three open ended questions are adequate and most candidates provided these or more.

Task 6: Presentation of Data

Many candidates followed the guidelines for data presentation and presented their data in different ways. Applicable and acceptable ways are

- pie chart
- bar graph
- table
- tally chart
- pictograph.

One general observation is that most of the graphs were not labelled. Candidates should note that for one to read a graph accurately the axes must be accurately labelled and the bars correctly drawn. To improve performance on this task, candidates should consider varying the ways of presenting the data. They could choose to present bar graphs, pie charts and tables that are well labelled and depict accurate information.

Task 7: Data Analysis and Interpretation

This task continues to present difficulties for candidates. For this task to be executed effectively, they should be use analytical terms such as

- majority, in comparison to...
- a larger percentage of...
- the least amount of...
- in relation to...

Task 8: Statement of Findings

Generally candidates presented relevant findings based on their research data.

Task 9: Recommendations

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

Recommendation

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

Implementation

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

General Comments

Some projects did not meet the acceptable standard for submission. Schools and students are reminded that, while expensive binding of the reports is not required, projects must be secured effectively so that the pages will not fall out during the transportation and marking processes.

Candidates continue to submit projects that have been plagiarized. The project is a large task and some students may have difficulty managing it for timely submission. To reduce instances of plagiarism students can be encouraged to seek guidance in managing their time in compiling their SBA projects. One suggestion is to allow students to present regular progress reports in the class on their SBA. At these presentations, they could identify the tasks that are difficult for them to execute and so may need some assistance. Other students could help by critiquing the work and making suggestions for improvement. These presentation sessions may also be used as teaching points or the teacher may identify from them, topics for mini-lessons. These exchanges will not only reduce the opportunity for plagiarism but will help students develop a sense of self-efficacy in completing the task. These may also help to develop the ability to think critically about their work and hopefully produce better projects.

Recommendations

Below are some recommendations which candidates may wish to consider in conducting their research. Some explanations for terms and expressions used in research may also be of benefit to the candidates who register for the alternative paper.

1. Research Questions

Writing research questions, like any other skill, requires frequent practice to develop proficiency. It requires the researcher to think clearly about what he or she hopes to find about the topic and to state these ideas in question form. These questions are expressed broadly as they focus on the general theme of the research. When writing research questions the student could consider the following:

- clarity - the question must be clearly stated
- formulation — it should be stated in question form with a question mark at the end.
- open-ended — it may not be answered by a yes/no response, as in the case of “Is the river in my community polluted?”
- objective — it should not be personalized as in “Why do you prepare for hurricane?”

2. The sample

This is the part of the population which the researcher chooses as a representation of the larger population for study. The sample may be chosen in different ways: The **way** of choosing is called the **sampling method**. Types of sampling methodology which students may use are:

- Random sampling: Names or numbers representing members of the population are written on slips of paper and placed in a container; individual slips are pulled from the container until the required number for the sample is reached. This is to ensure that each person has an equal chance of being selected.

- Purposive sampling: member of the population who meet the set criteria to provide the necessary information are selected.

3. Recommendations

These are suggestions that can be made to solve a problem; therefore the recommendations must be **relevant** to the findings of the study. To improve performance on this question, the following guidelines could be considered:

- Read the entire case study carefully.
- Note the problem statement in the case.
- Pay close attention to the new information the researchers found (the research findings) about the problem being investigated.
- Recommend, suggest or state, based on the findings, the best ways to solve the problem.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2014

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

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

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

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

DETAILED COMMENTS

Paper 01 – Multiple Choice

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

Paper 02 – Structured Questions and Extended Essays

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

Section A: Individual, Family and Society

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

Question 1

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

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

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

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

Examples of good reasons given were as follows:

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

- (1) *The traditional role of Sam's father was to be the only breadwinner and main supply of income in the household; whereas **now** he isn't the only breadwinner in the household; Sam's mother is also the breadwinner in the household.*
- (2) *Because he is **now** involved in household chores which traditionally are seen as women's work.*

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

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

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

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

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

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

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

- (1) *Comforting children and show them love and affection.* (Explanation of how the comforting and love and affection will be shown is missing.)
- (2) *Ensure that you both agree on the decisions made to avoid arguments between family members.* (Explanation of what action they will take to "ensure" is missing.)

Question 2

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

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

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

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

Examples of popular acceptable responses were

- *Formal groups have written rules that tell members what to do and what not to do and informal groups do not have written rules.*
- *Formal groups have set goals to meet whereas informal groups don't have specific goals; they change frequently.*

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

The leader should delegate responsibilities. Responsibilities should be given to each member as the leader sees fit based on the members skills talents and abilities. This would make the members feel needed and active within the group.

Justification: When members have a role they would feel part of the group, hence they would be proud to be identified with the cultural club.

Question 3

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

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

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

- *So they won't be taken advantage of by the state.*
- *Because we are given the opportunity to speak out against injustice and situations where we were unfairly treated.*
- *So that citizens can move around without being arrested/to be able to move freely.*
- *This ensures that all citizens feel safe and respected.*

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

Strategy 1: By improving infrastructure in communities with bad roads, lacking water etc.

Strategy 2: By offering help and financial assistance to those individuals who are less fortunate, those who cannot afford necessities, and repairing the damaged roads in the community.

Justification: By improving infrastructure in communities in need of it people will support your party and they will try to support you the next election.

Section B: Development and Use of Resources

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

Part I – Sustainable Development and Use of Resources

Question 4

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

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

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

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

- *The possible reason for the large population in the 25 – 29 age group could be that there was a 'baby boom' period before and they have now grown up.*
- *The lack of education about contraception or birth control methods twenty five to twenty nine years ago for the use of the mother is a reason.*
- *Possible reason for the size of the population in the age group 75 years and older is excellent and well advanced medical institutions. This can be the reason for the number of people 75 years and older still living.*
- *There could be great health care facilities provided by the country encouraging low death rate of its citizens.*

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

Action: Provide cheaper health care by providing more national health insurance, making it more affordable for people especially for children to get health care.

Justification: Providing cheaper health care encourages couples to plan a family because they will no longer have to stress about being able to afford and provide health care to children. They will be more willing to start a family.

Action: Invest in the standard of living by providing poor families with their basic necessities for the child and the mother, or creating employment for her.

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

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

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

Question 5

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

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

The following are some examples of acceptable analytical statements:

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

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

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

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

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

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

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

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

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

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

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

Part II – Regional Integration

Question 6

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

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

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

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

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

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

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

- *the countries produce many similar products and this encourages competition rather than cooperation among them;*
- *territorial interests may supersede regional interests;*
- *competition for investments from developed countries;*
- *some consumers have a preference for goods produced extra-regionally at the expense of those produced by the member states.*

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

Suggestion: Select a representative group of young OECS ‘ambassadors’ and have them travel throughout the OECS region on an annual basis to educate other youth within the region about the OECS and encourage them to support the integration movement – a new group will be selected each year.

Justification: Many Caribbean people do not support integration because they may not be aware of the need or importance of integration. Travelling through the OECS, the young ambassadors will disseminate this information to other young persons who in turn will inform their parents and other adults. This will increase persons’ knowledge of integration and encourage them to support the movement.

Question 7

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

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

The following are examples of acceptable definitions of both terms:

- *Globalization refers to the influences and changes that take place across the world as a result of having greater access to information and faster communication channels due to technological development.*
- *Trade liberalization is the movement towards the removal of trade barriers among the members of the World Trade Organization.*

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

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

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

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

Suggestion: Establish subsidiaries in other countries and therefore create employment opportunities for the region.

Justification: Successful companies should establish subsidiaries in other countries. This will help create more jobs, reduce unemployment and create other social benefits

Section C: Options

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

Question 8

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

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

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

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

- *The state owned media will broadcast programmes mostly related to the country and its affairs with other international country. The state owned media will be more mindful of children so they will not display outrageous stuff.*
- *The private media will air more movies and TV shows to grab the attention of the public.*
- *A government owned mass media will show mostly political programmes.*
- *The private media have less to do with government and so they will show forms of entertainment for the peoples' viewing, e.g. family movies and cartoons.*

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

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

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

Question 9

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

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

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

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

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

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

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

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

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

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

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

Question 10

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

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

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

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

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

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

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

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

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

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

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

Recommendations for Candidates

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

1. Spend the time given to carefully read through the questions before deciding on which to answer.
2. Carefully plan their responses and allot time at the end to read through these responses.
3. Respond to the number of questions as required for each section. When candidates attempt more questions than are required the time available for each question is reduced and they therefore do not have enough time to fully develop their responses. As a result their chance of getting the maximum mark possible is reduced.
4. Look carefully for the key words or phrases in questions. These indicate what is required in the response. Words and phrases such as ‘explain’, ‘outline’, ‘discuss’, and ‘give reasons for’ give guidance on how candidates should structure their responses.
5. Note that the essay type questions are structured to provide guidance on how to organize responses. There are too many cases where candidates’ responses are disorganised and sections of one response are scattered throughout the examination booklet. Candidates are thus advised to organise their responses based on the format of the question.

Recommendation for Teachers

It is suggested that teachers engage students in the following:

1. Problem-solving exercises involving case studies. This could help to enhance responses to the application, evaluation and problem-solving section.
2. Concept-mapping exercises to improve understanding and application of concepts.
3. Discussion and debate on current affairs as they relate to the integration movement in the Caribbean.

Paper 031 – School-Based Assessment (SBA)

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

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

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

Below are some observations relating to the various tasks required by the SBA.

Task 1: Problem Statement

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

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

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

Task 4: Data Collection Instrument

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

Task 5: Procedure for Data Collection

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

Task 6: Presentation of Data

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

Task 7: Data Analysis and Interpretation

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

Task 8: Statement of Findings

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

Task 9: Recommendations and Implementation Strategy

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

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

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

Overall Presentation

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

- There must be a table of contents and pages should be numbered.
- Students can compile a checklist to ensure that all requirements for an excellent SBA have been included before final submission.

Plagiarism

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

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

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

Paper 032 – Alternative to School-Based Assessment

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

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

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

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

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

Question 1

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

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

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

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

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

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

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

Question 2

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

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

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

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

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

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

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

Question 3

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

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

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

- *Random sampling*

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

- *Purposive sampling*

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

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

Question 4

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

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

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

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

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

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

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

Question 5

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

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

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

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

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

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

CARIBBEAN EXAMINATIONS COUNCIL

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

JANUARY 2015

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in June and January. The examination comprises the following papers:

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

Approximately 2,300 candidates sat the January 2015 examination. Of this number, 55 per cent achieved Grades I–III, up from 48 per cent in 2014.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 34 out of 60 or approximately 58 per cent, a figure which is consistent with that of January 2014.

Paper 02 – Structured Questions and Extended Essays

The paper comprised ten questions each worth 20 marks, and was structured as follows:

Section A: Questions 1, 2 and 3 – Individual, Family and Society

Section B: Part I – Questions 4 and 5 – Development and Use of Resources
 Part II – Questions 6 and 7 – Regional Integration

Section C: Optional Section
 Question 8 – Communication
 Question 9 – Consumer Affairs
 Question 10 – Tourism

Candidates were required to answer a total of five questions, two from Section A, two from Section B (one each from Parts I and II) and one from Section C. Parts (a) to (c) of each question tested the Knowledge and Comprehension profile while Part (d) tested the Application, Evaluation and Problem-solving profile. The mean on this paper was 38 per cent, up from 34 per cent last year.

Section A: Individual, Family and Society

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

Question 1

This question tested candidates' understanding of the term *incest* and the effects of this phenomenon on the family; the socialization function of the family; and strategies for improving parenting skills. The mean was 9.31 or 47 per cent.

The majority of candidates could define the term incest and provide accurate examples. Responses to Part (b) revealed that candidates were not able to differentiate between the various family functions. Some good responses were:

- *The family socializes its members by teaching them the norms of the society. Therefore, the individual can deal with everyday situations in society.*
- *By sitting down and having family discussions about certain aspects of life.*
- *Spending time with each other.*

Responses such as '*by sending them to church where they get an opportunity to socialize and interact with other persons*'; '*sending them to church to socialize with other persons*' and '*let the children go out into the world to meet people*' were considered incorrect or weak as they focused on the family giving over the socialization function to other agents such as the church.

For Part (c), the examiners expected good strategies to be well explained and feasible for the problem identified. These should also have been presented as actions. The majority of candidates gave strategies which did not meet those two criteria.

Acceptable strategies with corresponding justification were:

Strategy: They could view videos or television programmes that explain and define better methods of effectively dealing with their children.

Justification: Television programmes and videos can assist parents in identifying more suitable and workable methods and strategies that they could incorporate so that their children would be more receptive.

*Strategy: Parents can **purchase** books about parenting. There are many books which give factual information and life experiences on parenting.*

Justification: Reading books can give them full details on how to improve their parenting skills and they can do it in their own time.

Strategy: *They can communicate with elders, family members or friends who are experienced parents, seeking advice and suggestions from them.*

Justification: *Experienced parents can offer guidance because they have gone through the various stages of parenting and might have had similar experiences.*

Question 2

This question was the most popular in Section A and it had the highest mean. It tested candidates' knowledge of group loyalty and how groups function to survive. The mean on the question was 11.47 or 57 per cent.

Part (a) tested the concepts *formal groups* and *group loyalty* and the factors which cause group members to remain together.

In most cases candidates' responses provided a general definition for social groups and not specifically formal groups. Some candidates gave an example rather than a definition of a formal group. An example of a complete response provided was *the term formal group is defined as a group of persons coming together who share common interest, has a leader and is governed by rules and regulations.*

In some instances, candidates were able to provide acceptable responses to the other part of the question. They were able to state clearly the factors which caused persons to retain their membership in groups.

Part (b) required candidates to outline ways in which members show loyalty to a group. Several candidates received full marks for this part because they were able to clearly state different ways that members demonstrate loyalty to their group. An example of a good response was: *Loyalty can be shown by taking part in activities and being present for meetings.*

In Part (c), candidates were required to identify joint actions which the police and community could take to reduce crime. However, many candidates lost marks because their responses focused on strategies which only one group could use and did not respond to what both groups could.

An example of a complete strategy provided was *the community in collaboration with the police can form a neighbourhood watch.* This strategy was followed by a clear, well-developed justification — *when this is implemented persons will be looking out for each other, hence when a crime is on the verge of being done, both the police and the community can respond more quickly.*

Question 3

This question tested candidates' knowledge of governance, in particular, their knowledge of government systems, elections and functions of an opposition. It was the least popular and had the lowest mean in this section. The mean was 5.63 or 28 per cent.

Candidates had difficulty responding to Part (a) which required specific knowledge of government systems. They, however, responded fairly accurately to Part (b) which dealt with elections; some candidates were able to make sound inferences from the statistics presented.

In Part (c), most candidates were unable to give plausible strategies that an opposition could use in parliament to ensure good governance. An example of a poor response given was 'an opposition may speak to the citizens attempting to get them to vote for the current government'. (this response missed the focus of *in parliament*). A very good response presented was *the opposition could ask for reports and full disclosure of financial transactions*.

Section B: Development and Use of Resources

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

Part I: Sustainable Development and Use of Resources

Question 4

This question tested candidates' knowledge of some concepts related to population. These included birth rate and natural increase. It also tested candidates' ability to think critically about issues in human resource development. The question was the more popular in this subsection of the paper and had a mean of 8.12 or 41 per cent.

For Part (a), very few candidates could give an adequate definition of *birth rate*. An accurate definition is *the number of live births in one year per 1000 persons in a given population*.

For Part (b), most candidates were able to identify at least one factor which influences natural increase in the population.

For Part (c), some candidates offered plausible strategies for increasing access to tertiary education. An example of an acceptable response which was given was *make loans available for students who cannot finance their education*.

For justification the candidate wrote, *when students can access loans from financial institutions to finance their education it will assist them in a big way by helping them to achieve their goals, find jobs and repay loans*.

An example of a response and the corresponding justification which were feasible but not clearly expressed was as follows:

Strategy: To increase access to tertiary education, government may offer to let its citizens get free education.

Justification: Is likely to be successful because anyone who wants to go to college can attend not only those who can afford it.

Question 5

This question assessed candidates' knowledge of the concept *sustainable development*, the reasons for the practice and ways in which governments protect non-renewable resources. This question had the lower mean of the two in this subsection; mean of 7.48 or 37 per cent.

Part (a) required candidates to provide a definition of the term sustainable development and to give a benefit of conserving fresh water. For the most part, candidates were not able to provide a suitable definition for the term but were able to provide acceptable benefits of water conservation.

For Part (b), candidates were given a data table from which they were asked to identify the resource for which there was the greatest need to practise conservation, and to suggest ways in which the government could reduce its dependence on one of the resources. Again, this subsection of the question was poorly done.

For Part (c), candidates were asked to suggest strategies which a government could use to protect forest resource and to say why each strategy was likely to succeed. Some candidates were able to offer feasible strategies. Among these were *enforce laws, make laws, or set policies in place against deforestation*.

Part II: Regional Integration

Question 6

This question required candidates to write an essay outlining CARICOM's effort to promote economic integration in the region. This was the less popular of the two questions in this section and also had the lower mean of only 3.15 or 16 per cent.

For the most part, responses were indicative of a lack of knowledge and comprehension of the concepts underlying regional integration. Similar to the pattern for the other questions, candidates were unable to clearly define *economic integration*. Candidates had difficulty presenting the essay as required as they lacked much of the required knowledge. Very few candidates were able to state at least one factor that promotes trade within CARICOM. They were also unable to indicate how CARICOM members could benefit from trading among themselves.

Question 7

This question required candidates to write an essay based on their knowledge of functional cooperation among CARICOM countries. The mean was 7.47 or 37 per cent.

Most of the candidates who attempted this question were able to name two natural disasters that affected the Caribbean. They were also able to indicate how other member states could assist countries affected by a natural disaster.

Candidates were not informed about the areas of functional cooperation among CARICOM countries. Those who identified the related institutions in functional cooperation were credited. Many candidates were able to give reasons why Caribbean countries may not be able to assist others in times of disaster.

A large percentage of candidates did not attempt the section which required them to suggest actions which governments could take in preparation for natural disasters. Those who attempted this section received partial marks as they did not focus on actions the Heads of Government Conference could take but rather focused on activities at the local level such as 'storing food supplies' and 'building shelters' rather than on regional activities as was the focus of the question.

Section C: Options

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

Question 8

This question focused on the survival of folk music. Candidates were asked to write an essay on the efforts made by artistes and others to ensure the survival of this art form. In particular, they were asked to identify objectives of a folk singer in rendering a performance, as well as factors which could discourage listening to folk songs. Candidates were required to explain ways in which copyright protects the work of the folk artiste, and to suggest strategies folk performers may use to encourage students to develop an interest in the art form. They were also required to justify each strategy. The mean on this question was 8.64 or 43 per cent.

While most candidates were able to identify one objective a folk singer may have for performing, most of them were not able to do more with the rest of the question. A few candidates were able to identify one way in which copyright laws protect the work of the artiste. Very few candidates even attempted a response to the strategies which may be used to encourage students to develop an interest in folk music.

Question 9

This question tested candidates' knowledge of features of credit, various types of credit and consumer awareness about using credit. This was the least popular question in Section C. It had a mean of 4.66 or 23 per cent. This mean was also the lowest for the section.

For this question most candidates did not proceed beyond the introductory statement which required them to state features of credit and to list two types of credit used to acquire goods. In most cases they could state *credit cards, hire purchase*. Other possible responses included *personal loans, mortgages, overdraft facilities*.

Question 10

This question required candidates to write an essay on the need for the tourism sector to have knowledgeable workers and a healthy natural environment. As part of their essay, candidates were asked to indicate some factors which could encourage students to want to work in the tourism industry and which could influence the sale of land for tourism development. Additionally, candidates were asked to explain how a shortage of trained workers could affect the industry in the Caribbean and to suggest strategies which government could use to reduce the negative impact of tourism development on the environment. This was the most popular question in the section. The mean of 4.69 or 24 per cent was just marginally above that for Question 9.

As with the other two questions in this section, candidates performed poorly on this question.

Recommendations for Candidates

Overall, candidates performed less than satisfactory on this paper. In particular, performance on the questions in Section C was far below what is acceptable. Candidates are advised that they need to prepare themselves for the optional questions. The marks for this section account for 20 per cent of the overall marks for the paper. This is a very large portion of the overall marks. Where candidates do not respond to any question in this section or where their response is inadequate, their overall score is likely to be low.

For this section of the examination, candidates can prepare by carefully focusing on the option(s) of their choice. Preparation requires extensive and in-depth reading of Social Studies textbooks and other books, relevant articles in newspapers and magazines, the extraction of relevant information from websites and other forms of media. These can be accompanied by practice exercises to become familiar with the concepts and which promote knowledge of the topic.

To reinforce their learning, candidates can compile their own glossary of terms as they encounter the concepts.

Candidates are also encouraged to prepare adequately for the subparts of each question which assess their problem-solving skills. Candidates can better prepare themselves for this

examination if they frequently practise problem-solving exercises on each topic. They could also engage in discussions and class debates which can help them to practise suggesting solutions to problems.

Many candidates seem to have had difficulty following the instructions of this examination. They presented two responses for some questions. Candidates are reminded to cancel out the response that they do not need.

Candidates can significantly improve their performance if they discontinue this practice using the following guide:

- **Before** writing, they should read through the examination paper.
- **Select** the five questions for which they think they can provide the best answers.
- **Spend** the duration of the exam focusing on those questions to produce their best responses.

The essay type questions are structured to guide candidates in organizing their responses. There are too many cases where responses are disorganized and sections of one response are scattered at different parts of the question. Candidates are thus advised to write their responses to each part in the same order as presented in the question.

The concept of *sustainable development* is a popular concept that recurs in most Social Studies topics. Becoming familiar with the concept of sustainable development will be useful in improving performance on questions on Paper 02.

The following pointers may assist candidates in presenting better responses to Part (c) of each question:

- Is there an **action** to introduce the strategy?
- Is the problem mentioned in the strategy?
- Is there some detail given in the strategy?
- Is there a description of how the action will be carried out?
- Does it say who will be involved in the action?

A well-expressed justification should answer the following questions:

- What will happen as a result?
- Will it be a success?
- How will the strategy help to solve the problem?

Recommendations for Teachers

The following activities can enhance classroom instruction in Social Studies.

- Engage students in frequent problem-solving activities relevant to the various topics — this will be beneficial as students will become familiar with strategies to solve problems.
- Facts, concepts and generalizations form the base of Social Studies; use concept development strategies to assist students in defining and understanding the meaning of various concepts. This meaning will clarify issues that may not be clear to them during instruction.
- Guide students in the compilation of their own glossary of terms. Instruct them to make entries in their glossaries during and following instruction on each Social Studies topic. Place special emphasis on concepts such as *sustainable development*, *the environment*, *economic integration*.
- The focus of regional integration is the description of the various ways in which Caribbean people can unite to improve the quality of their lives. Guide students into researching and reporting pertinent information on regional integration. The use of teaching strategies such as cooperative learning can make this topic interesting for students.
- Various forms of dramatization in the classroom can add interest to topics which students may not find exciting.
- The use of a variety of instructional media can cater to the needs of all students and make classroom instruction on the more abstract topics very rewarding for students.
- Students can create booklets featuring content they find more difficult to grasp. Each content area can be accompanied by activities that can help them to retain the information.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2015

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both the June and January administrations of the examination. The examination comprises the following papers:

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

Approximately 46000 candidates sat the June 2105 examination. Of this number, 64 per cent achieved Grades I–III, an improvement over 2014 when 58 per cent achieved similar grades.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 55 per cent. This was the same as for June 2014. Candidates continue to perform below expectations on items which assess some areas of the Family and Government and Integration.

Paper 02 – Structured Questions and Extended Essays

This paper consisted of ten questions arranged in three sections: A, B and C. Candidates were required to answer a total of five questions, that is, two from Section A – Individual Family and Society, two from Section B – Development and use of Resources and one from Section C – Options. Each question was worth 20 marks. Generally, the first two parts of each question tested the Knowledge and Comprehension (KC) profile while the last part tested the Application, Evaluation and Problem-solving (AEP) profile. The mean on this paper increased slightly from 32 per cent in 2014 to 36 per cent for 2015.

Candidates continue to perform below expectations on the questions which tested the AEP profile. These questions required candidates to suggest strategies, actions, or measures to solve problems relevant to the questions and to provide justifications for their suggestions. Suggestions which were introduced by action words, provided clear explanations of the strategy/measure/action and were considered feasible and likely to resolve the problem identified were awarded superior marks. Justifications which were well explained and plausible were also awarded superior marks in this section.

Section A: Individual, Family and Society

In this section candidates were required to respond to two of the three questions. The quality of responses ranged from outstanding to less than satisfactory. The majority of candidates scored between 6 and 14 marks.

Question 1

This was the most popular question in Section A. This question tested candidates' knowledge and understanding of the concept *marriage* and preparation for parenthood. The mean was 43 per cent. In Part (a) candidates could define accurately the term *marriage* demonstrating that they had knowledge of this area.

In Part (b), responses revealed that candidates also had adequate knowledge as they were able to state two forms of marriage as requested.

Part (c) required candidates to give two reasons why some couples may choose common law unions over marriage. Some good responses were as follows:

- *They may not be financially equipped for marriage*
- *It takes a long time to divorce*
- *They are not sure if the marriage will last*
- *Some people do not want to commit to a marriage*
- *Because of the expense of getting married*

Part (d) required candidates to identify ways in which couples could prepare themselves for parenthood. The majority of responses presented was relevant but some did not meet all the criteria to be awarded full marks.

The following are some examples of responses which were considered acceptable;

- *Action: Couples can visit a family counsellor that will advise them on the requirements of a family, how to take care of children etc.*
- *Justification: This will work because it will help them to think carefully before having a child, it will help them in caring for the child.*
- *Action: Couple may take action by seeking steady employment to help them with their finances.*
- *Justification: This is likely to be successful because if both parents are working steady jobs by the time the baby is born the parents will be financially stable to provide the baby with the necessary requirement for its growth and development.*
- *Action: Having discussions with parents or persons with experience with children*
- *Justification: When parents are aware of their responsibilities and their do's and don'ts they would know how to budget and how they should go about parenting. (A weak justification that does not link the action sufficiently to the action suggested)*
- *Action: Go to parenthood programmes (This action could be improved by explaining what the parenthood programmes would entail.)*
- *Justification: This will show them how to change diapers, how to feed babies, how to deal with the constant crying etc.*

Suggested actions with words such as *make sure* or *ensure* were also considered weak as such terms are not specific words requiring a justification.

Question 2

This questions tested candidates' knowledge of group rules, leadership styles and group interaction. The mean on the question was 40 per cent, the lowest in this section.

Part (a) tested candidates' knowledge of the reasons for groups having rules. The vast majority of responses indicated that candidates knew why groups need rules.

In Part (b), candidates were required to show knowledge of group interaction, in particular, styles of management and how conflicts affect the way groups work. Responses to this part also indicated that candidates had adequate knowledge of the content area. Acceptable responses to the question on the effect of conflict included:

- *This may hinder the group from reaching certain goals or objectives in which they have planned because members may not be working together.*
- *It may cause the group to break up because some may want to leave the group to avoid further conflicts*

- *It reflects poorly to the society therefore discouraging others to want to become members of the group.*

Part (c) assessed candidates' skill in making suggestions for conflict management within a group. Many candidates did not read the question carefully and as such focused on reducing conflict among group members rather than between the group leader and members.

Some of the responses which were considered more accurate responses were as follows:

- *Strategy: A leader can be very open when it comes to discussions. He can give members the privilege to express their concerns. It is a means in which members can say what their dislikes and likes are about a leader.*
- *Justification: It will help because both parties will hear the truth and avoid rumours to be spread. They will come together to find ways to improve their behaviour. Members will also feel they are active in the group.*
- *Strategy: Allowing members to participate in the decision-making process.*
- *Justification: It is likely to be successful because decisions are based on everyone in the group. There will be no blame for any bad decision as everyone has participated.*
- *Strategy: Discussing about new policy and regulations with members in order for them to be informed.*

Responses such as 'Communicate with each other', 'Talk about the problem' and 'Find the best solution to the problem' were considered weak as they are vague and lack focus.

Question 3

This question tested candidates' knowledge of governance, in particular, human rights and government's ability to provide for citizens of the country. This question was the least popular in this section but the mean of 46 per cent was the highest.

In Part (a), candidates were required to state the name given to the rights which citizens were guaranteed under the constitution. The responses showed that candidates generally knew that these rights are called *human rights*.

For Part (b), candidates were asked to identify two of the services which the government provides for citizens and to identify some of the challenges which governments experience in providing these services. The two most popular services identified were *health* and *education services*. In response to challenges that a government may experience in providing services for its citizens, candidates provided acceptable responses such as:

- *Financial difficulties which may lead to a drastic reduction in provision of these services*
- *Obtaining enough revenue to maintain these services*
- *Government may have some concerns that the service may be too expensive to provide it for free*
- *Providing for vast populations*
- *Citizens unwilling to pay for the required services*

For Part (c), candidates were required to suggest strategies governments could use to create employment opportunities. Some examples of strategies which were considered well-presented are

Strategy: Providing more small business loans with low interest rates to encourage persons to venture into entrepreneurship.

Justification: By providing more small business loans persons may feel encouraged to start their own businesses and create employment for themselves as well as others. The creation of apprenticeship programmes for high-school, college and university graduates.

Some responses which were considered weak and therefore could not be awarded full marks are

- ‘In certain business such as a bank the government can widen the areas to be available in a bank and add accounting services and other mathematical jobs in the bank system’. This strategy was not considered to be feasible.
- ‘Encourage seasonal employment among persons and organizations’. This was not considered to be acceptable as there is no defined action to show how the encouragement would be done.

Section B: Development and Use of Resources

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

Part I: Sustainable Development and Use of Resources

Question 4

This question tested candidates’ ability to interpret graphs which provide information related to employment. The question also assessed their ability to think critically about issues in human resource development. This question was the more popular in this subsection of the paper and had the lower mean of 39 per cent.

For Part (a), candidates were given a graph which displayed population data and were required to demonstrate their ability to interpret the data and draw conclusions. In the main, candidates were able to adequately respond to these questions.

In Part (b), candidates were assessed on their knowledge of the factors which influence employment in a country. Most candidates were able to identify at least one such factor. Among the most popular factors were:

- *Level of education*
- *Qualification*
- *Basic skills*
- *Lack of resources such as places to work*
- *Number of jobs available*

For Part (c), candidates were required to suggest strategies which school leavers may employ in preparing them for work in a declining job market. In many cases candidates were able to supply acceptable responses. Below are some of the acceptable suggestions and plausible justifications that were given.

- *Strategy: Seek a tertiary education (TE).*
- *Justification: Likely to be successful because in seeking a TE, the qualification of the pupil will be better than someone who did not seek TE which will lead to the person with the higher qualification getting the job.*
- *Strategy: Research on jobs that are needed in the country and the jobs that cannot be laid off and then study subjects in that field.*

- *Strategy: School leavers may seek to establish their own businesses instead of looking to work for someone.*
- *Justification: In establishing your own business you create your own job opportunity and therefore the decrease in the number of traditional jobs will not be a factor. This will also lead to the creation of jobs for future school leavers.*

Question 5

This question assessed candidates' knowledge of the concepts of the environment and the management of the environment to ensure sustainable development. Although this question was not as popular as the others in the section it had a higher mean. The mean was 48 per cent.

Part (a) required candidates to define the term *environment* and to describe how poor farming practices could lead to pollution of the marine environment. Many candidates were not able to accurately define the term *environment*. Most responses related to land pollution instead of marine pollution.

Some more acceptable responses were:

- *Rain can wash harmful pesticides into the ocean from farmlands.*
- *Harmful pesticides might drain down the rivers then into the sea.*

Candidates were unable to respond satisfactorily to Part (b), which required explanation of ways in which conflict may arise over use of the marine environment.

Among the acceptable responses were:

- *Fishing in areas set aside for diving*
- *Sand mining in areas set aside for turtle nesting and mangrove restoration*
- *Whale harvesting in areas set aside for whale watching*
- *Fishing/diving in areas set aside for protection of coral reefs*

For Part (c), candidates were asked to suggest strategies which a government could use to promote the sustainable development of the country's marine resources. Examples of the better strategies presented were:

- *Putting up signs and warnings about the use of the marine ecosystem*
- *Hiring workers to watch the marine*
- *Teaching the children about the use of the marine resources*
- *Giving on and off fishing seasons to fishers to prevent overfishing and use of marine resources*
- *Fining individuals who insist on overusing marine resources and breaking the law against misuse of resources*
- *Educating the country's population on the importance of the marine resources to the country, to the world and to them.*

Part II: Regional Integration

Question 6

This question required candidates to write an essay which focus on the region's experience with integration through a multilateral agreement. It was more popular than the other in this subsection. Approximately 14 per cent of the candidates were able to score more than 50 per cent of the total marks. Responses indicated that majority of candidates need to spend greater study time on this aspect of the syllabus in order to provide better quality responses to the question.

The majority of candidates could distinguish between a multilateral and a bilateral agreement; however, they could not all provide examples of the former.

Common examples provided were: *CARICOM, Petro Caribe, OECS, CSME.*

In their suggestion candidates presented acceptable strategies such as:

- *Visiting schools and teaching about the benefits of regional integration*
- *Governments can have a radio talk show where persons from different countries come to speak about how regional integration has benefited their country*

One example of a response which was considered weak and was popular among candidates is ‘using the power of radio, TV and internet’. This response was considered weak as it lacks explanation of how the *power* will be used in educating the citizenry.

Question 7

This question assessed candidates’ knowledge of the factors which promote and hinder regional integration. It was poorly done as just about 14 per cent of the candidates were able to score more than 50 per cent of the total score.

There was clear indication that candidates did not possess sufficient knowledge of this content area to respond adequately to the question. Many of the candidates who attempted this question were unable to state two features of CARIFTA. Only the stronger candidates were able to state some factors which encouraged regional integration. Common among the factors which promote integration that were considered acceptable are:

- *Close proximity of the countries*
- *Similar culture*
- *Small size of the countries*

One example of a factor which hinders integration is *Differences in resources distribution*. Responses also indicated that candidates had very limited or no knowledge of CSME.

The AEP section required candidates to focus on ways Caribbean governments could cooperate to reduce unemployment in the region. While candidates provided a variety of suggestions, the majority of responses could not be awarded full marks as they focused on individual governments. One such example is ‘Government can expand sectors such as the agricultural sector so that persons could be encouraged to join’. This suggestion does not show how *governments* can cooperate to help to reduce unemployment.

An acceptable response which would be awarded full marks is *CARICOM can initiate a programme where job opportunities in various islands are available to citizens of other countries.*

Section C: Options

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

Question 8

This question focused on the challenges to press freedom faced by media houses in the Caribbean. It was the least popular in the section and just about two per cent of the candidates were able to score more than 50 per cent of the total marks. This area continues to be the weakest among the options. Responses indicated inadequate preparation for responding to this question. Candidates had difficulty

stating the meaning of the term *press freedom* as well as responding to the other parts of the question. A large number of the responses were incomplete.

The examining team expected the definition of *press freedom* to include reference to the right to gather and publish information without interference.

Expected responses to challenges media professional face included

- Restriction of access to official sources
- Censorship of broadcasts
- Threats of possible arrest for their broadcasts/publications

Possible suggestions avoid threats such as these given below would be considered acceptable.

- Code of conduct for journalists
- Get attorneys/lawyers to conduct seminars on journalism laws
- Set up a supervisory board to monitor the work of journalists and deal with complaints.

Question 9

This question tested candidates' knowledge of how consumers may acquire goods and services and, in particular how they may acquire such goods and services while making maximum benefits from limited income. This was the most popular question of the section. Approximately 30 per cent of the candidates were able to score more than 50 per cent of the total.

Generally candidates were able to distinguish between goods and services as well as state factors that influence consumers' taste for particular goods and services. They were also able to provide acceptable responses in their answers to ways in which credit unions may encourage members to use their financial services. Among these were responses such as:

- *Advertise their services to the public via TV*
- *Offer loans at low interest rates to members.*
- *Form informational groups/seminars which educate members on the benefits of using their financial services.*

The majority of candidates suggested appropriate actions for obtaining maximum benefits from limited income. Some expected responses included:

- *Prioritize spending so they buy only what is necessary.*
- *Make a budget regularly and keep to that budget when shopping.*
- *Shop around to find the best prices or offers.*
- *Grow some of their vegetables instead of buying all of them.*

Question 10

This question required candidates to write an essay on ways of promoting cultural tourism. Approximately 15 per cent of the candidates were able to get more than 50 per cent of the total marks. Candidates could identify cultural tourism products and describe ways in which tourism may both negatively and positively influence the culture of Caribbean people.

Popular responses to ways in which citizens can promote cultural tourism were as follows:

- *Telling visitors about the history of their country.*
- *When citizens migrate to other countries while they are there tell others about events in their home country.*
- *Participate in festivals, and various activities.*
- *Promote community-based tourism.*
- *Post a documentary on the internet teaching people about our culture.*

Candidates suggested acceptable strategies that governments could use to protect a country's cultural heritage. The two most popular responses were:

- *Education in school*
- *Restrictions on foreign artistes whose lyrics are in opposition to the country's cultural heritage.*

Other plausible strategies that candidates could have given are:

- *Set aside funds annually to maintain museums, national monuments, heritage buildings and sites etc.*
- *Pass laws to protect natural heritage sites*
- *Preserve samples of working technological devices developed over time*
- *Include significant contributions to language, music, food, dances and so on over time in the school curriculum.*

Recommendations for Candidates

Again this year, the examination team observed that many candidates appear to be unprepared for the examination. In particular, they observed that there was a large number of unsatisfactory responses demonstrating a lack of knowledge of the content area. It was noted also that many candidates' responses were disorganized and in too many cases lacked focus and fluency. The responses to the questions on the optional section of the syllabus (Section C) showed that candidates were not adequately prepared for the questions in this section.

Many candidates seem to have been challenged in their ability to follow the instructions of this examination. They presented two responses for some questions. Candidates are reminded that they must cancel out one response and submit only one to be marked.

In light of these observations, the team recommends that candidates prepare by

- Carefully focusing on the option(s) of their choice, paying careful attention to the content covered in class. They should ask questions and seek clarification on areas which are not clear.
- Conducting extensive and in-depth reading of Social Studies textbooks and other books, relevant articles in newspapers and magazines, and extracting the relevant information from websites and other forms of media. These can be accompanied by practice exercises to become familiar with the concepts.
- Reinforcing their learning by compiling their own glossary of terms as they encounter the new concepts and examining these concepts to see how and where they apply and how they are used.
- Engaging in frequent practice in problem-solving exercises on each topic. Engaging in discussions and class debates which can expose them to practice in suggesting solutions to problems to improve their problem solving skills.

Candidates could also significantly improve their test-taking skills if they practise using the following guide:

- Take time to carefully read through the examination paper before attempting any question.
- Select the five questions for which they think they can provide their best answers.
- Spend the duration of the exam focusing on those questions to produce their best responses.

Recommendations for Teachers

It is suggested that teachers engage students in the following activities that could enhance classroom instruction in Social Studies.

- Engage students in frequent problem-solving activities relevant to the various topics – for example, identifying different solutions, weighing the pros and cons of each and finally choosing the best solution and providing support for their choice. This will assist students in justifying their choices.
- Use concept development strategies to assist students in understanding the meaning of both higher order and lower order Social Studies concepts. For example:
 - Listing, grouping, labelling concepts
 - Defining these concepts
 - Distinguishing examples from non-examples
 - Problem solving
- Guide students into compiling their own glossary of terms. Instruct them to make entries in their glossaries during and following instruction on each Social Studies topic. Place special emphasis on concepts such as sustainable development, environment, economic integration.
- Guide students into researching and reporting pertinent information on regional integration. Use of teaching strategies such as cooperative learning can make this topic interesting for students.
- Use various forms of dramatization in the classroom to add interest to topics which students may not find exciting.
- Use a variety of instructional media to cater to the needs of all students and make classroom instruction on the more abstract concepts appear real to students and relevant to their everyday lives.
- Students can create booklets featuring content they find more difficult to grasp. Each content area can be accompanied by activities that can help them to retain the information.

Paper 031 – School-Based Assessment (SBA)

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

This year the standard of the SBA was greatly improved when compared with previous years. Students selected their research topics from a wider range of the syllabus than previously. Several topics were chosen from content areas in Sections B and C of the syllabus. Such areas included

- The effects of deforestation
- Water
- Unemployment
- Tourism

There was a noticeable decline in the number of students who selected topics from the popular areas of previous years like Teenage Pregnancy, Abortion and Drugs.

The following represents a discussion on the tasks as performed by the students.

Task 1: Statement of the Problem

Most candidates demonstrated competency in stating the problem. Some examples of well-written problem statements were clearly expressed and written in the form of a question are:

- *What effect does the absence of a father figure in the home have on the educational achievement of young women?*
- *How knowledgeable are residents of Borderwalk about the use of modern technology in farming?*
- *What is the perception of the residents of Myrnaville concerning the police?*

Task 2: Reason for Selecting Area of Research

This task was fairly well done in most of the samples presented. An example of acceptable reasons for the selection of a topic are as follows:

Area: Factors which account for the low attendance at Secondary School

Reasons:

- *Shortcomings within the institution that needs to be addressed*
- *Information gathered will allow for recommendations that could be used to further improve the strengths of the institution*

Task 3: Method of Investigation

Most students used the questionnaire to gather data for their research project. A commendable aspect of their report is that they were able to provide good justification for the use of this instrument. Included among these are:

- *It is faster and more efficient than face-to-face interviews.*
- *It is not time consuming.*
- *It facilitates easy data analysis.*
- *It is a very simple method of collecting a relatively large amount of data in a short period of time.*

Task 4: Data Collection Instrument

While there was noticeable improvement in the formation of the questionnaires for 2015 this task still presented difficulties for some students. Some questionnaires contained too many questions requiring biographical data. Some of these requested data that were irrelevant to the research. There is also need for students to include a variety of types of questions on their instruments. There needs to be a balance in the number closed versus open-ended questions and balance in the type of response demanded by questions. In a number of instances there were also too many questions on the instrument as well as too many copies being distributed. Students need to be reminded of the optimum number needed to get an adequate sample of the population.

Task 5: Procedures for Data Collection

Some students did not describe the procedure they used for selecting the sample but only mentioned it. Students should be reminded that the chosen sample must also suit the problem posed and should be representative of the population. Below is an example of the description of a sample selection which was considered acceptable.

A sample of students' names from different form levels were written on a piece of paper, folded and placed in a plastic bag. The plastic bag was then shaken and the first twenty-one names were selected to receive a questionnaire to be completed. Copies of the questionnaires were then distributed to these twenty-one individuals.

Task 6: Presentation of Data

This task presented some level of difficulty as few students managed to obtain the total of six marks. Some data was presented in appropriate statistical formats such as bar graphs, pie charts, tables and pictographs. Sometimes the percentages did not add up to total 100 per cent. In some instances where graphs were used the axes were not properly labelled.

Task 7: Data Analysis and Interpretation of Data

This task posed the greatest challenge. Some students simply explained or described the data but failed to analyse same. The weakness of this task could be linked directly to the statement of the problem as well as to the poorly constructed questionnaires. Students should be encouraged to use analytical terms such as *majority, in comparison to, per cent increase or decrease, ratio, one can conclude to improve performance analysis.*

Task 8: Statement of Findings

Generally, this task was well done. The statements were aligned to the questions contained in the questionnaire.

Task 9: Recommendations and Implementation Strategy

Most students stated recommendations but did not outline any implementation strategies. A good example of the task would read as follows:

Problem Statement: What are the reasons for poor performance in Mathematics at Sunflower School?

Recommendation and Implementation: Find appropriate and interesting fun ways to teach Mathematics so that students will not find the subject boring.

Show or tell students how Mathematics is applied in the real world and that even the simplest jobs require Mathematics. Students can be taken on field trips, such as to a discount store where they can be shown how the discounts are calculated in relation to the cost price.

Teachers can use the internet and get appropriate games, quiz and competitions which can show students how Mathematics apply in the real world. By doing this it can help many students gain interest and show the appropriateness of Mathematics in their everyday lives.

Writing Skills

This year it is commendable that there was a decline in the number of grammatical and spelling errors. Additionally almost all projects were well organized.

Overall Presentation

Most students paid attention to the layout with the required sections evident in most cases. These were acknowledgements, table of contents, bibliography, cover page and appendices.

Further Comments

Although there was improvement in some of the project reports this year, there are some areas where both teachers and students need to pay more careful attention. Among these are:

- The writing of the statement of the problem. The syllabus stipulates that these must be clear with two identifiable variables. All are advised to avoid double-barrelled questions.
- Teachers are encouraged to teach the process of sampling and related processes. Students should also be taught the relevant statistics which they need to present and interpret data. They should also be made aware of the uses of different types of graphs such as pie-charts bar graphs and pictographs.

Paper 032 – Alternative to the SBA

Paper 032, the Alternative to the SBA is for private candidates. The paper is designed to test the skills of enquiry, communication, critical thinking and decision-making with questions based on research activities.

The paper consisted of five structured questions which were all compulsory and marked out of a total of 40 marks.

For Questions 1–3, candidates were required to choose one of the following research topics:

- (i) Unemployment in my country
- (ii) Government funding of tertiary education

The majority of candidates selected Topic (i) and the questions based on the topic.

Question 1

This question tested candidates' knowledge of the first phase of the research process. Part (a) required candidates to give a reason for researching this topic. Most candidates were able to give a fairly good reason for researching the topic. The following are examples of the reasons given:

- *I would like to determine the impact unemployment has on my country.*
- *To find out what is the cause of unemployment in my country.*
- *To find out if there is an increase in unemployment in the country.*
- *To find out how unemployment affect young people.*

Part (b) required candidates to write a problem statement for the selected topic. Candidates were expected to provide problem statements that clearly reflected the problem that is being investigated. The following are some of the problem statements that were given:

- *The study will try to find out why qualified youths are unemployed*
- *The study will determine the factors that lead to unemployment in my country*
- *The study will show the negative impact unemployment has on my country*
- *The study will point out how unemployment affects families.*

For Part (c), candidates were required to write a research question to give focus to the research. Many candidates wrote a question that should be used on a questionnaire instead of a research. Below are examples of unacceptable responses.

- *'How many members of your family are unemployed?'*
- *'For how long have you been looking for a job?'*

An acceptable response to this part of the question is as follows: *Is government funding for tertiary education adequate in preparing persons for the technological age?*

Question 2

This question tested candidates' knowledge of data gathering instruments. For Part (a) they were required to name a data gathering instrument, other than an interview schedule. The majority of the candidates gave *questionnaire* as the response but there were quite a number of candidates who could not name an instrument and gave responses such as the internet.

Part (b) asked candidates to give one reason for selecting the data gathering instrument and most candidates supplied a plausible reason for the correctly named instrument.

Part (c) asked candidates to state one strategy to make the data gathering instrument clear. This was fairly well done by candidates.

Question 3

This question tested candidates' knowledge of sampling when doing a research. Part (a) asked candidates to identify the group from which they would select their sample for the topic chosen.

The majority of candidates was able to give examples that defined their sample for example, *recent graduates in my community, unemployed youths*.

In Part (b), candidates were required to write three questions that they would ask members of the sample. This was done quite well by the majority of candidates. The following are examples of the questions:

- *How long have been unemployed?*
- *What type of job are you looking for?*
- *What type of qualification do you have?*
- *How do business people respond to you when you go looking for a job?*

Part (c) required candidates to give one reason why a sample was necessary for researching a topic. This was not well done; although a majority of candidates attempted a response, these were explained and quite vague in many cases.

In Part (d), candidates were asked to identify two ways of choosing a sample. Many of them were able to give one and the most popular was *random sampling*; others were able to describe the way to choose the sample without using the correct label for example, "I would select all the unemployed youths in my community."

Questions 4 and 5 were based on the case study given. The purpose of the case was to test candidates' ability to interpret and use data, draw conclusions and make recommendations.

Question 4

This case study described a survey which was done and candidates were required to identify some elements of research from the given information. Part (a) required candidates to identify the focus of the survey. Although a majority of candidates was able to state the focus of the survey, many of them just selected the first sentence in the case.

Part (b), asked candidates to state the sample size and one characteristic of the sample. The majority of candidates was able to state the sample size; however, only a smaller number was able to give a characteristic of the sample.

In Part (c), the candidates were asked to write one research question for the problem being investigated. The majority of candidates attempted to write a research question but in many cases while the question was relevant it was not clearly stated. Part (d) required candidates to state two ways researchers can protect the confidentiality of the information provided by respondents. Many of the candidates were able to give at least one way.

Question 5

This question tested candidates' ability to interpret, analyse and present data.

For Part (a), candidates were asked to use information from the case study to complete a given table. This was poorly done by majority of candidates. Instead of finding the number of males or females for each category, candidates just copied the percentage given in the case.

Part (b) required candidates to display the information from the data on a bar graph. The grid for drawing the graph was provided and candidates were to use the numbers for males and females from the table to draw the graph. While most candidates were able to give the graph an appropriate title and label the X and Y axes the data provided in the table was incorrect in many cases.

For Part (c), candidates were asked to give two findings about the data displayed on the graph. The majority of candidates was able to state at least one finding from the data on the graph.

For Parts (d) and (e), candidates were required to state one recommendation based on the findings and suggest how the recommendation could be implemented. Many of the recommendations were not consistent with what was indicated in the research.

Candidates seem to need more guidance reading and analysing case studies relating to a piece of research. They also need much more clarity on the terms and concepts associated with research.

CARIBBEAN EXAMINATIONS COUNCIL

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

JANUARY 2016

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both June and January administrations of the examination. At this January sitting, the examination comprised the following papers:

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

Approximately 2600 candidates sat the January 2016 examination.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 37 out of 60 or approximately 62 per cent. This represents an increase over the figure for January 2015.

Paper 02 – Structured Questions and Extended Essays

The paper comprised ten questions each worth 20 marks, and was structured as follows:

Section A: Questions 1, 2 and 3 — Individual, Family and Society

Section B: Part I — Questions 4 and 5 — Development and Use of Resources
Part II — Questions 6 and 7 — Regional Integration

Section C: Optional Section
Question 8 — Communication
Question 9 — Consumer Affairs
Question 10 — Tourism

Candidates were required to answer a total of five questions, two from Section A, two from Section B (one each from Parts I and II) and one from Section C. Part (a) to Part (c) of each question tested the Knowledge and Comprehension profile while Part (d) tested the Application, Evaluation and Problem-solving profile.

Overall, there was a decline in the percentage of candidates obtaining Grades I – III. In 2015, 54.28 per cent of candidates earned Grades I – III compared with 36.09 in 2016. The mean on this paper fell from 38.01 per cent in 2015 to 28.88 in 2016.

With respect to the profile performance, the decrease was observed mainly on the Application, Evaluation and Problem-solving profile where the mean fell from 36.65 per cent in 2015 to 28.43 in 2016.

Section A: Individual, Family and Society

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

Question 1

This was the most popular question in Section A. The question tested candidates' knowledge and comprehension of the role and responsibilities of adult and sibling members of a Caribbean family and the effects of changes in some roles. Problem-solving skills were tested as candidates were required to suggest solutions to a societal issue that impacts families. The mean was 7.21 out of 20 or 36 per cent.

Part (a) required candidates to state factors that may prevent adolescents from taking care of younger siblings. Examples of good responses were:

- *They are not mature enough to take care of younger siblings.*
- *They believe that's the parents role to take care of younger siblings.*
- *Too much peer pressure from other school peers.*

For Part (b), candidates were required to supply likely reasons for families being concerned about the welfare of street children. In most cases candidates were able to supply two reasons.

Part (c) required candidates to suggest strategies which could help to reduce the number of street children and to suggest why such strategies would be successful. The examiners expected problem-solving strategies that were well explained and feasible for the problem identified, followed by justifications that were well explained and plausible. The majority of candidates gave strategies and justifications, but which did not meet the criteria.

An example of a well presented strategy and justification was as follows:

- *Strategy: Family services unit could set up homes for street children where they are being provided with what is required.*
- *Justification: It would be successful because basically they have somewhere to be; they are now provided with shelter so they would have no reason to be on the streets fending for themselves.*

Strategies which did not receive full credit because there was no direct action and description and the corresponding justification included the following:

- *Strategy: Have more homes or shelters for street children to stay because some of them don't have anywhere to go.*
- *Justification: If we build more homes for street children it will be better because they will have somewhere warm and safe to stay and be comfortable even though some rather the streets.*

An example of a weak strategy and justification resulting from an unclear explanation was:

- *Strategy: Educate the parents or the people who would like to be parents on how to care for their child in tough times.*

This strategy did not earn full marks as it did not explain how the education would be done/effected.

- Justification: This strategy would work because of the information collected from the programme and the activities would show them how to care and try to provide for their children.

This was a weak justification because it was vague.

Question 2

This question tested candidates' knowledge and comprehension of ways of maintaining group culture. Problem-solving skills were tested by requiring candidates to suggest ways of promoting acceptance of cultural diversity among different groups. The mean was approximately 7 out of 20 or 35 per cent.

For Part (a) (i), candidates were required to provide reasons why it is essential to establish norms within a family. Among the acceptable responses were:

- *Norms regulate the behaviour of its members.*
- *Creates stability in the household.*

Other acceptable responses are:

- *Make behaviour in the family predictable.*
- *Contribute to stability in the wider society.*

For Part (a) (ii), very few reasonable statements were provided for how cooperation within the family helps to maintain cultural traditions. Among these were:

- *Having family events which shows cultural dances and storytelling.*
- *As young persons help their parents to prepare traditional meals they in turn learn.*

In Part (b), the majority of candidates was able to list contributions made by the early groups to Caribbean culture as requested.

Part (c) required candidates to suggest ways of promoting cultural diversity among Caribbean people and to justify why these would work.

Examples of acceptable strategies were:

Strategy: Teach Caribbean diversity in schools. Do this through drama, skits, and art and have competition among schools.

This was considered acceptable as it contains an action and an explanation/description.

- *Justification: This would teach children to respect other cultures. This would also motivate people to learn about other cultures.*
- *Strategy: By promoting intercultural shows where cultures are showcased.*
- *Justification: This would cause persons to see the beauty of various cultures and appreciate the differences.*

Question 3

This question tested candidates' knowledge of vocabulary relating to elections and their knowledge of the election process. The mean on this question was 6.8 or 34 per cent.

Part (a) tested knowledge of the concept *franchise* and the use of a manifesto in an election campaign. Many candidates defined the term correctly and were generally able to state reasons a political party presents a manifesto. Examples of good responses were:

- *To give the electorate an idea of the party's policies and programmes which it will implement if elected as government.*
- *To outline to the citizens the persons that will represent them in parliament so that they can know who they are voting for.*

For Part (b), in response to ways in which the media can influence voters to exercise their franchise, candidates presented acceptable responses such as:

- *They provide coverage of political debates giving voters an opportunity to 'see' the candidates and hear their proposals for success of the country.*
- *Present results of opinion polls which may influence some voters to vote for the more popular candidate/party.*

An example of an unacceptable response was:

- *The media can remind voters of the promises that were made and never fulfilled.*

This response was not considered acceptable as in this case the media would be influencing citizens how to vote. This was not required by the question.

Part (c) required candidates to suggest strategies a governing party may use to appeal to voters in a general election and to provide suitable justification for their suggestions. Among the strategies and justifications which demonstrated good problem-solving skills were the following:

- *Strategy: Host a number of political meetings in the communities of their candidates with entertainment and merriment.*
- *Justification: Being visible in the community gives voters an opportunity to see and hear the candidates as well as being able to interact with them to share concerns and ask questions. Entertainment may entice young voters.*
- *Strategy: Meet members of the community in their homes and discuss their challenges and concerns.*
- *Justification: This approach gives individuals the view that their concerns are important to the candidate and by extension the party, and they would more likely vote for them.*

Section B

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

Part I: Sustainable Development and Use of Resources

Question 4

This question tested candidates' knowledge and comprehension of some concepts and terms related to human resources. The mean was 6.30 out of 20 or 31.5 per cent.

For Part (a), candidates were required to define the term *underemployment*. Many of them were able to do so.

Part (b) (i) focused on skills and the benefit of technical and vocational education. Candidates' responses demonstrated very little knowledge of the *range of interpersonal skills required for the job market*. However, for Part (b) (ii), the responses indicated that candidates had a general idea of ways in which Caribbean students could benefit from a technical and vocational education.

For Part (c), candidates were required to indicate strategies which could be used to enable institutions which provide technical and vocational training to prepare students for the job market.

The strategies suggested by candidates demonstrated that they had difficulty responding to this part of the question. Many responses, such as those presented below, did not respond to all parts of the question. Among the acceptable responses was:

- *Strategy: The Ministers of Education should have these different institutions updated with the latest technology and information that the teachers or professors may use to share information with their students.*
- *Justification: By doing this, students will be up to date regarding the information they need to be successful in the changing job market.*

The following did not respond to all parts of the question:

- *Strategy: Work closely with firms to assist students with the knowledge of vocational and technical skills by having them do on-the-job training.*

Question 5

This question assessed candidates' knowledge and comprehension of the greenhouse effect, atmospheric pollution, and resources. It also tested their problem-solving skills by requiring them to suggest strategies governments may use to develop alternative energy solutions. The mean was 6.08 out of 20 or approximately 30 per cent.

In Part (a), while only a few candidates were able to identify the process as the *greenhouse effect*, the majority was able to accurately state ways in which atmospheric pollution affect humans and supply an example of a nonrenewable resource.

For Part (b), candidates were asked to explain ways in which the Caribbean is affected by the over-use of nonrenewable resources. Examples of acceptable responses were:

- *The overuse of fossil fuels has led to an increase in air pollution which causes many respiratory illnesses.*

- *Since it takes a lot of time to prepare and is not renewable, it will cause the Caribbean a lot of money to buy it from other places.*

For Part (c), candidates were asked to suggest strategies which a government could use to support the development of alternative energy solutions. Responses in this section were generally weak.

An example of an acceptable response provided was:

- *Strategy: Subsidize businesses and individuals who want to build plants or undertake the practice.*
- *Justification: The subsidy will encourage more persons to engage in the industry and help in making the country a 'green country'.*

The following is an example of an acceptable response with weak justification.

- *Strategy: Keeping the public aware of alternative energy solutions through meetings and conferences.*
- *Justification: By making public awareness, the people will be able to minimize the amount of electricity being used and they will be able to conserve and help in promoting alternative energy solutions.*

A more acceptable justification would be:

Creating public awareness will be successful because it may encourage people to seek government support to engage in alternative energy solutions.

Part II: Regional Integration

Question 6

This was the more popular question in Section B. The question required candidates to demonstrate knowledge of integration in the Caribbean region. In particular, they were required to explain some difficulties the small independent states in the region face due to their size and to suggest how business owners in these countries could expand their businesses.

The majority of candidates used the term *independent state* in their definition and could name independent states in CARICOM. The following are acceptable definitions given by candidates:

- *An independent state is when the state is independent and does not have to depend on another state for assistance.*
- *One that is responsible for all its activities.*
- *One that has become free to make its own decisions.*

Other definitions which would receive full credit could be:

- *One which is not under the jurisdiction of any foreign power/mother country*
- *One that exercises full control over both its internal and external affairs*

For the remainder of the question, responses largely indicated a lack of adequate knowledge and comprehension of other concepts and issues underlying regional integration.

In response to difficulties CARICOM countries face because of small size, candidates who had prepared adequately gave acceptable responses as follows:

- *Due to size, persons who are skilled may find there are no job opportunities for them in the country. They will leave to go and work in another country. If all persons have that mentality it would eventually cause 'brain drain' in the country.*
- *They have little to no resources which means the countries' development is slow.*
- *The size of the state makes it difficult to compete in trade in the global market.*

Overall, very few candidates were able to suggest acceptable actions and to provide plausible justifications as to how owners may expand their businesses to other CARICOM countries.

Question 7

This question assessed candidates' knowledge and comprehension of the role of the CARICOM Secretariat in the implementation of decisions made at Heads of Government conferences. It also required an explanation of the free movement of people within CARICOM and how it can help reduce unemployment in the region.

Few candidates were able to state, with any accuracy, the function of the secretariat. In responding to the section on free movement and how it can help to reduce unemployment, a few candidates supplied acceptable responses such as:

- *Allowing citizens from other countries to migrate to a country which may have the resources needed to establish a business. This may allow a few citizens of the country where the business is established to apply for a job and be employed at this particular business.*
- *With the CSME, if someone has a skills certificate and there are no jobs in his/her country, he/she can migrate to a Caribbean country and search for jobs.*

Section C: Options

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

Question 8

This question focused on the protection of intellectual property, in particular the responsibility of artistes. Candidates were able to provide many appropriate responses for the knowledge and comprehension parts of the question which assessed ways in which artistes express their talent. They experienced difficulty suggesting solutions to discourage piracy of the work of artistes.

Among the suggestions given were:

- *Start a campaign with other artistes against piracy.*
- *Suing the person who has committed piracy.*

- *Doing a search on those who are committing piracy.*
- *Bring the matter to the attention of authorities.*

These suggestions were acceptable and received full credit as a result.

One major drawback with the responses to this question was that candidates gave one justification for all three responses. One such acceptable response was:

- *Justification: There are laws in society and once broken a penalty should be paid.*

Question 9

This question tested candidates' knowledge and comprehension of the concept *disposable income thrift* and the ways consumers may develop thrift. This question, although having the highest mean in the section, was the least popular.

A response to the definition of disposable income which was considered acceptable was:

- *The part of someone's income available for spending after deduction of taxes.*

Unfortunately, many candidates erroneously defined disposable income as 'income available for spending'.

Candidates supplied ways of practising thrift. The most popular were

- *Making a monthly budget to reduce unnecessary spending.*
- *Making a shopping list to go shopping.*
- *Planting a backyard garden.*

A few candidates were able give plausible reasons why consumers would purchase more expensive CARICOM products than cheaper imported products. These included:

- *To support CARICOM and the economy*
- *Freshness and better quality*
- *Having a special preference for CARICOM goods*

When asked to suggest strategies regional producers may use to make their goods and services more attractive to thrifty consumers, candidates gave some acceptable responses with appropriate justification such as:

- *Strategy: Lower the prices of goods and services*
- Justification:
 - *This would be successful because thrifty CARICOM consumers would purchase the same goods for a lower price than a higher price.*
 - *Have online shopping (direct action is lacking – strategy not well explained).*
 - *Ensure the goods and services are of good quality. This strategy was not well explained as a direct action is missing.*

Question 10

This question tested candidates' knowledge of cruise tourism and the role of the Caribbean Tourism Organization (CTO) in supporting tourism in the region. As part of their essay, candidates were required to define the term *cruise passenger* and identify facilities that countries use to accommodate cruise passengers.

More candidates defined cruise passengers inaccurately than those who did so accurately. An acceptable definition was: *A cruise passenger is one travelling on a cruise ship and who spends less than 24 hours at a destination.*

Additionally, many candidates were not able to differentiate between facilities provided for cruise tourism as against land-based tourism. While a few gave responses such as *restaurants, easy access shops, piers and docks*, many incorrectly identified *hotels and guest houses* as facilities for cruise passengers.

Candidates who provided correct facilities were generally able to explain how they benefited cruise passengers.

For the problem-solving section of this question, candidates were asked to suggest actions the CTO could take to support tourism authorities in the region. The responses showed that most candidates had little or no knowledge of the CTO and its support for regional tourism. As with the other two questions in this section, candidates did not perform well.

Further Comments

The skills of problem solving, evaluating and predicting which are tested under use of knowledge should be taught directly as they cannot be learned proficiently from incidental learning. It is advisable that candidates continue to engage in more in-depth study and preparation of the topics to be examined. Their apparent heavy reliance on common, everyday knowledge to answer the questions has not produced the quality of responses required for satisfactory performance in this examination.

Recommendations for Candidates

Candidates are advised of the benefits of thorough preparation for the optional questions. The marks for this section account for 20 per cent of the overall paper. This is a very large portion of the overall marks. Where candidates do not respond to any question in this section or where their responses are inadequate, their overall scores are likely to be low.

For this section of the examination, candidates can prepare by focusing on the option(s) of their choice. Preparation requires extensive and in-depth reading of textbooks, relevant articles in newspapers and magazines, the extraction of relevant information from websites and other forms of media. These can be accompanied by the completion of practice exercises which can help candidates to become familiar with the concepts and increase their knowledge of the topic(s). Compilation of a glossary of terms and concepts encountered during study can enhance their knowledge of the topic(s).

It is highly recommended that students participate in discussions and class debates which will not only introduce them to different solutions to various problems but also help them to think logically and to provide reasoned responses to questions.

The following pointers may assist candidates in presenting better responses to Part (c) of each question.

- Is there an action word to introduce the strategy/action?
- Is the problem mentioned in the strategy/action?
- Is there some detail given in the strategy/action?
- Is there a description of how the strategy/action will be carried out?
- Does it say who will be involved in the strategy/action?

A well-expressed justification should answer the following questions:

- What will happen as a result?
- Is the strategy/action likely to be successful? If so, how will the strategy help to solve the problem?

Suggestions for Teachers

- Provide activities which will involve students discussing and debating the appropriate topics. Invite resource persons to give talks and respond to questions posed by students.
- Engage students in frequent problem-solving activities relevant to the various topics. This will be beneficial as students will become familiar with strategies to solve problems.
- Facts, concepts and generalizations form the base of Social Studies instruction; use concept development strategies to assist students in defining and understanding the meaning of various concepts. This meaning will clarify issues that may not be clear to them during instruction.
- Guide students in compiling their own glossary of terms and learning journals. Instruct them to make entries in their glossaries during and following instruction on each Social Studies topic. Place special emphasis on concepts such as sustainable development, the environment, economic integration.
- Guide students in researching and reporting pertinent information on regional integration. Use of teaching strategies such as cooperative learning can make this topic interesting for students. Dramatization may also be a suitable instructional strategy that may bring the topic 'to life' in the classroom.
- Use of a variety of instructional media can cater to the needs of all students and make classroom instruction on the more abstract topics very rewarding for students.
- Students can create booklets featuring content they find more difficult to grasp. Each content area can be accompanied by activities that can help them to retain the information.

Paper 032 – Alternative to School-Based Assessment

Paper 032, which caters to private candidates, was designed to test the skills of enquiry, communication, critical thinking and decision-making.

The paper consisted of five structured questions for a total of 40 marks, all of which were compulsory.

For the first section of the paper, candidates were given topics to simulate the research process. Questions 1–3 tested the steps in research process. Candidates were required to choose one of the two research topics provided and to answer questions based on their chosen topic. The topics were as follows:

- (i) The views of citizens in my community on the importance of using local products
- (ii) The perception of community members on the importance of preserving the green areas

Both topics were equally popular.

Question 1

This question tested candidates' knowledge of the first phase of the research process. Part (a) required candidates to give a reason for researching the topic. Most candidates were able to give a fairly good reason for researching the topic. The following reasons were considered acceptable:

- *I would like to find out if persons are supporting local products.*
- *To determine if local products are always available to the citizens.*
- *To find out if persons know about the green areas.*
- *To find out if persons think they should take care of the green areas.*

Part (b) required candidates to write a problem statement for the selected topic. Candidates were expected to provide problem statements that clearly reflected the problem being investigated.

Examples of the problem statements that met this criterion were:

- *The study will try to find out if citizens prefer local or imported goods.*
- *The study will determine if citizens are supporting local products.*
- *The study will try to find out if green areas are important to the people in my community.*
- *The study will try to find out why green areas are needed in the community.*

For Part (c), candidates were required to identify one term that should be defined in the topic chosen. Although most candidates selected the terms *green areas*, *community*, *local products* and *preserving*, there were many who did not know the meaning of *term* and therefore repeated the topic, for example, *Importance of using local products*; *The green areas in the community*.

In Part (d), candidates were asked to give a reason why face-to-face interview would be an appropriate method to gather information for the research. This was fairly well done by most candidates.

Part (e) required candidates to give two problems a researcher would experience in gathering data from questionnaires; the majority of candidates responded accurately.

Question 2

This question tested candidates' knowledge of research questions and items that should be included on a questionnaire. Part (a) required candidates to identify a source for background information on the topic chosen. Although both topics were about the community most candidates gave 'internet' as the response. A few candidates suggested local sources such as *supermarkets*, *consumers* or the *local parish council*.

Part (b) asked candidates to write one research question for the topic selected. Many of them presented questions that were more suitable for a questionnaire than as a research question, for example:

- What kind of local products do you use?
- Do you know the green areas in your community?

Those questions were considered weak and unacceptable as they lacked sufficient focus to guide research on the topic.

Part (c) required candidates to write two items for a questionnaire. This was done effectively by most candidates. Examples of acceptable responses were:

- *Which local products do you buy?*
- *From where do you get your products?*
- *Where are the green areas in your community?*
- *Who takes care of the green areas in the community?*

Question 3

This question tested candidates' knowledge of sampling in research. Part (a) required candidates to identify an appropriate method for selecting the sample for the research while Part (b) required them to describe how they would select the sample using the method selected. The majority of candidates selected *simple random* and were able to provide a correct description of the sample.

For Part (c), candidates had to give one reason why the method was appropriate. Candidates were generally able to provide acceptable reasons such as:

- *It would prevent a person being selected because of any relationship the researcher has with them.*
- *It will prevent bias in choosing persons for the research.*

Questions 4 and 5 were based on a case study. The purpose of the case study was to test candidates' ability to identify elements of the research process in the case, interpret and use data, draw conclusions and make recommendations. The case described a survey.

Question 4

Part (a) required candidates to identify the focus of the survey. Many of the responses they gave did not include the age group and therefore did not receive full credit.

For Part (b), candidates were required to state two facts about the island in which the survey was conducted. While many candidates responded accurately, others gave findings from the survey as facts about the island.

In Part (c), candidates were asked to state the percentage of the population that participated in the sample; a significant number of candidates were able to respond accurately.

Part (d) required candidates to name the instrument used to collect data for the research. The majority of them gave the correct response which was a *questionnaire*.

Candidates were required in Part (e) to write one research question for the problem that was being investigated. This was not well done by some candidates as many of the questions were more suitable for a data gathering instrument. Examples of these were:

- How long have you been affected by measles?
- Where did you go to get help for measles?

Questions such as the above lacked adequate focus to guide the research topic.

Question 5

This question tested candidates' ability to interpret, analyse and present data.

In Part (a) (i), candidates were instructed to do simple calculations with information from the case study to complete a data table. The majority of candidates was able to complete their computations accurately.

Part (a) (ii) required candidates to present data collected from the research on a bar graph, for which a grid for drawing the graph was provided. Many candidates were able to correctly label the axes but a significant number of them did not supply an appropriate title for the graph. The majority of candidates accurately drew the bars and labelled them correctly.

In Part (b), candidates were asked to give two concluding statements which could be made from the data. While some candidates did well others repeated the facts that were presented in the passage as conclusions.

Part (c) instructed candidates to state one recommendation that could assist in alleviating the spread of measles in the community. Most of the recommendations were consistent with what was indicated in the research.

Many candidates demonstrated their ability to analyse the case study that was presented. However, a significant number were not similarly proficient in that regard.

Further Comments

This examination tested basic research concepts and skills including concepts such as research instruments, samples, recommendations and research skills such as formulating a research question, data presentation, data interpretation etc. The following recommendations speak to areas in which candidates can improve their performance.

Sample Selection

As part of their preparation, candidates should familiarize themselves with the different methods of choosing a sample for research as well as a description of each method. Knowledge of the advantages of using a particular method is also beneficial to candidates in responding to questions on the exam.

Drawing Conclusions from Data

- Read all data presented.
- Look at/observe the data carefully.

- Search for patterns in the data.
- Formulate a concluding statement(s) that reflects the patterns observed.

Making Recommendations

Recommendations are suggestions that a researcher may make based on the data gathered from the study, to solve the problem that was investigated. To make a recommendation candidates should

- carefully read the entire case study and read the findings of the research
- make appropriate suggestions that would solve the problem investigated in the case based on the findings.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2016

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both the May/June and January administrations of the examination. The examination comprises the following papers:

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

Approximately 41 600 candidates sat the June 2016 examination. Of this number 59 per cent achieved Grades I-III, representing a decline from 2015 when 64 per cent of candidates achieved similar grades.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 37 marks or 62 per cent. This represented an increase over June 2015 when the mean score was 33 or 55 per cent. Candidates continue to perform below expectation on items which assess some areas of The Family and Government, and on Regional Integration.

Paper 02 – Structured Questions and Extended Essays

The paper consisted of ten questions presented in three sections: A, B and C. Candidates were required to answer a total of five questions, that is, two from Section A – Individual Family and Society, two from Section B – Development and Use of Resources and one optional question from Section C. Each question was worth 20 marks. For each question, Parts (a) and (b) tested the Knowledge and Comprehension (KC) profile while Part (c) tested the Application, Evaluation and Problem Solving (AEP) profile. The mean on this paper declined from 40 per cent in 2015 to 27 per cent in 2016.

Candidates continue to perform below expectation on the parts of the question which assessed the AEP profile. They are required to suggest strategies, actions, or measures to solve problems and to provide justifications for their suggestions. Suggestions which were introduced by action words, provided clear explanations of the strategy/measure/action and were considered feasible and likely to resolve the problem identified were awarded superior marks. Justifications which were well explained and plausible were also awarded superior marks in this section. While a small percentage of candidates suggested workable strategies and provided sound justifications for these strategies, the vast majority gave weak, unworkable suggestions and poor or even no justification.

Section A: Individual, Family and Society

In this section candidates were required to respond to two of the three questions. Each question tested the definition of a concept. The quality of responses ranged from outstanding to less than satisfactory. Many candidates were not able to define the concepts accurately and this impacted on their total score for the question.

Question 1

This was the most popular question in Section A. This question tested candidates' knowledge and understanding of the concept 'bigamy', and preparation for parenting. The mean of 7.99 or 40 per cent was the highest for any question on the paper.

In Part (a) many candidates did not provide a complete definition of bigamy as they omitted to include that it is a *criminal offence*.

Examples of **accurate definitions** provided by candidates were:

- *Bigamy is a crime committed when you marry someone in addition to your wife or husband.*
- *Bigamy is an offence in which a person marries someone while already married and hence have two wives/husbands.*

These may be contrasted with the following unsatisfactory, incomplete definitions also provided by the majority of candidates:

- *Bigamy is having two spouses.*
- *Bigamy is where a man is married to more than one woman.*

Candidates were usually able to accurately state factors that might cause delay in parenthood in (b) (i).

While many of the responses were not well explained it was evident that candidates had a general understanding of why emotional readiness was necessary for good parenting in (b) (ii).

For example, some candidates wrote:

- *It enables parents to control their feelings towards their child, or*
- *It enables the parent to communicate well with their child.*

An example of a well-explained response could have been: *to create an atmosphere where children feel that parents love, care and support them.*

Part (c) required candidates to suggest three strategies that parents may use to encourage their children to communicate with them. Some examples of responses presented were:

Strategy: *Increase family time in one's household where the family comes together to socialize and have fun and play games together.* (This was a superior response. The strategy is well expressed with clear detail, and is feasible.)

Justification: *This would be successful as a calm and loving environment is displayed which encourages the child not to be afraid to engage with the family and creates the atmosphere where the child is comfortable communicating.* (This justification is well expressed and plausible because it explains how increasing family time will encourage children to communicate with their parents.)

Strategy: *Parents should have meetings at dinner time or on a specific day just to talk about different things.* (This was judged to be well expressed and feasible).

Justification: *Having little discussions helps the parents to understand the child's feelings, and it would help both parent and child to communicate better.* (This justification is not as plausible as the previous one.)

Strategy: *Doing activities with their children can make them communicate better.* (This was judged to be a weak strategy as it is poorly expressed and no description is provided.)

Justification: *By doing activities together this will encourage the child to communicate.* (This justification is also weak as it is not well expressed or plausible.)

Question 2

This question focussed on candidates' knowledge of the influence of culture on the variety seen in Caribbean music. It also required candidates to provide reasons to justify the promotion of this type of music and to suggest ways in which the music could be promoted. The mean of 4.67 marks or approximately 23 per cent was the lowest on the entire paper.

For Part (a) candidates were required to give a definition of 'culture' and factors which contributed to the variety of the music of the Caribbean. Acceptable definitions of culture were those that focused on a *society or group* rather than on individuals. The majority of the definitions focused on culture as it related to a country.

Examples of acceptable definitions provided are as follows:

Culture is

- *the type of music, the type of food, and the way of life within a society*
- *the way of life of a people including their practices, dialect, dress etc*
- *the way of life of a people or an ethnic group.*

Unacceptable definitions referred to individuals rather than groups, and included statements such as

Culture is

- *a characteristic of every person which is their belief, music and costume*
- *the way of life of an individual in society.*

Many were not able to list two factors that contributed to the variety of the music of the Caribbean. However, of those who did, the most popular responses were:

- *the influence of different ethnic groups*
- *the migration of people to the Caribbean either to stay or for a while.*

Part (b) required the candidates to give reasons why Caribbean musicians may wish to promote their style of music. To earn full marks, questions of this type require responses that are well expressed and clearly show a valid reason. Many candidates had difficulty expressing valid reasons.

Examples of candidates' responses were:

- *To influence young musicians to grow up playing their type of music* (This was judged to be well expressed.)
- *So that the musicians can become popular around the world.* (This was well expressed.)

On the other hand, examples of unsatisfactory responses included:

- *To carry on their tradition* (This is not well expressed.)
- *Because they constantly make a high number of money* (not well expressed)

For Part (c), in suggesting strategies a Ministry of Culture may use to encourage artistes to create music featuring the Caribbean rhythm, the majority of candidates suggested strategies and provided justifications that could not be awarded full marks. The strategies they provided tended to be weak or not well expressed, while the justifications were neither well expressed nor plausible. Examples of acceptable responses were as follows:

Strategy: *Having weekly music competitions based on the Caribbean theme.* (This strategy is relevant but could be **improved** as follows:

Justification: *The Ministry of Culture can have music weekly to encourage artistes. That will give individuals the motivation to at least sit down and write music just so that he or she can win the competition.* (Note that this is a weak justification in which the candidate repeats the strategy.)

This justification could be improved as follows: This will be successful because artistes would want to win the prizes and would thus be motivated to produce the Caribbean music.

Strategy: *Having television programmes regularly on topics of how music will/can benefit in the future.*

Justification: *If the Ministry of Culture uses the TV to advertise or to persuade individuals by mentioning the benefits in the future that will be gained, then individuals will join.*

This justification could be improved as follows: People respond more positively when they know how they can positively benefit from an activity. When artistes learn of the benefits to be earned by producing Caribbean music they will be more inclined to produce that type of music.

Question 3

This question assessed of the electoral process. The mean was 4.83 or approximately 24 per cent.

For Part (a) (i), which required the definition of 'floating voter', a few candidates gave an acceptable definition, that is *an unsure voter, one who is not sure which party to vote for*. In order to be awarded full marks the definition should reflect being *unsure* or *undecided*.

In Part (a) (ii) an example of the concept of voter apathy was presented in the dialogue in the description of voter behaviour and candidates were required to name the concept. Candidates' responses to the description of the voter behaviour indicated that they were not familiar with the term.

For Part (a) (iii), candidates provided a variety of valid reasons why registered voters may display voter apathy.

Popular among the responses were:

- *They have lost interest in the elections.*
- *They don't support any of the parties.*
- *They don't believe their vote will make a difference.*

Responses for Part (b) indicated that candidates were very knowledgeable about problems that may arise when newly registered voters are not educated about the voting process.

Part (c) required candidates to suggest strategies a political party could use to encourage candidates to vote. Among the strategies suggested and the justifications provided were:

Strategy: *Use social media: The youth arm can create an account in popular sites and post messages and information about the good of voting.* (This was a strong strategy with clear description)

Justification: *This strategy would work because most young people have social media accounts and would be informed through messages why voting in the election is important.* (This was considered a weak justification as the strategy is repeated and the justification is not plausible – it does not show how they would be encouraged to vote through the use of the messages.)

Strategy: *Persuade young persons to join the youth arm.* (This was judged to be a strong strategy)

Justification: *Show young people the different ideas and improvements in the country and also the encouragement of members of the youth arm may help in the encouragement to vote.* (This was deemed a weak justification.)

Strategy: *Educate young persons about the election.* (This was a weak strategy without description of the education.)

It could be improved as follows: Ask respected members of the party to conduct seminars/discussions on politics for the youth.

Justification: *This strategy will be successful because with proper education about government this will lead young people to vote.* (This was a weak justification.)

This could be improved as follows: The seminars/discussions will be successful as proper education on government may teach them the benefits to them of voting and they will likely be persuaded to vote.

Section B: Sustainable Development and Uses of Resources

Part 1: Development and Use of Resources

Question 4

This question required candidates to interpret data on life expectancy and to draw conclusions from the data. It further assessed knowledge of factors relating to life expectancy. The mean of 7.07 or 35 per cent was the highest in this section.

Part (a) (i) and (a) (ii) of the question required candidates to read the information given in the graph. Most candidates provided accurate responses.

Part (a) (ii) required candidates to suggest factors which could account for the difference in life expectancy of males and females. This part of the question was also well done.

Part (b) assessed candidates' knowledge of the government's need for data on health care. Many valid reasons were provided. Some acceptable responses were as follows:

- *To find out if health care facilities are properly equipped with medication needed for maintenance of health.*
- *In order to see who is having health problems, whether it is male or female.*
- *To know how healthy their population or work force is.*
- *By viewing these statistics, the government would know if they should improve the health care being given to the people of the country.*

Candidates were asked to suggest strategies the leader of a community group may implement to help members improve their nutrition in Part (c).

It was evident from the responses that many candidates have difficulty presenting acceptable strategies supported by plausible justifications. Examples of candidates' responses were as follows:

- **Strategy:** *The leader can invite a nutritionist to speak to the members about a healthy lifestyle, diets, nutritious food and the importance their health. The nutritionist can also distribute brochures, flyers, and other forms of information. (This strategy is well expressed and feasible.)*
- **Justification:** *Inviting a nutritionist can help members learn about nutrition and health and help guide them on the steps to take to improve and maintain their nutrition and health. (This was considered a weak justification as it is an extension of the strategy.)*
- **Strategy:** *Create a cooking show which gives individuals more recipes and treats to eat healthier and sell cooking books. (This was a strong strategy.)*
- **Justification:** *Individuals will cook recipes and treats from the cook book. (This was a weak justification.)*

This could be improved as follows: Knowledge of healthy food preparation will motivate participants to try the recipes at home and they will be more likely continue cooking and eating those healthy foods.

Question 5

This question focused on renewable and non-renewable resources. Candidates were required to suggest ways in which forest as a resource contributes to the economy of a country, reasons why a country may want to access more renewable resources and finally to suggest strategies a government may use to conserve natural resources. The mean was 7.02 or approximately 34 per cent.

For Part (a) (i) most candidates could name the main form of non-renewable resource used in the Caribbean.

For Part (a) (ii) again most candidates were able to list ways forests contribute to the economy of a country.

Popular responses were:

- *Forests are used for wood to build houses and as such reduce dependence on imported wood.*
- *Tourists who visit the forests may pay persons to guide them.*
- *Forests have a wide variety of plants that are used to create medicine and as a source of food.*

Where candidates' responses did not link the use of the forest with the economy as required by the question, marks could not be awarded. Below are some examples of weak responses that failed to establish that link:

- *The more trees we have the more oxygen we have.*
- *Forests prevent landslides after rain.*

For Part (b), most popular and acceptable reasons given for a Caribbean country preferring to use renewable energy sources were as follows:

- *They will be able to use the renewable sources of energy over and over again.*
- *Because it is cheaper.*
- *Renewable energy sources are not toxic to the environment.*
- *Renewable sources of energy are found everywhere.*

Candidates were asked to suggest strategies that Caribbean governments may use to conserve natural resources for Part (c).

Acceptable responses were as follows:

Strategy: *Give severe and strict punishments to persons who are seen destroying natural resources. (This was well expressed and feasible.)*

Justification: *Giving strict and severe punishments, persons would not want to destroy natural resources as they are knowledgeable about the consequences they may receive. (This, too, was well-expressed and plausible.)*

Strategy: *Educate the public on how they should conserve and why they should conserve. (This was judged to be an incomplete strategy as it does not explain **how** the education will take place.)*

Justification: *Not everyone knows how to conserve or even what to conserve. Educating the public on how to do it and what procedure to use will help also tell them why they should conserve the natural resources. (This was judged to be a vague justification due to lack of detail about the education.)*

Part II - Regional Integration

Question 6

This question required candidates to write an essay that demonstrated their understanding of the role that sports can play in regional integration. This was the most popular question in this section. It had a mean of 5.35 or 27 per cent.

The majority of candidates could name *cricket* as the sport in which the region is represented by a single team. Many, however, were not familiar with the West Indies Cricket Board as the body responsible for the development of this sport.

Candidates were asked to outline one advantage of the single team representation to regional integration.

Candidates who were well prepared on the topic of regional integration provided superior responses that demonstrated their understanding of the topic, as reflected in the following examples:

- *The main focus of regional integration is to join Caribbean countries as one, working together so that the entire region can benefit and not just individual countries. The top players/cricketers from across the region come together to form a team that can compete internationally.*
- *Members of different nations and supportive groups around the Caribbean cooperate in pursuing a common goal which strengthens the bond shared by the integrating nations.*
- *Having a group of talented members join together as a team representing the West Indies to compete against countries outside of the region promotes regional integration.*

Candidates were then asked to explain two ways in which sportspersons in CARICOM benefit from participating in regional competitions. Candidates provided a variety of ways including:

- *When you compete in your race you can be recruited by one of the talent scouts, therefore giving you a scholarship.*
- *Sportspersons acquire travelling opportunities to the different states in the region and are able to show their skills to different persons watching the competition.*
- *They will get the exposure they need in order to progress in their current field. (This was deemed to be partially explained but relevant.)*

Finally, this essay required candidates to suggest, with full justifications, three actions businesses could take to help in the development of sportsmen and sportswomen in the region. An example of an action that was well expressed and feasible was:

Action: *Businesses can supply balls, bats, uniforms etc. to sportspersons.*

Justification: *This helps in the development because sports equipment is quite expensive and by providing it to sportspersons it will help them upgrade from what they've been using. (This was well expressed and plausible.)*

Question 7

This question assessed candidates' knowledge of the functions of the CARICOM Heads of Government (HOG) Conference. Candidates who opted for this question demonstrated very inadequate preparation for responding to the topic. This question was the least popular in the section and the mean of 3.15 or 16 per cent was not only the lowest in the section but on the entire paper.

Many candidates could not state a function of that the HOG conference. One example could have been:

- *The HOG conference resolves disputes between countries*

A majority of the candidates could name two physical resources that are unequally distributed in CARICOM. Popular responses were *petroleum and bauxite*.

Candidates were unable to explain how the unequal distribution of the two resources affected regional integration. Expected responses included:

Countries with resources are better able to develop related industries and might control marketing in this area.

In suggesting strategies, with justifications, that Caribbean governments could use to share resources, candidates were unable to respond adequately.

Section C: Options

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

Question 8

This question focused on using effective communication to promote regional integration. This was the most popular question in the section and the mean of 4.40 or approximately 25 per cent was the lowest.

Candidates could define the terms *sender* and *receiver*, and many could state two ways in which the failure of equipment may affect the communication process. The remaining parts of the question were not done satisfactorily.

Candidates had difficulty in explaining how effective communication could assist with the process of regional integration. Acceptable responses included:

- *Effective communication facilitates accurate dissemination of decisions made by Caribbean leaders.*
- *Effective communication can help to make trade among the countries easier and quicker.*
- *Expertise/information can be shared across the region without physically moving from one country to another.*

The candidates were also required to suggest, with justifications, strategies that regional news agencies could use to extend their services to all Caribbean nationals. They were unable to provide feasible strategies accompanied by plausible justifications.

Examples of feasible strategies could be:

- *Use of social media to disseminate information across the Caribbean.*
- *Promote cooperation among media houses in the Caribbean by sharing and exchanging information.*
- *Present information about the similarities and differences in the culture of Caribbean people in all media houses.*

Question 9

This question assessed the knowledge of the benefits of hire purchase as a means of acquiring goods and their understanding of how consumers may create a good credit relationship with businesses.

Although this was the least popular question in the section it had the highest mean. The mean was 7.02 or approximately 35 per cent.

Although candidates were able to offer an acceptable definition of hire purchase, many of them were not able to identify other method of acquiring goods.

In response to explaining ways in which businesses exploit consumers, the most popular response centred on businesses requiring consumers to pay low monthly payments on the item which results in consumers paying large amounts in interest.

Candidates' problem-solving skills were tested when they were required to suggest actions that consumers could take to create a good credit relationship with a business that offers goods on hire purchase. The most frequent responses, related to the following:

Strategy: *By always paying instalments on time and in the right amount* (This was an example of a strong strategy.)

Justification: *This would work because when the businesses see that you pay on time they will say you are committed and when you pay all the money they will say you are committed, loyal and can be trusted.* (This was a strong justification.)

Other acceptable responses included:

Strategy: *Make larger payments whenever they could to pay off the account faster within a said time frame.*

Justification: *Making large payments would assist in the consumer paying off the account before the period set to pay.*

Strategy: *Display actions of honesty in times of difficulty as it pertains to payments. Unexpected financial difficulties could plague a consumer anytime due to death of a relative or even loss of a job. In this case, the consumer should not avoid the calls or hide from the business but inform them of the difficulty.*

Question 10 - Tourism

This question focused on how tourism can create economic and social linkages. The mean was 6.19 or approximately 31 per cent.

The first part of this question tested candidates' knowledge of the concept of *economic linkage* in tourism. Most candidates could state accurately how the agricultural industry supports the tourism sector, but had more difficulty describing how other sectors of the economy benefit from the tourist industry.

Examples of responses provided for the latter aspect of the question dealt with the following sectors:

- *Sports (Entertainment) industry*
- *Financial sector*
- *Transportation*

Candidates were also required to outline reasons why tourism officials in the Caribbean may want visitors to interact with residents. Examples of the better responses were as follows:

- *So that they can learn about the different cultures of the various countries as well as various attraction sites.*
- *They will learn more about the country and feel welcome to return.*
- *They can give good feedback when they return to their countries and it may cause them to return and bring more of their friends to visit the country.*

For problem solving, candidates were asked to suggest strategies, supported by justifications that officials of a Ministry of Tourism may use to promote interaction between visitors and residents.

Candidates had some difficulty identifying the role of the Ministry in setting policy guidelines for tourism. The majority of responses focused on the Ministry as a body that organized fun events at which visitors would be invited. Examples of more appropriate policy-focused responses could have been:

- *Get the hotels to relax the restrictions which separate visitors from interacting with residents.*
- *Work with local community leaders to organize local festivals in the community.*
- *Liaise with the police on behalf of the community to develop security and safety procedures for visitors to the community.*
- *Market/promote community attractions/ventures in their flyers and brochures.*

Recommendations for Candidates

For this year, the examination team observed that some candidates had adequately prepared for the exam and provided quality responses. However, many experienced difficulties mainly in the areas of defining concepts and in problem solving.

In light of these observations, the team recommends that students prepare by

1. Asking questions and seeking clarification on topics that are not clear to them.
2. Conducting extensive and in-depth reading of Social Studies textbooks and other books, relevant articles in newspapers and magazines, and extracting the relevant information from websites and other forms of media that support the syllabus. These can be accompanied by practice exercises to become familiar with the concepts.
3. Reinforcing their learning by compiling their own glossary of terms as they encounter new concepts and by examining those concepts to determine how they apply and how they are used in the context of Social Studies.
4. Engaging in frequent practice in problem-solving exercises on each topic. Engaging in discussions and class debates that can expose them to practice in suggesting solutions to problems to improve their problem-solving skills.

Recommendations for Teachers

It is suggested that teachers engage students in the following activities that could enhance classroom instruction in Social Studies.

1. Engage students in frequent problem-solving activities relevant to the various topics – for example identifying different solutions, weighing the pros and cons of each, and finally choosing the best solution and providing support for their choice. This will assist students in justifying their choices.
2. Use concept development strategies to assist students in understanding the meaning of both higher-order and lower-order Social Studies concepts. For example:
 - Listing, grouping and labelling concepts
 - Defining these concepts
 - Distinguishing examples from non-examples of the concepts
 - Problem solving
3. Guide students into compiling their own glossary of terms. Instruct them to make entries in their glossaries during and following instruction on each Social Studies topic.
4. Guide students into researching and reporting pertinent information on regional integration. Use of teaching strategies such as cooperative learning can make this topic interesting for students.

5. Use a variety of instructional media to cater to the needs of all students and make classroom instruction on the more abstract concepts appear real to students and relevant to their everyday lives.
6. Students can create booklets featuring content they find more difficult to grasp. Each content area can be accompanied by activities that can help them to retain the information.

Paper 031 - School-Based Assessment (SBA)

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

This year the standard of the SBA was greatly improved when compared with previous years, mainly as the selected topics had wider syllabus coverage. Topics chosen included the following:

- *Change from Privy Council to CCJ*
- *Human trafficking*
- *Dancehall Music*
- *Representation by Member of Parliament.*

The following represents a discussion on the tasks as performed by the candidates.

Task 1: Statement of the Problem

Most candidates demonstrated competence in stating the problem; however, there were instances where the questions were unclear, not stated in a question format or presented as 'yes/no' questions. Examples of well-written problem statements were as follows:

- *Why is there an increase in poverty among young adults ages 18 – 35 in the community of Wesley?*
- *What are the views of students at my school on the practice of locking out students who arrive late?*
- *To what extent do the transfers of teachers and principals affect students' academic performance?*

The following question did not qualify as a research question as it could be answered by *yes/no*.
Are teenagers turning away from religion?

Other criteria for the research question are:

- *The question must be clearly stated.*
- *It should not be personalized.*
- *It must be stated in a question form.*

Task 2: Reason for Selecting Area of Research

The task was well done. The reasons were always relevant and interesting. For the following research problem,

To what extent do the people in my community agree with the government's decision to make the Caribbean Court of Justice its final appeal court?

the candidate gave, as reasons, that he firmly believed that the country would not be truly independent until it cut ties with England and as a member of CARICOM the CCJ should be the final court of appeal. Since the government stated its intention to hold a referendum, he was interested in finding out the views of the citizens. The pending referendum would determine the way forward.

Task 3: Method of Investigation

All candidates chose the questionnaire to obtain the information for the research.

Their reasons were always clearly stated, justified and described. Most candidates outlined benefits such as a questionnaire:

- *was inexpensive*
- *guaranteed anonymity*
- *reached a larger number of persons*
- *allowed for easy collation of data*
- *required relatively little time to be completed*

Task 4: Data Collection Instrument

There was a marked improvement in this task. Candidates made every effort to include relevant and a sufficient number of questions. An adequate balance of closed and open-ended questions was evident and as such did address the variables in the statement of the problem.

Task 5: Procedures for Data Collection

Many candidates were unable to describe the sampling process. Successful completion of this task must include sample description, the distribution and collection schedule, and information on how the sample was chosen.

Task 6: Presentation of Data

While there was improvement in this task, there were instances where candidates presented inappropriate line graphs, graphs with labels missing as well as errors in the data on which some graphs were drawn. Some more classroom guidance during the research may address those deficiencies.

Task 7: Data Analysis and Interpretation of Data

This task posed the greatest challenge for candidates. For the most part, they wrote descriptions and failed to analyse the data to make the necessary comparisons and inferences. However, more analytical terms such as *increase*, *decrease*, *more than*, *less than* and *on the other hand*, should be used to improve the quality of the analysis.

Task 8: Statement of Findings

Generally speaking, this task was well done. Candidates, however, did not always relate findings to the data presented and analysed.

Well-presented examples of findings based on the research project “CCJ vs. Privy Council” were:

- *A large percentage of the population were undecided as to whether or not the CCJ should be the final court of appeal.*
- *Most individuals were aware of the basic facts about the CCJ as a Caribbean Court of Appeal and were even more aware of the Privy Council since it existed longer.*
- *Several factors have affected the level of support that the CCJ received when individuals had to make a yes or no decision. These were loyalty, patriotism, and a sense of pride as Caribbean people.*

Task 9: Recommendations and Implementation Strategy

Instead of Implementation strategies, many candidates gave additional recommendations.

For the problem statement, *How effective is the Member of Parliament (MP) for North West Constituency?* A good example of a response under this heading would read:

Recommendations

- *To ensure representation from their MP, constituents must mobilize themselves and confront members of parliament with their concerns, through writing and requesting meetings.*
- *They can also take their concerns to the national stage to shine a light on the neglect the constituency faces, in an effort to embarrass the MP into action.*

Implementation

Government should implement laws that require MPs to report to parliament on what they are doing to assist constituents. This can work well with the assistance of the media and opposing political parties, who can do research to tell the country if the MP is being truthful.

Writing Skills

There was a marked improvement in the candidates' overall writing skills. There was good organization of the projects as well as correct use of language, spelling and grammar.

Overall Presentation

There was appropriate layout for the most part with respect to four of the elements, namely, the acknowledgements, table of contents, cover page and bibliography. A majority of the candidates, however, did not include an appendix.

GENERAL COMMENTS

There was overall improvement in the quality of the SBA projects. The two areas where candidates demonstrated weaknesses related to data collection procedures and analysis of data. As the research process may be challenging for students, increased guidance during the preparation of the project may assist them in managing the more challenging aspects of their projects.

Paper 032 - Alternative to the SBA

Paper 032 is the alternative exam to the School-Based Assessment that is usually taken by private candidates who are not enrolled regular day school. The paper is designed to test the candidates' skills of enquiry, communication, critical thinking and decision-making; the questions are based on research activities. The candidates are required to demonstrate their understanding of the process of carrying out a research project from beginning to end.

The paper comprised five structured questions for a total score of 40 marks; all questions were compulsory. The mean on the paper was 15.85 or approximately 40 per cent.

For Questions 1-3 the candidates were required to choose one of the following research topics:

- Unemployment among school leavers in my community.
- Declining youth participation in religious activities in my community

A majority of the candidates selected the first topic and the responses suggest that they were comfortable with this topic.

Question 1

This question tested candidates' knowledge of the first phase of the research process. Part (a) required candidates to give a reason for researching the topic. Most of the candidates were able to give a good reason for researching the topic. The following are examples of the reasons given:

- *The problem of unemployment has been discussed in the media recently.*
- *Most of the recent graduates in the community are unemployed.*
- *To find out why young persons do not want to participate in religious activities.*
- *To find out the type of religious activities in which young people are interested.*

Part (b) required the candidates to write a problem statement for the selected topic. Candidates were expected to provide problem statements that clearly reflected the problem that was being investigated. However, quite a number of candidates wrote problem statements that presumed data had been gathered and analysed, for example:

- *The study will state the reason for unemployment in my community.*
- *The study will give the reason why youths do not participate in religious activities.*

Other candidates gave appropriate problem statements, for example:

- *The study will try to find out the causes of unemployment in my community.*
- *The study will try to determine the factors that prevent young from participating in religious activities.*

For Part (c) the candidates were asked to identify two sources from which background information on the topic could be obtained. The most popular responses were the *Internet*, *library* and *news media*. Some candidates misinterpreted background information and referred to members of the sample, such as unemployed youths and leaders of religious groups.

For Part (d) candidates were asked to suggest two research instruments, other than a questionnaire, that could be used to gather data for the study. The most popular responses were *checklist and interview schedule*.

Question 2

This question tested candidates' knowledge of research questions and items that should be included on a questionnaire. Part (a) required candidates to write a research question for the topic. While some candidates were able to write what is considered to be a research question others were not able to do so and presented questions which required *yes/no* responses, for example: *Do you think youths are looking for jobs?* and *Do you think people like religious activities?*

Part (b) required candidates to write two questions for a questionnaire. It was evident from the responses that candidates knew how to formulate questions for a questionnaire, as indicated in the responses:

- *How long have you been looking for a job?*
- *What kind of religious activities would you be interested in?*

In Part (c) candidates were required to state two ways of presenting data obtained from the research.

Candidates were able to give ways of presenting the data, with the most popular responses being *bar graphs* and *tables*.

Question 3

This question tested candidates' knowledge of sampling when doing a research. Part (a) required candidates to give one reason for selecting a sample for conducting a research. Most of them were able to state that it would be difficult to use the entire population and gave reasons such as *cost*, *time* and *that it would be impractical to attempt to reach the entire population*.

In Part (b) they were required to describe an appropriate method for selecting the sample. While many candidates attempted to describe a method, a significant number of them just gave the name of the method without the description.

For Part (c) candidates had to state two ways in which a researcher may protect the sample used in the research. A majority of the candidates were able to give the correct responses, such as protecting the identity of the respondents.

Some candidates placed focus on the information with responses such as: *locking the information in a safe*.

Questions 4 and 5 were based on a case study. The purpose of the case study was to test candidates' ability to interpret and use data, draw conclusions and make recommendations.

Question 4

Part (a) required candidates to identify the focus of the survey. Many of them indicated the focus of the study but others selected information from the passage that was not the focus of the study, for example, *"what caused the pest" instead of "to determine the origin of the pest"*.

Part (b) required candidates to state one fact about the community. The most popular response related to the size of the population.

Part (c) required candidates to state the sampling method the researcher used for the investigation and to state the size of the sample. Many candidates were able to give the correct response that was *purposive sampling*; most of them provided the accurate sample size as the information was stated in the passage.

Part (d) required candidates to state two problems the researchers might have encountered using questionnaires and one advantage of using a questionnaire. Most responses focused on

- *low return rate*
- *incomplete questionnaires.*

Candidates were also able to suggest the reason for using a questionnaire, with the most popular response being:

- *It could be used with a large number of persons.*

Part (e) asked candidates to state two findings that were presented in the study. Most of the candidates were able to select the findings from the passage.

Question 5

This question tested candidates' ability to interpret, analyse and present data.

For Part (a) (i) candidates were asked to do simple calculations with information from the case study in order to complete a given table. Most candidates did this very well.

Part (a) (ii) required candidates to draw a bar graph to present data collected in the research; the grid for drawing the graph was provided. Candidates did poorly on this part of the question. Many of them did not give the appropriate title for the graph and while the vertical axis was correctly labelled, a significant number of candidates generally incorrectly labelled the horizontal.

For Part (b) many candidates made only one recommendation based on the findings, rather than the two they were required to give. The most popular response was about the removal of the garbage. Candidates did not use the findings well enough to suggest other solutions to the problem.

Candidates displayed a good understanding of types of research instruments, sources for background information, types of samples, and ways of protecting information and how to formulate questions for a questionnaire. They seemed to need more assistance with the reasons for investigating a topic, writing a problem statement and formulating a research question.

In using the case study to interpret and analyse data, candidates appeared to need more guidance in this area. While they were able to select information provided in the case study, they seemed to have a problem making deductions from the information that was presented.

CARIBBEAN EXAMINATIONS COUNCIL

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

JANUARY 2017

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in June and January. The examination comprises the following papers:

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

Approximately 2112 candidates sat the January 2017 examination. Of this number, 30 per cent achieved Grades I–III, down from 36 per cent in 2016.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items, which covered the content described in the syllabus, and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 32.70 out of 60 or approximately 54.50 per cent, representing a decline when compared with January 2016 when the mean was 37 out of 60 or 61.67 per cent.

Paper 02 – Structured Questions and Extended Essays

The paper comprised ten questions, each worth 20 marks, and was structured as follows:

Section A: Questions 1, 2 and 3 — Individual, Family and Society

Section B: Part I – Questions 4 and 5 — Development and Use of Resources
Part II – Questions 6 and 7— Regional Integration

Section C: Optional Section
Question 8 — Communication
Question 9 — Consumer Affairs
Question 10 — Tourism

Candidates were required to answer a total of five questions, two from Section A, two from Section B (one each from Parts I and II) and one from Section C. Parts (a) to (c) of each question tested the Knowledge and Comprehension profile while Part (d) tested the Application, Evaluation and Problem-solving profile. The mean on this paper was 27 per cent, down from 29 per cent in 2016.

Section A: Individual, Family and Society

In this section, candidates were required to respond to two of the three questions set. The quality of the responses was generally weak.

Question 1

This question tested candidates' understanding of the term *monogamy*; the benefits to children when parents are financially prepared for a family and how governments can and do protect children, especially those abandoned by their family. This was the most popular question in this section. The mean for the question was 7.68 or 38 per cent.

A large proportion of the candidates could define the term monogamy and gave at least one benefit to children whose family are financially prepared for parenthood. However, very few candidates were able to provide reasons why it was necessary for parents to be aware of the childcare laws of their country, and fewer were able to suggest the actions social services may take to protect children in need of adequate childcare.

Question 2

This question tested candidates' understanding of primary and formal groups, their characteristics, how they exercise control over their members and how they can help to develop the community. The mean was 5.69 or 28 per cent.

Part (a) (i) required candidates to give examples of primary groups. The majority of candidates who chose this question could provide two examples of primary groups.

Candidates had varying responses to Part (a) (ii), which required them to explain ways in which primary groups exercise control over their members, but the more the popular responses related to the group setting rules to be followed, or applying sanctions for negative behaviour.

The following is an example of a well-presented response to this part of the question:

- *Establishing rules and regulations that members have to follow*
- *Establishing and enforcing sanctions for members who do not conform to those rules*

For Part (b), candidates were required to state two characteristics of formal groups. Many candidates were able to demonstrate this knowledge.

For Parts (c) (i) and (ii), candidates were required to demonstrate their problem-solving skills by suggesting three strategies that a recreational club may use to develop better community spirit.

Responses varied but the most popular responses were:

- *Keep fundraisers to build project.*
- *Organize fun/sports/games activities in the community.*

One example of a good response with a clear and plausible explanation was as follows:

- *Strategy: Organize sports days in the community for everyone to participate.*

- *Justification: This is likely to be successful because all age groups will participate and this will create a bond among the people in the community.*

Question 3

This question assessed candidates' understanding of the systems of government that operate in the Caribbean the civil service and how citizens help government to function more effectively. The mean of 3.54 or 18 per cent was the lowest in this section.

Part (a) (i) required candidates to identify, from a given diagram, the system of government that operates in most Caribbean countries. Candidates could not provide relevant responses; only a very small percentage could identify the system as a *constitutional monarchy*, a *monarchy* or a *crown monarchy*.

Parts (a) (ii), (b) (i) and (ii) tested candidates' knowledge and comprehension of the role of the executive arm of government and the civil service. Candidates did not possess the required knowledge to respond satisfactorily to either of those questions.

The following is an example of the responses which were given:

- *The role of the civil service is to generate money for the queen. When they work all money goes to her.*

More relevant responses for which candidates could have been credited are:

- *Implements government projects and programmes and monitors them*
- *Collects revenue on behalf of the government*
- *Provides support and advice to ministers— technical and otherwise*

Regarding the role of the executive, the following was a well-presented response:

- *The executive implements policies that better the country in the different ministries.*

The following are other expected responses:

- *Decides on the goals of the nation*
- *Suggests/introduces new legislation to parliament*
- *Develops policies and programmes*
- *Ensures policies and programmes are carried out*
- *Creates and manages the budget*

Candidates' problem-solving skills were tested in Parts (c) (i) and (ii) as they were asked to suggest ways in which government may provide adequate social services for its citizens. Very few of the suggestions offered were relevant and feasible.

The most popular acceptable response provided was *make the services free for citizens*.

Some expected responses and justifications are as follows:

- *Strategy: Implement policies that will bring social services to people/communities in remote areas.*
- *Justification: Residents of remote communities may have difficulty accessing social services provided by government. If those services are brought to those communities, it will be easier for more residents to access them.*
- *Strategy: Apply a small fee to be paid by citizens upon accessing the social services.*
- *Justification: This is likely to be successful, as government can reinvest those monies collected into expanding the provision of social services.*
- *Strategy: Develop partnerships with the private sector to provide assistance with some of the social services, for example, health and education.*
- *Justification: If the private sector assists with the provision of social services, especially for their employees, then there would be less dependency on the government's 'purse' and then government could focus more on those citizens who are less able to provide these services for themselves.*

Section B

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

Part I: Sustainable Development and Use of Resources

Question 4

This question tested candidates' knowledge and comprehension of some concepts and terms related to human resources, in particular the term relating to population. This question was less popular than the other in Part I. The mean was 5.24 out of 20 or 26 per cent.

For Parts (a), (b) (i) and (ii), candidates were required to define the term *migration* and to give reasons why more people prefer to settle on flat land rather than steep slopes.

In Part (a), only a few candidates were able to give an appropriate definition of *net migration* —the difference between immigrants and emigrants. Many erroneously stated that net migration is the difference between emigrants and immigrants.

In Part (b) (i), the candidates were required to give one reason for the preference of flat land for settlement. Most candidates were able to provide acceptable responses. These included the following:

- *Cheaper to build homes on flat land*
- *For ease of/accessibility to their homes*
- *Less likelihood of damage caused by slippage*

For Part (b) (ii), candidates were able to respond satisfactorily to why governments need statistics on a population. A variety of responses were provided such as the following:

- *To know how many people are in the population*
- *To provide social services*
- *To identify areas where infrastructure was needed*
- *To assess whether there was a need to create jobs to meet the needs of the labour force*

For Part (c), candidates were asked to suggest strategies that government may use to assist legal migrants who have arrived in the country. Candidates were able to suggest diverse responses that included the following:

- Make it easier for migrants to obtain documentation.
- Provide information on job placement.
- Provide information on obtaining housing.
- Conduct orientation session to familiarize.
- Migrants with country's culture.

Question 5

This question assessed candidates' knowledge and comprehension of the concepts *non-renewable resources*, *renewable resources* and the *environment*. This was the more popular of the two questions and it had the higher mean. The mean was 7.19 or 40 per cent.

Responses to Part (a) (i) were satisfactory as many candidates were able to provide the required definition of nonrenewable resources. More popular responses included *cannot be reused/renewed/replenished/replaced as well as its unavailability after use*.

For Part (a) (ii), candidates had to provide reasons for government promoting the use of renewable resources. This part of the question was well done. Candidates' answers included the following:

- *To reduce pollution*
- *To reduce the depletion of nonrenewable resources*
- *Cheaper to produce in the long run*
- *To slow down the rate of global warming*

Part (b) proved somewhat challenging for some candidates, as they had to present the negative impact of mineral extractions on the environment. Many candidates were unable to link the extraction process to the impact on the environment. The following relevant responses provided:

- *Deforestation – the removal of natural vegetation affects the natural beauty of the environment and the natural habitats of animals*
- *Removal of top soil causes erosion which may affect agriculture*
- *Pollution of land/air/water—sometimes corrosive chemicals used in the extraction process*
 - *smell from the chemical used in extraction process*
 - *waste from the extraction dropped in rivers*

Responses to the problem-solving in Parts (c) (i) and (ii) were quite satisfactory as candidates were able to provide feasible strategies governments can use to conserve natural resources in a country. Candidates presented acceptable responses such as the following:

- *Pass laws to protect or stipulate the usage of resources.*
- *Organize tree planting projects.*
- *Provide incentives for the use of alternative sources (resources).*
- *Create reserves for the protection of resources.*

In Part (c) (ii) which required a justification for the response in Part (c) (i), some candidates were able to present an acceptable justification for the strategies presented. However, other candidates appeared unable to link their strategies to the justification so they either repeated the strategy or just wrote an extension of it. Such justification did not show why the strategy would be a success. Indicators of the success of a strategy would be seen in a change of behaviour or attitudes of the individual/group or society.

Part II: Regional Integration

Candidates were required to select one question from this section of the examination. Most candidates lacked the required knowledge of this area of the syllabus.

Question 6

Question 6 focused on *trading blocs* and the *benefits of the free movement of skilled persons within the CSME*. This was the more popular of the two questions but it had the lower mean. The mean was 2.01 or 10 per cent.

Candidates' responses demonstrated a lack of knowledge in this area. They were unable to accurately define *trading bloc* or explain how Caribbean countries benefit from the free movement of skilled labour within the Caribbean. Without adequate knowledge of the topics, it would generally be challenging for candidates to approach the problem-solving part of the question. This was evident in this question as few candidates attempted this part of the question.

Question 7

Question 7 focused on a *single market* and manufacturing within CARICOM. The mean on this question was slightly higher than the mean for Question 6. It was 4.30 or 22 per cent.

As with Question 6, candidates' responses revealed a lack of or inadequate knowledge of the areas to respond to the questions. They were challenged in suggesting actions that a manufacturers' association might take to improve the quality and range of its products.

Candidates could have responded more satisfactorily to both questions had they possessed more in-depth knowledge of regional integration.

Section C: Options

In the section, candidates were required to respond to only one of the three questions based on the optional areas given in the syllabus. Performance in this section was below expectation. In a large number of cases, there were incomplete responses where candidates did not suggest strategies to solve the given problem or attempt an explanation regarding how the strategies could help to solve the problem. Many were also unable to produce accurate definitions for the concepts presented.

Question 8: Communication

This question tested candidates' knowledge and comprehension of concepts related to communication and factors that may reduce the effectiveness of communication. This was the most popular question in the section, and its mean of 3.81 or 19 per cent was the lowest in the section.

Some candidates were able to define the term *medium of communication* and provide accurate examples of *media of communication*.

The question also required candidates to explain two ways in which a named geographical feature may affect communication within a country. Although the question was clearly stated, candidates may not have read the question thoroughly, which was evident from the poor responses they provided. Candidates were not able to name geographical features. Some candidates instead stated the different barriers affecting communication.

Examples of responses that candidates could have provided include the following:

- *Mountains—areas in the 'shadow' of mountains may have difficulties receiving signals from transmitter.*
- *Weather conditions—conditions such as hurricanes, floods and volcanic eruptions can distort or interrupt transmission during or even after the conditions have passed.*

In the problem-solving section, candidates were required to suggest strategies that Caribbean governments might use to make internet access available to citizens. Examples of appropriate strategies with justifications are as follows:

- *Strategy: Governments could set up internet cafes in public buildings where citizens go to conduct business, for example, the post office, tax office, community centres.*

- *Explanation: Many patrons generally visit these locations and the availability of internet cafes will increase access to the internet.*
- *Strategy: Governments could provide road access in remote communities, following which internet providers could upset their infrastructure.*
- *Explanation: If governments improve access to these communities, then it will be less costly for the service providers to set up their equipment, and they are likely to be able to make the service available to more users.*

Question 9: Consumer Affairs

This question tested candidates' knowledge of concepts related to currency and devaluation. The mean of 6.63 or 33 per cent was the highest in this section.

Candidates had difficulty defining *currency exchange rate*. A large proportion of them scored one mark instead of the expected two marks. The following is an example of a complete definition:

- *Currency exchange rate — the price or value for which the currency of a country can be traded on the international market or against another country's currency.*

In response to reasons why consumers should save a portion of their earnings, many candidates provided valid reasons such as the following:

- *Saving can prevent individuals from having to borrow money or using credit facilities, for example, credit cards that attract high rates of interest, when they need to make essential purchases or have need for health care.*
- *People with more savings are likely to maintain a higher standard of living especially when they get older.*
- *Savings provide funds in case of an emergency/rainy day.*

Many candidates were challenged in the problem-solving section that required them to suggest actions consumers might take if the cost of goods continues to rise.

The following are examples of expected responses that could have been presented by candidates:

- *Action: Citizens could create home gardens, growing their own fruits and vegetables.*
- *Explanation: This can help to reduce the expenditure on the purchase of important food items while providing adequate food for consumers.*
- *Action: Conserve and recycle items that can still be used rather than discarding them.*

- *Explanation: Conservation and recycling practices will extend the time that a consumer may need to replace an item; the funds saved can then be used to provide for their basic needs.*

Question 10: Tourism

This question tested candidates' knowledge and understanding of occupations relating to the tourism industry. It was the least popular in this section and the mean was 5.38 or 27 per cent.

Although candidates were able to give examples of managerial occupations in the tourism industry, many did not demonstrate that they had adequate knowledge and an ability to use this knowledge in the problem-solving section of the question. Some candidates' strategies were neither clear nor well developed. Very few responses could be fully credited, as they were not related to the question. Examples of expected strategies a hospitality training institution may use to make training accessible to young people who wish to develop a career in the tourism industry and their related justification are as follows:

- *Strategy: Offer partial/full scholarships in hospitality studies to deserving young people wishing to attend the institution.*
- *Explanation: Financial assistance in the form of full/partial scholarships will enable some young people who are financially challenged to pursue hospitality training.*
- *Strategy: Collaborate with hotels that can offer job experience to individuals while in training at the institution.*
- *Explanation: This will be successful, as it will provide young people who are already employed with a viable form of training for upgrading their work-related skills.*

Recommendations

Candidates are advised of the benefits of thorough preparation for the optional questions on this paper. The marks for this section account for 20 per cent of the overall paper. This is a very large portion of the overall marks. Where candidates do not respond to any question in this section or where their responses are inadequate or incomplete, their overall scores are likely to be low.

For this section of the examination, candidates can prepare by focusing on the option(s) of their choice. Preparation requires extensive and in-depth reading of textbooks, relevant articles in newspapers and magazines, extraction of relevant information from websites and other forms of media. These can be accompanied by the completion of practice exercises that can help candidates to become familiar with the related concepts and increase their knowledge of the topic(s).

The compilation of a glossary of terms and concepts encountered during study can help to enhance candidates' knowledge of the topic(s).

It is also highly recommended that candidates participate in discussions and class debates which will not only introduce them to different solutions to various problems but also help them to think logically and provide reasoned responses to questions.

The following pointers may assist candidates in presenting better responses to Part (c) of each question:

- Is there an action word to introduce the strategy/action?
- Is the problem mentioned in the strategy/action?
- Is there some detail given in the strategy/action?
- Is there a description of how the strategy/action will be carried out?
- Does it say who will be involved in the strategy/action?

A well-expressed justification should answer the following questions:

- What will happen as a result?
- Is the strategy/action likely to be successful? If so, how will the strategy help to solve the problem?

Suggestions for Teachers

- Provide activities that allow students to discuss and debate appropriate topics.
- Invite resource persons to give talks and respond to questions from students.
- Engage students in frequent problem-solving activities relevant to the various topics. This will be beneficial as students will become familiar with strategies to solve problems. The suggestions may be strategies, actions or ways. These suggestions should be followed by clear explanation of why the strategy/action/way will be successful.
- Facts, concepts and generalizations form the base of Social Studies instruction. Teachers are therefore encouraged to use concept development strategies to assist students in defining and understanding the meaning of various concepts. This approach will help to clarify issues that may not be clear to students during instruction.
- Guide students in compiling their own glossary of terms and concepts and keeping learning journals. Instruct them to make entries in their glossaries and journals during and following introduction on each Social Studies topic.
- Place special emphasis on concepts such as sustainable development, the environment and economic integration.
- Guide students in researching and reporting pertinent information on regional integration. Use of teaching strategies such as cooperative learning can make this topic interesting for students. Dramatization may also be a suitable instructional strategy that may bring the topic to life in the classroom.

- The use of a variety of instructional media can cater to the needs of all students and make classroom instruction on the more abstract topics very rewarding for students.
- Students can be asked to create booklets featuring content they find more difficult to grasp. Each content area can be accompanied by activities that can help them to retain the information.

Paper 032 – Alternative to School-Based Assessment

This paper assessed candidates' knowledge of research processes. It assessed enquiry, communication, critical thinking and decision-making skills. The examination consisted of five compulsory structured questions worth 40 marks and 20 per cent of the overall examination mark. The mean was 15.18 or 38 per cent. This represents an increase of approximately two percentage points over 2016.

For Questions 1–3, candidates were required to choose one of two research topics given and answer questions based on the topic chosen. Candidates chose from the following topics:

- (i) The effects of theft of crops on farmers in my community
- (ii) Residents' views on the benefits of tourism to their community

Question 1

This question tested candidates' knowledge related to the topic selected. They were required to write a problem statement, identify one important term they would define in the study and a research instrument. They would use to gather information in addition, candidates were asked to identify problems that a researcher may encounter.

In Part (a), most candidates were able to give a reason for investigating the topic chosen, although many gave reasons that did not relate to the topic. For Part (b), while most were able to write a reasonable problem statement, too many were vague and not focused on the topic.

Part (c) required the selection of one significant term related to the study that should be defined. Most candidates were able to achieve the one mark allocated for this answer. In Part (d), candidates were required to suggest one research instrument, other than interviews, that could have been used to collect data for the study. Most gave suitable responses with the most popular being *questionnaire*. Other possible answers could have been *observation schedule* and *checklist*.

Most candidates gave adequate responses to Part (e) which required them to suggest two problems a researcher may experience in gathering data during an interview. Some misinterpreted the question and wrote about problems before and after the interview.

Question 2

This question focused on writing research questions and developing interview questions.

For Part (a), candidates were asked to formulate a research question for the topic chosen in Question 1. This was reasonably well done. However, candidates should remember that the research question should be of interest and should be researchable and measurable. Too many wrote research questions that were not related to the chosen topic.

Acceptable research questions include “What are citizens’ views on the benefits of tourism to their community?” or “How does crop theft affect farmers in my community?” Most candidates were able to write at least two acceptable interview questions for Part (b). However, many questions were not relevant and some were not in logical order.

Question 3

This question tested candidates’ knowledge related to sampling and ethics in conducting research.

In Part (a), candidates were expected to name and describe one appropriate method of selecting the sample for the research topic chosen. The majority was able to name random sampling, but too many could not adequately describe the process.

Part (b) was not very well done as many candidates were unable to adequately state why the method chosen was appropriate for the research. Part (c) was fairly well done and most candidates were able to state at least one way by which they would protect the identity of members of the research sample. Acceptable responses included the following:

- *Not revealing the names of informants*
- *Storing data in a secure place*
- *Not recording personal information*
- *Destroying information after use*

Questions 4 and 5 were based on a case study and tested candidates’ ability to interpret and use data, and to draw conclusions supported by evidence from the report.

Question 4

Part (a) was well done as most candidates were able to identify and state the main purpose of the survey. In Part (b), candidates were required to state two facts about the island as given in the case study. Most were able to give the two facts but too many gave perceptions rather than facts.

Most candidates correctly answered Parts (c) (i) and (ii) which required them to name the instrument used to collect the data and give the sample size used. Part (d) required candidates to write a research question that could have been used in the investigation; the majority of candidates was able to respond adequately.

Question 5

For Part (a) (i), most candidates were able to complete the table by calculating the number of respondents based on percentages given.

In Part (a) (ii), candidates were asked to draw a bar graph from data given in a table. While some were able to correctly draw the graph, give it an appropriate title and label the axes, too many were unable to respond adequately. The following mistakes were noted in too many instances:

- Graphs not accurately drawn
- Improper use of scale
- Labels for axes missing or incorrect
- Title of graph inappropriate
- Untidy drawings

In Part (b) (i), most candidates were able to give two findings from the data collected. For Part (b) (ii), candidates were required to give statistical evidence to support their findings and the majority was able to answer correctly.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2017

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both the June and January administrations of the examination. The examination comprises the following papers:

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

Approximately 41 800 candidates sat all components of the June 2017 examination. Of this number, approximately 56 per cent achieved Grades I–III. This performance was consistent with that of 2016.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 34.29 or 57 per cent. Candidates continue to perform below expectations on items which assess some areas of The Family and Government, and Regional Integration.

Paper 02 – Structured Questions and Extended Essays

This newly reconfigured examination comprised seven questions presented in two sections: Sections A and B. Section A covered Sections A, B1 and B2 of the previous paper. This section comprised four compulsory questions that adequately covered all content that would have been tested in the previous configuration of the examination. Section B comprised the optional questions that were previously available in Section C. Candidates were required to do one of the three questions that were based on the optional themes outlined in the syllabus.

In total, candidates were required to answer five questions each worth 20 marks. For each question, Parts (a) and (b) tested the Knowledge and Comprehension (KC) Profile and Part (c) tested Application, Evaluation and Problem-solving (AEP). The mean on this paper was 28.54 per cent compared with 30.36 per cent in 2016.

For all questions there was a distinction between the quality of responses from candidates who prepared for the exam and those who relied on common knowledge to respond to the questions. The responses from the latter reflected a weak knowledge base for which they could not earn the marks that would result in them attaining acceptable grades. Social Studies content requires knowledge of facts, concepts and generalizations that can be obtained through deliberate in-depth study of the various sections of the syllabus.

Candidates who had prepared were able to define the major concepts and demonstrate adequate knowledge and comprehension of the content being tested. They were also able to demonstrate their problem-solving skills by suggesting reasonable solutions to problems. Their responses were acceptable and candidates were awarded desirable marks and acceptable grades.

Section A: Individual, Family and Society

Question 1

This question focused on different types of families and contemporary social problems that affect families in the Caribbean. The mean on this question was 8.00 out of 20 or 40 per cent. It was the highest on the paper.

In Part (a) (i), candidates were required to provide a definition for the concept *alimony*. Responses varied but the majority reflected inadequate knowledge of the concept. A few candidates who had prepared adequately for the exam provided good responses. Examiners were expecting that candidates would define *alimony* as *payment that a husband or wife is ordered by the court to pay to the other partner following a divorce or legal separation*. Some candidates gave acceptable responses such as the following:

- *Court order given to a husband or wife to make fixed payments to the other after a divorce.*
- *When the court orders a man or woman to pay a set amount of money to the other after a divorce.*

Some candidates seemed to possess limited knowledge of the concept and provided partial responses and were not awarded full marks. Among these are responses that did not include reference to the *court*. The following are examples of such responses.

- *A discussion between a wife and husband on how much money each one should get after divorce.*
- *The money that a man or a woman agrees to pay to the other after a divorce.*

The majority of definitions provided reflected a lack of the required knowledge. Such responses included the following.

- *Alimony refers to the breakdown of an issue or problem in the household.*
- *Papers that need to be processed in order for a divorce take place.*

Note that a definition of alimony is listed in the glossary of one of the recommended Social Studies textbooks.

The response to Part (a) (ii) indicated that most candidates were familiar with *factors that can lead to divorce* and were able to respond appropriately to the question.

In response to Part (b), candidates knew the family types in the Caribbean and could adequately describe them. Even the candidates who scored the lowest marks on the previous parts of the question demonstrated adequate knowledge to respond accurately to Part (b).

For Part (c) (i), excellent responses were those that mentioned an *action* to solve the problem and went further to provide *details/a description* of the action, as in the following example

Strategy: *Host forums (action) to educate persons on the causes and consequences of domestic violence (description/details of the action).*

Responses which included these elements were considered to be well expressed and also feasible — capable of being implemented.

For Part (c) (ii), valid explanations for which candidates could be awarded full marks were those that explained why or how the *action* would *solve* the problem. The following is one such example:

Explanation: *When persons are educated about abuse they will understand better and will be able to take sensible actions so that the abuse will stop or does not start in the first place.*

The following is an example of what was considered a good explanation as candidates explained why hosting the forum would be successful:

It will cause people to understand abuse better, as a result they will be able to take sensible action to either stop or prevent it.

The following is an example of responses which were not credited with full marks.

Strategy: *Take the abused persons to safe places like relatives' homes.*

This strategy has the elements of a good strategy as described previously — **action** followed by details/description of the action. However, the explanation *Relatives need to help take care of their abused relatives* does not state why the safe places would be *successful* in reducing abuse; therefore it was not considered plausible. In addition, it was not well expressed.

Question 2

This question tested candidates' knowledge of groups and how the government functions as a group. Performance on this question varied by section. Candidates who performed well demonstrated a good understanding of the syllabus. The majority of them did not provide good quality responses. The mean on this question was 6.16 or approximately 31 per cent.

For Part (a) (i), candidates were required to provide characteristics of interest groups. Those who provided relevant characteristics such as those listed below demonstrated good understanding of the concept.

- *They have interest in the same things that is why they come together for a cause.*
- *They have an organized structure with duties and responsibilities for members.*

Many candidates provided responses which had little relevance to the question such as the following:

- *They want to have a good time.*
- *They do not want other people to interfere with the group.*

Part (a) (ii) required candidates to state factors that may create the need for interest groups in society. The following examples of good responses were provided by candidates:

- *When government don't do the things that they are supposed to do for the citizens, interest groups sometimes have to pressure the government to act.*
- *Interest groups also lobby governments to pass laws that can benefit the less fortunate in the society.*

The following responses were not well expressed but were relevant to the question and as such candidates were awarded marks:

- *They want to help people the government won't help*
- *Sometimes people treat others badly and the group wants to help.*

Part (b) required candidates to give reasons why governments need to respond to the needs, views or requests of citizens. Responses, which were considered good, well expressed and relevant, included the following:

- *If governments do not take care of the citizens, the people will protest by blocking roads and this can cause disturbances in the country.*
- *The law says that governments must take care of the citizens.*
- *Some people in the country pay money to the government which the government can use to take care of people.*

For Part (c) (i), the following examples of strategies and explanations had the relevant elements and were credited accordingly:

Strategy: *Provide land and other incentives like fertilizer, seeds and tools (action and description/details)*

Explanation: *When they are provided with the things, they need for farming they will be happy to try farming since it will not cost them anything.*

Such responses were considered well expressed and plausible, as the action was likely get the group to farm.

Strategy: *Educate the farmers on how they can treat farming like a good business venture.* Although this action was vague there was adequate description/detail.

In this strategy, candidates could have improved the action and earned more marks by stating *educate through a workshop, seminar, meeting etc.* Educate by itself is vague.

Candidates could have improved the response and earned more marks with a response such as the following:

Strategy: *Conduct workshops/seminars/classes/discussions with the farmers where they will be taught to write business plans, as well as to do record keeping.*

Explanation: *If people are properly trained for farming then they will feel that they are doing a respectable job.*

The following are examples of responses that were considered weak and so were credited with marks at the lower end of the scale.

Strategy: *Have meetings in different parts of the country to tell people about farming.*

Explanation: *People like when the government sends out people to educate them so they do better.*

Sustainable Development and Use of Resources

Question 3

This question focused on the concept of the labour force and seasonal employment. The mean was 6.10 or approximately 31 per cent.

For Part (a), candidates were required to define the term *labour force*. Examples of acceptable responses provided included the following:

- *Persons who are of working age in the country and are either employed or unemployed.*
- *Persons in a country who are eligible to work.*
- *The labour force is the number of people of working age within a population.*

Too many responses demonstrated a complete lack of knowledge of the concept as shown in the following:

- *Persons who work to earn an income.*
- *People who are forced to work to survive. To be forced to work or not working of your own will.*
- *Persons who are forced to work in a country.*
- *Labour force is when teenagers at a young age who drop out of school are working.*
- *An organization that helps you clean up the country.*

Other candidates defined *labour force* as “someone who is 16–65 and capable of working/willing to work”.

This latter definition could not be awarded full marks as the labour force does not refer to someone.

Note that a definition of *labour force* is listed in the glossary of one of the recommended Social Studies textbooks.

Parts (b) (i), (ii) and (iii) required candidates to interpret data on employment presented in a table and to draw conclusions based on the data. These parts of the question were very well done.

For Part (c) (i), candidates were asked to explain ways in which seasonal hotel employees could use technology to obtain legal employment. It was anticipated that candidates would have excelled in their responses to this problem-solving part of the question, given their familiarity with the use of modern technologies. Some candidates provided a variety of acceptable strategies, while many others provided strategies that were not related to the use of technology.

Examples of **acceptable responses** linked/related to technology and awarded full marks include the following:

- *The hotel workers that were laid off can use the internet to go on a particular company's website to see if there are any job openings.*
- *They can set up a business online.*
- *They can post their qualifications on Facebook.*
- *They can call business places to ask if there are vacancies.*
- *Take computer courses to improve their qualifications.*

Examples of responses where candidates ignored the phrase *use of technology* and so could not be awarded full marks include the following:

- *Furthering their education.*
- *Open their own business.*
- *Ask for assistance from the government.*

Regional Integration

Question 4

This question required candidates to write an essay on integration and, in particular, the efforts made by Caribbean countries to integrate, the benefits of integration and how governments can get citizens involved in the integration movement. The question provided candidates with a significant amount of scaffolding. The mean of 2.66 or 13 per cent was the lowest on the paper.

In the knowledge and comprehension part of the question, candidates were required to name two stages in the efforts to achieve Caribbean unity and to state two factors that have promoted integration among the countries. Only a few candidates were able to name two stages of the integration movement. The most popular responses given were CARIFTA and CARICOM.

The question further required candidates to explain ways in which CARICOM countries may benefit if countries cooperate in the production of goods and the supply of services for the region. Generally, candidates could not be awarded marks, as the responses they provided were not relevant to the question asked.

The examiners were expecting candidates to provide responses such as the following:

- *Cooperation may expand production and this may increase employment in the countries.*
- *The countries may be better able to produce a wider variety of goods and services for trade as they get assistance from each other*
- *Consumers will have a wider choice of goods and services as a larger market becomes available.*
- *More goods and services being produced may result in more affordable prices for consumers in the different countries.*

The problem-solving part of this question required strategies that governments may use to involve citizens in the regional integration process. Again, candidates were not able to suggest relevant

strategies in response to this question. The most popular responses provided by candidates were incomplete. These included the following:

Educate the citizens (There was no detail supplied in those responses that supported the idea of the 'involvement of the citizens'.)

The examiners were expecting responses such as the following:

- *Promote Caribbean athletes through regional sporting competitions.*
 - *Sponsor delegations to visit CARICOM countries when there are issues facing the various countries.*
 - *Promote a vibrant "BUY Caribbean" campaign in the different countries*
 - *Invite Caribbean entrepreneurs to invest in any Caribbean country.*
- Note that all responses show the involvement of the citizens in different ways.*

The topic regional integration requires more focused/in-depth study. Responses supplied by candidates on this and previous examinations indicate a general shortcoming regarding this syllabus topic. A study of the topic is beneficial particularly to school leavers who will be experiencing, more directly, many of the issues that confront CARICOM citizens.

Section B: Options

In the section, candidates were required to respond to only one of the three questions based on the optional areas given in the syllabus. Performance on this section was below expectation. In a large number of cases, there were incomplete responses where candidates did not suggest strategies to solve the given problem or attempt an explanation regarding how the strategies could help to solve the problem. Many were also unable to produce accurate definitions for the concepts presented.

Question 5: Communication

This question tested candidates' knowledge and comprehension of concepts related to elements in the communication process and restrictions relating to communication in some cultural groupings. This was the most popular question in the section, and the mean was 5.57 or 28 per cent.

The knowledge part of this question required candidates to define the term *message* as used in the communication process and to explain one way in which international TV programmes may influence the behaviour of Caribbean youth. Candidates were able to define the term *message*. While they were able also to explain the influence of international television, the majority of responses reflected negative influences.

An example of a clear explanation that provided necessary details was as follows:

- *Caribbean youth like to copy what they see on television; most of these turn out to be considered negative behaviour by the community. As a result the way they talk, walk, dress and even what they eat are thought of as cool, copied directly from international television.*

Candidates who presented examples of positive influences on behaviour gave responses such as the following:

- *They bring information, inspiration into the homes of youth.*
- *Provide access to outstanding achievers, dramatic performances etc.*
- *Provide exposure to the way of life of others.*

Candidates were asked to suggest strategies a community cultural group may use to reduce the influence of international television programmes.

Examples of acceptable responses and corresponding explanations included the following:

- *A community cultural group can suggest to parents the kinds of television programmes they should allow their children to watch.
This would work because parents are not always aware of the content of certain programmes; wise suggestions from community groups would help them to make the correct decision when selecting programmes for children to watch.*
- *Engage youths in outdoor activities such as sports which would benefit them mentally and physically and further expose them to their culture.
This strategy would work because children would be more exposed to positive activities and reduce the time spent on negative TV programmes.*

Unacceptable responses included the following:

- *Community groups can ban those programmes from television that may have a negative effect on children.*

This strategy was not considered feasible, as community groups do not have the power to ban television programmes.

Question 6: Consumer Affairs

This question tested candidates' knowledge of aspects of the black market, in particular ways in which consumers can protect themselves from exploitation carried out by operators in the black market. This was the least popular question in this section and the mean was 5.86 or 29 per cent.

The first section of the question required candidates to define the term *black market* and to outline two disadvantages of buying goods on the black market. Only a few candidates had the required knowledge to produce an accurate response that indicated advanced preparation for the examination.

Some were able to supply acceptable definitions such as the following:

- *The black market is a place where illegal trading is done.*
- *A way of obtaining goods for a lower cost, however, it is often obtained by the seller through illegal ways and methods.*

Unfortunately, the majority of candidates supplied unacceptable responses such as:

- *A black market is a place where dark skin people are selling.*
- *A place where goods and services are sold at a much higher price.*

In response to outlining disadvantages of buying goods on the black market, the few candidates who seemed prepared provided responses such as the following:

- *Goods bought on the black market are usually illegal, buyers can be arrested and charged by the police.*
- *It is often stolen and you can get arrested by law enforcers for handling stolen goods.*

The examiners were expecting responses such as the following:

- *Consumers have no protection from normal consumer rights and legislation.*
- *Consumers do not get any receipts or guarantees in the event of any problems with the goods.*

Among the unacceptable responses was that “Goods and services obtained on the black market are at a much higher price than regular goods”.

The other section of the question required candidates to explain ways in which consumers may protect themselves from exploitation on the ‘black market’. The more popular acceptable response included the following:

- *Consumers can protect themselves by being aware of and exercising their rights as a consumer.*

Other candidates seemed to have misinterpreted the question; rather than focusing on consumer protection, they referred to personal protection. They produced responses such as the following:

- *Consumers can protect themselves by shopping at places where there is adequate security.*
- *Protection from the mafia, gunmen etc.*

Responses indicated that the strategies and explanations required for this question were fairly well understood and identified. Among the acceptable responses was the following:

One strategy the government can use to provide cheaper goods and services is by making laws that control the maximum and minimum prices.

The suggestion of *tax reduction* by governments was the most popular response.

Question 7: Tourism

This question focused on marketing the Caribbean as a single tourism destination. In particular, it tested candidates’ knowledge and understanding of the factors which influence tourists to choose the Caribbean as a destination, and ways in which communication may be used to promote the Caribbean.

For the definition of *supply country*, candidates focused on the word ‘supply’, instead of the entire concept. This indicated a lack of knowledge of the concept. The majority of responses indicated that the

country supplied something other than tourism. It is possible that candidates are not seeing tourism as a product.

Examples of the few acceptable responses that focused on tourism and which were awarded full marks included the following:

- *The supply country is also known as the source country. It is the country from which the tourist comes.*
- *This is the term given to a tourist's home country or where the tourist is coming from.*

Unacceptable responses, which were evident in the majority of cases, were taken out of the context of tourism and these could not be awarded marks. They included the following:

- *The supply country is anything that you want or need the country to supply.*
- *The supply country supply all goods and services.*
- *The raw materials or services in a country.*

Note that the definition of the term *supply country* is listed in the glossary of one of the recommended Social Studies textbooks.

Among the responses to factors that exist in the supply country was the following acceptable response:

- *One of the main factors that exist in the supply country that enable individuals to travel is the availability of extra finances after they have paid their bills.*

Among the unacceptable responses was:

- *Tourist travel in order to enjoy the culture and friendly people of the Caribbean.*

In the problem solving part of the question, candidates were required to suggest ways in which Caribbean countries may use technology to enhance tourism in the region.

Examples of good responses included the following:

- *Create social media accounts such as Facebook, Instagram and Twitter where they can post pictures and videos of features they have in their country.*

Explanation: This will work because millions of people are on social media and when these people see those posts they get them interested.

- *They can write blogs describing the climate, the food and this will help the tourist learn more about the country.*
- *The internet can be used to provide information worldwide about transportation, accommodation and attractions in the Caribbean.*

Unacceptable responses included the following:

- *Use technology to build roads, hotels and other forms of infrastructure.*

In this response candidates failed to suggest how the technology would be used and could not be awarded marks.

Recommendations

- The questions on Paper 02 assess both KC and AEP profiles. The sections which assess AEP required candidates to suggest strategies, actions, or measures to solve problems relevant to the questions and to provide justifications for their suggestions. Teachers and candidates need to take note that suggestions that
 - are introduced by action words
 - provide clear explanations of the strategy/measure/action and are feasible, that is, likely to resolve the problems identified, are more likely to be awarded superior marks. Explanations that are well expressed and plausible are also likely to be awarded superior marks in this section.
- Improvements in the performance of candidates for this section may be addressed in the classroom by helping students to identify problems relevant to content being taught as well engaging them in problem-solving activities which also provide them with plausible justifications/explanations.

Paper 031 – School-Based Assessment (SBA)

Paper 032 is the alternative paper to the School-Based Assessment for private candidates. The paper is designed to test the skills of enquiry, communication, critical thinking and decision-making, with questions based on research activities.

The paper consisted of five structured questions which were all compulsory and marked out of a total of 40 marks. The mean on this paper was 14.47 or approximately 36 per cent.

For Questions 1–3, candidates were required to answer questions based on one of the following research topics:

- (i) The prevalence of child abuse in my community
- (ii) The prevalence of domestic violence in my community

Both topics were almost evenly selected by candidates.

Question 1

This question tested candidates' knowledge of the first phase of the research process. Part (a) requires candidates to give a reason for researching the topic. Most candidates were able to give a fairly good reason for researching the topic. The following are examples of the reasons given:

- *Recently, the media has been reporting child abuse in some communities and my community is one of them.*
- *To find out if rumours of child abuse in my community are true.*
- *My peers in the community have been talking about domestic violence in their homes.*

- *Many families in my community are reporting domestic violence to the church.*

However, there were many candidates whose reasons for selecting the topic were not clear or relevant. The following are examples of these:

- *An under age child was raped.*
- *One reason to investigate this topic is because the children are the future of the world so in that case they should be protected from abuse.*
- *Domestic violence is not good for the society.*
- *Some men like to do violence against the women and children.*

Part (b) required candidates to write a problem statement for the selected topic. Candidates were expected to provide problem statements that clearly reflected the problem that is being investigated. The problem statements of some candidates were clearly expressed.

For Part (c), candidates were asked to give one term that should be defined in the report. Many candidates were able to suggest terms such as *child abuse* and *domestic violence*. However, some candidates identified terms like ‘abuse’, ‘domestic’, and ‘violence’. These terms would give broad definitions but not specific to the topics.

For Part (d), candidates were asked to give one advantage of using interviews. The following were the most popular responses:

- *It will be easier to get persons to complete all the responses.*
- *The persons doing the interview can ask more questions to clear up misconceptions.*

There were some responses that showed that the candidates were not sure of the advantages of using an interview and the following are examples of these:

- *Interviews are very easy to do.*
- *You can talk to the persons privately.*

Part (e) asked candidates to suggest how data gathered from the research could be used. This part of the question was not well done by a significant number of candidates. It was obvious that they were not sure what the question was asking. The following are some of the responses that were given by those candidates who did not seem to understand the question:

- *It can be used in a structured way — following a certain format.*
- *You may know of someone and ask him/her.*

Question 2

For Part (a), candidates were required to name two sources from which they could get background information for the chosen topic. The most popular responses were ‘the internet’ and ‘books’. Some candidates stated ‘school’ and ‘police records’.

Candidates who did not seem to understand *background information* gave responses which referred to persons, for example:

- *A former victim*
- *Parent or guardian of a victim*

Part (b) required candidates to give one research question for the topic chosen. Some candidates were able to write good research questions that reflected the variables being investigated, for example:

- *What factors caused child abuse to be so common in my community?*
- *Is domestic violence a real problem in my community?*
- *How common is domestic violence in my community?*
- *What would cause people in my community to abuse family members?*

There were some candidates whose research questions were not relevant or clearly stated, for example:

- *Why would anyone take advantage of a child?*
- *Why would women stay with domestic violence?*

Part (c) asked candidates to write one question for an interview schedule. Most candidates were able to write a question that could be used on an interview schedule, for example:

- *How long have you been abused?*
- *Have you ever told anyone about the abuse?*
- *What type of domestic violence did you experience in your family?*
- *How did your children deal with the incidents of domestic violence?*

Question 3

This question tested candidates' knowledge of the sampling process — the reason for choosing a sample, identifying and describing sample methods and how to protect the identity of respondents.

Part (a) focused on Reasons for choosing a sample. This part of the question was not well done by many candidates. The following are examples of responses given by those who answered fairly well:

- *There is not enough time and money to get information from everybody.*
- *The population is too large so it is not possible to speak to everybody.*

The following are examples of responses from candidates who did not do well on this question:

- *To get an accurate idea of the study*
- *To get a cross section of views from residents in my community*

In Part (b), candidates were required to identify and describe an appropriate method of sampling. In most cases, candidates were able to identify and describe a sampling method; however, some candidates could name the method but could not give the description, while others described a method but did not name the sample.

The most popular sampling method was simple random. There were some candidates who did not know what a sample was and gave survey as a response.

Part (c) required candidates to give two ways in which the researcher may protect the identity of respondents. Most candidates were able to give at least one correct response.

The following were the most popular responses:

- *Do not use names or addresses.*
- *Destroy the information after using it.*
- *Store the information in a secure place.*

Questions 4 and 5 were based on a case study. The purpose of the case was to test candidates' ability to interpret and use data, draw conclusions and make recommendations.

Question 4

From this case study, candidates were required to respond to questions on different elements of the study.

Part (a) required candidates to identify the focus of the study; a majority of the candidates were able to state the focus of the study, as it was clearly stated in the report so they just copied the information from the passage. The focus was to *determine the factors that contributed to the major illnesses and birth defects*. There were some candidates who gave incorrect responses such as the following:

- *Health officials recorded several cases of birth defects.*
- *Residents were asked what they thought caused the illness.*

Part (b) asked candidates to state two facts about the community mentioned in the passage. This is where majority of the candidates scored full marks. They were able to select two facts from the six given in the passage.

Part (c) (i) asked candidates to write a research question for the topic that was investigated in the study. The majority of candidates attempted to write a research question but in many cases, while the question was relevant, it was not clearly stated. The following are examples of research questions that were fairly well stated:

- *What are the causes of the major illnesses in the community of Galloway?*
- *What could have led to these major illnesses and birth defects in the community of Galloway?*

The following are examples of responses which were not appropriate research questions but are questions that could be included on an interview schedule:

- *What do you think cause the illness in your community?*
- *Why is your child suffering from birth defects?*

Part (c) (ii) required the sample size that was used for the study. The majority of candidates got the correct answer as it was stated in the passage.

In Part (d), candidates were asked to give two instruments, other than an interview, that a researcher could use to collect data. Many of them were able to give questionnaires and checklists; however, a significant number of candidates gave 'surveys' as an answer. In some cases they provided just one response.

Question 5

This question tested candidates' ability to interpret, analyse and present data.

For Part (a), candidates were given a table with incomplete data from the passage; two simple calculations were required to complete the table. Most candidates calculated correctly. However, some responses were incorrect and some candidates did not attempt the calculations.

For Part (a) (ii), candidates had to present the data collected by the researcher on a bar graph; the grid was provided and the question required the use of numbers. The total marks for this part of the question was six marks. However, a significant number of candidates scored between zero and three marks. Although the question required them to use numbers, many candidates used percentages and the bars were labelled incorrectly. The title of the graph was also incorrect as listed in the following examples:

- *Galloway illnesses*
- *The community of Galloway*

The correct title was *Causes of major illness in Galloway*.

Part (b) asked candidates to provide a summary statement of the findings of the research. This was done fairly well by candidates as the information was in the passage. Some candidates gave irrelevant responses such as the following:

- *Health officials recorded several different illnesses.*
- *Babies were affected by major illnesses.*

For Part (c) (i), candidates were asked to state two recommendations regarding the problem that was presented in the study. Although some candidates presented valid recommendations, many of the recommendations were not consistent with the findings of the study.

For Part (c) (ii) candidates were asked to give one implementation strategy for a solution regarding the problem. Many candidates confused an implementation strategy with recommendations. Examples of their responses are shown below:

- *Impose a fine for persons who use chemicals.*
- *Do not use water from the rivers.*

Further Comments

Many candidates seemed unfamiliar with the concepts and terms that are used in research; for example, they were not able to differentiate between a research question and a statement of the problem. It seemed as if a significant number of candidates were not exposed to the techniques of conducting a research. Future candidates are encouraged to attend classes to prepare them for this paper.

Paper 031–School-Based Assessment

This year there was a noticeable improvement in the quality of the SBAs, most of which were very legible and neatly presented in accordance with the syllabus guidelines. Although many students chose the usual topics of teenage pregnancy, abortion, suicide and abuse, it was refreshing to see other topics from Section B of the syllabus, for example, regional integration and the level of economic activity.

Most students received either three or four marks for writing skills and overall presentation. It is evident that students have been utilizing the technology for the overall enhancement of their finished products. The following represents a discussion on the tasks as performed by students.

Task 1: Statement of the Problem

Most students showed good competencies with problem statements that were worded well.

Tasks 1–3 were well done in most projects.

Task 4: Data Collection Instrument

There was a marked improvement in the structuring of questionnaires. However, some students needed further guidance on the relevance of questions, the limitations of questions that yield yes/no answers and the sufficiency of questions (12–15), not inclusive of biographical questions.

Task 5: Procedures to Collect Data

This aspect should include sampling methods. Many candidates did not have an accurate description of random sampling; therefore this concept needs to be taught. The successful completion of this task must include a sample description, the distribution of collection schedule and how the sample was chosen.

Task 6: Data Presentation

Teachers need to guide students in the selection of questions from the questionnaire to be used for data presentation. In many cases, biographical data were presented which did not assist with the ensuing task of analysis. Some students presented too many unnecessary diagrams and in quite a few cases did not present data in three different ways. A three-dimensional bar graph and a one-dimensional bar graph is still a bar graph and can only be counted as one way of presenting data. The same can be said for the pie chart and other diagrams used. Additionally, there were a few cases of the inaccurate and inappropriate use of line graphs.

Task 7: Analysis and Interpretation of Data

There was a marked improvement in the analysis of data. Most students scored in the range of three to six marks. Students should be encouraged to develop more in-depth analysis using calculations of ratio averages, fractions, making inferences and drawing comparisons with secondary data.

Task 8: Statement of Findings

This task was generally well done. Students need to be reminded that findings should be related to Task 1, as well as data presented (Task 6), and analysed (Task 7).

Task 9: Recommendation and Implementation

Recommendations were generally well done but students displayed inefficiencies in completing the implementation strategy. They can be guided to develop an action plan to implement the recommendations.

Further Comments

Overall, there was a noticeable improvement in the quality of the SBA projects. Most projects fell within the grade boundary II/III. The weakest areas were data presentation, procedures to collect data and analysis of data.

CSEC 2013 January Social Studies**Raw Cut Scores by Question****Paper 02**

Question	Max	Cut Scores				
		I/II	II/III	III/IV	IV/V	V/VI
1	20	14	11	8	6	2
2	20	14	11	8	6	2
3	20	14	11	8	6	2
4	20	14	10	8	6	2
5	20	14	10	8	6	2
6	20	14	10	8	6	2
7	20	14	10	8	6	2
8	20	14	10	8	6	2
9	20	14	10	8	6	2
10	20	14	10	8	6	2

Paper 03

Question	Max	Cut Scores				
		I/II	II/III	III/IV	IV/V	V/VI
1	8	6	6	4	4	2
2	5	4	3	3	2	1
3	5	4	4	3	2	1
4	10	8	7	5	4	3
5	12	10	8	5	4	3

CSEC 2013 January Social Studies

Raw Cut Scores by Paper

Paper 01

Grade	Cut Score
I	48
II	40
III	30
IV	24
V	11
VI	<11

Paper 02

Grade	Cut Score
I	70
II	52
III	40
IV	30
V	10
VI	<10

Paper 03

Grade	Cut Score
I	32
II	28
III	20
IV	16
V	9
VI	<9

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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

SOCIAL STUDIES

PAPER 02 - GENERAL PROFICIENCY

MARK SCHEME

JANUARY 2013

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 1

Specific Objectives 3, 4 and 8

- (a) (i) Previous family type: nuclear family - 1 mark
- (ii) Present family type: extended family - 1 mark

Each type 1 mark

- (b) Changes to improve the life of Grandmother Molly:
 - employing a trained nurse - aid to care for the grandmother while the family is away
 - adjusting work hours to allow persons to spend more time with the grandmother
 - managing dietary practices of the family to include correct nutrients and a balanced diet for an elderly person
 - rearranging the house to provide adequate space to ensure that the grandmother is comfortable
 - seeking information and educating themselves through internet/seminars in caring for the elderly
 - adjusting budget for medical expenses to provide for regular doctor visits and the purchasing of medications for the family member

Any TWO changes, 1 mark each - 2 marks

- (c) Reasons for not wanting the grandmother in a home for elderly:
 - financial reasons - the family may be unable to pay the cost of supporting her in a home
 - accessibility - the distance of the home may limit regular visits by the family
 - resources - concern that the home may not be well equipped to cater to the needs of the elderly
 - specialized care - concern that a doctor or trained nurse may not be available at the home on a regular basis
 - emotional trauma - Grandmother Molly may miss the family relationship and experience depression or a sense of loneliness
 - psychological trauma - Grandmother may show resentment to family members for placing her in a home.

TWO reasons well developed and clearly expressed - 2 marks each - 4 marks
One reason stated without development - 1 mark

PROFILES	
KC	AEP
1	
1	
2	
4	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 1 cont'd

- (d) (i) Measures government may take to improve the lives of the elderly:
- provide free health care benefits including medication for the elderly
 - subsidize the cost of travelling on public transportation for the elderly
 - provide free transportation services to the elderly
 - facilitate public education forums to raise awareness about caring for the elderly
 - equip government public transportation vehicles and businesses with facilities to enable easy access
 - increase pension benefits based on inflationary conditions in the country to prevent deterioration in standard of living
 - provide government homes at subsidized cost for the elderly
 - subsidize or remove import duties on goods for the elderly to make them more affordable

Each measure well developed and clearly explained - 2 marks each
Each measure mentioned but not fully developed - 1 mark each

Each justification relevant and well explained - 2 marks each
Each justification relevant but not well developed - 1 mark each

(ii) **Example of a justification statement:**

Providing free health care for the elderly is likely to improve their health and emotional well-being because this will ensure regular visits to the clinics and will place less financial burden on the elderly.

PROFILES	
KC	AEP
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 2 cont'd

- (d) (i) Actions to promote cooperation among group members:
- Divide big tasks into smaller tasks and allow teams to complete each task
 - Remind members at group meetings of the importance of cooperation to achieve the group's goals
 - Allow group members to volunteer to do tasks that they feel most competent doing
 - Encourage members to provide assistance to group members who are slower in completing their tasks
 - Create an atmosphere that encourages less capable members of the group to collaborate with stronger members when necessary
 - Develop tasks that require a demonstration of both individual and collective responsibility

Each action well developed - 2 marks

Each action mentioned but not well developed - 1 mark

- (ii) Example of a justification statement:

When members are encouraged to provide assistance to others in the group to complete the required tasks, they will realize that it is beneficial to the goals of the group and this will promote continued cooperation and success in the group.

EACH justification is relevant and well explained - 2 marks

EACH justification is relevant but not well explained - 1 mark

PROFILES	
KC	AEP
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 3

Specific Objectives 22, 25 and 26

- (a) (i) The branch of government is the legislative **1 mark**
- (ii) TWO other branches of government are
 - Executive
 - Judicial
TWO branches, 1 mark each - 2 marks
- (b) The Magistrate's Court **1 mark**
- (c) (i) The judiciary is an independent body and no one can interfere with its decisions. An attempt by the Member of Parliament would be considered an attempt to pervert the course of justice and is against the law.
- (ii) • There are different levels of court as these afford citizens to feel satisfied that they have received a fair hearing in their case if they do not feel justified they can appeal to a higher court.
 • The lower level is the court for hearing all criminal cases for the first time, however, the court is restricted to the range and penalties to be meted out.
 • Different levels of court deal with different offences/efficiency gains
- TWO reasons clearly outlined, 2 marks each - 4 marks**
Reason stated but not clearly explained - 1 mark
- (d) (i) Three actions citizens can take to protect themselves from becoming victims of crime:
- Walk away from situations which threaten to become explosive
 - Educate oneself on the criminal mind, avoid arguments
 - Protect one's home/install security/safety device on house/property
 - Avoid friends who break the law - gangs, drugs
 - Be on the alert while walking on the streets
 - Do not display large sums of money in public places
 - Join neighbour watch and be active in crime prevention
 - Report suspected criminal activities to the police
- Each way well developed and clearly expressed - 2 marks**
Each way mentioned but not developed - 1 mark

PROFILES	
KC	AEP
1	
2	
1	
4	
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 3 cont'd

(ii) **Justification Statement:**

In protecting one's home by installing safety devices, burglar proofing or having guard dogs, a person is assuming responsibility for minimizing the opportunities for criminals to gain entry and commit crimes.

Each way well developed and clearly explained - 2 marks
Each way mentioned but not developed - 1 mark

PROFILES	
KC	AEP
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 4

Specific Objectives 1, 2 and 5

- (a) - Dependency ratio: the number of children aged 0-14 and elderly people aged 65 and over in a population, as a ratio to the number of adults 15-64.
- Dependency ratio: the ratio/proportion of dependent people (those below 15 and those above 65 years) to the economically productive group

Complete definition to include:

- (i) two categories of age group**
- (ii) ratio/proportion**

Complete definition: 2 marks
Partial definition: 1 mark

- (b) There is a high dependency ratio with a large proportion of the dependent population falling in the 0-14 age group

Complete statement - 2 marks
Incomplete statement - 1 mark

- (c) Reasons why a government needs information on dependency ratio:

- to assist in long-term national planning and budgeting
- to allocate resources for the various groups in society
- to provide for the health care needs of the dependent population
- to plan for the educational needs of a young population
- to plan for the economically productive people to reduce the strain on supporting a large dependent population
- to assist in sustainable development of the country

TWO reasons clearly explained, 2 marks each - 4 marks
Each reason mentioned without development - 1 mark each

- (d) (i) Strategies to take care of a youthful population:

- improve educational facilities such as vocational and skill-training centres, values and attitudes programmes for the youth.
- establish training programmes such as apprentice work, attachment and business ventures with companies for alternative employment
- partner with lending institutions with special provisions for start-up loans for self-employment and business ventures for out-of-school youths

PROFILES	
KC	AEP
2	
2	
4	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 4 cont'd

- organize youth camps with emphasis on mentoring, skills building, values and attitudes and the promotion of active citizens
- establish recreational parks and amusement centres for after school and weekend activities
- organize youth rallies where young people meet, socialize and discuss their challenges
- organize self-awareness workshops on healthy living and family planning
- provide free education from early childhood to secondary with provisions for free books

Each strategy well developed and clearly explained - 2 marks
Each strategy mentioned but not developed - 1 mark each

(ii) **Example of justification statement:**

Improved facilities to provide skills training will enhance employment opportunities and reduce idleness and the tendency towards delinquency among this section of the population.

Each justification relevant and well explained - 2 marks
Each justification statement relevant but not well explained - 1 mark

PROFILES	
KC	AEP
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 5

Specific Objectives 1, 11 and 12

(a) Ways in which agricultural land is used:

- For growing tree crops
- Vegetables
- Grazing animals, pasture
- Aquaculture (setting up fish ponds)
- Dairy farming
- Growing food crops
- Horticulture/flower cultivation
- Growing export crop

Any TWO ways, 1 mark EACH - 2 marks

(b) Reasons for decline in areas of cropland:

- urbanization and rural-urban migration
- increasing drought conditions
- soil impoverishment

Two examples, 1 mark each - 2 marks

(c) Ways in which proper agricultural practices can lessen dependence on imported food:

- contour ploughing preserves the hill\slopes from soil erosion. Less soil erosion means more land will be available for growing food crops
- adding nutrients to the soil enriches the soil and enables it to produce nutritious food that can feed the country
- mixed cropping protects the nutrients in the soil as well as produces a variety of crops for food for feeding people
- terracing makes land on hillslopes safe and available for farming and this can increase food production in the country
- replanting trees protects the water supply which is also necessary for people to grow food
- proper land preparation and irrigation lead to higher yields
- trying out new varieties of crops can lead to an increase in the range of available options to consumers
- proper packaging and efficient farm to factory/market transportation will result in better quality products to the market.

Each way well explained, 2 marks each - 4 marks

Each way mentioned but not well explained - 1 mark

PROFILES	
KC	AEP
2	
2	
4	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 5 cont'd

- (d) (i) Actions to increase awareness among farmers:
- Organize monthly meetings in different farming communities where agricultural officers will educate farmers on the importance of proper farming techniques.
 - Assign field officers to visit farms and guide farmers into implementing proper agricultural practices on their farms
 - Show films or documentaries that illustrate the benefits of engaging in proper agricultural practices
 - Organize demonstrations of proper practices on selected farms and invite all farmers to attend so they can become knowledgeable about how to use/engage in the practices
 - Take farmers on field trips to selected sites where proper agricultural practices are used and allow them to see the positive effects on food production.

Each action is well developed and described - 2 marks
Each action is mentioned but not developed - 1 mark

(ii) **Example of a justification statement:**

If farmers are taken on a field trip and made aware of the positive effects of implementing proper practices, they are quite likely to become very knowledgeable about these practices and be motivated and in a position to implement them on their own farms to increase their production.

Each justification is relevant and well developed - 2 marks
Justification is relevant but not developed - 1 mark

PROFILES	
KC	AEP
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 6

Specific Objectives 2, 8 and 9

TWO factors which contribute to unemployment in the region:

- The economies of the Caribbean states are not growing fast enough to satisfy the demands for jobs.
- Most Caribbean countries import more than they export - they also export more raw materials than finished goods thus creating jobs for persons outside of the region.
- Most Caribbean countries are small and are not rich in a variety of natural resources which can be harnessed and used to create secondary level jobs
- Many young persons graduate from the school system under-prepared for the growing number of jobs available in sectors such as the information technology sector

TWO factors stated, 1 mark each - 2 marks

Ways in which government can reduce unemployment

Any ONE way fully explained - 2 marks

Partial explanation - 1 mark

Reasons why Caribbean businesses face difficulties:

- Low levels of productivity in the manufacturing sector
- Skills needed for particular jobs are in short supply especially in the construction sector
- Transfer of knowledge - The imported skilled persons can transfer their skills to the locals
- Foreign workers have proven to be more efficient in many cases
- High cost of inputs required for production prevents expansion
- Shortage of capital
- Low value of exports
- Lack of adequate technology to modify business
- Difficulty in accessing external markets

TWO reasons clearly explained, 2 marks each - 4 marks

One reason stated without development - 1 mark

PROFILES	
KC	AEP
2	
2	
4	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 6 cont'd

Ways in which the free movement of labour may help to reduce unemployment:

- Provide for more people to be fully utilized in the areas in which they are qualified
- In facilitating the free movement of skilled people, businesses will be able to access the skills and persons, they need thus creating employment for persons from other countries who cannot find employment in their country
- Attract a wider range of talent which can lead to product diversification
- Opportunity to move may encourage young unemployed persons to qualify themselves appropriately e.g. through the Caribbean Vocational Qualification Scheme which is recognized through the region

**Explanation of how each way is likely to be successful
2 marks each**

Partial explanation 1 mark

PROFILES	
KC	AEP
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 7

Specific Objectives 6, 7 and 8

Cultural factors promoting regional integration

- common language, most CARICOM countries use English as their official language thus facilitating easier communication
- common history which facilitates a greater appreciation for the identity of the region
- shared music, dance, artistic expression across the region

Any TWO cultural factors, 1 mark each - 2 marks

Geographical factors hindering integration:

- Location of the countries: separated by water rather than being a single mass of land thus making island travelling expensive and hindering the movement of goods and services
- Proximity: distance between the countries makes travelling prohibitive
- Similar climate: countries produce similar goods resulting in competition and hindering trading relationships
- Differences in geology of islands: result in differences in resource distribution and levels of development. The countries at higher levels of development may not find it advantageous to trade with those at lower levels
- Differences in size of countries: result in differences in markets, creating conflicts in trading relations.

TWO geographical factors clearly explained, 2 marks

Factor mentioned without development - 1 mark

PROFILES	
KC	AEP
2	
2	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 7 cont'd

Support for regional integration:

- Results in expansion of trade within the region, thus improving the quality and quantity of available goods for citizens
- Creates greater employment opportunities as Caribbean citizens are allowed to work within the various countries under CSME conditions. This enhances skills across the region
- Provides greater bargaining power for the region and increases level of international competitiveness for the region
- Promotes cooperation among the countries in cases of natural disasters and hazards where countries share expertise and assist in relief efforts
- Increases foreign exchange earnings and raises the standard of living for the citizens and improves the development status of the region
- Promotes increased productivity and production and thus enhances foreign exchange
- Increases cooperation in areas such as health, education, transportation and telecommunications across the region

TWO reasons clearly explained, 2 marks each - 4 marks
Reason stated without development - 1 mark

The Universities of the CARICOM region **measures** to strengthen regional integration:

- Develop compulsory courses (for all students) on regional integration
- Conduct research on regional integration and publicize findings to regional bodies with guidelines for planning for regional integration
- Organize regional seminars with presenters from across the region to highlight regional themes
- Provide regular publications on regional issues
- Organize celebration of CARICOM day on all campuses and in community centres, highlighting achievements of regional integration.
- Organize student work-study programmes across the regions with students living with families during the period of study and work

Each strategy is well developed and clearly explained- 2 marks
Each strategy is mentioned but not developed- 1 mark each

PROFILES	
KC	AEP
	4
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 7 cont'd

Example of justification statement

A work study programme across the region would allow students to appreciate the common and varying culture and experiences of the region and the need for integration.

Each justification relevant and well explained - 2 marks

Each justification statement relevant but not well

Explained - 1 mark

PROFILES	
KC	AEP
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 8

Specific Objectives 7, 9

Two types of private ownership:

- Individual-owned
- Group-owned
- Company or Corporation-owned

Two types, 1 mark each - 2 marks

Ways in which government can regulate the media:

- Make it mandatory for media houses to obtain a broadcast licence
- Revoke the work permits of foreign media workers who violate the terms of their permits
- Set up censorship boards to ensure that the programmes being broadcast are not offensive to the citizens
- Pass legislation to ensure that media houses adhere to the laws; otherwise their licences could be revoked.
- Set up a Broadcast Agency/Commission to determine what proportion of foreign or local material locally owned radio and television stations may use in their programming
- Upholding the principle of freedom of expression, while enforcing the law regarding libel and slander.

Any TWO ways, 1 mark EACH - 2 marks

The effects that privately-owned media may have on a country:

- The citizens may become more knowledgeable on a wider range of issues, as private media broadcast a wider variety of programmes than state-owned media
- The media contribute to national and regional development as they relay information about both the country and the region
- The country will be exposed to better quality media programmes as private media houses will broadcast programmes that can attract sponsorship
- A value of tolerance among citizens is developed as privately owned media allow citizens more opportunities to air their views on a variety of topics

PROFILES	
KC	AEP
2	
2	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 8 cont'd

- Free flow of information in the country; citizens like to be given detailed information so that they can make the necessary decisions. Privately-owned media houses have a greater tendency to allow this free flow of information
- Providing a wider range of opinions/viewpoints on matters of national interest
- Might encourage a higher level of objectivity on sensitive matters, especially those related to governance at the national level.

Any TWO effects well explained, 2 marks each - 4 marks
Effect mentioned but not developed - 1 mark

Actions a local media association could take to improve the quality of call in programmes on radio and television. The Association should

- agree on a code of ethics to ensure that talk show hosts maintain high standards in their programmes
- insist that talk show hosts do prior research on topics they wish to open up for discussion so that they can guide callers appropriately
- hold meetings regularly with the hosts to educate them on issues such as libel, slander, character assassination
- organize a disciplinary committee whose role would be to take appropriate action against talk show hosts who violate the standards set.
- set procedures that talk show hosts should follow in dealing with sensitive and controversial issues that are brought up by callers to the programme
- delayed transmission to ensure that calls are monitored and so remove the likelihood of embarrassment.

THREE actions well developed and explained - 2 marks each
Action is mentioned but not well explained - 1 mark

Example of Justification

Regular meetings with talk show hosts may be very effective, because this action will provide an education forum for them. It will also serve as continuous reinforcement that may help them to perform their task more effectively.

Each justification is relevant and well explained - 2 marks
Justification is relevant but not well explained - 1 mark

PROFILES	
KC	AEP
4	
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 9

Specific Objectives 1, 2 and 5

A consumer is a person who purchases goods and services to satisfy his or her needs and wants.

Types of consumers:

- Consumers of goods, services and credit

Any TWO types mentioned, 1 mark each - 2 marks

Form of credit advertised: Hire Purchase

TWO reasons why consumers may prefer to use a bank loan to purchase the refrigerator:

- Interest paid on the loan may be less than that paid on hire purchase
- May benefit by receiving reduction for cash payments
- Goods cannot be repossessed for late payment or non-payment
- No instalments to be met thus the hardship of monthly repayment is eliminated

Two reasons well developed - 2 marks each

One reason mentioned without development - 1 mark

THREE measures government must put in place to protect consumers from unfair business practices:

- Enactment of laws - Sale of Goods Act/Hire Purchase Act/Trade Description Act
- Establish consumer protection agencies where consumers can seek redress
- Educational programmes through the mass media on the rights, duties and obligations of the consumer
- Price control unit to stabilize prices and reduce price gouging
- Establishment of a price schedule to prevent businesses from inflating the prices of goods and services

Each measure well developed - 2 marks

Each measure mentioned but not developed - 1 mark

Example of justification - consumers who have been unfairly treated are encouraged to carry any problem to the Ministry of Consumer Affairs together with photocopies of bills, receipts etc. to seek redress.

Each justification statement that is relevant and well developed - 2 marks

Each justification statement that is relevant and not well developed - 1 mark

PROFILES	
KC	AEP
1	
2	
1	
4	
	6
	6

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 10

Specific Objectives 1, 3 and 10

New Tourism Products:

- Nature/Ecotourism
- Heritage tourism
- Sports tourism
- Health tourism
- Cultural tourism (Music festivals)

Any TWO products, 1 mark each - 2 marks

Factors that enhance the quality of the hospitality industry in the region:

- Security and safety at the destination/host country
- Accessibility within the destination/host country
- Level of training of tourism employers
- The level of expenditure in tourism development
- The type/quality of infrastructure in the host country
- The cost of the tourism related services
- Sanitation/aesthetic enhancement of environment

Any TWO factors, 1 mark each - 2 marks

Benefits of marketing as a single destination:

- Pooling of financial resources results in savings on cost of tourism advertisements and promotions
- Collaborative planning results in the creation of a pool of expertise and greater bargaining power in marketing
- Pooling of resources attracts a larger and diverse group of tourists who are demanding more than the traditional concept of Caribbean tourism as sand, sea and sun
- Increase in tourist arrivals across the region because tourists would visit more than one destination
- Increased tourist arrivals generate greater employment opportunities and free movement of labour across the region
- Increases in tourist arrivals generate greater foreign exchange for the region
- Offering a diverse range of products reduces the competition from emerging tourist destinations such as India and China with their special brand of diverse products
- Greater trading across the region in inputs for the common industry

TWO benefits clearly explained, 2 marks each - 4 marks
One benefit mentioned without development - 1 mark each

PROFILES	
KC	AEP
2	
2	
4	

SOCIAL STUDIES

Paper 02 - General Proficiency

Mark Scheme

Question 10 cont'd

Strategies that hoteliers may use to improve the quality of the service provided to tourist:

- Provide training for workers in skills, values and attitudes needed for the workforce
- Organize on-the-job training for new employees as they are introduced.
- Rewarding quality service through incentives such as "most productive worker of the month"
- Provide scholarships and study leave for workers to upgrade qualifications in tourism education
- Initiate the use of goal setting and appraisal forms for workers
- Organize on-the-job training for both experienced and new employees as new tourism products are introduced

Each strategy is well developed and clearly explained - 2 marks

Each strategy is mentioned but not developed- 1 mark each

Example of justification statement

Any explanation that reflects the various tourism products that are offered and the financial and other benefits to the country.

Enhancing the quality of tourism services requires ongoing training. Hospitality institution is the most effective way of Providing that training as the tourism product develops.

Each justification relevant and well explained - 2 marks

Each justification statement relevant but not well explained - 1 mark

PROFILES	
KC	AEP
	6

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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

SOCIAL STUDIES

PAPER 032 - GENERAL PROFICIENCY

MARK SCHEME

JANUARY 2013

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 1

- (a) Reasons for investigating topic

Examples:

Topic 1: Parents have complained of the traffic congestion on Pegal Street which causes the children to arrive late at school.

Topic 2: There have been many reports of fraudulent practices in the financing of general elections in my country.

A well stated, relevant and acceptable reason - 2 marks

Reason not clear but acceptable - 1 mark

- (b) Problem statement based on the topic chosen

Examples:

Topic 1: This study will investigate the factors contributing to the traffic congestion on Pegal Street.

Topic 2: This study will ascertain the views of citizens on how elections are financed in my country.

Statement clearly stated using the suggested word - 2 marks

Statement ambiguous but using the suggested words - 1 mark

- (c) Term identified in topic chosen

Topic 1: traffic congestion

Topic 2: financing, general elections

ONE correct term - 1 mark

- (d) TWO other research instruments that would help you to gather information on the topic chosen: **2 marks**

Questionnaire, checklist, observation schedule

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 1 cont'd

(e) ONE problem a researcher may experience during an interview: **1 mark**

One problem identified

- Difficulty in listening to the respondents and writing the responses
- Difficulty in gathering the information due to the noisy environment
- Interruptions during the interview

(f) Solutions **1 mark**

- Utilizing a tape recorder
- Discussion on the environment for the interview to minimize noise
- Discussion on time for interview to minimize interruptions

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 2

(a) Example of a research question:

Topic 1: What are the causes of the traffic congestion on Pegal Street?

Topic 2: What are the sources of funding for general elections?

ONE clearly stated research question 1 mark

(b) TWO sources of information **2 marks**

Topic 1: The media, Ministry of Road and Works, police reports, internet, textbooks, journal

Topic 2: The media, parliamentary reports, Internet, journal

(c) ONE question for an interview schedule **1 mark**

Topic 1: How many minutes are you spending in traffic on Pegal Street?

Topic 2: Do you think that political parties should reveal their sources of funding for election campaigns?

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 3

(a) Method of selecting a sample

Method identified - 1 mark

A clear description of any sampling procedure - 1 mark

Description not clear but applicable - 1 mark

- Random, systematic, purposive

Example of random:

- Use a lottery system in which all the names are placed in a box, and then draw sample.

(b) Choosing the sample described in (a)

Reasoning clearly stated and based on reducing bias **1 mark**

Example: Simple random

Individuals have equal chance of being chosen to be in the sample. Sample chosen by chance lessens bias.

Stratified random

Population is divided into subgroups, interest varied across the groups, need for proportionate representation from each group.

(c) TWO ways the researcher may protect the information provided by the sample:

- Treating the information confidentially such as not divulging the names
- Storing information in a secure and private place
- Gathering the information anonymously

TWO ways, 1 mark each - 2 marks

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 4

- (a) The focus of the investigation in the case study

The focus of the investigation is the reasons for the decline in the fish population in Duboth.

Focus clear and appropriate - 2 marks

Focus vague - 1 mark

- (b) TWO statements of fact about Duboth based on information in the study

- Duboth is a small community
- Duboth is located on the western side of the harbour
- Duboth is located on the eastern side of the wetlands
- In 2010 80% of the male population between the ages of 16 and 70 depended on fishing for a living.

TWO facts clearly stated - 2 marks

One statement - 1 mark

1 mark

- (c) 80%

- (d) ONE research question for the problem investigated

What are the factors contributing to the decline in fishing in Duboth?

1 mark

- (e) TWO important findings of the study conducted by the researchers

2 marks

Example:

- The study revealed that there were varying views concerning the decline in the fish population.
- Physical factors such as the destruction of the wetlands and pollution of the harbour were considered the greatest threats to the depletion of fish population.
- The use of dynamite as a fishing method was not cited by many as being responsible for the decrease in the fish population.

SOCIAL STUDIES

Paper 032 - General Proficiency

Mark Scheme

Question 5

- (a) (i) Display of data accurately - **3 marks for percentage column**
4 percentages accurately calculated - 3 marks
3 percentages accurately calculated - 2 marks
1-2 percentages accurately calculated - 1 mark

Causes	Frequency	Percentage
Destruction of mangroves	600	50
Use of dynamites	180	15
Pollution of harbour	300	25
Overfishing	120	10
Total	1200	100

N =

- (ii) Bar graph in grid appropriately drawn

1 mark for title
1 mark for correct label of y axis
4 bars accurately drawn 3 marks
3 bars accurately drawn 2 marks
1-2 bars accurately drawn 1 mark

(5 marks)

- (b) TWO statements about the data displayed in the bar graph
- Largest percentage (50) of fishermen believed that the destruction of the mangrove resulted in the decline in the fish population.
 - The smallest (10) percentage of residents believed that over-fishing resulted in the decline.

Statement clear and appropriate - 2 marks
Statement with some relevance - 1 mark

- (c) TWO recommendations

- That the residents participate in a clean-up campaign of the harbour to lessen the pollution and help to restore the fish population
- That efforts should be made to replant mangroves

TWO recommendations clear and relevant - 4 marks
ONE recommendation not clear but relevant - 1 mark

Social Studies Paper 02

January 2013

Question	Specific Objectives	Content	Allocation of Marks Cognitive Levels		
			KC	AEP	TOTAL
1.	Section A: 3, 4, 8	Individual, Family and Society	8	12	20
2.	Section A: 11, 12, 14	Individual, Family and Society	8	12	20
3.	Section A: 22, 25	Individual, Family and Society	8	12	20
4.	Section B (i):	Sustainable Development and Use of Resources	8	12	20
5.	Section B (i):	Sustainable Development and Use of Resources	8	12	20
6.	Section B (ii):	Regional Integration	8	12	20
7.	Section B (ii):	Regional Integration	8	12	20
8.	Section C1:	Communication	8	12	20
9.	Section C2:	Consumer Affairs	8	12	20
10.	Section C3:	Tourism	8	12	20

Profile Abbreviations:

KC – Knowledge and Comprehension

AEP – Application, Evaluation and Problem-Solving

CARIBBEAN EXAMINATIONS COUNCIL

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

JANUARY 2018

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both the January and June administrations of the examination. The January examination comprises the following papers:

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

Approximately 2 487 candidates sat the January 2018 examination. Of this number, 34 per cent achieved Grades I-III, which represents an improvement over 2017 when 30 per cent of the candidates achieved similar grades.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 35.94 or approximately 60 per cent. Candidates this year again performed below expectation on items which assessed knowledge and understanding of regional integration.

Paper 02 – Structured Questions and Extended Essays

This paper comprised seven questions presented in two sections: A and B. Section A, which has been renamed Individual, Family and Society, covered the content in Sections A, B1 and B2 of the syllabus. This section comprised four compulsory questions. Section B comprised the optional questions that were previously presented in Section C.

Candidates were required to answer a total of five questions, each worth 20 marks. For each question, Parts (a) and (b) tested the Knowledge and Comprehension profile (Profile 1), and Part (c) tested the Application, Evaluation and Problem-solving profile (Profile 2). The mean on this paper in 2018 was 25.70 per cent. This continued a downward trend observed since 2015.

For all questions there was a distinction between the quality of responses from candidates who had prepared for the exam and those who had not, but rather relied on elementary, everyday knowledge to respond to the questions. The former were able to present better responses, particularly in the parts of the questions that assessed Profile 2. Responses from the latter group reflected a weak knowledge base from which candidates could not express reasonable responses to several of the questions in order to earn a satisfactory score and hence a reasonable grade. Furthermore, such candidates' responses to the parts of the questions that assessed problem solving were generally weak and not well expressed.

Satisfactory coverage of the Social Studies syllabus requires knowledge of facts, concepts and generalizations; such knowledge can be obtained through deliberate in-depth study of the various sections of the syllabus.

Section A: Individual, Family and Society

Question 1

This question tested candidates' knowledge and understanding of the concepts, extended family; advantages of living in an extended family; and ways in which government can address abuse of the elderly. The mean on the question was 7.29 out of 20 or 36 per cent.

For Part 1 (a), candidates were required to define the term 'extended family'. A complete accurate definition required two elements: (i) several generations (ii) living in the same household/location/under the same roof.

Generally, many candidates could not complete a definition for extended family as they omitted reference to living under the same roof or same household. Examples of accurate definitions provided by candidates were as follows:

- Extended family consists of at least three generations living under the same roof.
- Extended family consists of mother, father, aunt, uncle, children and grandparents living under the same roof.

Examples of incomplete definitions that did not score full marks were as follows:

- Extended family consists of at least 3 generations.
- A family with a lot of people and grandparents.

For Part 1 (b) (i), candidates could accurately state reasons family may become extended. The most popular acceptable response was:

- When parents get old and cannot take care of themselves they may have to move in with their children.

For Part (b) (ii), most candidates accurately stated the advantage that living in an extended family might have over living in other types of family; for example:

- Grandparents can help to raise the children and in so doing pass on the culture
- Grandparents may stay with the children while their parents go to work.

For Part (b) (iii), candidates' responses were generally not well explained as they tended to focus more on the social functions of the family rather than focusing on the economic functions as required by the question. Examples of typical responses were:

- Women who are trained can now help their children with their homework.
- Women who have education and training are no longer housewives. Therefore, the children are not getting any attention.

An example of a well-explained response could have been:

- Because of education and training women can now contribute to the income in the home which can improve the family standard of living.

For Part (c), candidates were required to state three strategies government may use to address abuse of the elderly. Some examples of good responses were:

Strategy:

- The government can implement laws/penalties for persons who abuse elderly persons. These laws can be aired on the media informing persons that anyone caught mistreating or abusing elderly persons will be prosecuted, fined or imprisoned.

Note that this strategy was clear and well developed and it did not include the explanation/ justification within the strategy.

Explanation/Justification:

- Having laws to prevent the abuse of the elderly can assist in deterring persons from this kind of practice. They would know that if they are reported or caught abusing an elderly person they would be prosecuted, fined or imprisoned.

Example of a response for Part (c) (ii) that was poorly expressed:

- They can provide penalties for persons who have been abusing these senior citizens.

Question 2

This question tested knowledge of the constitution and the citizens' responsibility with respect to good governance. The mean of 5.52 or 28 per cent was lowest in the section.

For Part 2 (a) (i), candidates were required to define the term 'constitution'. A complete definition that would earn two marks required two fundamental elements: (i) a body of laws/principles (ii) which governs a country.

The well-prepared candidates provided accurate definitions; however, the weaker candidates confused the term 'constitution' with 'constituency' and did not respond accurately to the question. Some candidates merely mentioned the term 'laws' but could not relate this to 'being governed by', to complete the definition. These candidates earned one mark rather than two marks.

Examples of accurate definitions provided by candidates were:

- A constitution is a body of laws which governs the country and upholds civil and human rights.
- A constitution is a set of principles and laws by which people agree to be governed.

Examples of poor/weak definitions were as follows:

- A constitution is the location of voters.
- A constitution is the laws of the country.

For Part 2 (a) (ii), most responses were accurate as they reflected a good understanding of citizens' ways of participating in good governance of their country. The most popular responses were paying taxes, reporting crime and voting.

Part 2 (b) of the question gave an opportunity to candidates to describe two situations that may lead to a state of emergency in a country. Most candidates were able to give two clear scenarios. In other cases candidates' responses failed to describe the situation in detail; for example, some simply stated "increasing crime".

Examples of a response with a clear description could have been:

- A government may declare a state of emergency in cases of high rate of crime. In this situation violent acts and criminal behaviour are uncontrollable or difficult for law enforcement to handle.
- A state of emergency may be declared when a country is about to experience a severe storm or hurricane. The government may issue mandatory warnings for citizens to seek shelter for their protection.

Some explanations for this part of the question were poorly phrased. Examples included:

- A government could declare a state of emergency for political reasons especially during an election.
- Disease in the country.

Part (c) (i) required candidates to suggest actions to deal with violation of citizens' rights by government. Candidates appeared to find this quite difficult to do. Some candidates were able to suggest actions that were plausible but unfortunately many suggested violent measures that were neither fully developed nor bore any relevance to the mark scheme.

For many of the candidates, writing the government or the Member of Parliament was a weak strategy presented. Some other suggestions presented were strikes or boycotting the government and that citizens could consult trade unions. A good strategy could be:

- A citizen may take to the media and protest the injustice via radio, television, and social networks such as Facebook, Twitter and Instagram.

Explanation:

- Broadcasting the issue on all forms of media will ensure that others are aware of the violations and will rally support and assistance to the cause. Others whose rights have been violated may speak out, which might attract regional and international attention.

Although some candidates had ideas about the actions citizens could take if their rights were violated, others did not. An example of a poor/weak response was:

- Seeing that the government has control over all sectors, such as the health, tourism, education, agriculture and justice sectors, citizens may take action by filing a court order.

Explanation:

- Citizens may take action by filing a court order to settle the issues at court. The judge can make a clear decision on the fact that citizens' rights were truly violated.

Question 3

Candidates were required to define the term 'birth rate' and to state factors that may affect the birth rate of a country. The mean was 6.16 or 31 per cent.

For Part (a) (i), most candidates did not accurately present the two elements of the definition required to earn full marks. An example of an accurate definition which contained both elements was:

Good response

- The birth rate is the number of live births per 1 000 persons within the year.

Examples of responses that failed to earn full credit were:

Adequate response

- This refers to the number of births per 1000 in a population within a year.
- The number of live births in a country.

Poor response

- The term birth rate refers to the rate of children born every year in a country.

For Part (a) (ii), most candidates were able to present two factors that may affect the birth rate.

Examples of good responses were as follows:

- Empowerment of women where women are more focused on furthering their education and pursuing jobs; limiting the time they have to have children.
- Better equipment and treatment in hospitals will result in a much higher increase in successful births taking place.

Examples of adequate responses were:

- There is a lack of good health care.
- One factor that can affect the birth rate is a law in that country, for example China.

An example of a poor response was:

- Where many babies are dead before even giving birth or where more males are born than females. (A poor response as birth rate does not include still born babies.)

For Part (b), candidates were presented with a population data table for interpretation. The majority of candidates interpreted the data correctly, provided accurate responses and scored full marks.

Most candidates misinterpreted Part (b) (ii). An example of a typical response was as follows:

- The government may plan to address the change by advising their citizens on the current population and teaching them what could happen if the birth rate continues to climb.

For Part (c) (i), candidates were required to suggest three strategies a government may use to reduce the movement of the population from rural to urban areas. Candidates presented feasible strategies but many were not well expressed, which resulted in candidates not achieving full marks.

Example of good responses that were relevant and feasible and earned full marks:

- The government can provide social services for the rural areas such as hospitals and schools within the rural areas.
- Give incentives to young entrepreneurs to start businesses to generate jobs for the rural population.

An example of an adequate response was:

- The government can create transportation by creating tunnels to transport rural residents to where they have to go.

Examples of poor responses included single words or short phrases such as:

- Jobs
- Make schools
- Build roads

In Part (ii), explanations were generally not well expressed and did not justify the strategy given. Candidates generally found it difficult to provide an explanation as to why their selected strategy might be successful.

Question 4

This question required candidates to demonstrate their knowledge of integration, in particular the type of agreement that exists between governments of the Caribbean and ways in which the geography of the region hampers the integration movement. The mean of 2.05 or just about 10 per cent was the lowest on the paper.

The first part of the question required candidates to define the term 'economic integration'. Candidates who had some knowledge of the concept provided good/relevant definitions such as: Economic integration is

- the unification of countries through economic agreements to promote trade by breaking down the barriers to trade
- where two or more countries decide to engage in free trade to help build the economy
- a unification of countries through economic agreement to remove tariff and nontariff barriers to promote free trade

- the coming together of countries where countries come together and form agreements to remove or reduce tariffs, quotas and other restrictions on the trade of goods or services among member states.

Examples of responses that demonstrated a lack of knowledge of the term were as follows:

Economic integration is

- the bringing the economical [sic] and financial states of the Caribbean together
- combining all member countries' economy into one
- the economic exchange between countries to gain revenue.

The question also required candidates to differentiate between bilateral and multilateral agreements. Most candidates were able to differentiate correctly.

In response to describing two ways in which geographical features of the Caribbean are an obstacle to integration, candidates were credited for stating the geographical characteristics as well as describing how they were an obstacle to integration.

The responses provided very weak descriptions for the most part, such as:

- The production of similar crops also leads to a rise in competition between countries as they are forced to market their goods internationally.
(This response could be enhanced by including the information that similar climates result in the production of similar crops.)
- It may be too far apart causing transportation problems in the region. Also it may affect the way the goods are being transported in the region.
(Enhancement – The countries are separated by large stretches of water and this makes travel and the transportation of goods among the islands costly.)
- Some Caribbean countries are more diverse in their natural resources as well as their size. If one country has more than the other in terms of their natural resources, they may be ahead of the less developed countries....
- Distance (no description was provided)

In the problem-solving section of the question, candidates were required to suggest three ways in which citizens could contribute to the support of regional businesses. Many candidates provided good responses to this part. The most popular responses were as follows:

Strategy:

- Purchasing goods and services produced in the region instead of internationally manufactured ones

Explanation:

- The business will gain more profit to substantially increase their products or services.

Strategy:

- Investing/buying shares in the regional businesses

Explanation:

- The investment would be used to assist with production that would generate more revenue.

Strategy:

- Agreeing to go to different countries in the region and open a business

Explanation:

- Opening a business in other countries is likely to work because by employing individuals in the country in which the business is opened, it is contributing to the development of the country.

Strategy:

- Citizens with necessary skills and knowledge can gain employment in regional businesses.

Explanation:

- Skilled persons leaving their country and going to other countries is likely to be successful because with a skilled person there will be a greater level of production which will help the development of the business.

Section B – OptionsQuestion 5

As was the case with the question on this topic in previous years, candidates' performance was to be less than satisfactory. The mean was 5.69 or 28 per cent.

The first part of the question required candidates to define the term 'receiver' in the communication process and to state two factors other than cultural differences that may cause a breakdown in communication.

Examples of acceptable definitions were as follows:

- A receiver is the person to whom the message is being relayed.
- The term receiver can be defined as the person whom receives the message, email, fax or item.

Both definitions show the link with the communication process.

Unacceptable definitions included:

- The term receiver is someone who receives
 - Receivers are the people
- (Both responses are unacceptable as there is no clear link with communication.)

Responses to the part of the question that asked for factors, other than cultural differences, that are likely to cause a breakdown in communication, varied. Some acceptable responses were:

- A speech impediment (the way one enunciates...)
- The medium in which the sender chose to send the message (e.g. email, phone call or,..)

- Breakdown may be that the receiver has ... a phone or line are down

Examples of responses that were poorly expressed were as follows:

- Poor network receptors
- Medium
- They may not be technologically advanced to understand the cellphones
- Bad connection
- A blind person

(The above responses do not adequately link to factors to a breakdown in communication.)

Candidates were also required to provide ways in which people's beliefs may influence the form or medium used in communication: This part of the question was poorly done. Some valid/acceptable responses could have been:

Some persons' religions prohibit:

- The use of modern types of communication technology such as cell phones
- Certain types of literature (books, magazines, etc)
- Airing/listening to/broadcasting certain types of radio and television programmes

Most of the responses provided by candidates were not well expressed, such as:

- Persons may think or believe that a face to face conversation is better and has a more positive result than that of a phone call
- Based on modern technology and a person's beliefs, that person thinks that other individuals ought not to see or hear the messages sent or have access to them, considering them not safe.

For strategies a business may use to assist clients who cannot communicate in the language of the host country, candidates provided responses such as:

- They can have persons translate it to their language.
- Animated signs; a language translator or just set up a programme to facilitate the learning of different languages.
- They can have a computer based programme translating everything for them and they can also learn the foreign language as well.
- Having a human translator around so the process would be faster and shorter.

No reasonable explanations or justifications were provided.

Question 6

This was the least popular among the optional questions and responses provided generally reflected that candidates were inadequately prepared to respond to this question. The mean was 5.23 or approximately 26 per cent.

The first section of the question required a definition of the term 'consumer' and identification of two categories of consumers.

Acceptable definitions included:

- A consumer is an individual who buys goods and services in order to satisfy his needs.
- A consumer is one who uses goods and services to satisfy their wants and needs.

Definitions that presented **both** elements, (i) use and (ii) satisfy needs and wants, earned full marks.

For identification of categories of consumers, responses were generally accurate.

In response to the part of the question asking for ways in which credit and debit cards influence demand, acceptable responses were provided such as:

- Consumers can use their cards and then pay at a later date. In this case if they have no cash, they could still purchase the goods.
- Because with credit cards they can purchase a particular product and pay back the bank later with interest or with debit cards consumers do not have to withdraw the money from the account, they can simply use their debit card which can be a lot more convenient;

With respect to strategies consumers may use to protect themselves when using debit and credit cards, responses were generally weak and were not well expressed. Some examples of weak responses, with suggestions for improvements that could be made to enhance the quality of each response are:

Strategy:

- Consumers may set a limit on the amount of money they can spend on the card... because this allows consumers to avoid debt or keep it at a low cost.
(This is a weak strategy as it includes part of the explanation/justification.)

Improvement:

- Consumers can set a limit on the amount of money they wish/decide to spend on the card.

Explanation:

- This is likely to be successful as consumers will spend within their means and be able to avoid too much debt; or they may be able to keep debt at a low cost to protect themselves.

Improvement:

- Consumers should always buy from companies that have a good reputation.

Explanation:

- This is likely to be successful as it will protect consumers from conducting credit/debit card transactions with fraudulent businesses.

Strategy:

- When shopping online, consumers can protect themselves by ensuring they are shopping on a secure website (Weak strategy with the use of ensure.)

Explanation:

- Because this lowers the consumers' chance of card information being stolen and used for fraudulent reasons; also ensures they are engaging in business with legitimate businesses so the consumers will not be scammed out of their money.

Improvement:

- Consumers should use secure websites when they shop online.

Explanation:

- This is likely to be successful as it would lower the chance of consumer's card information being stolen and used for fraudulent reasons.

Question 7

This was the most popular question in this section and the mean of 7.90 or 40 per cent was the highest.

Candidates were asked to define the term 'international tourist'.

An example of an acceptable definition given was:

- People from countries outside of their region who visit for vacation and business. For example, someone from England coming to the Caribbean.

(This is a good definition as it contains two important elements: (i) from outside of their region and (ii) that the person are visitors. This candidate also provided an accurate example to strengthen the definition.)

An example of a poor definition was:

- Where people from all over the world, come to your country to tour on getting to know your country better. (The definition has only one element - come to your country.)

Generally, in providing a definition, many candidates did not make reference to the action of travelling outside of their geographical region, which would qualify persons as international tourists.

The question also required reasons why international tourism is important to Caribbean countries. The most popular response was that tourism's contribution to was to earn foreign exchange to develop the Caribbean economy.

Candidates were familiar with ways in which tourism development contributes to marine pollution.

Examples of the most popular acceptable responses were:

- By littering or dumping ... into seas
- When hotels are built ... construction has caused land erosion which destroys marine ecosystems.

The final part of the question required candidates to state actions that the government of a Caribbean country may take to protect the marine environment from pollution. Examples of actions and justifications given by candidates were:

Strategy:

- Implement and enforce laws on littering or dumping of waste into rivers or seas; (This is an example of a strategy that is feasible and well expressed.)

Explanation:

- The implementation of laws and enforcing of the laws would be effective since no one wants to be penalized for breaking a law.

Strategy:

- Can instruct the coast guard to conduct regular patrols to ensure no one is contributing to pollution of marine life.

Strategy:

- Put up signs telling tourists not to litter the beaches.

Strategy:

- Having rules and policies close by to any tourism sites (e.g. beaches may put up signs).

Explanation:

- People will see the sign and take it seriously; obey it and avoid having to pay.

Paper 032 – Alternate to the School-Based Assessment (SBA)

The paper consisted of five structured questions that were all compulsory and it was marked out of 40 marks. The mean on this paper was 16.13 or approximately 40 per cent.

Question 1

Part 1 (a) required candidates to state a reason for wanting to investigate the topic chosen. Most candidates gave a relevant reason for both topics; however, it was not well expressed. One example of a very good response given for Topic 1 was:

- To determine how the youth in my community use their smart phones.

Part 1 (b), the problem statement, was not very well done. Most candidates wrote statements which included the words 'prove' and 'show' rather than 'investigate' or 'find out'. For example, some candidates wrote inappropriately that "This study will prove that cyber bullying has an emotional effect on the youth" or "The study will show that the youth prefer their cell phones than their family".

An example of a good response given for Topic 1 was:

- This study will investigate how young people use their cell phones in my community.

For Topic 2:

- This study will find out if the young people in my community are victims of social media cyber bullying.

For Part 1 (c), Sources of background information, the Internet was the most popular correct response. Many candidates wrote “library” instead of correctly stating “books”, “articles” etc, and could not earn full marks for this response.

In Part 1 (d), Research instrument, candidates were required to identify research instruments, other than a questionnaire, that could be used to gather data for the research.

Most candidates responded accurately. However, as in previous years, too many candidates referred to a survey incorrectly as a research instrument. A survey is a type of research.

Question 2

This question tested candidates’ ability to write a research question.

Most of the research questions were not well written although relevant. A majority of the candidates wrote personalized questions and questions that required yes/no responses such as:

“Why do you use cell phones?” or “Are you a victim of cyber bullying?” Most questions did not include reference to “my community”.

Examples of acceptable research questions which scored full marks were as follows:

Topic 1

- How do young people from my community use smart phones?

Topic 2

- Why do young people from my community engage in cyber bullying on social media?

Part (2) (b), Questions for the questionnaire, was very well done by the majority of candidates, earning them the maximum marks.

Question 3

This question tested candidates’ knowledge of sampling. As in previous years, the majority of candidates performed poorly on questions pertaining to this concept in research.

Part 3 (a) asked candidates to provide reasons for selecting a sample. Very few candidates gave a good reason for selecting the sample. An example of a good response given was:

- It would be very difficult to investigate the entire population.

An example of a poor response was:

- To keep the information safe and for privacy.

In Part (3) (b), the description of the method used to select the sample, candidates did not answer this section well. Most candidates merely named the sampling method (random sampling being the most popular) but failed to provide a description.

In Part 3 (c), Ways in which the researcher may protect the sample used in the research, a majority of the candidates gave ways to protect the responses rather than the respondents.

There were a few good responses such as:

- Not revealing the names or personal information of the respondents
- Seeking the consent of intended participants

Popular incorrect responses were to store it in a safe place and password protect it.

Question 4

Candidates were required to respond to questions on different elements of the case study.

Part 4 (a) required candidates to identify the focus of the study. The majority of the candidates gave an accurate reason, which was to determine the factors that caused the deforestation. A few mentioned facts about the community rather than the focus of the research.

Part 4 (b) asked candidates to state two facts about the community mentioned in the passage. A majority of the candidates stated relevant facts such as:

- The population is 680.
- Water was scarce.
- It is a rural community.

Part 4 (c) (i) asked candidates to identify the type of sampling technique that was used in the case. Candidates were not knowledgeable about convenience sampling which was the correct response. Instead the majority wrote incorrectly that it was random sampling or questionnaires. Almost all the candidates got the sample size of 200 residents correct.

In Part (d), Possible problems with the use of the questionnaire, candidates seemed well prepared, as a majority provided accurate responses such as:

- Not all questionnaires will be returned.
- Unanswered questions.
- Respondents not answering the questions truthfully.

In Part (e) which asked candidates to identify from the case, the factors which cause deforestation, candidates performed extremely well and scored full marks on this part of the question.

Question 5

This question tested candidates' ability to interpret, analyse and present data.

For Part (a) (i), candidates were given a table with incomplete data from the passage; two simple calculations were required to complete the table. Most candidates calculated correctly. However, some responses were incorrect and some candidates did not attempt the calculations.

For Part (a) (ii), candidates had to present the data collected by the researcher on a bar graph; the grid was provided and the question required the use of numbers. There were some very accurate and neat graphs drawn; however, many candidates failed to follow instructions. Instead of using percentages to draw the graph, they used numbers.

The title of the graph was omitted in many instances. Many also used A, B, C, D, and E to refer to the factors but without an accompanying key.

For Part (b), the majority, if not all the candidates failed to identify the major limitation. Incorrect responses included the causes of deforestation, facts about Pine Vale and research instruments.

Part (c) asked candidates to make possible recommendations given the findings from the study. Many candidates were unable to provide significant recommendations that were based on the findings of the study. Several very weak recommendations were given, for example, stop making coals; stop cutting trees.

The stronger candidates provided acceptable responses such as:

- Passing laws to limit the cutting of trees
- Providing water for citizens' reforestation efforts

Conclusion

This examination was set at an appropriate level of difficulty and should have been within the capability of well-prepared candidates. Success at the Social Studies examination depends very heavily on adequate candidate preparation. Candidates are advised, therefore, to avail themselves of and utilize the wide variety of Social Studies resources available in an attempt to master the knowledge and thinking skills required for success at the examination.

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2018

**SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Social Studies examination is offered to candidates in both the June and January administrations of the examination. The examination comprises the following papers:

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

Approximately 42 000 candidates sat all components of the June 2018 examination. Of this number, approximately 62 per cent achieved Grades I–III. This performance represents an increase over 2017 when 56 per cent of candidates achieved similar grades.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items that covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 34.69 or 58 per cent. Candidates continue to perform below expectations on items that assess regional integration.

Paper 02 – Structured Questions and Extended Essays

This paper consisted of seven questions divided in two sections: A and B. Section A comprised four compulsory questions that adequately covered Section A and B of the syllabus and Section B consisted of three questions which assessed Section C, the optional topics of the syllabus. Candidates were required to do one of the three questions. In total, candidates were required to answer five questions each worth 20 marks. For each question, Parts (a) and (b) tested the Knowledge and Comprehension (KC) profile and Part (c) tested Application, Evaluation and Problem-solving (AEP). The mean on this paper was 30.96 or 31 per cent.

Candidates who were well prepared for the examination demonstrated superior ability in defining the major concepts and adequate knowledge and comprehension of the content being tested. They also displayed good problem-solving skills.

Section A: Individual, Family and Society

Part I – Development and Use of Resources

Question 1

This question tested candidates' knowledge and understanding of the concept *sibling family*, the disadvantages of living in this type of family and reasons other than migration that can lead to this type of family. The mean was 7.44 out of 20 or 37 per cent.

For Parts (a) (i) to (iii), candidates were given the following stimulus: *Mary and her brother Roy live in the same household with their younger sister. They take care of their younger sister as their parents live abroad.* They were required to give the name of this type of family, one disadvantage of living in this type of family and two factors other than migration that could lead to this type of family.

Generally, most candidates were able to name the family as *sibling*; a few who gave the incorrect response referred to it as “the blended family”.

Part (a) ii was fairly well answered by the majority of candidates who gave answers such as the following:

- Children will not have time for their friends.
- They may not have enough money to take care of themselves.
- They don’t have the skills to take care of each other.

Those who did not perform well on this part of the question gave answers such as the following:

- The children will have to work.
- They can do as they please.
- They don’t have to go to school.

For Part (a) iii, many candidates were able to give appropriate responses for this type of family such as *death, divorce, abandonment*. Others, however, misinterpreted this part of the question and focused on *migration*, although the question distinctly said *other than migration*. They presented incorrect responses such as the following:

- ‘Brain drain’
- The parents are working abroad
- Better job opportunities abroad.

Part (b) required candidates to describe ways in which the role of parents can help children to become responsible adults.

While many candidates could say how a specific role could help children to become responsible adults, a considerable number were unable to name the roles and say how these help children to become responsible adults. Some examples of good responses were as follows:

- When parents work hard and provide for their children the children will learn that it is important to provide for the family so they must have a job to earn for the family.
- When parents teach children the norms and values of society children will grow up to be respectful of others and have good manners.
- The parents deciding what should be done in a family will help children to think about things before they act.

Some responses that demonstrated a lack of comprehension of the question were as follows:

- Children must learn to do their duties in the family.
- Sometimes parents are not at home and children are left alone.
- Children do not listen to their parents all the time.

For Part (c), candidates were required to suggest strategies to reduce the incidents of child abuse and to justify why these strategies would work.

For the strategies, the responses suggested that many candidates had a comprehensive knowledge of ways to reduce incidents of child abuse. However, others suggested ways that indicated that they were not aware of the roles and functions of government. Further, many failed to provide three clear strategies and wrote the same strategy in different ways.

Some examples of good responses were as follows:

- The Child Protection Agency can have programmes where it helps people to understand the signs of child abuse and where they can get help to deal with it.
- The agency can provide shelters for victims of child abuse so that they can be taken out of the situation.
- The agency can have discussions with the government where it pushes the government to pass laws that have harsh punishment for abusers.

Some examples of unacceptable responses were as follows:

- The Child Protection Agency must pass laws that will punish abusers (during Social Studies instruction, students must be taught that only parliament can pass laws; government agencies, ministries or other community groups do not have the power to pass laws to address issues faced in society.)
- Victims of child abuse can migrate.
- Those who are abused should leave their homes.

Question 2

This question focused on concepts relating to government and knowledge of the process of selecting a government. Although many candidates provided acceptable responses, a large number were unable to do so. The mean was 6.25 or approximately 31 per cent.

Part (a) assessed candidates' knowledge of the characteristics of different types of government. While many candidates could give acceptable responses, a large number could not. A popular acceptable response for the characteristic of a constitutional monarchy was the following: There is a Governor General who is head of state. Many candidates erroneously stated that a "Constitutional monarchy is ruled or governed by a monarch."

For characteristics of a republic, very few candidates could give acceptable responses. Among the acceptable responses were the following:

- The head of state is a president.
- In some countries, the president has mainly ceremonial powers.

For Part (b), candidates were required to interpret a table showing results from an election. Parts (b) (i) to (ii) required candidates to interpret the table. Most candidates were able to correctly read and interpret the data provided in the table. For Part (b) (iii), many candidates were able to supply factors that affect the level of voter turnout. For Part (b) (iv), candidates were required to use the data to identify the party which would form the government if the first-past-the-post system was used. Although some candidates provided accurate responses, many were not able to respond correctly.

For Part (c), candidates were required to suggest ways of increasing voter turnout and to provide justification for how the ways suggested would increase the turnout.

Some candidates scored full marks as the actions which they suggested were plausible and the justifications were adequate. Some examples included the following:

- Action: Hold public events in which young people are entertained while simultaneously promoting their political party and encouraging them to vote.
- Explanation: Young people would feel entertained by these events, but at the same time would've heard what the political party had to say about itself and voting. This in turn would encourage them to show up and vote.
- Action: They could include proposals in their manifestoes that target the needs of young people including employment opportunities and access to educational institutions.
- Explanation: This may be successful as when young people see the effort being made at accommodating their needs they will feel motivated to vote. They will also feel obliged to vote in order to enjoy the benefits being offered to them.

In comparison, the following responses were poorly expressed and could not earn full marks.

- Action: The political party in my country can have better campaign ideas. (Weak action that is not plausible and well explained).
- Explanation: Having better campaign ideas would show the people of the country how much you care about them and their affairs. Also, because the next generation of voters are young adults, you could reach out to them, securing sure votes (very slight reference to voting that is not well explained).
- Action: Listening to the people and hearing their opinions on certain areas of concern. (This action is not well explained, as it does not refer to young people.)
- Explanation: By listening to the people you have a better idea of what their area of concerns are and how you can handle such concerns, for example, as young people who have finished college, their main area of concern would be finding a job they are qualified for and enjoy doing. (This explanation makes no reference to increasing voter turnout and therefore is not valid.)

Question 3

This question focused on water as a natural resource and the impact of human activity on this resource. The mean of 8.99 or 45 per cent was the highest in this section of the paper.

In Part (a) (i), candidates were required to identify ways in which water resources can become polluted. Generally, responses were accurate. The most popular ways given by the candidates were

- disposing of garbage in water sources
- oil spills at sea
- disposing of toxic waste — pesticides and so on in watercourses.

For Part (ii), candidates were required to identify the CARICOM countries where rivers are used as a major form of transportation. Very few candidates were able to name Guyana, Suriname and Belize.

For Part (b), in response to reasons why water is useful in the agricultural industry, at least one of the two responses provided by most candidates was correct. The two most popular responses given were for *watering/growing plants; giving animals to drink*.

Many candidates presented one point in two different ways. In such cases, candidates could only be rewarded for one response. For example, the following three responses, given by one candidate, reflect the same idea:

- Water is needed to hydrate the plants and the soil.
- Water is needed to water the crops to keep them alive.
- Water is needed to help the trees grow.

Candidates with more in-depth knowledge of the topic provided other responses such as the following:

- For production of juices from fruits
- Washing of crops in preparation for sale
- For aquaculture/fish farming

Part (c) required candidates to suggest three strategies households may use to conserve water and to explain how each strategy could help in conservation. Candidates presented many acceptable responses that reflected their knowledge of conservation. The following were some of the good responses provided, with relevant and well-expressed explanations:

- Strategy: Reusing household water for other purposes such as watering plants, washing cars.
- Explanation: When this is done it will save a large amount of water from being thrown away; it is recycling water to prevent the wasting of water.
- Strategy: Persons in the household can turn off the flow of water when not needed, for example, while brushing the teeth, until it is time to rinse.

- Explanation: By doing this, less water will be wasted.
- Strategy: Using water-saving devices such as buckets when washing vehicles
- Explanation: This helps in conserving water because it uses less water, rather than leaving the hose running and just wasting water that can be useful later.

Some strategies were considered incomplete, as candidates did not mention any form of usage, which is important in conservation. In such cases, candidates could not be awarded full marks. Examples of these responses included the following:

- Store water in bottles, buckets, drums, tanks.
- Buying water tanks.
- Collecting water in containers.

Part II – Regional Integration

Question 4

This question tested candidates' knowledge of the requirements to become a member of CARICOM, and the responsibilities of member states. Further candidates were required to write an essay describing factors that affect economies of member states and to suggest ways governments can help to solve problems in the manufacturing industries of these members states. Candidates continue to perform poorly on this topic. The mean of 2.97 or approximately 15 per cent was the lowest on the paper.

For the first requirement, while the syllabus makes a clear distinction between the content areas for *requirements for membership* in CARICOM and *responsibilities of CARICOM members*, many candidates who responded to *requirements for membership* presented responses to the second part and vice versa. Candidates who had some knowledge of the concepts provided well-expressed requirements which scored full marks. Such responses included the following:

- Being a part of the Caribbean region
- Agreeing to the policies of CARICOM

Examples of responses that demonstrated a lack of knowledge of the requirements for becoming a member of CARICOM included the following:

- Must be an independent country
- Contribute to the economic society to make the region better

For the section requirement – responsibilities of member states – a large proportion of candidates showed a better understanding of this part of the question. Several of them scored full marks.

The most popular responses for which some candidates scored full marks were related to the following:

- Carrying out the decisions made by CARICOM members
- Conforming to the laws of CARICOM

The question also required candidates to state two factors affecting the economy of Caribbean countries. Many candidates lacked the knowledge required to provide a response. Those who were aware of the factors presented responses such as the following:

- The occurrence of natural disasters that damage or destroy the economy in the Caribbean
- Level of indebtedness to the IMF and CDB that affects many islands

In the problem-solving section of the question, candidates were required to suggest strategies CARICOM Heads of Government could use to help member countries overcome problems with manufacturing. This part of the question was poorly done and where candidates attempted a response, they failed to score full marks. Very few candidates were able to suggest acceptable strategies. Acceptable responses included the following:

- Strategy: Allowing skilled workers to migrate to assist in the manufacturing industries.
- Explanation: This will allow persons with their skills to assist with manufacturing and also to pass on the knowledge/skills to others which will enhance the manufacturing industries.
- Strategy: Free movement of raw materials in the region.
- Explanation: This will be successful as it will increase the production levels as there will be an adequate amount of raw materials that will boost manufacturing.

Responses that did not earn full marks included the following:

- Help countries to buy the necessary equipment needed in manufacturing.
- Build schools in the countries having problems with manufacturing.
- They could fix anything that is broken in the industry.

Overall, candidates' responses demonstrated a lack of knowledge of the content required to handle the question efficiently.

Section B: Options

In this section, candidates were required to respond to only one of the three questions based on the optional areas given in the syllabus. For each option, candidates were required to write an essay on a given topic. They were given guidelines as to what to include in each essay. Performance on this section was below expectations. In a large number of cases, there were incomplete responses where candidates did not suggest strategies to solve the given problem or attempt an explanation regarding how the strategies could help to solve the problem. Many were also unable to produce accurate definitions for the concepts presented.

Question 5

This was one of the most popular questions in this section. It was attempted by more than 50 per cent of the candidates. The questions assessed candidates' knowledge of the use of

technology (cellular phones and computers) in the communication process. The mean was 5.42 or 27 per cent.

The first requirement of the question tested candidates' knowledge of different means of verbal and nonverbal communication. Some candidates were able to identify the different means while others could not make a clear distinction between the two means of communication. Many candidates listed means of verbal communication as means of nonverbal communication. For example, *texting*, *emailing*, *letters* were identified as nonverbal. Some examples of acceptable responses included the following:

Two different means of verbal communication are speaking and singing and two different means of nonverbal communication are sign language and face expression.

For the second requirement, candidates were to explain ways in which the use of cell phones has improved the process of communication. While many of the responses were not fully developed it was evident that candidates had a general understanding of ways in which the use of cell phones had improved the process of communication. For example, they provided responses such as the following:

When we text or email someone through our phone we are able to communicate non-verbally.

The coming of cell phones has improved communication as a whole. That is, communication can now take place faster even over long distances.

The following is an example of a well-explained response:

The cell phone has improved the communication process as one can be in any location and still be able to call friends or family who reside in another country.

Unfortunately, some candidates misinterpreted the question and wrote about the telephone instead of the cell phone. In addition, in many cases, instead of getting directly to the point of what was required, candidates spent much time explaining how communication has developed over the years. One such example is the use of the postal system.

The third requirement was for candidates to suggest how schools could use computers more effectively in communication. Some examples of good responses included the following:

- Strategy: The administration may create a school website which would host relevant information regarding upcoming events or any incidents that recently transpired.
- Explanation: This would be successful as communication would be significantly improved. It would ensure that all members of the school body (teachers and students), parents and any prospective staff or student are properly informed on the workings of the school.
- Strategy: The school's administrator can organize computer-training sessions on a regular basis for both teachers and students.

- Explanation: This would be effective as both teachers, and students would be better prepared and equipped to use the computer in school and at home.
- Strategy: The school's administration should allow communication by computers by preparing online accounts for each student as homework can be sent to teachers, and students can get to communicate one-on-one with their teachers.
- Explanation: This will help students have better and more interaction with teachers and also allow teachers to give tests and grade them on the computer which is an easier and faster method.

While some candidates were able to identify three different strategies, many could not score full marks as they identified one strategy and repeated the same strategy in different ways.

Question 6

This was the least popular question in Section B but the mean of 7.40 or 37 per cent was the highest in the section. Candidates who attempted this question were better able provide acceptable responses than those who attempted other questions in the section.

This question tested candidates' knowledge of advertising as a mean of consumer exploitation. The first requirement was for candidates to identify the type of advertising in the caption given. Most candidates were able to state the correct response, that of *persuasive advertising*.

The second requirement tested candidates' knowledge of the factors which influence consumer demands. Generally, most candidates provided acceptable responses to the requirement. A large number of the candidates were able to list acceptable factors. The following were the most common factors given:

- Taste patterns
- Income
- Price
- Quality
- Brand
- Credit facility

Very few candidates stated *tradition and availability of supply*.

In explaining ways in which consumers may be exploited if they do not know their rights, many candidates were able to give at least one way in which consumers may be exploited. However, most candidates stated the points instead of providing explanations as required. They were therefore not able to obtain full marks.

Examples of some popular responses were as follows:

- Consumers may be sold goods which are expired or spoilt.
- Consumers may be sold goods which can harm them because they are not good; they are faulty or damaged.

- Consumers can be victims of bait and switch, or tricked into buying goods/products. (A large number of candidates explained this point.)
- Giving misleading information about products/ goods.
- Consumers are denied a refund or exchange for faulty goods.

Some candidates explained *lured into buying goods and services which they do not need. Unfair conditions in contracts which seek to deny consumers their legal rights* was not mentioned as a way in which consumers can be exploited.

Candidates were also required to suggest strategies consumers could use to protect themselves from exploitation at that 'sale'.

The majority of candidates who attempted this part of the question were able to score marks. These candidates were able to suggest at least two acceptable strategies. The strategies were generally well developed in most cases but some of the explanations were not fully developed. Some examples of acceptable responses included the following:

- Strategy: Consumers should inspect the items carefully before buying.
- Explanation: This will allow the consumers to know if the items are good or damaged, and whether they should purchase or not. This way they can protect themselves from exploitation since they will not be wasting their money to purchase faulty items.
- Strategy: Verify/check the expiry dates and quality of goods before purchasing. Many candidates preferred to use 'expiration dates'.
- Explanation: By doing this the consumers will know when the goods will expire and if the good is of high quality. This will be successful since it will prevent them from purchasing expired products and poor quality goods.
- Strategy: Ask about the return policy/exchange policy of the store or shop before purchasing the item.
- Explanation: This is likely to be successful because the consumers will know whether or not they will be given a refund/exchange by the store. Sometimes persons buy goods which are faulty; so by asking about the return policy before purchasing at the sale they will definitely protect themselves from exploitation.
- Strategy: Consumers should collect receipts and keep them safe, in case they have to take back items to the store.
- Explanation: This is likely to be successful since consumers may purchase items which are faulty and should be returned to the store by collecting and keeping the receipts they can now take back the items and collect a refund or even perform an exchange. This will ensure consumers are protected from exploitation.
- Strategy: Consumers should make a list of items needed or prepare a budget prior to the sale.
- Explanation: This is likely to be successful, since it will prevent the consumer from overspending at the sale. They will have a list of what they need so by sticking to the list they will not purchase unnecessary items or goods they do not need, therefore preventing exploitation at the sale.

Unacceptable responses included the following:

- Consumers should learn/know their rights.
- They should report to the Consumer Affairs Bureau/Department
- They should call the police.

Question 7

This question assessed candidates on the cost and benefits of tourism to a host country. The mean of 4.54 or 23 per cent was the lowest on this section.

Candidates were first assessed on their understanding of the concept of *host country*. Most candidates were able to define the term and were able to earn the marks accordingly.

Examples of acceptable definitions included the following:

- A host country can be defined as the country accommodating/receiving tourists from another country/homeland.
- A host country is a place that a tourist visits.

Examples of unacceptable definitions provided by candidates, and for which marks could not be awarded, included the following:

- A host country is a country where someone is currently abiding/living in.
- A host country is a country hosting an event. (Many candidates provided this definition.)

The second part of the question required candidates to identify facilities provided for tourists. In most cases candidates provided accepted responses. Some of these included the following:

- Hotels/motels/resorts
- Restaurants
- Healthcare
- Transportation

Some candidates gave answers such as the following:

- Food and shelter
- A place to stay
- Entertainment (without being specific)

Such responses were awarded partial credit.

Among the responses that were not accepted were the following:

- Recreation sites (without identifying to what they were referring)
- Tourist sites, or just sites

Candidates also often used *hotels* and *resorts* as two separate facilities. These fall within the category of accommodation.

In some cases, candidates included facilities in their definition of host country, or in identifying where government revenue is earned from tourism, instead of adhering to the question. A clear separation/distinction is required.

For the third requirement, candidates were to state ways in which governments obtain revenue from tourism. Generally, this requirement was not well managed by candidates, with some using a roundabout route to their response (padding), or not giving clear responses to earn full marks.

Accurate responses included the following:

- Tax that is taken from the tourist when they purchase goods and services.
- Since tourism creates employment, governments earn revenue from deductions of income tax made from a person's wage or salary.
- When tourists purchase tickets, tax is added to airline fees which is money that the government earns.

Responses that earned partial credit included the following:

- VAT (without further elaboration).
- Through air arrivals and cruise ships.
- They spend a lot of money.
- Tax.

For the last requirement, candidates were asked to suggest strategies that the government may use to develop the infrastructure for the tourism sector.

Many candidates did not read the question carefully and so were not able to respond as required. In such cases, they identified the various infrastructure, for example, *roads, airports, hotels, recreation sites that exist*, and what the government could do to maintain, improve, or construct them. This resulted in most candidates earning relatively low marks in this part.

Acceptable responses included the following:

- Strategy: A government may borrow a certain amount of money at a reasonable rate from financial institutions such as the Caribbean Development Bank in order to develop infrastructure.
- Explanation: This will work because it will provide the government with the material, resource and money to carry on development.
- Strategy: Charging toll to use the roads that lead to tourist sites and using the money earned from this toll to fix and develop the roads in tourist areas.
- Explanation: This is likely to be successful because this will lead to the proper construction of smooth roads which encourage the tourists to visit the country.

- Strategy: Assigning individuals to ensure that buildings being erected are properly built so that they can last longer.
- Explanation: This is likely to be successful because the tourism sector will have more buildings that can not only survive extreme conditions but are safe to stay in.

Some responses were not well expressed and could not earn full marks. Examples of these included the following:

- Seeking foreign investment especially from multinational companies.
- When people purchase goods and services the money earned can be used to improve old and run-down infrastructure.
- Tax from tourists can be used to maintain infrastructure.

Some unacceptable responses included the following:

- Subsidize construction costs of hotels by helping to build parking lots.
- Build more roads in the country in order to reduce congestion.
- Develop land in rural areas in order to pave the way for more hotels.
- Building airports.

Paper 031 – School-Based Assessment (SBA)

This year, there was an improvement in the students' performance on the SBA. The majority of marks ranged between 20 and 30. It was also interesting to note that topics investigated were drawn from various areas of the Social Studies syllabus, for example, "The Misuse of Social Media", "Unemployment" and "The Impact of Technology". The following are the observations that students and teachers should note.

Statement of the Problem

Most statements were well structured. However, in some instances, only one mark could be awarded as these contained double-barrelled statements.

The following is an example of a good statement: *To what extent does the misuse of social media have a negative impact on the female students of X High School?*

Reason for Selecting Area of Research

This task was fairly well done. In most cases, students gave very detailed reasons why they chose the area of study, but there were those who did not provide reasons.

An example of a good problem statement is as follows: *It has been noticed over a few years that females have shown aggression and have exhibited negative behaviours more frequently throughout schools in X. It has been said that social media has been at the centre of many of these incidents. Therefore, it is believed that an investigation should be conducted to determine "To what extent does the misuse of social media have a negative impact on the female students of X High School."*

Method of Investigation

In this area, students were able to clearly identify and describe the method(s) of investigation, giving the advantages and in some instances the disadvantages of using that particular method. The questionnaire was the most widely used data collection instrument. Some questionnaires were well designed and had relevant items, while others had items which would not yield the necessary information needed to answer the research question.

Procedure to Collect Data

Some students partially described the sample but did not identify the techniques used to select the sample. Some also did not state exactly what was done to collect the relevant information. The chosen sample should reflect the problem that has been identified.

Presentation of Data

Most students had data presented in three different ways. However, in some instances where graphs were presented the X and Y-axes were not labelled. A few teachers did not follow the mark allocation for this area as some students did not have all their charts well presented yet received full marks for this task.

Analysis and Interpretation of Data

This task continues to be challenging for students as most of them explained the presentation of the data rather than analyse the data. No studies were highlighted to support or refute their findings. To improve their performance, students should be encouraged to use analytical terms such as *majority*, *in comparison to*.

Statement of Findings

This part was well done. The statements/findings were aligned to the questions in the questionnaire.

Recommendations

These were well done but there were the few candidates who were unable to state the implementation of one recommendation. They wrote another recommendation for an implementation strategy, as in the following example: School programmes can be implemented to reduce or eventually turn around these negative uses, for example, dance programmes with clean, positive and uplifting dance moves. The name of the programme is Positive Rhythms. It will be held during HFLE classes. Posters will be placed around the school and on social media to promote and show other students how to be creative using dance.

Writing Skills

Most projects were well written, and many students earned the maximum score of four marks.

Overall Presentation

Most students paid attention to the required layout of four elements. These were the acknowledgements, the table of contents, bibliography and cover page. Very few students focused on the Appendices.

Further Comments

The following are suggestions that may be used in the classroom to correct weaknesses or misconceptions.

- Teachers need to engage students in the process of random sampling selection, step by step.
- Teachers also need to expose students to analytical terms such as *compare/contrast*, *majority/minority*, *increase/decrease* and the referencing of other research.
- Findings must always be linked to data gathered, presented and analysed.
- Teachers need to guide students in selecting relevant questions from questionnaires for the presentation of data. This will yield better analyses and findings that are more accurate.
- Finally, in terms of implementation, students must be taught *who, what, when, where, why* and *how* to clearly establish the implementation plan.

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

Paper 032 is the Alternative to SBA for private candidates. The paper is designed to test the skills of enquiry, communication, critical thinking and decision-making, with questions based on research activities. Candidates are required to demonstrate their understanding of the research process.

The paper consisted of five structured questions, marked out of 40, that were all compulsory. The mean on this paper was 11.13 or approximately 28 per cent.

For Questions 1–3, candidates were given a scenario on which the questions were based.

Question 1

This question tested candidates' knowledge of the first phase of the research process. Part (a) asked candidates to write a problem statement based on the scenario. While a significant number of candidates were able to write a relevant and plausible problem statement, a large number were not able to do so.

Examples of acceptable responses included the following:

- The purpose of this study is to investigate the problem of unemployment in my community.
- The purpose of this study is to find out what is causing the high rate of unemployment in my community.

Examples of unacceptable responses included the following:

- The government wants a report on unemployment in my community.
- I will prepare a report on unemployment for the agency.

In this Part (b), candidates were asked to give two other instruments other than a questionnaire that could be used to collect data on the topic. Most candidates were able to give two other instruments. The most popular responses were interview schedule and checklist.

For Part (c), candidates were asked to identify two terms related to the topic of study that would be defined in the research. The majority of candidates identified terms that needed defining such as *workforce* or *unemployment*. However, some candidates gave an entire phrase such as 'unemployment in my community and information on the workforce'. Such responses did not earn them full marks.

Question 2

For Part (a), candidates were required to write a research question to guide the research. Many did not demonstrate that they knew the difference between research questions and questions suitable for a questionnaire. Many of them wrote questions that were suitable for a questionnaire as in the following examples:

- How many people in your family are unemployed?
- What is your qualification?

The following research questions were written by some candidates:

How does a lack of tertiary education prevent people from getting jobs?

How does having a skill help a person to be employed?

In Part (b), candidates were required to write one item for a questionnaire designed to collect data for the study. This part was fairly well done by a majority of candidates. Examples of acceptable items included the following:

- How long have you been unemployed?
- What are your qualifications?
- Where do you apply for jobs?

In Part (c), candidates were asked to give sources of background information for the research. While a significant number of candidates were able to give responses such as *newspaper*, *textbook*, *statistical institute*, it was obvious that majority of candidates did not know what are background sources. They gave responses such as 'the persons in the community' and 'people who are employed'.

For Part (d), candidates were required to state two problems that might be encountered when the researcher is collecting data. This part was fairly well answered by the majority of candidates. The following were some of the acceptable responses:

- Persons not truthful in their answers.
- Persons do not understand the questions.
- Persons fearful of why they are being asked the questions.

Question 3

This question tested candidates' knowledge of sampling when doing a research. Part (a) required candidates to state one advantage and one disadvantage of using a simple random sample for the research. While many of them could give an example of an advantage, the disadvantages they gave were not unique to random sampling.

In Part (b), the candidates were required to suggest another method of sampling, other than simple random, and to indicate why the method selected would be appropriate.

The most popular methods selected were purposive and systematic sampling. Many candidates did not provide plausible reasons why these methods of sampling were appropriate for the research in question.

Part (c) required candidates to state one guideline that they would follow to prevent plagiarism when doing research. Many of them confused 'plagiarism' with 'protecting the identity of members of a sample', so some of the responses provided were as follows:

- Keep the questionnaires in a safe place.
- Do not put respondents' name on questionnaire.

The most common response from those who provided a correct response was *name the references that were used in the research*.

Questions 4 and 5 were based on a case study. The case study was used to test candidates' ability to interpret and use data, draw conclusions and make recommendations.

Question 4

In Part (a), candidates were required to identify facts about the subject of the research. The majority of candidates were able to identify the facts about the school. However, there were some who wrote about the issues affecting the community.

Part (b) required candidates to write a research question for the problem that was being investigated. This was not well done by a large number of candidates. Many of the questions that they gave were suitable for a data-gathering instrument. Examples of such responses included the following:

- In what kind of containers do you get cook food?
- How do you try to conserve water?

For Part (c), candidates were asked to give the sample size for the research. In the passage it was stated that the sample consisted of 25 students from each of the four subject areas. Many

candidates presented 25 rather than 100 as the sample size. The candidates who did not give 100 but said 25 students from the four subject areas were also awarded the mark.

Part (d) assessed candidates' knowledge of the data-gathering technique used in the study. The majority of candidates was able to indicate that *an interview schedule* was used to collect the data. These candidates were also asked to give two advantages of using the data gathering technique that was selected and most of them were able to adequately address this part of the question.

For Part (e), candidates were given a table showing the four subjects and the number of concepts understood by the students. A significant number of candidates were unable to read and interpret the data accurately.

For Part (f), candidates were required to identify the findings from the research. A majority of the candidates were able to give one finding from the research. The most popular was that *none of the students who studied French understood all five concepts*.

Question 5

For Part (a), candidates were asked to present data collected in the research on a bar graph. The grid for drawing the graph was provided. Most candidates were able to correctly label the axes, and draw and label the bars. However, a large number of them were unable to provide an appropriate title for the graph.

Part (b) required candidates to draw a conclusion from the research. Although many candidates were able to give a clear conclusion, a significant number of them just selected some statements from the passage.

While it is obvious from the responses that a number of candidates have a fairly good understanding of the procedures for doing research there are also many who do not seem to have grasped the knowledge and skills necessary to follow the research process.