

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION ®
MAY/JUNE 2014**

CARIBBEAN STUDIES

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GENERAL COMMENTS

In 2014, approximately 12,000 candidates registered to do the Caribbean Studies examination representing the largest number of registrants to date.

The syllabus is divided into three modules as follows:

- Module 1 — Caribbean Society and Culture
- Module 2 — Caribbean Development
- Module 3 — Investigating Issues in the Caribbean

The examination comprised the following three papers:

- Paper 01 which consisted of 15 compulsory short-response questions.
- Paper 02 which consisted of eight essay questions, of which candidates were required to answer four.
- Paper 031, the School-Based Assessment (SBA) for which candidates conducted research and submitted a research paper.
- Paper 032, the Alternative to SBA, which was written by candidates who registered privately to sit the examination.

DETAILED COMMENTS

Paper 01 – Short Response Questions

This paper consisted of 15 questions testing all three modules. Both Modules 1 and 2 consisted of five questions and were each marked out of 30. Each question was marked out of six. Module 3 consisted of five questions and was marked out of 20 with each question marked out of four. The paper contributed 27 per cent to candidates' overall score.

As with previous years, performance on both Modules 2 and 3 demonstrated that some candidates were not fully prepared for some of the topics and issues posed in the examination. Candidates who excelled in this paper provided full and accurate responses for all modules. They demonstrated very good preparation in regard to the topics assessed, as well as paid close attention to the requirements of the questions and provided the requisite responses.

It was also noted that many candidates did not read the questions carefully and thus gave inadequate/poor responses. It is strongly recommended that candidates read all the questions carefully and note the key elements of the questions. Candidates are asked to take note of the instructions to determine whether the terms/concepts are to be defined/analysed, or whether they are being asked to provide examples, or to give responses that reflect a time period/or a specific group — these are all vitally important for candidates to consider.

Module 1: Caribbean Society and Culture

Question 1

This question assessed candidates' knowledge of mainland Caribbean countries. The mean was 1.57 or 26 per cent which was the lowest mean on the paper. Generally, candidates did not pay attention to the word *mainland*, which was central to the question. This played a significant role in the performance of the question.

Part (a) required candidates to provide the names of two mainland Caribbean countries where English is the official language. Most candidates were able to identify at least one such country. However, a significant number of candidates named an English-speaking island territory. Nevertheless, it was the best answered part of the question resulting in most candidates receiving at least one mark on this question.

Part (b) required that candidates identify one geographical feature of any of the mainland Caribbean countries. This section was generally well answered as the majority of candidates was

able to give one geographical feature. However, quite a number of candidates gave geographical features that can be found on islands and not necessarily on mainland territories.

For Part (c), candidates were asked to give one geological feature of a mainland Caribbean country and to explain the impact of this feature on the society. This was the most poorly done part of Question 1. It is obvious that candidates did not know the difference between geographical and geological features. Many of them gave an additional geographical feature in addition to the one given in Part (b). Mountains and rainforests or tropical rainforests were popular responses.

Question 2

This question focused on cultural change in the Caribbean. In particular, candidates were required to distinguish between the terms *creolization* and *acculturation*. The mean on this question was 3.00 or 50 per cent.

Part (a) required that candidates give the name of the individual who coined the term *creolization*. Most candidates were unable to do so. Some of the more popular incorrect responses included M.G. Smith, Christopher Columbus and Marcus Garvey.

Part (b) mandated that candidates distinguish between *acculturation* and *creolization*. Candidates were generally able to define the term *creolization*, even in parts, but had great difficulty explaining the term *acculturation*. In some cases, they wrote definitions that could be correct but did not pay much attention to the command *distinguish*. In most cases, candidates acknowledged that both terms related to adaptation and change in cultural interactions but a distinct difference was not clearly outlined in most cases.

Explanations were very vague, especially in defining *acculturation*. The terms *dominance*, *superiority*, *inferiority*, *force* that could probably connote the idea of *acculturation* were missing and candidates used terms such as ‘absorption’ and ‘acceptance’ instead. They could not distinguish the term from *creolization*. Although it was evident that candidates were more familiar

with the term creolization, they mainly wrote about the *mixing* but could not explain how this led to new or diverse forms/cultures.

Part (c) focused on identifying a creolized Caribbean music form. The majority of candidates was able to name such a music form. This was the best answered part of the question, resulting in most candidates receiving at least one mark on this question.

Question 3

This question required candidates to explain flooding as a natural event in the Caribbean and to identify some impacts on the economies of the region. The mean of 4.39 or 73 per cent was the highest for the module and the paper. Overall, most candidates answered and performed well on this question. However, a large number of them incorrectly stated that the Caribbean is below sea level.

In Part (a), candidates were tasked with explaining why flooding is a natural event in the Caribbean region. Most of them misinterpreted this section as they tended to give definitions of a flood rather than to say why it occurs naturally. Some candidates gave reasons why it is considered a natural hazard/disaster than a natural event.

Part (b) required that candidates outline two ways in which flooding has an economic impact on Caribbean economies. Many candidates performed better on this section as most were able to identify the economic impact of flooding, often using examples from their own country. Candidates wrote at length on this question.

Question 4

This question tested candidates' knowledge of the contribution of art and artistes to the development of culture in the Caribbean. The mean of 2.92 or 47 per cent was the lowest in this module.

Part (a) asked candidates to name one individual who was awarded the Nobel Prize for Literature. While a significant number of candidates were able to identify Derek Walcott and V.S. Naipaul, no candidate wrote about St John Perse from Martinique.

Part (b) asked candidates to name the country of birth of the individual named in Part (a). Since the responses here were contingent/dependent on the responses in Part (a), all candidates who could not name the Nobel Prize winner for Literature in Part (a) could not receive any marks for Part (b). Some candidates were able to cite a correct response for Part (a) but did not know the Caribbean territory from which the writer came. The common error was to state that Derek Walcott was from Trinidad and Tobago.

In Part (c), candidates were required to outline two ways in which either the visual arts or traditional dance forms contribute to the creation of Caribbean culture. Many candidates wrote about both visual arts and traditional dances instead of one or the other. Some did not indicate which form they were writing about while a significant number of responses clearly showed candidates' inability to distinguish between visual arts and traditional dance forms. Moreover, while some candidates were able to explain visual arts and traditional dance forms, they could not explain how either contributed to the creation of Caribbean culture. Some candidates were not able to differentiate between traditional and European dances.

Question 5

This question focused on the migration of Caribbean peoples to North America and the impact of this migration on relations with North America. The mean was 3.18 or 53 per cent.

In Part (a), candidates were required to state two reasons why people from the Anglophone Caribbean migrated to North America after 1960. Candidates did not accurately cover the time period being examined by the question. Quite a number of responses showed a lack of understanding of what is the Anglophone Caribbean, giving rise to many inaccuracies such as references to the Panama Canal, the period of slavery and World Wars I and II.

Part (b) required that candidates explain two ways in which Cuban migrants in the United States influenced US–Cuban relations. Generally, candidates were fairly knowledgeable about this topic. A large number of responses cited the lobbying power/pressure of Cuban migrants in Florida and their impact on municipal and state elections. A significant number cited immigration laws and foreign policies with specific reference to the wet foot, dry foot policy. This section of the question was well done and most candidates were able to gain at least two marks.

Module 2: Issues in Caribbean Development

Question 6

This question focused on candidates' knowledge of the measurement of the human development index (HDI). The mean was 2.20 or 37 per cent and was the lowest of the questions in this module.

Part (a) asked candidates to define the term *human development index*. Some candidates confused HDI with Gini coefficient and the human development paradigm. Some candidates alluded to the response but could not clearly express their thoughts while some listed the HDI as an organization.

Many responses failed to mention that the HDI was a measure, calculation or average and not merely an indicator of human development. While candidates' responses suggested that they understood the concept of human development, they often could not define the HDI, or identify the main components of health, education and standard of living. They referred to other factors such as crime, rights or wealth, which in their estimation, had to be taken into consideration.

Part (b) required that candidates outline two ways in which the HDI is a useful measure of human development. Candidates seemed unprepared for this question, as there were numerous non-responses. Some candidates incorrectly explained the pillars of the human development paradigm. They also made general statements about the components of the HDI but failed to adequately explain how the index is useful in measuring development.

Question 7

This question focused specifically on the concept and indicators of development. The mean was 3.16 or 53 per cent.

Part (a) required that candidates explain the purpose of the Gini coefficient.

The majority of candidates was not familiar with the term *Gini coefficient*. A significant number of candidates mentioned the Lorenz curve and drew associated diagrams. Many candidates stated that the Gini coefficient is a measure of development in general, and not specifically economic development. Also, some candidates highlighted the generality of the Gini coefficient, alluding to stratification and other forms of inequality and inequity as its sole purpose.

Part (b) assessed candidates' ability to distinguish between sustainable and economic development. Candidates performed well on this part of the question. Most candidates knew the concepts of sustainable development and economic development. The majority focused on the element of *future generations* and used that specific phrase in describing sustainable development. The overuse of this phrase led to some candidates defining sustainable development as 'keeping' or 'preserving' resources — explaining that resources were not used. This is a misinterpretation of the concept of development. Weaker responses consisted of a line on what is 'sustainable development' and what is 'economic development' with no indication of any distinction between the two.

Question 8

This question focused on the effects of globalization on the industries in the Caribbean. The mean was 2.56 or 43 per cent.

Part (a) required that candidates identify two Caribbean industries that have been adversely affected by globalization. This question performed poorly as a significant number of candidates did not give accurate responses and did not seem to understand what constitutes an industry.

General responses such as ‘agricultural industry’ lacked the required specificity. Also, some responses focused on a specific factory operation such as Carib Beer or Mabel Ketchup instead of an industry. Despite this, however, a number of candidates were able to give accurate responses.

Part (b) followed on by requiring that candidates outline one way in which the identified industries in Part (a) have been affected by globalization. Performance on this part was dependent on the accuracy of Part (a). Candidates who gave correct responses in Part (a) were generally able to explain how the industries were affected. However, as many candidates did not have correct responses for Part (a), Part (b) was consequently incorrect. Performance on this question was therefore extremely poor, as many candidates could not gain a passing mark.

Question 9

This question assessed candidates’ knowledge of the Organization of Eastern Caribbean States (OECS) and how it functions as an economic unit. The mean was 2.73 or 46 per cent.

Part (a) was further divided into (i) and (ii) and required that candidates identify both an independent and non-independent country of the OECS. A significant number of students seemed not to know the OECS countries, neither were they able to identify those which are dependent/independent.

In Part (b), candidates were tasked with explaining two ways in which the OECS functions as an economic union. Candidates seemed to have confused an economic function with the specific tasks of an economic union. Additionally, they used ideas about Caribbean integration (CARICOM) to answer the question, further confusing the roles of the two organizations.

Question 10

This question assessed candidates on their knowledge of affirmative action and gender. The mean of 3.83 or 64 per cent was the highest in this module.

Part (a) required that candidates explain the term *affirmative action* as it relates to gender. Most candidates were unable to define the concept of affirmative action correctly. They referred to it within the context of gender roles and sexual orientation.

In Part (b), candidates were required to give reasons why few women occupy leadership positions in the Caribbean. Some candidates misinterpreted this question, stating that women were not allowed to work or did not work. A significant number of candidates interpreted leadership as strictly political. Also, some candidates did not understand the concept of feminism. Moreover, they incorrectly used the term ‘sexual orientation’ to refer to discrimination and made sweeping statements such as women were ‘not educated’, ‘too soft’ and ‘too emotional’ as being factual statements.

Module 3: Investigating Issues in the Caribbean

Question 11

For this question, candidates were given a statement from which they were required to identify the two variables, Part (a), and an instrument which could be used to collect data for such a study, Part (b). The mean was 3.10 or 52 per cent.

For Part (a), although some candidates were able to identify the variables, most candidates included a phrase as the variable. A significant number of candidates listed Caribbean secondary schools as a variable. Some candidates misinterpreted the question by defining the concept hypothesis while some responses argued whether a hypothesis is needed and offered a problem statement instead.

Most candidates were able to respond satisfactorily to Part (b). However, there were a few candidates who were unable to differentiate between method and instrument. Candidates who gave the interview as their choice of instrument mainly stated that the face-to-face interaction was most important. The question asked for one reason for the choice of instrument; however, some

candidates included responses which had up to three reasons. In most cases these reasons were inappropriate.

Question 12

This question focused on validity as an issue in research. It had the lowest mean of those testing this module. The mean was 2.06 or 34 per cent.

Part (a) asked candidates to define the term *validity* as it relates to research. Some responses confused validity with reliability, as there was evidence of overlapping in many instances. Many candidates scored one mark for their response of accuracy/truthfulness. There is obvious need for candidates to understand the concepts and not just to simplify the terminologies.

Part (b) required that candidates explain one way of ensuring that conclusions drawn from the data are valid. Candidates appeared to have minor difficulties with this question. The majority of candidates was able to capture the various possible answers. Without using the term data triangulation, some candidates explained that there was a way to ensure that research was valid using more than one researcher to compare data.

However, some candidates incorrectly referred to plagiarism as a valid reason for the conclusion. In some cases candidates gave responses such as ethics, limitations, recommendations, conclusions, personal opinions and biases as reasons for research being valid. In other cases, they also incorrectly gave the calibre of the research professionals as a reason for valid research.

Question 13

This question focused on the advantages of using the Internet as a source for research. The mean of 3.33 or 56 per cent was then highest for the questions testing this module.

For Part (a), candidates were required to outline one advantage of using Internet sources for research. Candidates interpreted this question by referring to the Internet rather than the specific

Internet sources for research. Candidates did not satisfactorily respond to this question, they alluded to shortcomings but did not elaborate.

Part (b) required candidates to outline one disadvantage of using Internet sources for research. Some candidates responded to this question by stating the relevance of the Internet rather than stating the disadvantages. However, many candidates provided good responses as this appeared to be a popular source for candidates doing research.

Question 14

For this question, candidates were given a situation for which they were required to formulate a research question, Part (a), and identify why the text format was not suitable for the presentation of the data gathered from the research, Part (b).

For Part (a), a few candidates misunderstood the term *research question* as their responses were either poorly constructed or irrelevant. In Part (b), a few candidates misinterpreted the text format as *cellphone texting*. However, most of the responses provided were relatively good.

Question 15

This question focused on the confidentiality of research and was also based on a stimulus.

Part (a) asked candidates to state two reasons why they need the consent of their research subjects. Candidates performed remarkably well with regard to this question as the majority provided good reasons to secure the consent of research subjects.

Part (b) solicited responses on two measures that could be taken to guarantee confidentiality. The general performance of candidates for this question was good. Most responses showed that candidates understood the need for ensuring confidentiality at each step of the research process.

Paper 02 – Essay Questions

This paper consisted of four sections — A, B, C and D. Section A focused on Module 1 — Caribbean Society and Culture. Section B focused on Module 2 — Issues in Caribbean Development. Each section had two descriptive essay questions each worth 20 marks. Candidates were required to answer one question from each section.

Sections C and D each also had two questions from which candidates were required to do one question each. These questions required argumentative essays and were worth 30 marks each. Section C focused on Module 1, Caribbean Society and Culture, and Section D on Module 2, Issues in Caribbean Development.

The paper contributed 33 per cent to candidates' overall score.

Section A

Module 1: Caribbean Society and Culture

Question 1

Candidates were required to describe four ways in which indigenous peoples have contributed to the way of life in the Caribbean. The word *describe* should have indicated to candidates that they needed to provide a detailed account, including significant characteristics or elements of the contribution of indigenous peoples to Caribbean life. This question had a mean of 13.12 or 66 per cent.

Candidates' responses, for the most part, indicated that they were knowledgeable about the indigenous peoples of the Caribbean and were able to locate each of the major groups in the different Caribbean territories. Most candidates highlighted the contributions of the indigenous peoples to Caribbean society and culture. The majority of responses pointed to the indigenous peoples' contributions to the food and culinary practices of the Caribbean, for example, the use of

cassava, pepper pot and pepper, as well as their ways of preparing foods through barbecuing, roasting and jerking. Noteworthy also was the frequent mention of the indigenous peoples' agricultural practices, their craft, and the names of islands such as Haiti and Jamaica. Their role in the formation of a creole society in the region and their contribution to the Caribbean language were also adequately addressed.

Candidates also wrote about the indigenous peoples that are still in existence in the Caribbean today and how they add to the society and culture of those regions. Most candidates, though, used examples of indigenous groups from their home territory. This sometimes made the discourse limited. Teachers should encourage students to expand their knowledge on the native people of other Caribbean territories. The examples used by weak candidates were not always in support of the four points or categories that they presented.

Question 2

This question asked candidates to describe four measures that can be taken to minimize the impact of soil erosion in the Caribbean. It had the higher of the two means in this section and was marginally more popular. The mean was 13.84 or 69 per cent. This question also had the highest mean on the paper.

Candidates seemed very familiar with soil erosion and were able to properly define it. They were able to delineate the different types of soil erosion and the factors that caused soil erosion. Candidates were also able to describe several measures that can be used to minimize the effects of soil erosion on the Caribbean. Candidates who scored well on this question presented measures such as good agricultural practices, afforestation, terracing, education and government policies. They clearly defined these measures in a logical manner and the essays were coherent and well-organized.

Weaker candidates merely stated the measures or gave inadequate descriptions of the measures they outlined. These responses were somewhat disorganized and strayed from the point. These candidates spent a lot of time discussing the impact of soil erosion instead of the measures that

should be taken to minimize the problem. Generally, most of the papers lacked relevant Caribbean examples such as the case of Haiti. Sustainable development measures that assist in minimizing the impact of soil erosion and practising sustainable tourism, which will provide support for the environment while acquiring important foreign exchange for the societies, were also not discussed by most candidates.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were asked to discuss four measures that can be taken by Caribbean governments to promote economic growth during a recession. This was the most popular question in this section and it had the higher mean of 11.94 or 60 per cent.

Generally, candidates were able to identify how a recession could impact economic growth. Responses indicated that the concepts *economic growth* and *recession* were understood, and therefore an overwhelming number of candidates scored fairly well on this question. In most cases, the measures given were relevant, for example, *increased taxes, creation of government jobs, increased exports, reduced imports, import substitution, reduction of tariffs, loans from the IMF and World Bank, eat what we grow and grow what we eat campaigns*.

Very few candidates displayed a good understanding of the common economic problems faced by the Caribbean, and argued what people should do instead of government. The following areas of weakness are worth highlighting.

- Candidates identified the measures but their arguments were poorly developed.
- Where points were adequately developed, candidates failed to link them to a recession, hence their scores were in the median range.

- Some candidates focused on indicators of development but did not link these indicators to how the country was impacted during a recession.
- Confusion was also evident among some candidates who argued as if *economic growth* was the same thing as *economic development*.

Question 4

This question required candidates to discuss four ways in which the distribution sector in the Caribbean could contribute to the overall growth and development of the region and its diaspora. A significant number of candidates did not attempt this question. Those candidates who attempted it had difficulty demonstrating an understanding of what the question required and those who understood the question were not able to develop their essays adequately. The mean was 8.83 or 44 per cent. This was the lowest mean on the entire paper.

Candidates demonstrated limited knowledge of the concept *distribution sector* as very few of them were able to define the concept correctly. As a result of the lack of understanding of the concept there was a general misinterpretation of the question as candidates discussed the equitable distribution of resources in a country rather than the role of the distribution sector in development.

Some candidates spoke about ‘distribution’ but did not link ‘sector’ with distribution, again showing their lack of understanding of the concept.

Those candidates whose response demonstrated that they understood the concept offered weak arguments to show how the distribution sector contributed to the overall growth and development of the Caribbean and diaspora.

Section C

Module 1: Caribbean Society and Culture

Question 5

Candidates were given a statement and asked to examine the extent to which diasporic communities influence the formation of Caribbean identity. The mean on this question was 12.24 or 41 per cent.

The responses to this question were, for the most part, either average or below average. The concept of diaspora/diasporic community seemed not to have been clearly understood by many candidates. The definitions were limited and were mostly concerned with Caribbean diasporic communities in Europe and North America. Most of the responses discussed at length migration of the different groups of people into the Caribbean forming a diasporic community without dealing specifically with what the question asked, that is, to show the degree to which these communities influence the formation of Caribbean identity.

Very few candidates mentioned the formation of diasporic communities in the region such as Santo Domingo and Panama. There was hardly any mention of the lived experiences of the Caribbean people in the formation of Caribbean identity and so most of the responses failed to address the main requirements of the question.

Question 6

Candidates were given a statement and were required to examine the extent to which social challenges faced by people in the region may hinder Caribbean unity. This question was the more popular in the section and had a slightly higher mean of 12.82 or 43 per cent.

As with Question 5, candidates for the most part failed to address *the extent*. The discussions were mainly concentrated on the social challenges and not on how they hindered or are hindering

Caribbean unity.

A large percentage of responses did not demonstrate that candidates understood what a social challenge is. Several of them discussed economic and political challenges with little or no attempt to link them to social challenges. In addition, discussion about disunity among the different Caribbean territories dominated the responses with limited reference to internal social issues that have been challenging Caribbean unity.

Many candidates were able to show how race and colour continue to provide distinctions for Caribbean people. Race continues to divide in territories where those who possess capital are historically of the white creole race. The good responses further discussed how pigmentocracy has prevailed in the Caribbean where lighter hue people are accorded certain privileges and so many people resort to skin bleaching. Class, insularity, cultural practices and religion were also mentioned as social challenges hindering Caribbean unity.

Most of the responses were unbalanced as they only mentioned the factors preventing Caribbean unity without giving credence to other factors/institutions in the Caribbean that have been promoting unity, and so some of these institutions including the RSS, UWI, CXC, CARICOM, West Indies Cricket and the University of Guyana were not mentioned. In addition, limited mention was made of festivals, such as carnival and CARIFESTA and the unifying role they play in the Caribbean.

Section D

Module 2: Issues in Caribbean Development

Question 7

A statement was given and candidates were required to discuss the extent to which the dependency theory is still useful in explaining Caribbean development in the twenty-first century. Although

this question was by far less popular than the other in this section, the mean of 16.79 or 56 per cent was higher.

Overall, the question was poorly done. Firstly, very few candidates offered the correct definition of *dependency theory* and most could not say who the theorists were. Very few candidates mentioned Sir Arthur Lewis and his Nobel Prize economic thesis of *Industrialization by Invitation* but they did not mention the important elements of the theory as expounded by Lewis. Reference to the Latin American theorists was glaringly absent. Responses indicated very little knowledge of what constituted the dependency theory. The end result was a very weak display of *use of knowledge* in articulating how the theory is still useful in explaining Caribbean development in the twenty-first century.

Some candidates addressed development and not dependency theory, while others simply wrote about economic dependence, especially in capitalist countries, but certainly not in the context of what the question required.

Question 8

Candidates had to use a stimulus to discuss discrimination in the Caribbean based on ethnicity and sexual orientation. Candidates were expected to demonstrate awareness of the historical and contemporary challenges with ethnicity and sexual orientation. This question was very popular and the mean was 14.65 or 49 per cent.

A few candidates misinterpreted sexual orientation to mean gender discrimination. This error impacted negatively on their scores. However, responses demonstrated knowledge of gender issues and how these issues relate to discrimination. For example, the *glass ceiling effect* and the disparity between male and female roles in the workplace were discussed.

Candidates understood discrimination; however, most had challenges making the connection between discrimination and how it limits development in the Caribbean.

Candidates are encouraged to pay close attention to all parts of the question and should endeavour to address all parts. In this question many candidates r focused on ethnicity or sexual orientation, but ignored giving equal treatment to both parts of the question.

Paper 031 – School-Based Assessment (SBA)

This paper constitutes the internal component of the examination and contributes 40 per cent to candidates' overall score.

There was noteworthy improvement in the quality of some teachers' marking criteria; this resulted in an acceptable rating for these schools. However, there is a clear indication that standardization is lacking between/among teachers in some schools as in some cases teachers in a school are inconsistent in the allocation of marks. This was more evident in some schools that appeared to have more than one teacher acting as facilitator of the subject. For example, one teacher might allocate a mark for a task, which is in conflict with the other teacher's mark for the same task.

Many research topics reflected too broad a scope which did not bring the research into pertinent focus. Here are some examples of problematic problem statements from such research:

- The proposed expulsion of the Dominican Haitians from the Dominican Republic.
- How colonialism has affected the teenagers of ... Secondary School?
- Has tertiary education impacted upon the social mobility of Black people in the Caribbean?
- Has tertiary inequality for women in the workplace changed for the better or worse through Barbados?
- An investigation into the social, economic, ethical and legal issues surrounding persons living with AIDS/HIV in Jamaica.

Research topics and problem statements should focus on local community problems to enable adequate contextual understanding of the research problem, thereby rendering validity and

credibility of the topic being researched. Some examples of noteworthy research topics or problem statements include:

- To what extent does the curriculum of ... College prepare senior students for the world of work?
- An investigation into the factors that influence Form 3 students' subject selection and career choices in the ... Secondary School.
- An investigation into how eating habits affect the academic performance of the Grade 3 students of ... High School.
- The effect of the free health care policy on the quality of healthcare services delivered at the ... Hospital.
- A study of the improper sewage facilities in ... Community and how this affects the health of residents of ... Community.

It is also advisable that a problem statement be followed by a few specific research objectives or research questions. This would assist students to gain direction in searching for sources in the literature review and designing the data collection instruments.

Additionally, students must be certain about the intended purpose of research. This articulates the social significance of probing a particular social problem, because it impacts positively or negatively upon people's lives in unique ways. Students should avoid writing a purpose of study as though it was the problem statement. Meanwhile, the educational value of the research must point to specific stakeholders who would gain insights from the suggested findings of the research project. Below are some observations relating to the various tasks required by the SBA.

Introduction

Generally the introductions were well done. However, most samples presented headings that were not stated in the syllabus. Even though there was consistency in the presentations with regard to the purpose of the research, some lacked clarity. Additionally, students needed to be more concise.

Some problem statements were not properly constructed. There was a lack of cause and effect. The majority of students wrote problem statements that neglected background information. This needed to be clearly defined.

The Value of Research

Generally this was well done. However, some students left out the beneficial aspect, in that they failed to state who it would benefit and why.

Technical Terms

Some of the terms used were not applicable to the study. In addition, irrelevant words were also defined.

Literature Review

Most students generally wrote, or quoted the literature without stating how it related to the study. There needed to have been greater variation in the sources used by students, for example, journals, newspapers and articles.

Data Collection Sources

The various sources needed to have been clearly described according to the requirement of research, for example, primary sources, secondary sources, instruments utilized, sample size and type of contribution to the study.

Most students did not state how the sources contributed to an understanding of the area being investigated.

Presentation of Data

Students continue to use a finite set of pie charts and bar graphs, which only count as one format type. Students are encouraged to use more varied ways of formatting data such as texts, tables, maps, graphs, pictures and relevant diagrams. In particular, students should observe the following:

- Basic labelling and accurate accounting must be addressed.
- Both axes for graphs should be labelled.
- Keys should be included on the charts.
- Graphs should also relate to the study.
- Raw data from questionnaires should be accurately transformed into statistical figures such as percentages.

Students should refrain from just listing all the information from the presentation of data. However, focus should be placed on

- what the results were
- reasons for obtaining data
- identifying trends, patterns and anomalies.

Analysis of Data

Students continue to engage in a basic description of the presentation of data, rather than deriving specific meanings from the presentation of data. Students should prioritize identification and explanation of research trends, patterns and anomalies to be discussed in the discussion of findings.

Discussion of Findings

Most students wrote a comparison of their research inferences to the findings revealed from previous sources in the literature review. However, students must mention the unique implications to the wider society from the discerned trends, patterns and anomalies noted in their research.

Results of the research must be clearly and concisely discussed. Comparisons made with regard to the literature review should be done at this point; however, many students failed to do so. It was also noticeable that some students included new sources in the discussion segment that were not in the literature review. Nevertheless, many students in their submissions identified the significance of the research with regard to policy guidelines.

It is imperative that students state the implications of their findings in their discussions, for example, they may give

- implications for new policy direction
- directions for a long-term study
- the need for further research.

Conclusion, Limitations and Recommendations

The recommendations must be based upon the actual conclusions drawn. They must be plausible and explore ways in which they can be implemented. Some students mistakenly wrote recommendations about improving the research design of their projects, which is not required. Students should also note that there should be no new data included in the conclusion and that the findings of the study should be clearly highlighted.

Limitations

Most students focused mainly on the issues that impeded the research, for example, time constraints. However, the shortcomings of the research, for example, limited information on topic being studied could have been expanded. On the whole, however, students made creditable attempts in justifying their limitations.

Overall Presentation

The following are some of the observations made on different aspects of presentation.

Bibliography

- Generally many students did not know how to use the APA style of referencing. Students need to understand that sources must be presented in alphabetical order.

- Some sources included in the literature review were left out of the bibliography.
- Most students did not follow the headings as stipulated by the revised syllabus.
- Many students had interpretation of findings instead of analysis of data. In addition, a number of headings were included that were not on the syllabus.

Writing Skills

- There was a high level of unease among moderators especially with students' use of grammar. Generally, students need to improve significantly in this area.

Presentation

- It is important that students be properly advised regarding the font size (size 12), style (Times New Roman) and APA requirements needed for the presentation of their research report. Additionally, students should take keen note that plagiarism is a breach with regard to SBA standards.

Recommendations to Teachers

- Teachers are being advised not to make too many comments on students' scripts. Comments should be made on additional paper and may be included with the research reports.
- Moderation forms with recorded marks must be placed at the front of the SBAs.
- Teachers are also asked to take keen note of students cutting and pasting their work. This practice results in inconsistencies in students' presentations.

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

This paper is taken by candidates who register privately to sit the examination. It is made up of two sections, A and B. Section A is compulsory and test candidates' ability to analyse a case to identify the different elements of the research process. Section B is based on topics outlined in the syllabus which candidates need to research and prepare for questions in the examination. The paper contributes 40 per cent to the overall candidate score.

Section A

Question 1

This was a compulsory question. It was based on a case study that candidates were expected to closely review. The parts of the question required candidates to identify different elements of the research detailed in the case.

Generally, candidates performed satisfactorily on this question but some were unable to give full responses. Below are some of the observations made in regard to candidates' responses and which are directly connected to Module 3 of the syllabus. The mean on this question was 17.10 or 57 per cent.

Research Objectives

- Most candidates were able to identify one objective of the research.
- Most candidates were unable to differentiate between methods and instruments. Hence, instruments were provided as answers when the question required data collection methods.

Methods of Enquiry

- There were occasions where candidates confused the relevance of the method stated to the case study. There was significant evidence that candidates misinterpreted this question which required them to state the relevance of the methods to the investigation detailed in the case.

Ethical Conduct

- Most candidates were able to identify the ethical issues that would surround a case study of this nature. However, some candidates failed to explain the implications, especially with regard to issues they were able to identify in the earlier part of the question.
- It was clear that some candidates did not know the meaning of *unethical conduct* in the research process. This became evident as the following answers were recurring: inadequate, pest control, husbandry, severe coastal flooding.

Limitations

- Most candidates were able to identify the challenges that would arise from carrying out research of the nature given in the case but were unable to explain how the challenges impacted the findings of the research process.

Conclusions

- In most cases, candidates were able to answer this question correctly; however, some lifted exact phrases from the case study as their conclusion. Most candidates scored full marks for this question. Those who were unable to score full marks confused recommendations as ethics in research.

Section B

In this section candidates were given two questions and required to do one. Questions were based on the two topics given in the syllabus. Each question was marked out of 30.

Question 2

This question required candidates to give responses to questions based on the research which they carried out on the impact of a named sport on the development of the Caribbean region and diaspora. Consistent with the dominance of cricket throughout the region and our history, most of candidates selected cricket. The majority of candidates gave correct answers to the questions. The mean on this question was 20.21 or 67 per cent.

In Part (a), candidates were required to give reasons for the selected sport they studied becoming part of Caribbean culture. Most candidates gave adequate reasons for cricket being a major part of Caribbean culture. Reasons such as *cricket being a major part of our history from colonialism* were given along with its role in resistance against colonialism.

For Part (b), candidates were also able to adequately outline the policies implemented by Caribbean governments to develop cricket in the region.

Part (c) required that candidates identify the impact of the sports on women in the Caribbean and on the Caribbean diaspora. Recognition was also given to the impact of cricket on women in the region. In most cases candidates showed how the women's role in cricket has evolved over the decades from a passive male serving and spectator role to active participation at the international level. Candidates were also able to adequately show the importance of cricket in the development of the diaspora from the early twentieth century to the present.

Parts (d) and (e) examined the impact of sports on the economies of the Caribbean. Candidates highlighted a plethora of employment opportunities created by cricket along with a myriad of other economic benefits in addition to employment.

Question 3

This question required candidates to give responses relating to the impact of international assistance on the control of crime in the Caribbean. The mean on this question was 19.47 or 65 per cent.

Part (a) asked candidates to state reasons why the Caribbean is seen as a trans-shipment point for the international drug trade. Most candidates pointed to geographic location as one of the primary reasons for the named Caribbean country being logistically important in the drug trade. The inability of Caribbean countries to adequately patrol their waters as well as the lack of modern crime fighting technology were also popular answers.

For Part (b), candidates were asked to give international criminal activities, other than the drug trade, which were conducted in the Caribbean. Candidates were able to easily point to several other criminal activities that are rampant in the Caribbean that pose a threat to national and regional security.

Part (c) required that candidates outline the initiatives implemented by the international community in its effort to reduce criminal activity in the Caribbean.

Most candidates stated that Caribbean countries receive assistance in the form of guns and technical expertise. However, they failed to state the legislative and diplomatic framework established between the Caribbean and extra-regional countries to deal with the issue of crime.

Parts (d) and (e) produced better responses. In Part (d), candidates were able to clearly state the challenges faced by the Caribbean in its effort to reduce criminal activity, despite international assistance. For Part (e), candidates stated the implications for international assistance on the armed forces in the Caribbean. Most of the responses indicated the positive implications for the Caribbean. They however failed to recognize the negative implications such as the challenges to sovereignty as international forces operate in the region.