



CARIBBEAN EXAMINATIONS COUNCIL

# CAPE<sup>®</sup> Sociology

**SYLLABUS  
SPECIMEN PAPER  
MARK SCHEME  
SUBJECT REPORTS**

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## **Sociology**

Sociology is a scientific study of social interactions, social institutions, social patterns and social change of human society guided by sociological theories and methods. Caribbean society has been shaped by historical forces which have led to the emergence of several small diverse and divided societies, each unique in many respects but sharing a common history of colonialism, slavery and indentureship. Despite evidence of socio-economic transformation and the influence of globalisation, the region still maintains a distinct identity. In this regard, sociology can equip students with the necessary knowledge, orientation and skills for understanding society in general and Caribbean Society in particular.

The syllabus introduces students to theories and research methods of sociology, the sociological perspective and the processes of social structural change with specific emphasis on the development and modernisation of societies. Students will acquire a set of sociological competencies that will enable them to use the practical and problem-solving approaches to the analysis of society.

The syllabus consists of two Units, comprising three Modules.

### **UNIT 1: THE SOCIOLOGICAL PERSPECTIVE**

- Module 1 – Sociological Concepts, Perspectives and Methods
- Module 2 – Social Institutions: Family, Religion, Education
- Module 3 – Social Stratification

### **UNIT 2: DEVELOPMENT AND SOCIAL CHANGE**

- Module 1 – Population and Development
- Module 2 – Crime and Deviance
- Module 3 – Caribbean Social Issues: Poverty, Health and Environment



CARIBBEAN  
EXAMINATIONS  
COUNCIL

Caribbean Advanced  
Proficiency Examination®

# SYLLABUS

# SOCIOLOGY

CXC A27/U2/13

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CXC A27/U2/13





# Introduction

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

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

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



# Sociology Syllabus

## ◆ RATIONALE

**S**ociology is a scientific study of social interactions, social institutions, social patterns and social change of human society guided by sociological theories and methods.

*Caribbean society has been shaped by historical forces which have led to the emergence of several small diverse and divided societies, each unique in many respects but sharing a common history of colonialism, slavery and indentureship.*

*Despite evidence of socio-economic transformation and the influence of globalisation, the region still maintains a distinct identity. In this regard, sociology can equip students with the necessary knowledge, orientation and skills for understanding society in general and Caribbean Society in particular.*

*The syllabus introduces students to theories and research methods of sociology, the sociological perspective and the processes of social structural change with specific emphasis on the development and modernisation of societies. Students will acquire a set of sociological competencies that will enable them to use the practical and problem-solving approaches to the analysis of society.*

*Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE Sociology can contribute to the development of a Caribbean person who is 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; has an informed respect for our cultural heritage; values and displays the creative imagination in its various manifestations and nurtures its development in economic and entrepreneurial spheres in all other areas of life. Based on UNESCO Pillars of Learning, this course of study will also contribute to a person who will learn to know, learn to do, learn to live together, learn to be and learn to transform oneself and society.*

## ◆ AIMS

The syllabus aims to:

1. *equip students with the sociological concepts, theories/perspectives and methods to better understand human society;*
2. *develop an awareness of the cultural heritage and identity of Caribbean people;*
3. *develop an appreciation of family and kinship values, community cohesion, moral and social responsibility and commitment to the Caribbean;*
4. *develop an understanding of Caribbean social issues;*



5. *develop an appreciation of the dynamics of Caribbean society, focusing on socio-cultural continuity and change, diversity and similarity, consensus and conflict.*

## ◆ SKILLS AND ABILITIES TO BE ASSESSED

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

1. *Knowledge and Understanding;*
2. *Interpretation and Application;*
3. *Analysis and Evaluation.*

### **Knowledge and Understanding**

*The examinations will test candidates' skills and ability to:*

1. *define the terms and concepts that are relevant to sociology;*
2. *explain sociological principles and perspectives;*
3. *discuss the social issues that impact on development in the Caribbean;*
4. *describe various methods of sociological research;*
5. *discuss the findings from relevant sociological studies and research data.*

### **Interpretation and Application**

*The examinations will test candidates' skills and ability to:*

1. *interpret and make inferences from qualitative and quantitative data;*
2. *distinguish between facts, opinions and value judgements;*
3. *use various methods of investigation;*
4. *use concepts, theories or perspectives;*
5. *select and apply sociological perspectives to a Caribbean context.*

### **Analysis and Evaluation**

*The examinations will test candidates' skills and ability to:*

1. *analyse different forms of data;*
2. *analyse sociological and non-sociological evidence and arguments;*
3. *recognise limitations and bias in evidence;*
4. *evaluate the strengths and limitations of sociological perspectives;*



5. *assess the relevance of various sociological perspectives for understanding issues in the Caribbean region;*
6. *draw reasoned conclusions based on sociological evidence or data findings.*

## ◆ PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) Social Studies, History or Geography syllabuses or the equivalent, should be able to pursue the course of study defined by this syllabus. However, success in the course of study will also depend on possession of good verbal and written communication skills.

## ◆ STRUCTURE OF THE SYLLABUS

The syllabus consists of two Units of 150 hours each, comprising three Modules of 50 hours each. Each Module is compulsory. Together the two Units provide a comprehensive introduction to the field of Caribbean and mainstream Sociology.

### **UNIT 1: THE SOCIOLOGICAL PERSPECTIVE**

- Module 1 - Sociological Concepts, Perspectives and Methods*
- Module 2 - Social Institutions: Family, Religion, Education*
- Module 3 - Social Stratification*

### **UNIT 2: DEVELOPMENT AND SOCIAL CHANGE**

- Module 1 - Population and Development*
- Module 2 - Crime and Deviance*
- Module 3 - Caribbean Social Issues: Poverty, Health and Environment*

◆ **UNIT 1: THE SOCIOLOGICAL PERSPECTIVE**  
**MODULE 1: SOCIOLOGICAL CONCEPTS, PERSPECTIVES AND METHODS**

**GENERAL OBJECTIVES**

On completion of this Module, students should:

1. *understand the development of Sociology as a discipline;*
2. *understand the fundamental concepts in Sociology;*
3. *understand the main theoretical perspectives in Sociology;*
4. *understand the manifestations of culture in Caribbean society;*
5. *understand the key principles and practices of scientific research;*
6. *demonstrate an awareness of ethical issues in research.*

**SPECIFIC OBJECTIVES**

Students should be able to:

1. *trace the development of Sociology from the classical to the contemporary period in mainstream and Caribbean Sociology;*
2. *discuss the fundamental concepts of Sociology;*
3. *evaluate the theoretical perspectives of Sociology;*
4. *discuss issues related to cultural diversity and popular culture;*
5. *explain the principles and practices of scientific research;*
6. *distinguish among the various research methods;*
7. *apply the research methods to a sociological issue;*
8. *apply the ethical principles in research.*

**CONTENT**

1. **Sociology as a Discipline**
  - (a) Development of Sociology as a discipline.
  - (b) The development of Sociology in the Caribbean.



## UNIT 1

### MODULE 1: SOCIOLOGICAL CONCEPTS, PERSPECTIVES AND METHODS (cont'd)

#### 2. **Fundamental Concepts**

Social order (structure, function, power); social change; status and roles; values, norms and sanctions; social group (primary and secondary, in-group and out-group); socialisation (types and agents - school, family, peer group, mass media, religion); culture (*elements and characteristics*);

#### 3. **Theoretical Perspectives in Sociology**

(a) *Consensus/Functionalist.*

(b) *Conflict/Marxist.*

(c) *Interactionist.*

(d) *Feminist.*

#### 4. **Culture and the Social Order**

(a) *Caribbean socio-cultural diversity: continuity and change, conflict and assimilation, creole and plural societies;*

(b) *Caribbean popular culture, for example, music, dance, art, theatre or folklore (historical background and social context).*

#### 5. **Principles of Scientific Research**

(a) *Sociology as a science.*

(b) *Ethical issues in research.*

#### 6. **Research Methods**

(a) *Positivism and interpretivism.*

(b) *Quantitative, qualitative and triangulation.*

(c) *Surveys and sampling methods.*

(d) *Document studies.*

(e) *Observation (participant and non-participant).*

(f) *Cross-sectional and longitudinal studies:*

## UNIT 1

### MODULE 1: SOCIOLOGICAL CONCEPTS, PERSPECTIVES AND METHODS (cont'd)

#### Suggested Teaching and Learning Activities

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

1. Discussion on the origins and development of Sociology.
2. Discussion on topics related to socialisation (for example, school, family, media).
3. Organise debates to explore arguments for and against Sociology as a science.
4. Participation in cultural events, for example, festivals and performing arts, to expose students to the character, development and transformations of particular aspects of culture.
5. Encourage students to view and listen to selected television and radio programmes, for example, CARIBSCOPE, Discovery, History, and National Geographic channels, to broaden students' knowledge of and perspectives on aspects of Caribbean culture.
6. Invite resource persons to make interactive presentations on the research process. Reference to actual research studies can be used.
7. Oral presentation by students of proposed projects for the *School-Based Assessment*.
8. Use of Social Networking Websites to create profiles for group interaction (for example, Profile page for Marx with biographical information) as well as notes on 'Capitalism'.

#### RESOURCES

- Barrow, C. and Reddock, R. *Caribbean Sociology: Introductory Readings*, Jamaica: Ian Randle Publishers, 2001.
- Bell, J. *Doing the Research Project*, Birmingham: Open University Press, 1993.
- Craig, S. *Sociological Theorising in the English-Speaking Caribbean. Contemporary Caribbean, Volume II*, Trinidad and Tobago: College Press, St. Joseph, 1982.
- Denscombe, M. *The Good Research Guide For Small-Scale Social Research Projects*, Berkshire: Open University Press/McGraw-Hill, 2007.
- Forbes, M. *Music, Media and Adolescent Sexuality in Jamaica*, Jamaica: Arawak Publications, 2010.
- Giddens, A. *Sociology*, London: Polity Press, 2009
- Haralambos, M. and Holborn, M. *Sociology: Themes and Perspectives*, London: Collins Educational, 2008.
- Mustapha, N. *Sociology for Caribbean Students*, Jamaica: Ian Randle Publishers, 2009.
- Tischler, H. *An Introduction to Sociology*, Belmont, California: Wadsworth/Cengage, 2011.



## UNIT 1

### MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION AND EDUCATION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand selected core social institutions from mainstream and Caribbean perspectives;
2. appreciate the development and dynamics of *selected* Caribbean social institutions.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *explain the characteristics, functions and transformations of the family in the Caribbean;*
2. *evaluate the main theoretical perspectives commonly used for the analysis of the family;*
3. *discuss the issues associated with the Caribbean family;*
4. *explain the characteristics, functions and transformation of selected religions in the Caribbean;*
5. *evaluate the main theoretical perspectives commonly used for the analysis of religion;*
6. *discuss the issues associated with religion in the Caribbean;*
7. *explain the characteristics, functions and transformations of educational systems in the Caribbean;*
8. *evaluate the main theoretical perspectives commonly used for the analysis of education;*
9. *discuss the issues associated with education in the Caribbean.*

#### CONTENT

##### 1. Family

- (a) *Family types in the Caribbean: nuclear, single parent, extended, joint, matrifocal, reconstituted, other.*
- (b) *Theoretical perspectives: consensus, interactionist, conflict and feminist.*





## UNIT 1

### MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, AND EDUCATION (cont'd)

- (c) *Changing Caribbean kinship patterns (rates of marriage and divorce, men and fatherhood, female-headed households, single-parent households), the impact of slavery, indentureship, industrialisation, migration and contemporary factors.*
- (d) *Issues facing Caribbean family:*
  - (i) *domestic violence, poverty, the changing role of women and men in the family;*
  - (ii) *child abuse, conjugal separation, divorce, teenage pregnancy, sexual orientation and social pathology.*

#### 2. Religion

- (a) *Types of belief systems, for example, animism, naturism, polytheism, monotheism.*
- (b) *Organisation of religions groups: church, cult, denomination, sect.*
- (c) *Theoretical perspectives: Consensus, Conflict, Interactionist and Feminist.*
- (d) *The emergence, character and dynamics of:*
  - (i) *One World Religion;*
  - (ii) *Two Afro Caribbean Religions;*
- (e) *Issues associated with religion in the Caribbean: for example, prejudice, discrimination, intolerance, secularisation.*

#### 3. Education

- (a) *Theoretical Perspectives: consensus, conflict, interactionist and feminist.*
- (b) *Development of education in the Caribbean.*
- (c) *Establishment and expansion (post-emancipation, post-independence, decolonisation and regionalism).*
- (d) *Education in the twenty-first century, for example, distance learning, use of modern technology.*
- (e) *Issues in Caribbean education, for example, inequality, underachievement, delinquency, dropouts and globalisation.*

## UNIT 1

### MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, AND EDUCATION (cont'd)

#### Suggested Teaching and Learning Activities

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

1. Discussion on current issues facing social institutions (domestic violence, delinquency).
2. Simulation activities and role play can also be used to explore gender roles, family life.
3. Use of film to demonstrate some issues discussed (religion and society, family life).
4. Organise panel discussion focusing on Caribbean family life, highlighting differences in structure, role and functions.
5. Field trips to religious festivals, places of worship, educational institutions.
6. Guest lectures by scholars and practitioners.
7. Organise group presentations on aspects of Caribbean education, family and religion. This activity can be used in preparation for the School-Based Assessment project.
8. Provide students with opportunities to share perspectives and experiences on family life in their respective communities.
9. Use of creative art forms, for example, music, poetry and short stories to stimulate interest in Caribbean kinship patterns and the problems associated with social institutions.
10. Use of Social Networking Websites to create groups for interaction.
11. Use of digital devices to create presentations.

#### RESOURCES

- |                            |  |
|----------------------------|--|
| Arnold, Elaine             | <i>Working with Families of Afro-Caribbean Origins: Issues surrounding Migration and Attachment</i> , Philadelphia: Jessica Kingsley Publishers, 2012. |
| Barrow, C.                 | <i>Family in the Caribbean</i> , Kingston: Ian Randle Publishers, 1996.  |
| Barrow, C. and Reddock, R. | <i>Caribbean Sociology: Introductory Readings</i> , Jamaica: Ian Randle Publishers, 2001.  |
| Bastick, T.                | <i>Education Theory and Practice: Caribbean Perspectives</i> , Mona, Jamaica: Department and Educational Studies, 2003.                                |
| Beckford, J.               | <i>New Religious Movements and Rapid Social Change</i> . London: Sages Limited, 1991.  |



## UNIT 1

### MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, AND EDUCATION (cont'd)

- Bisnauth, D. *History of Religion in the Caribbean*, Jamaica: Kingston Publishers, 1989.
- Edmonds, E. B. *Caribbean Religious History: An Introduction to Creole Religions in the Caribbean*, New York: New York University Press, 2010.
- Figueroa, P. and Persaud, G. *Sociology of Education: A Caribbean Reader*, London: Oxford University Press, 1977.
- Haralambos, M. and Holborn, M. *Sociology: Themes and Perspectives*, London: Collins Educational, 2008.
- Howe, G. *Higher Education in the Caribbean: Past, Present and Future Directions*, Mona: UWI Press, May 2000.
- Miller, E. *Education for All in the Caribbean in the 1990s: Retrospect and Prospect*, Jamaica: UNESCO Office, 1996.
- Mustapha, N. *Sociology for Caribbean Students*, Jamaica: Ian Randle Publishers, 2009.
- Olmos, M. F. *Creole Religions in the Caribbean: An Introduction from Vodou and Santeria to Obeah and Espiritismo (Religion, Race and Ethnicity)*, New York: New York University Press, 2011.
- Smith, R.T. *The Matrifocal Family: Power, Pluralism, and Politics*, New York: Routledge, 1996.

## **UNIT 1**

### **MODULE 3: SOCIAL STRATIFICATION**

#### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. *understand social stratification;*
2. *understand the theoretical perspectives on social stratification;*
3. *appreciate the development and impact of social stratification in the Caribbean.*

#### **SPECIFIC OBJECTIVES**

Students should be able to:

1. *explain the concepts associated with stratification;*
2. *identify types of stratification systems;*
3. *assess theoretical perspectives on stratification in the Caribbean;*
4. *discuss the evolution of Caribbean social stratification from slavery to present day;*
5. *analyse the impact of stratification systems on Caribbean societies.*

#### **CONTENT**

##### **1. Concepts of Stratification in a Comparative Perspective**

- (a) Class.
- (b) Colour.
- (c) Race.
- (d) Ethnicity.
- (e) Caste.
- (f) Gender.
- (g) *Status (ascribed and achieved).*
- (h) *Mobility (horizontal, vertical, intergenerational, intragenerational).*



## UNIT 1

### MODULE 3: SOCIAL STRATIFICATION (cont'd)

#### 2. *Types of Stratification Systems*

- (a) *Open.*
- (b) *Closed.*

#### 3. *Theoretical Perspectives*

- (a) *Consensus/Functionalism.*
- (b) *Conflict/Marxist.*
- (c) *Interactionist.*
- (d) *Feminist.*
- (e) *Caribbean theorists: M.G. Smith, George Beckford, Edward Brathwaite.*

#### 4. *Evolution of Caribbean Stratification*

- (a) *Plantation Society (ascribed status, closed system).*
- (b) *Post-Emancipation (very limited mobility).*
- (c) *Post-World War II (beginning of achieved status).*
- (d) *Post-Independence (achieved status, open system).*

#### 5. *Impact of Stratification system on Caribbean Societies*

- (a) *Social (marginalisation of the lower class; crime; gender).*
- (b) *Economic (ethnicity; class; gender).*
- (c) *Political (ethnicity; class).*

### Suggested Teaching and Learning Activities

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

1. View film, for example, "Titanic" that highlights the difference in income groups, from the boarding of the passengers, accommodation and activities of the passengers.
2. Organise guest lectures to share information, for example, on caste system and the changing patterns of Caribbean stratification.



## UNIT 1

### MODULE 3: SOCIAL STRATIFICATION (cont'd)

3. Organise debates and panel discussions on issues surrounding social equality.
4. Use case studies, for example, families that experienced status change in successive generations, to illustrate social mobility.
5. Use students' familial experiences to demonstrate intra-generational mobility.
6. Use statistical information, for example, census reports, to derive information on education, occupation, income and gender, to help students understand trends in social stratification.

### RESOURCES

- Alleyne, M. *Construction and Representation of Race and Ethnicity in the Caribbean and the World*, Mona, Jamaica, UWI Press, 2002.
- Barriteau E. *Confronting Power; Theorising Gender*, Mona, Jamaica: UWI Press, 2003.
- Beckford, G. *Persistent Poverty*, New York: Oxford University Press, 1972.
- Green, K.E. (ed.) *Race, Class and Gender in the Future of the Caribbean*, Mona, Jamaica: ISER, 1993.
- Haralambos, M. And Holborn, M. *Sociology: Themes and Perspectives*, London: Collins Educational, 2008.
- Mustapha, N. *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*
- Smith, M.G. *Culture, Race and Clan in the Commonwealth Caribbean*, Mona, Jamaica: Department of Extra Mural Studies, 1984.
- Yelvington, K. *Trinidad Ethnicity*, Tennessee: University of Tennessee Press, 1993.



## ◆ UNIT 2 : DEVELOPMENT AND SOCIAL CHANGE

### MODULE 1: POPULATION AND DEVELOPMENT

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand population and development issues with specific reference to the Caribbean;*
2. *understand the relationship between population and development.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *explain the concepts used in population studies;*
2. *explain population trends using quantitative and qualitative measures;*
3. *assess the sociological perspectives of population;*
4. *evaluate population policies in developed and developing countries;*
5. *explain the concepts of development;*
6. *explain the indicators of development;*
7. *assess the sociological perspectives of development;*
8. *explain the relationship between population and development.*

#### CONTENT

##### 1. Concepts in Population and Development:

**Population Concepts:** crude birth rate; crude death rate, fertility rate, natural increase; life expectancy; migration, population growth rate, dependency ratio, quality of life index, human development index (HDI).

##### 2. Population Trends

- (a) *Quantitative measures used for explaining trends in population for developed and developing countries, for example, age, sex, ethnicity, religion, occupation.*
- (b) *Qualitative measures used for explaining trends in population for developed and developing countries, for example, HDI.*

#### UNIT 2



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## MODULE 1: POPULATION AND DEVELOPMENT (cont'd)

### 3. Sociological Perspectives of Population

- (a) *Malthusian.*
- (b) *Marxism.*
- (c) *Neo-Malthusian.*
- (d) *Demographic Transition Theory, including the Caribbean version of this perspective.*

### 4. Population Policy

- (a) *Birth control.*
- (b) *Migration.*
- (c) *Food Security.*
- (d) *Housing (zoning).*

### 5. Concepts of Development

- (a) *Development.*
- (b) *Underdevelopment.*
- (c) *Sustainable development.*
- (d) *Modernisation.*
- (e) *Industrialisation.*
- (f) *Dependency.*
- (g) *Gross Domestic Product (GDP).*
- (h) *Gross National Product (GNP).*
- (i) *Cost of living.*
- (j) *Per Capita Income.*



## UNIT 2

### MODULE 1: POPULATION AND DEVELOPMENT (cont'd)

#### 6. *Indicators of Development*

- (a) *Economic: GDP, GNP, Per Capita Income, Cost of living.*
- (b) *Social: Health, Education, Social Services, Quality of life.*

#### 7. *The Sociological Perspectives of Development*

- (a) *Modernisation.*
- (b) *Dependency/Plantation.*
- (c) *World System.*
- (d) *Convergence.*

#### 8. *Relationship between Population and Development*

- (a) *Urbanisation.*
- (b) *Industrialisation.*
- (c) *Migration.*

### **Suggested Teaching and Learning Activities**

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

1. *Create tables from information gathered from Websites such as World Bank, United National Development Programme (UNDP), Population Reference Bureau (PRB).*
2. Encourage students to construct population pyramids to compare the trends between and among countries of the Caribbean region.
3. Encourage students to discuss the main arguments of the population theorists to determine relevance to the Caribbean region.
4. Visit government statistical departments or census bureaus to find out:
  - (a) types of population data;
  - (b) methods used to collect population data;
  - (c) uses of such data.

## UNIT 2

### MODULE 1: POPULATION AND DEVELOPMENT (cont'd)

5. This activity can be used to prepare for the *School-Based Assessment Project*.

Interview persons from family planning organisations in your territory to determine the:

- (a) methods used to control population growth;
- (b) degree of success encountered;
- (c) challenges facing the organisation;
- (d) implications for development in the region;
- (e) recommendations to control population growth.

### RESOURCES

- Giddens A. 5<sup>th</sup> ed. *Sociology, London: Polity, 2009.*
- Heer, D. and Grisby, J. *Society and Population, New York: Prentice Hall, 1992.*
- Isbister, J. *Promise Not Kept: Poverty and The Betrayal of Third World Development, Connecticut: Kumarian Press, 2006.*
- Macionis, J. *Sociology: A Global Perspective, New Jersey: Prentice Hall, 1997.*
- McMichael, P. *Development and Social Change: A Global Perspective (Sociology for a New Century Series), London: Sage, 2012.*
- Mustapha, N. *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*
- Waugh D. *Geography: An Integrated Approach, London: Nelson Thornes, 2009*
- Weeks, J. *An Introduction to Concepts and issues, Belmont, CA: Wadsworth, Cengage, 2011.*
- UN: State of the World Population Report United Nations, 2011.*



## UNIT 2

### MODULE 2: *CRIME AND DEVIANCE*

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand crime and deviance;*
2. *understand the sociological perspectives on crime and deviance;*
3. *understand the roles and functions of the institutions of social control, with particular reference to the Caribbean;*
4. *understand the impact of crime and deviance in the Caribbean.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *discuss the concepts related to crime and deviance;*
2. *evaluate different perspectives on crime and deviance;*
3. *analyse available crime statistics and issues related to crime and deviance in the Caribbean;*
4. *discuss the effects of crime and deviance on Caribbean Society;*
5. *assess the effectiveness of the institutions of social control.*

#### CONTENT

##### 1. Concepts

- (a) Social order.
- (b) Social control.
- (c) Deviance.
- (d) *Crime.*
- (e) *Delinquency.*
- (f) *Recidivism.*
- (g) *Profiling.*



## UNIT 2

### MODULE 2: CRIME AND DEVIANCE (cont'd)

#### 2. *Perspectives on Crime and Deviance*

- (a) *Biological.*
- (b) *Consensus/Functionalist.*
- (c) *Conflict/Marxist.*
- (d) *Interactionist.*
- (e) *Sub-cultural.*
- (f) *Feminist.*

#### 3. *Issues Related to Crime and Deviance*

- (a) *Drug use and trafficking.*
- (b) *Juvenile delinquency.*
- (c) *Domestic violence.*
- (d) *Corporate Crime.*

#### 4. *Effects of Crime and Deviance*

- (a) *Economic: cost of security, budget allocation, money laundering.*
- (b) *Social: migration, well-being, quality of life.*
- (c) *Political: legislation, regional response.*

#### 5. *Effectiveness of Institutions of social control.*

- (a) *Family.*
- (b) *Education.*
- (c) *Religion.*
- (d) *Media.*
- (e) *Political system.*
- (f) *Legal system.*

## UNIT 2

### MODULE 2: CRIME AND DEVIANCE (cont'd)

#### Suggested Teaching and Learning Activities

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

1. Organise debates to discuss scenarios such as the following:

“A group of transport workers is protesting against increased registration fees. A riot breaks out and store windows are destroyed, supermarkets are looted, bystanders are hurt.”

How would the following theorists analyse this situation: functionalist, conflict, interactionist?

2. Discuss how the family, education, religion, media and political and legal systems are used to maintain social control.
3. Invite resource persons to make interactive presentations on crime statistics and trends (age, class, ethnicity, gender, locality) in Caribbean countries.
4. Organise panel discussions on issues of deviance in the Caribbean. Invite probation officers, social workers, correction officers, drug rehabilitation personnel to participate.
5. *Collect regional online newspaper stories/cases and compare sentencing policies and institutional responses.*

#### RESOURCES

- |               |   |
|---------------|---|
| Chevannes, B. | <i>Background to Drug Use in Jamaica</i> , ISER Working Paper, No. 34, 1988, Mona, Jamaica: ISER, 1988. |
| Clarke, R.    | <i>Domestic Violence in the Caribbean</i> , Barbados: UNIFEM Caribbean Journal of Criminology, 1999.    |
| Deosaran, R.  | <i>Crime Delinquency and Justice, A Caribbean Reader</i> , Kingston: Ian Randle Publishers, 2007.       |
| Griffith, I.  | <i>Drugs and Security in the Caribbean</i> , Pennsylvania: Penn State University Press, 1997.           |
| Lawton, D.    | <i>Caribbean Crime and Violence</i> , Tennessee: Tennessee Global Educational Advance Inc., 2008.       |
| Mustapha, N.  | <i>Sociology for Caribbean Students</i> , Jamaica: Ian Randle Publishers, 2009.                         |

#### Journals

Caribbean Journal of Criminology and Social Psychology, published by the Centre for Criminology and Criminal Justice, UWI, St Augustine, Trinidad and Tobago.



## UNIT 2

### MODULE 3: CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *demonstrate awareness of the current major Caribbean social issues;*
2. *use the main sociological perspectives to understand the major Caribbean social issues;*
3. *understand the measures being employed to address these major Caribbean social issues.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *discuss the key concepts related to major social issues;*
2. *apply the main sociological perspectives to understand the major Caribbean social issues;*
3. *analyse the major Caribbean social issues;*
4. *explain the trends in the major Caribbean social issues;*
5. *evaluate the measures employed to address these major Caribbean social issues.*

#### CONTENT

##### 1. Main Concepts Underlying Major Caribbean Social Issues

###### (a) *Poverty*

###### (i) *Defining poverty:*

- *absolute or subsistence poverty;*
- *relative poverty;*
- *subjective poverty.*

###### (ii) *Measuring poverty: poverty line, poverty map, household expenditure per capita (HEPC) – World Bank; Human Development Index (HDI) – UNDP; integrated performance indicator (IPI) – PAHO.*



## UNIT 2

### MODULE 3: CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT (cont'd)

(iii) *Categories of the poor*

- *people with special needs;*
- *elderly, women, children, youth;*
- *unemployed;*
- *single-parent families;*
- *indigenous people;*
- *other vulnerable groups.*

(iv) *Relationship to health and the environment*

**(b) Health**

(i) *Definitions of health (positive and negative) and health related issues, for example, disability, institutionalisation, morbidity and mortality.*

(ii) *Indicators of health (death rate, infant mortality rate, morbidity rate).*

(iii) *Main health problems, prevention and control in Caribbean society, for example, HIV/AIDS; non-communicable diseases (diabetes, substance abuse, obesity, hypertension and mental health).*

(iv) *Relationship to poverty and the environment.*

(v) *Availability of resources, for example, anti-retroviral drugs; health personnel.*

**(c) Environment**

(i) *Climate change – sustainable livelihoods, sustainable development, food security, disaster preparedness.*

(ii) *Pollution – air, water, noise, land.*

(iii) *Deforestation and forest degradation, for example, Haiti.*

(iv) *Relationship to poverty and health.*

**2. Sociological Perspectives on the Causes and Effects of the Major Caribbean Social Issues**

(a) *Culture of Poverty.*

(b) *Cultural deprivation.*

(c) *Consensus/Functionalist.*

(d) *Conflict/Marxist.*



## UNIT 2

### MODULE 3: CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT (cont'd)

(e) *Interactionist.*

(f) *Feminist.*

#### 3. **Causes and Effects of Major Caribbean Social Issues**

##### (a) **Causes (Influences)**

(i) *Historical factors.*

(ii) *Economic – economic organisation, financial, employment.*

(iii) *Social – social organisation, social structure, socialisation, social change.*

(iv) *Cultural – customs, beliefs, values, practices.*

(v) *Political – policy directions, governance.*

(vi) *Environmental – climate change, deforestation (poverty and health).*

##### (b) **Effects (Positive and Negative Impacts)**

(i) *Economic – employment, cost of living.*

(ii) *Social – family, education, social instability, migration.*

(iii) *Cultural – popular cultural influences, beliefs, traditions/practices.*

(iv) *Political - policies, programmes, political instability.*

(v) *Environmental – forest degradation, disasters, health – pollution, population displacement.*

#### 4. **Trends in Major Caribbean Social Issues**

(a) *Regional trends in poverty; death rates (gender), illness in health; regional trends in pollution, forest degradation, climate change.*

(b) *Available statistical and non-statistical trends in poverty, health and the environment.*

#### 5. **Measures to Address Major Social Issues**

(a) *Environmental strategies – prevention and mitigation strategies.*





## UNIT 2

### MODULE 3: CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT (cont'd)

- (b) *Poverty – reduction/alleviation.*
- (c) *Health – Non communicable diseases/ HIV Aids (Education, Curative and Preventative Medicine, Mass Media).*

#### **Suggested Teaching and Learning Activities**

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

1. *Provide students with opportunities to share perspectives and experiences on categories of the poor within their community, using Blogs. Encourage students to establish the relationships between the major Caribbean social issues.*
2. *Discuss in groups the applicability of the various measures of poverty to the Caribbean.*
3. *Discuss in groups the sociological perspectives on the causes and effects of the major social issues.*
4. *Networking – setting up a discussion forum involving teachers and students to talk about Caribbean social issues.*
5. *Encourage students to interview appropriate persons and collect information on the various measures being employed to address the major social issues in their society. They can later discuss the measures or debate the effectiveness of the measures.*

#### **RESOURCES**

- |                                |  |
|--------------------------------|--|
| Auletta, K.                    | <i>The Underclass</i> , New York: Penguin, 2000.   |
| Beckford, G.                   | <i>Persistent Poverty</i> , London: Oxford University Press, 1972.                                 |
| Bell, M. Mayerfield            | <i>An Invitation to Environmental Sociology</i> , Thousand Oaks, CA: Pine Forge Press, 2011.       |
| Conrad, P.                     | <i>Sociology of Health and Illness</i> , United States of America: Worth Publishers, 2008.         |
| Dunn, H.S. (ed.)               | <i>Globalisation, Communication and Caribbean Identity</i> , Jamaica: Ian Randle Publishers, 1995. |
| Girvan, N. (ed.)               | <i>Rethinking Development</i> , Mona, Jamaica: Consortium Graduate School, 1995.                   |
| Haralambos, M. and Holborn, M. | <i>Sociology: Themes and Perspectives</i> , London: Collins Educational, 2008.                     |



## UNIT 2

### MODULE 3: CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT (cont'd)

- Hart, N. *The Sociology of Health and Medicine, New York: Sheridan House Incorporated, 2008.*
- Humphrey, C. R., Lewis, T. L. & Buttel, F. H. *Environment, Energy and Society: A New Synthesis, Belmont, CA: Wadsworth Group, 2002.*
- Mustapha, N. *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*
- Redclift, M. and Woodgate, G (ed) *The International Handbook of Environmental Sociology, Cheltenham, United Kingdom: Edward Elgar, 2010.*
- Thomas, C. *"Persistent Poverty – CARICOM's Responses", CARICOM Perspective, June 2000, Issue #69: PP. 83 -86.*
- Webster, A. *An Introduction to the Sociology of Development, Basingstoke: Macmillan, 1997.*

#### ***Caribbean Centre for Climate Change Publications***

#### ***CARICOM Perspective (#73, 2006) "Health and Human and Social Development in the Caribbean Community"***

*Institute of Development Studies, University of Guyana – "Poverty in Guyana", Transition Issue 26-29, 1993 and Issue 30, 2001.*

#### ***National and Regional Resources (including those on-line)***

#### ***PAHO publications***

#### ***UN Publications on Environment and Poverty***

#### ***DOAJ.org (Directory of Open Access Journal)***

***UN website for UNDP (Development Programme), UNFPA (Population Fund), UNEP (Environmental Programme) and PAHO/WHO.***



## ◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The assessment will comprise two components, one external and one internal (School-Based Assessment). **Candidates must complete the School-Based Assessment for the first Unit for which they register. Candidates may opt to carry forward their School-Based Assessment mark to the second Unit. Such candidates are not required to complete the School-Based Assessment component for the second Unit.**

The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

### EXTERNAL ASSESSMENT

**(80 per cent)**

#### Written Papers – 4 hours

**Paper 01**  
(1 hour 30 minutes)

This paper will consist of forty-five (30 per cent) multiple-choice items, fifteen on each of the three Modules in the Unit. All items are compulsory.

**Paper 02**  
(2 hours 30 minutes)

This paper will consist of three (50 per cent) compulsory essay questions, one from each Module.

### SCHOOL-BASED ASSESSMENT

**(20 per cent)**

#### Paper 03/1

The School-Based Assessment for each Unit will consist of a research paper of 1300 - 1500 words based on any of the topics in the syllabus. The selected topic should address a relevant social issue selected from any of the three Modules in the Unit.

Unit 1 - A research project on an issue related to any social group or organisation in the community.

Unit 2 - A research project on any issue affecting development in the community.

Candidates who, in the same year, register for both Units of CAPE Sociology may opt to:

1. submit a single School-Based Assessment assignment for both Units, or
2. submit a separate School-Based Assessment assignment for each Unit.

Candidates who are doing two Units of CAPE Sociology at the same sitting must indicate from which Unit the School-Based Assessment assignment was selected.

If a candidate is repeating a Unit, the moderated School-Based Assessment score obtained for that Unit may be used for both Units taken at the same time.

#### Paper 03/2

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

## **MODERATION OF SCHOOL-BASED ASSESSMENT**

*School-Based Assessment Record Sheets are available online via the CXC's website [www.cxc.org](http://www.cxc.org).*

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

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

### **ASSESSMENT DETAILS**

#### ***External Assessment (80 per cent of Total Assessment)***

#### **Paper 01 (1 hour 30 minutes – 30 per cent Total Assessment)**

##### **1. Composition of Paper**

- (a) *This paper consists of 45 compulsory multiple-choice questions covering the three Modules in the Unit.*
- (b) *There are 15 questions on each of the three Modules.*

##### **2. Syllabus Coverage**

*Knowledge of all topics in the Unit is required.*

##### **3. Question Type**

- (a) *Questions will be multiple-choice questions and will test candidates' understanding of concepts, principles and theories contained in the syllabus.*
- (b) *Questions may be presented using tables, graphs or other non-textual formats.*

##### **4. Mark Allocation**

- (a) *One mark will be allocated for each correct multiple-choice response.*
- (b) *Each question will be given a weighting of 2.*
- (c) *The maximum number of marks available for this paper is 90 and this paper contributes 30 per cent to the candidate's total mark for the Unit.*

##### **5. Use of Calculators**

*Candidates are allowed to use silent, non-programmable calculators to complete this paper.*



## ***Paper 02 (2 hours 30 minutes – 50 per cent of Total Assessment)***

### **1. Composition of Paper**

- (a) *This paper consists of three questions, one on each Module.*
- (b) *Candidates are required to answer all questions, one from each Module.*

### **2. Syllabus Coverage**

*Knowledge of all topics in the Unit is required.*

### **3. Question Type**

*Questions in this paper will test candidates' in-depth understanding of the topics covered in the syllabus and will test skills such as application, analysis and evaluation. All questions will be essay-type questions.*

### **4. Mark Allocation**

- (a) *Each question will be marked out of 25 and given a weighting of 2.*
- (b) *This paper is worth 150 marks and contributes 50 per cent of the total marks for the Unit.*

## **Paper 03/1 (School-Based Assessment – 20 per cent of Total Assessment)**

*School-Based* assessment 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 associated with the subject. The activities for the *School-Based* Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their *School-Based* Assessment assignments. These marks contribute to the final marks and grades that are awarded to 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 the selection of assignments that are valid for the purpose of *School-Based* Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the *School-Based* Assessment component of the course. In order to ensure that the scores awarded by the teachers are not out of line with the Caribbean Examinations Council's standards, the Council undertakes the moderation of a sample of the *School-Based* Assessment assignments marked by each teacher.

*School-Based* Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. *School-Based* Assessment also facilitates the development of critical skills and abilities emphasised by this CAPE



subject and enhance the validity of the examination on which candidate 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. *Note that group work should be encouraged and employed where appropriate; however, candidates are expected to submit individual assignments for the School-Based Assessment.*

The Caribbean Examinations Council seeks to ensure that the *School-Based Assessment* scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

## **REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT**

The School-Based Assessment component of the CAPE Sociology syllabus is a research project testing the concepts and skills related to the discipline of Sociology. Each student will conduct research and submit a report. Teachers will mark this report according to the School-Based Assessment guidelines and criteria set out in the syllabus.

The School-Based Assessment component of the examination contributes 20 per cent of the total mark for the Unit.

### **The Research Project**

#### **Unit 1**

Students are required to conduct a research project and submit a report between 1300 and 1500 words on an issue related to any social group or organisation in the community. Students may choose to investigate any issue related to the following:

1. family;
2. church or other religious group;
3. schools, colleges;
4. political groups;
5. non-governmental organisations;
6. youth groups;
7. sport clubs.



## Unit 2

Candidates are required to conduct a research project and submit a report between 1300-1500 words on any issue affecting development in his or her community. Candidates may choose from among the following:

1. population;
2. crime;
3. deviance;
4. poverty;
5. health;
6. environment.

### ***Skills to be assessed: Unit 1 and Unit 2***

*Students will be assessed on their ability to:*

1. *clearly define a problem and research objectives;*
2. *conduct a comprehensive literature review;*
3. *develop a relevant research design based on the sociological perspective to be used;*
4. *conduct research using appropriate methods;*
5. *present clear accurate data in a variety of forms;*
6. *apply appropriate techniques to analyse data;*
7. *discuss findings and draw reasoned conclusions;*
8. *produce a well-written report;*
9. *present the report in an appropriate format.*

### ***Managing the research project***

*The research project is worth 20 per cent of the student's total mark. Teachers should ensure that sufficient time is allowed for teaching the research skills contained in the syllabus, explaining the requirements of the School-Based Assessment, discussing the assessment criteria and monitoring and evaluating the project work.*

#### *Planning*

*It is important to start planning for the research project early. A schedule for completing sections of the report should be constructed by teachers and students working cooperatively together. Dates for the following activities should be set:*

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



### Length of the report

The length of the report should be between 1300 and 1500 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, references and appendices. Wherever a student exceeds the maximum length for the project in any Unit by more than 10 per cent, the teacher must impose a penalty of 10 per cent of the score that the student achieves on this assignment. On the project, the teacher should clearly indicate the student's original score – that is, the score before the deduction is made – the marks which are to be deducted, and the final score that the student receives after the deduction has been made. Only the final score is to be indicated on the record sheets which are submitted to CXC.

### Guidance

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

### Authenticity

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

1. discuss aspects of the report;
2. explain primary and secondary sources needed, and summarise findings;
3. complete aspects of the research project under the supervision of the class teacher during class time.

The structure of the project should be as follows:

1. SECTION ONE  
**INTRODUCTION** (20 marks)
  - (a) (i) Background  
(ii) Definition of the Research Problem (5 marks)
  - (b) Aims and Objectives of Study (5 marks)
  - (c) Literature Review (8 marks)
  - (d) Communication of information (2 marks)





2. SECTION TWO
- RESEARCH DESIGN (13 marks)**
- (a) *The Research Design/Plan* (4 marks)
  - (b) *The Sociological Perspective* (3 marks)
  - (c) *The Sample/Selection of Subjects to be Studied* (3 marks)
  - (d) *Data Collection Instruments/Techniques* (3 marks)
3. SECTION THREE
- PRESENTATION AND ANALYSIS OF DATA (15 marks)**
- (a) *Presentation of findings* (5 marks)
  - (b) *Analysis of findings* (8 marks)
  - (c) *Communication of information* (2 marks)
4. SECTION FOUR
- DISCUSSION OF FINDINGS AND CONCLUSION (12 marks)**
- (a) *Discussion of Findings and Conclusion* (7 marks)
  - (b) *Bibliography* (3 marks)
  - (c) *Communication of information* (2 marks)

Total marks awarded for the School-Based Assessment research project is 60. Teachers must maintain strict adherence to the guidelines stated in the criteria for marking the project. The reliability of the marks awarded is a significant factor in School-Based Assessment, and has far-reaching implications for the students' final grade.

Marks must be submitted to the Caribbean Examinations Council on the School-Based Assessment forms provided *online*. Instructions from moderation sheet to be included. The forms should be *submitted electronically* to the Local Registrar for *dispatch* to CXC by May 31 of the year of examination. Candidates who do not fulfil the requirements for the School-Based Assessment will be reported as "ungraded".

## CRITERIA FOR MARKING THE SCHOOL-BASED ASSESSMENT RESEARCH PROJECT

### **SECTION ONE** **20 marks** **Introduction/(a) Background (b) Definition of Research Problem** **(5 marks)**

**(A statement on the background to the problem and an explanation of the problem or issue being investigated)**

- *Problem is clearly defined and coherent* 4 - 5
- *Problem is defined but lacks coherence and clarity* 2 - 3
- *Problem is defined but is unclear* 1

### **Aims and Objectives of Study** **(5 marks)**

**(Purpose or reason for conducting the research and the value of the research)**

- *Purpose and value of research are clearly and concisely stated* 4 - 5
- *Purpose and value of research are somewhat clearly stated* 2 - 3
- *Purpose and value of research are unclear* 1

### **Literature Review** **(8 marks)**

**(A comprehensive review of the literature and previous research related to the area of investigation inclusive of different sociological perspectives and using different relevant sources)**

- *Review is comprehensive and well organised, covers relevant sources and important findings are noted* 7 - 8
- *Review is fairly adequate, covers some relevant sources and is fairly well organised* 5 - 6
- *Review is somewhat limited, covers some relevant sources but is not well organised* 3 - 4
- *Review is limited and not well organised* 1 - 2

### **Communication of Information** **(2 marks)**

- *Information is communicated in a logical way using correct grammar* 2
- *Information is communicated in a fairly satisfactory way but with several grammatical errors* 1

### **SECTION TWO** **13 marks**

#### **Research Design** **(4 marks)**

**(A plan outlining how the information will be collected, the methods of data collection and how data will be analysed)**

- *Design is relevant, well organised and recognises relevant variables* 4

- *Design is somewhat relevant, fairly well organised, but there is limited reference to relevant variables* 2 - 3
- *Design is poorly organised, not recognising relevant variables* 1

**Sociological Perspective** (3 marks)

**(A statement of the sociological theory underlying the research design)**

- *Relevant sociological perspective is clearly stated in discussion of research design* 3
- *Sociological perspective is fairly relevant and adequately stated in discussion of research design* 2
- *Sociological perspective is limited or not relevant in discussion of research design* 1

**Selection of sample, group or cases to be studied** (3 marks)

**(A statement providing details of the sample, group or cases selected and the rationale for selection)**

- *Sample/Selection Procedure is appropriate and reasons for choice of techniques are valid* 3
- *Sample/Selection Procedure is fairly appropriate and reasons for choice of techniques are mostly valid* 2
- *Sample/Selection Procedure is not appropriate and techniques are of limited relevance* 1

**Data Collection Tools /Research Techniques** (3 marks)

**( A description of the instruments/techniques used to collect data)**

- *Instruments/techniques are comprehensive, well sequenced and address relevant variables* 3
- *Instruments/techniques are satisfactory, fairly well sequenced and address most of the relevant variables* 2
- *Instruments/techniques are poorly constructed and sequenced and address few of the relevant variables* 1

**SECTION THREE** 15 marks

**Presentation of Data** (5 marks)

**(A presentation of comprehensive, clear and accurate data using forms that are appropriate)**

- *Data are comprehensive, clear and accurate, and forms are appropriate and relevant to the research problem* 4 - 5

- *Data are fairly clear and accurate, and forms are mostly appropriate and relevant to the research problem* 2 - 3
- *Data are poorly presented with several inaccuracies, and forms are mostly inappropriate and not relevant to the research problem* 1

**Analysis of Data** (8 marks)

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

- *Analyses are comprehensive, clear and relevant to issues, with excellent use of techniques* 7 - 8
- *Analyses are fairly comprehensive, clear and relevant to issues, with good use of techniques* 5 - 6
- *Analyses are satisfactory and show some relevance to issues, with moderate use of techniques* 3 - 4
- *Analyses show little relevance to issues, with very limited use of techniques* 1 - 2

**Communication of Information** (2 marks)

- *Information is communicated in a logical way using correct grammar* 2
- *Information is communicated in a fairly satisfactory way but with several grammatical errors* 1

**SECTION FOUR** 12 marks

**Discussion of Findings and Conclusion** (7 marks)

**(A logical and coherent discussion of the findings and their implications. The discussion should relate to the purpose of the investigation and the underlying sociological perspective.)**

- *Discussion is well developed, related to purpose and findings of study and clearly applied to the underlying sociological perspective* 6 - 7
- *Discussion is fairly well developed, bears some relationship to the purpose and findings of the study and is applied to the underlying sociological perspective* 4 - 5
- *Discussion is limited, bears some relationship to the purpose and findings of the study but is not clearly applied to the underlying sociological perspective* 2 - 3
- *Discussion shows little relationship to purpose and findings of study and is poorly/not applied to the sociological perspective* 1

**Bibliography**

(3 marks)

**(A well-organised bibliography in appropriate format including all relevant details)**

- *Bibliography is well organised, in appropriate format and includes all relevant details* 3
- *Bibliography is fairly well organised, in appropriate format and includes some relevant details* 2
- *Bibliography is poorly organised, format is not appropriate and includes few relevant details* 1

**Communication of Information**

(2 marks)

- *Information is communicated in a logical way using correct grammar* 2
- *Information is communicated in a fairly satisfactory way but with several grammatical errors* 1

**TOTAL**

60



## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Papers 01, 02 and 03/2. Paper 03/2 takes the form of a written examination which is taken at the end of the academic year. Paper 03/2 will consist of three questions and will test the skills listed below.

1. Understanding of basic concepts and theories in Sociology.
2. Familiarity with Caribbean social institutions.
3. The design of a research project, including sample selection/other methods of selection of subjects, data collection and analysis of data.

### **UNIT 1 and UNIT 2 PAPER 03/2**

#### **Paper 03/2 (1 hour 30 minutes – 20 per cent of Total Assessment)**

##### **1. Composition of Paper**

- (a) *This paper consists of three questions testing all Modules in the Unit.*
- (b) *Candidates are required to answer all questions.*

##### **2. Syllabus Coverage**

*Questions will test knowledge and skills of all Modules in the Unit.*

##### **3. Question Type**

- (a) *Questions in this paper will test knowledge of sociological concepts contained in the syllabus and skills of sociological research.*
- (b) *Questions will require candidates to answer in the form of short paragraphs or extended essays.*

##### **4. Mark Allocation**

- (a) *Each question will be marked out of 20.*
- (b) *This paper is worth 60 marks and contributes 20 percent of the total marks for the Unit.*



## ◆ REGULATIONS FOR RESIT CANDIDATES

*Re-sit candidates must complete Papers 01 and 02 and Paper 03/1 of the examination for the year for which they re-register. Re-sit candidates may elect not to repeat the School-Based Assessment component, provided they re-write the examination no later than two years following their first attempt.*

*Candidates may opt to complete a School-Based Assessment for each Unit written or may opt to re-use another SBA score which satisfies any of the conditions listed at (a) to (b) below.*

- (a) *A candidate who re-writes the examination in the same Unit within two years may re-use the moderated SBA score earned in the previous sitting within the preceding two years. Candidates re-using SBA scores in this way must register as “Re-sit candidates” and provide the previous candidate number. Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.*
- (b) *Candidates who enter for Unit 1 or Unit 2, in different sittings, may re-use a moderated SBA score obtained in a previous sitting of either Unit within the preceding two years. The SBA score may be re-used in either Unit, or in both Units, irrespective of the Unit in which it was first obtained. Candidates re-using SBA scores in this way must register as ‘Transfer’ candidates.*

*Re-sit candidates must be entered through a recognised educational institution, or the Local Registrar’s Office.*

## ◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to papers and to Modules, and percentage contributions of each paper to total scores. Marks on Papers 01 and 02 will be given a weighing of 2.

Papers	Module 1	Module 2	Module 3	Total	(%)
Paper 01 (1 hour 30 minutes)	30 (15 x 2)	30 (15 x 2)	30 (15 x 2)	90	(30)
Paper 02 (2 hours 30 minutes)	50 (25 x 2)	50 (25 x 2)	50 (25 x 2)	150	(50)
School-Based Assessment Paper 03/1	20	20	20	60	(20)
Alternative to <i>School- Based Assessment</i> Paper 03/2 (1 hour 30 minutes)	20	20	20	60	(20)
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>300</b>	<b>(100)</b>

## ◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE SOCIOLOGY EXAMINATION

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



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

**Western Zone Office**  
**2 July 2016**

**CARIBBEAN EXAMINATIONS COUNCIL®**

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# **SOCIOLOGY**

**Specimen Papers and Mark Schemes/Keys**

**Specimen Papers:**

Unit 1, Paper 01  
Unit 1, Paper 02  
Unit 1, Paper 03/2  
Unit 2, Paper 01  
Unit 2, Paper 02  
Unit 2, Paper 03/2

**Mark Schemes/Keys:**

Unit 1, Paper 02  
Units 1 and 2, Paper 03/2  
Unit 2, Paper 02



TEST CODE **02144010/SPEC/2012**

**FORM 02144010/SPEC/2012**

**CARIBBEAN EXAMINATIONS COUNCIL**

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**SPECIMEN PAPER  
MULTIPLE CHOICE QUESTIONS  
FOR  
SOCIOLOGY  
UNIT 1 - Paper 01**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

There are 45 items on this Specimen Paper. You will have 90 minutes to answer them.

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 theoretical approach is associated with microsociology?

- (A) Marxism
- (B) Neo-functionalism
- (C) Classical functionalism
- (D) Symbolic interactionism

Sample Answer



The best answer to this item is “Symbolic interactionism”, so answer space (D) has been shaded.

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1. Which of the following sociologists is associated with the sociological imagination?

(A) Karl Marx  
 (B) C. Wright Mills  
 (C) Auguste Comte  
 (D) Herbert Spencer

2. Which of the following BEST describes the use of objective procedures in sociological research?

(A) Intensive review  
 (B) Phenomenology  
 (C) Scientific method  
 (D) Ethnomethodology

3. Which of the following factors influence a researcher's choice of research method?

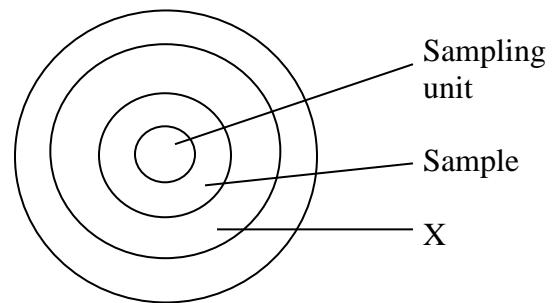
I. Amount of time available  
 II. Availability of funds  
 III. Researcher's expertise

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

4. Which of the following does NOT apply to quantitative research?

(A) It utilizes diaries.  
 (B) It utilizes numerical data.  
 (C) It applies statistical analysis.  
 (D) It utilizes structured interviews.

Item 5 refers to the diagram below which illustrates various elements in the sampling process.



5. The element indicated by X involves identifying the

(A) sampling error  
 (B) sampling frame  
 (C) population error  
 (D) population frame

6. Which of the following statements is TRUE of sociology as a discipline?

(A) Sociology is the same as social philosophy.  
 (B) Sociology comprises various theoretical assumptions.  
 (C) Sociologists agree that human behaviour is totally shaped by society.  
 (D) Sociologists generally believe that humans can be measured using natural science.

7. Societies often display tangible and intangible components of culture. Which of the following are considered tangible components of culture?

(A) Ideas  
 (B) Languages  
 (C) Food products  
 (D) Religious belief systems

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8. The term 'sociology' was first introduced by
- (A) Emile Durkheim
  - (B) Auguste Comte
  - (C) Talcott Parsons
  - (D) Herbert Spencer
9. The sociological perspective encourages us to
- (A) develop a secular outlook
  - (B) become more family oriented
  - (C) accept the norms and traditions of society
  - (D) challenge commonly held assumptions about society
10. The underlying principle that guides individual action and defines appropriate behaviour within a given situation is known as a
- (A) role
  - (B) norm
  - (C) value
  - (D) consensus
11. Structural functionalism emphasizes
- (A) social conflict
  - (B) sudden change
  - (C) norm violation
  - (D) value consensus
12. Which of the following pairs represents ethical issues within sociological research?
- (A) Informed consent and anonymity
  - (B) Anonymity and involuntary participation
  - (C) Safety of the participant but not the researcher
  - (D) Safety of the researcher and involuntary participation
13. Talcott Parsons was responsible for
- (A) the law of three stages
  - (B) pattern variables A and B
  - (C) the concept of the sociological imagination
  - (D) the concepts of manifest and latent functions
14. Which of the following research techniques is BEST suited for selecting a sample of drug traffickers in Trinidad and Tobago?
- (A) Quota sampling
  - (B) Snowball sampling
  - (C) Multistage sampling
  - (D) Simple random sampling
15. Which of the following thinkers was responsible for introducing the Plural Society theory to the English-speaking Caribbean?
- (A) R.T. Smith
  - (B) M.G. Smith
  - (C) R. Van Lier
  - (D) J. S. Furnivall

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16. Which family type is MOST often affected by poverty?
- (A) Nuclear  
(B) Extended  
(C) Matrifocal  
(D) Re-constituted
17. Which of the following authors claims that the growth of the matrifocal family was influenced by economic factors?
- (A) Oscar Lewis  
(B) Franklyn Frazier  
(C) Christine Barrow  
(D) Melville Herskovits
18. Which family type is MOST common in modern industrial societies?
- (A) Joint  
(B) Nuclear  
(C) Extended  
(D) Single parent
19. Which of the following are TRUE of both cults and sects?
- I. They are generally short lived.  
II. They appeal to the lower socioeconomic groups.  
III. They are dogmatic and fundamentalist.
- (A) I and II only  
(B) I and III only  
(C) II and III only  
(D) I, II and III
20. Which of the following is an African-derived syncretic religion?
- (A) Islam  
(B) Vodun  
(C) Protestantism  
(D) Roman Catholicism
21. Which of the following is NOT an Afro-Caribbean religion?
- (A) Orisha  
(B) Santería  
(C) Hinduism  
(D) Revivalism
22. Karl Marx argued that religion
- (A) promotes positive change  
(B) discourages group alienation  
(C) unites different social classes  
(D) justifies poverty and oppression
23. The concept of males failing to perform in school is referred to as male
- (A) profiling  
(B) stereotyping  
(C) marginalization  
(D) underachievement
24. The process where students are sorted according to their academic ability is referred to as
- (A) filtering  
(B) profiling  
(C) achieving  
(D) streaming

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25. Which of the following theoretical perspectives emphasizes the harmful effects of family life upon women?
- (A) Marxist
  - (B) Feminist
  - (C) Functionalist
  - (D) Interactionalist
26. Which of the following theoretical perspectives suggests that the oppression of women in the home is primarily related to the work that they do?
- (A) Marxist
  - (B) Feminist
  - (C) Functionalist
  - (D) Interactionalist
27. Which of the following theorists argues that all social phenomena are classified into the sacred and profane?
- (A) K. Davis
  - (B) M. Weber
  - (C) T. Parsons
  - (D) E. Durkheim
28. According to the Functionalist perspective, which of the following pairs forms the collective conscience?
- (A) Mores and norms
  - (B) Norms and values
  - (C) Shared values and beliefs
  - (D) Folkways and shared values
29. 'Religion is the sigh of the oppressed creature'. Which of the following theorists is associated with this statement?
- (A) K. Marx
  - (B) A. Comte
  - (C) W. Moore
  - (D) E. Durkheim
30. Which of the following pairs of sociologists is associated with the meritocratic principle?
- (A) Locke and Bacon
  - (B) Davis and Moore
  - (C) Bowles and Gintis
  - (D) Beckford and Baksh
31. Which of the following is NOT used for the classification of ethnicity?
- (A) Race
  - (B) Religion
  - (C) Language
  - (D) Occupation

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- 32.** Social mobility is related to social stratification. Which of the following statements reflects this relationship?
- I. Persons may move from one social group to another in the occupational structure.
  - II. Movement from one class to another affects the composition of both classes.
  - III. Horizontal mobility may produce significant changes in class membership.
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
- 33.** Which of the following sociological concepts relates to race and colour?
- (A) Ascribed status
  - (B) Achieved status
  - (C) Classless society
  - (D) Open stratification
- 34.** Which of the following situations reflects a significant change in Caribbean stratification over the last FIFTY years?
- (A) Social inequality has almost disappeared.
  - (B) East Indian culture has become dominant.
  - (C) More lower class groups have benefited from educational and occupational opportunities.
  - (D) The opportunities for female employment have not increased in comparison to those for males.
- 35.** According to Edward Kamau Brathwaite (1971) creolization took place in the Caribbean through
- (A) endogamy and exogamy
  - (B) assimilation and diffusion
  - (C) globalizaton and transmission
  - (D) acculturation and intercultural-turation



**Items 36-37** refer to the following perspectives on stratification.

Match EACH perspective on stratification to the MOST appropriate statement below. Each statement may be used once, more than once, or not at all.

- (A) Stratification is universal, unnecessary but inevitable.
- (B) Stratification is an expression of the values of powerful groups.
- (C) Change in the stratification system comes through an evolutionary process.
- (D) In market economies, classes develop from people's situation in relation to buying and selling.

**36.** Functionalist

**37.** Conflict

**38.** The caste system is generally associated with

- (A) Islam
- (B) Judaism
- (C) Hinduism
- (D) Catholicism

**39.** Karl Marx expressed the view that the capitalist system can only be destroyed if the working class developed. In the context of the Caribbean which element of his theory CANNOT contribute to transformation?

- (A) Class consciousness
- (B) Ethnic consciousness
- (C) Plantation consciousness
- (D) Bourgeois consciousness

**40.** The placement of an individual in contemporary Caribbean society is PRIMARILY based on

- (A) race
- (B) ethnicity
- (C) ascription
- (D) achievement

**41.** A system in which an individual can move up or down the social hierarchy is known as a/an

- (A) caste system
- (B) estate system
- (C) open stratification system
- (D) closed stratification system

**42.** Which of the following pairs is an example of a closed stratification system?

- (A) Caste and class
- (B) Class and estate
- (C) Slavery and class
- (D) Slavery and caste

**43.** Which of the following Caribbean sociologists expressed the view that in the post emancipation period, Trinidad and Tobago, Guyana and Jamaica had a stratification system "based on colour"?

- (A) M. G. Smith
- (B) Derek Gordon
- (C) Christine Barrow
- (D) George Beckford

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44. Which of the following pairs of factors had the MOST positive impact on the formerly enslaved people in the Caribbean in the post-emancipation period?
- (A) Colour and gender
  - (B) Colour and education
  - (C) Class and employment
  - (D) Colour and employment
45. Which of the following factors have the GREATEST potential to influence upward social mobility in contemporary Caribbean society?
- I. Gender
  - II. Education
  - III. Occupation
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III

**END OF TEST**

**CAPE SOCIOLOGY UNIT 1  
SPECIMEN PAPER 01 – Master Data Sheet**

Item #	Module	Spec. Obj.	Content	Cog. Level	Key
1	1	3	3	KU	B
2	1	5	5	IA	C
3	1	6	6	IA	D
4	1	6	6b	KU	A
5	1	5	6c	IA	B
6	1	1	1	KU	B
7	1	2	2	KU	C
8	1	1	1a	KU	B
9	1	1	1a	IA	D
10	1	2	2	KU	C
11	1	3	3	KU	D
12	1	8	5b	IA	A
13	1	3	3	KU	D
14	1	7	6c	AE	B
15	1	4	4a	KU	B
16	2	1	1	KU	C
17	2	2	1a	KU	A
18	2	2	1a	KU	B
19	2	4	2b	IA	C
20	2	4	2dii	KU	B
21	2	4	2dii	KU	C
22	2	5	2c	KU	D
23	2	8	3a	KU	D
24	2	8	3a	KU	D
25	2	2	1b	KU	B
26	2	2	1b	AE	B
27	2	5	2c	KU	D
28	2	5	2c	KU	C
29	2	5	2c	IA	A
30	2	8	3a	AE	B
31	3	1	1	IA	D
32	3	1	h	IA	A
33	3	1	g	IA	A
34	3	4	4	IA	C
35	3	3	3	KU	D
36	3	3	3	IA	B
37	3	3	3	IA	A
38	3	1	1c	KU	C
39	3	3	3b	KU	D
40	3	1	1g	KU	D
41	3	2	2a	KU	C
42	3	2	2b	IA	D
43	3	3	3e	KU	A
44	3	4	4b	KU	D
45	3	4	4d	KU	C



TEST CODE **02144020/SPEC/2016**

**SPEC 2016/02144020**

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**SOCIOLOGY**

**SPECIMEN PAPER**

**UNIT 1 - Paper 02**

*2 hours 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This paper consists of **THREE** questions in **THREE** sections.
2. Each section contains **ONE** question.
3. You **MUST** answer **ALL** questions.
4. **EACH** question is worth 25 marks.

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02144020/SPEC/MS 2016



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SOCIOLOGY  
UNIT 1 - PAPER 02  
MARK SCHEME  
JUNE 2016

2  
SOCIOLOGY  
UNIT 1 - PAPER 02  
MARK SCHEME

**Question 1**

Conducting research on domestic violence in the common-law family unit.

(a) Description and justification of research design. **[17 marks]**

(b) Ethical issues that should be taken into consideration when conducting the research. **[8 marks]**

**Overview of expected response**

(a) Candidates are expected to define the terms "research design" and "common-law". They are also expected to demonstrate a general understanding of how to choose an appropriate design or approach for the conduct of sociological research. In selecting the approach or design, the nature of the source/s of data (common-law unions) and the issue to be studied (domestic violence) should be considered, along with other practical issues.

They should also be able to outline quantitative and qualitative designs, including surveys, unstructured interviews, observation, experiments and the use of documents. They are also expected to briefly state the main advantages and disadvantages of these designs. If a qualitative study or quantitative approach is used, reasons should be given.

Quantitative research may be based on secondary data such as documents: including police reports and court reports. Qualitative research may be based on observation or unstructured interviews with victims. Experimental designs are not recommended for studies of such a nature.

Finally, in their evaluation they should be able to point out that research requiring depth and detail is more amenable to a qualitative design. More so, for studies of domestic violence it may be difficult, statistically, to obtain an adequate and willing representative group/ sample of that population to conduct the study.

(c) Candidates are also expected to identify and explain two ethical issues that should be considered in conducting such a research study.

**Knowledge and Understanding**

**[8 marks]**

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SOCIOLOGY  
UNIT 1 - PAPER 02  
MARK SCHEME

Candidates should be able to demonstrate an understanding of: how to plan or construct a research design for family settings; quantitative and qualitative approaches to research; the relevant methods used in each approach and the advantages and disadvantages of the respective methods relevant to the sensitive issue being studied.

- Studies of domestic violence situations as primary sources of data require snowball or opportunistic sampling methods for a quantitative approach using structured interviews and questionnaires as relevant sociological methods. Quantitative data could also be obtained from secondary sources such as court records, police reports, national statistics and other research reports.
- Studies of domestic violence situations as primary sources of data using a qualitative approach would require unstructured interviews, observation or case studies. While participant observation may be a useful method it may be inappropriate or dangerous.
- The quantitative research approach aims to reveal trends and significance of behaviour with reference to statistics using the methods identified above.
- The qualitative research approach aims to reveal the meanings behind social action e.g. attitudes, emotions etc. Thus the use of the ethnographic method including various forms of observation and unstructured interviews may generate deeper insights into feelings and emotions and as such are quite useful for studying victims of domestic violence.
- Ethical issues: privacy and confidentiality, avoidance of harm to subjects or their reputation, avoiding bias and ethnocentrism.

**Interpretation and Application**

**[10 marks]**

Candidates should elaborate on one method used by one of the approaches and point out two advantages or disadvantages relevant to the study identified:

- Quantitative - structured interview or questionnaire.
- Formal or structured interview - this involves the researcher working through an interview schedule where all respondents are exposed to the same set of questions.



### **Structured Interviews**

#### Advantages

- Produces large amounts of factual information very cheaply and quickly.
- An interviewer can explain or clarify questions thus reducing the possibility of non-response or ask for such clarification of vague or unclear responses.
- An interviewer can observe the several contexts in which the answers are given e.g. facial expression, tone of voice, body language, status etc. of the respondent.

#### Disadvantages

- Interview bias or effect which may affect the behaviour of the interviewee due to status differences between interviewer and interviewee e.g. social class, gender, ethnicity and age. Also the interviewer's facial expression or tone of voice can lead the interviewee to a response that may reflect the interviewer's opinions.
- The interviewee may wish to please the interviewer (i.e. social desirability effect).
- Interviews only reflect a snapshot of the social reality being researched.
- Interviews may be ineffective if people are unaware of behaving in the way they do.

### **Questionnaires**

#### Advantages

- They are usually easy to administer.
- They can be used to reach a large number of people even if they are geographically dispersed.
- They save the researcher time since a large number can be administered at the same time.
- It is not costly to produce a large number of questionnaires.
- The data can be easily tabulated, measured and analysed.

#### Disadvantages

- Question design is not easy; leading and ambiguous questions undermine objectivity and introduce bias.
- It is inflexible since there is no opportunity to probe or observe the context in which questions are answered.
- Responses and return rate may be low, calling into question representativeness of the sample.

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SOCIOLOGY  
UNIT 1 - PAPER 02  
MARK SCHEME

- Researchers can never be sure that the right persons responded/filled in questions.
- Closed questions don't allow respondents to expand on their views.

Qualitative - Unstructured interviews or Case Study

### **Unstructured Interviews**

Unstructured interviews (guided conversations) i.e. mainly open-ended questions with free and in-depth responses from interviewees.

Advantages

- Trust can be developed which can generate more qualitative information on the issue being studied.
- They are flexible because the conversation is not constrained by fixed questions. This may generate valid information and allows for probing of deeper meanings (viz. if the respondent can see their participation is valued).
- They provide more opportunity for respondents to have their say rather than what the interviewer expects.

Disadvantages

N.B: - They are generally the same as the structured interview; however, there is the issue of exorbitant costs and time-consuming dimensions.

**Case Study** - viz. an observational study of victims of domestic violence.

Advantages

- The case or subject is observed as s/he follows everyday routine.
- Trust and support are established between the researcher and the case which may produce more valid data.
- Reasons for behaviour may be uncovered that people may be unaware of.

Disadvantages

- The case study is time consuming and costly.
- Case study is not replicable and thus unreliable.
- The researcher may lose detachment and get involved with the case.
- Researcher may exaggerate conclusions from findings.
- The case may be unrepresentative of societal reality.

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SOCIOLOGY  
UNIT 1 - PAPER 02  
MARK SCHEME

**Analysis and Evaluation**

**[7 marks]**

Candidates can conclude that in order to effectively research the phenomenon of domestic violence, it is likely that victims are the main source of information. Also in order to determine which approach should be used, quantitative or qualitative, the researcher must consider time, cost and the accessibility to the data source.

Additionally, they must be able to weigh the advantages and the disadvantages of the selected method they would use in order to support their choice of approach. They must also explain the importance of considering the ethical issues of privacy and confidentiality, bias, for example, when conducting research of this nature.

**Total 25 marks**

**SECTION B**

**MODULE 2 - SOCIAL INSTITUTIONS: FAMILY, RELIGION, EDUCATION**

**Question 2.**

The extent to which the Functionalist theory of the family can be used to explain any THREE family forms in the Caribbean.

**Overview of expected response**

Candidates are expected to outline the main tenets of the functionalist perspective on the family. They should be able to discuss the family forms found in the Caribbean and the extent to which the functionalist perspective adequately explains the family forms in Caribbean society in the past and contemporary periods. In discussing the applicability of the perspective, candidates are expected to examine the reasons for the existence of the three family forms they have chosen, the functions that these family forms perform in the society and the ways in which the family forms have evolved over time in the region.

Candidates are expected to discuss the impact of colonization, retentions of social institutions resulting from the period of slavery, the realities of the plantation system, and indentureship and the effects on the existing family forms in the region. Candidates are expected to cite the work of the main theorists such as M.G. Smith, Herskovits, Morton Klass and Edith Clarke in their responses.

**Knowledge and Understanding  
marks]**

**[8**

Candidates should be able to demonstrate an understanding of the family forms found in the Caribbean and the main tenets of the Functionalist perspective on the family:

- Definition and overview of any three of the following Caribbean family forms - their structure and function:
  - Family based on common law union (male and female partner and child or children in one unit);
  - The nuclear family (married couple and child or children in one unit); Family based on a visiting union (extra-residential partner);
  - The matrifocal family (female-headed and female-dominated family unit);
  - The extended family (horizontal and vertical extended unit - across and within generations);
  - Joint/stem/branch family (variation of the extended family);
  - Reconstituted family (one or both parents previously married and offspring from each union living in one unit);
  - Single parent family (through divorce or death of a spouse).

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- Functionalist perspective of the family and work of the main theorists - George Peter Murdock and Talcott Parsons:
  - characteristics and functions of the family as a main contributor to the maintenance of the social system;
  - existence of a functional relationship between the family and other parts of the social system;
  - the family exists to perform functions for the maintenance of individual members;
  - the family is a social unit and there is primacy of essential functions - sexual, reproductive, educational and economic;
  - functions of the family are a necessity for social solidarity through the process of primary socialization;

**Interpretation and Application**

**[10 marks]**

Candidates are expected to discuss and elaborate on the tenets of the Functionalist perspective on the family and the extent to which this perspective can be used to explain the existence of the three Caribbean family forms they have selected. Candidate responses can take the form of discussions around each of the family forms they have selected, or the responses can focus on the critiques while collectively using the structure and functions of the three types of family to illustrate their points. Responses may focus on the following:

- Critiques of the Functionalist theory of the family, in particular, its inability to explain the existence of types of family other than nuclear;
- While Functionalist theory accounts for functions of the family as identified by Parsons and Murdock, the theory cannot be holistically applied to an understanding of Caribbean family forms since the nuclear family is not the only form of the family found in the Caribbean. As a result, the complex interactions between individuals in the different family forms have been ignored by the Functionalists;
- Criticisms of Murdock, Parsons and Functionalist definitions of the family, in particular, findings that the functions of the family can be performed in other family forms - for example, children can be raised and socialized in different family forms such as single parent families; the role of different members of the family and its functions can also be performed in different ways such as in the matrifocal family, or family based on a visiting union;
- The progression of Caribbean women from the traditional to present day and their role in the family represents a departure from the functionalist explanations, for example, the matrifocal family where the household is female headed and authority is in the hands of the woman and there is a marginal role for males and dependence on women to play the role of both mother and father in this family type in Caribbean societies;

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- The contrast in the role of women in traditional and contemporary Caribbean society has shown that changes have taken place within family forms, their structure and function, which cannot be explained by the Functionalist perspective;
- Other theories and perspectives of the family such as Feminism point to the subordination inherent in the thesis of primacy of essential functions - sexual, reproductive, educational and economic and how each of these functions has influenced the family forms found in Caribbean societies;
- The problems women face in present day Caribbean society as a result of antiquated laws related to the Family (e.g. problems with respect to child maintenance in families affected by divorce or break up of common law unions, or where children are born into visiting unions), which cannot be adequately explained by Functionalist theory;
- Both the Functionalist and Conflict perspectives on the family have based their explanations and analyses on the nuclear family and there has been a failure to take into account the many variations and types that exist in the Caribbean;
- The limitations of applying Functionalist theory to an explanation of the different types of the family found in the Caribbean and their relationship to the history of the region at different periods, the shift to complex industrialized and technologically driven societal structures, ethnic considerations and social standing and the impact of these processes on the types of family in society and/or among different groups in the societies.

**Analysis and Evaluation**

**[7 marks]**

Candidates should be able to conclude whether the Functionalist theory of the family is applicable to the Caribbean. They should include in their analysis whether this perspective can be wholly applied to the Caribbean society given the different types of the family found here and the ability of these diverse types to perform roles in support of the family's functioning. Candidates may argue that Caribbean family forms, irrespective of ethnicity, class or social status have adapted to ensure that the vital functions of the family are carried out and the family maintained over time.

Based on the analysis given, candidates may also conclude that other theoretical perspectives such as Feminism or Conflict theory offer a better explanation of the family forms in contemporary Caribbean societies.

**Total 25 marks**

**Question 3.**

Changes that occurred in the patterns of social mobility over the past fifty years in a **named** Caribbean society

**Overview of Expected Response**

Candidates in a named Caribbean society are expected to demonstrate a general understanding of the patterns of social mobility over fifty years. Historical and/or contemporary knowledge of the society must be noted. Candidates are expected to elaborate on how various factors have been evident in the pattern of social mobility in the society of which they have good knowledge.

Candidates may also incorporate any knowledge of relevant sociological perspectives in their discussion.

**Knowledge and Understanding**

**[8 marks]**

In demonstrating knowledge and understanding, candidates should be able to describe social mobility. They should also have historical and/or contemporary knowledge of the Caribbean society they have chosen. In their discourse, they can refer to the following:

- gender - refers to social characteristics differentiating male and female
- colour - refers to biological characteristics of skin colour and may relate to colour caste ascriptive criteria of differentiation
- ethnicity - refers to the cultural and social features of particular groups e.g. language shared, history, religion and cultural tradition. It is often used interchangeably with race (biological)
- social mobility - refers to the movement of individuals and groups between social classes or strata in society e.g. this could be upward or downward (vertical), intergenerational or intragenerational
- stratification system - refers to the division of society into a pattern of layers or strata made up of a hierarchy of unequal social groups. Such a system may be open or closed (achievement oriented or ascriptively oriented respectively) impacting on social mobility. The inequalities are often based on wealth and income, occupation and status, social class, political power, religion, race/ethnicity, gender and age. Knowledge of a relevant sociological perspective on the issues examined is acceptable for evaluation.

**Interpretation and Application**

**[10 marks]**

The examination of the statement must focus on an understanding of the stratification system and social mobility. They must relate this to the historical and/or contemporary context of the society they have chosen as follows:

Colour and social mobility

- This can be related to the plantation legacy of slavery and indentureship re the persistence of a colour caste system where those of lighter skin colour occupy the upper strata and those of darker skin colour the lower strata in the stratification system. This is very closed stratification system with emphasis on little or no opportunity for mobility which is based on an ascriptive criteria-colour.

Gender and Social Mobility

- Women experience less upward mobility than men despite legislation reforms and equality of opportunity policies
- Despite males and females having similar qualifications women may not be/ are not upwardly mobile as men - some reasons offered relate to career interruptions due to pregnancy, childcare or legislation which continue to favour a patriarchal system where women may only be able to move occupationally from skilled non-manual positions.

Ethnicity and Social Mobility

- Like colour this can be related to the plantation legacy in Caribbean society to the extent that ethnicity (used interchangeably with race) and colour formed part of a closed stratification system during slavery and indenture ship - where the Europeans (whites) were the upper classes vis-à-vis the slaves or indentureds whether captive Africans; indentured Indians, Chinese, Portuguese etc.
- The issue of institutional and racial prejudice relating to employment.
- The issue of ethnicity and occupation and status have been an aspect of Caribbean society.
- Candidates can pursue a similar examination as in the discussion on colour which relate to a particular historical context but may or may not be relevant to the contemporary society. However, they may note issues of discrimination relating to employment and the persistence of the relationship between occupation and status as well as acquisition of wealth and ethnicity which



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impact on social mobility. The issue of adapting/employing variations of affirmative action can be explored.

**Analysis and Evaluation**

**[7 marks]**

Candidates in their evaluation may conclude that various factors may or may not exert great influence on the social process they relate them to in contemporary society vis-à-vis plantation society. They may note the various social, economic and political reforms which have led to these factors being prominent influences on social mobility.

**Total 25 marks**

CAPE SOCIOLOGY – HOLISTIC MARK SCHEME PAPER 02 ESSAY QUESTIONS

<b>Knowledge &amp; Understanding</b> (Max. 8 marks)	<b>0 - 1mk</b>	<b>2 - 3 mks</b>	<b>4 mks</b>	<b>5 mks</b>	<b>6mks</b>	<b>7mks</b>	<b>8mks</b>
	<b>Unsatisfactory</b> knowledge of facts and concepts	<b>Limited</b> knowledge of facts and concepts	<b>Satisfactory</b> knowledge of facts and concepts	<b>Good</b> knowledge of facts and concepts	<b>Very Good</b> knowledge of facts and concepts	<b>Excellent</b> knowledge of facts and concepts	<b>Outstanding</b> knowledge of facts and concepts
<b>Interpretation &amp; Application</b> (Max. 10 marks)	<b>0 - 2mks</b>	<b>3 - 5mks</b>	<b>6 mks</b>	<b>7 mks</b>	<b>8 mks</b>	<b>9 mks</b>	<b>10 mks</b>
	Explanations and examples are <b>unsatisfactory</b>	Explanations and examples are <b>limited, and minimally supported</b> by sociological references	Explanations and examples are <b>satisfactory and occasionally supported</b> by sociological references	Explanations and examples are <b>fairly clear, relevant and well supported</b> by sociological references	Explanations and examples are <b>generally clear, relevant and supported</b> by sociological references	Explanations and examples are <b>very clear, relevant and consistently supported</b> by sociological references	Explanations and examples are <b>very/extremely clear, relevant and consistently supported</b> by sociological references
<b>Analysis &amp; Evaluation</b> (Max. 7 marks)	<b>0 mk</b>	<b>1 – 2mks</b>	<b>3 mks</b>	<b>4 mks</b>	<b>5 mks</b>	<b>6 mks</b>	<b>7 mks</b>
	<b>Unsatisfactory</b> response lacks coherence, clarity and conclusiveness	<b>Limited</b> with response has little coherence, clarity and conclusiveness with little support by sociological references	<b>Satisfactory</b> response fairly coherent, clear and conclusive supported by sociological references	<b>Good</b> response generally coherent, clear and conclusive supported by sociological references	<b>Very Good</b> response generally coherent, clear and conclusive supported by sociological references	<b>Excellent</b> response very coherent, clear and conclusive consistently supported by sociological references	<b>Outstanding</b> response extremely coherent, clear and conclusive consistently supported by sociological references

**Level 1** response – one judged to be **outstanding/exemplary** will earn a total of

25 marks

**Level 2** response - one judged to be **excellent** will earn a total of

22 – 24 marks

**Level 3** response - one judged to be **very good** will earn a total of

19 – 21marks

**Level 4** response - one judged to be **good** will earn a total of

16 – 18 marks

**Level 5** response - one judged to be **satisfactory** will earn a total of

13 – 15 marks

**Level 6** response - one judged to be **limited** will earn a total of

10 – 12 marks

**Level 7** response - one judged to be **unsatisfactory** will earn a total of

00 – 09 marks

Explanation of the Qualities to be Assessed

<p>Knowledge and Understanding [Maximum 8 marks]</p>	<p>The extent to which the response shows evidence that the candidate knows, recalls or understands information. Consider aspects such as accuracy of factual information, definition of important sociological terms, familiarity with essential concepts and the use of the ‘language’ (jargon) of the discipline.</p>
<p>Interpretation and Application [Maximum 10 marks]</p>	<p>The extent to which the response shows evidence that the candidate accurately interprets and elaborates on the information as well as displays the sociological imagination. Consider also how the candidate supports explanations with relevant and appropriate examples, research information, references to the Caribbean context, and with references to authorities in the discipline. Also the extent to which the candidate shows the relevance of sociological ideas, theories/perspectives and research findings to the Caribbean situation.</p>
<p>Analysis and Evaluation [Maximum 7 marks]</p>	<p>The extent to which the candidate provides, clear, relevant and appropriate explanations and analyses. Consider the overall coherence of the response. Consider the following: Does the candidate clearly state conclusions? Are the conclusions logical? Does the candidate support conclusions with relevant information and facts, references to appropriate authorities, logical argument?</p>



TEST CODE 02144032/SPEC/2012

FORM – 02144032/SPEC/2012

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**SOCIOLOGY  
SPECIMEN PAPER**

**UNIT 1 - Paper 032**

*1 hour 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This paper consists of THREE questions.
2. Answer ALL questions.
3. Each question is worth 20 marks.

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**SECTION A****INSTRUCTIONS**

**Read the information below carefully before answering the questions that follow.**

Select ONE of the following issues in your community for investigation:

- The Role of the Father in the Family
- Increasing Violence in Schools
- Male Underachievement
- Gender Discrimination
- Religious Intolerance
- Marginalization of the Lower Class

**Write a description of how you would conduct this investigation by using the headings provided below and answering the questions that follow.**

**1. INTRODUCTION**

- (a) List ONE general and THREE specific objectives of your study. **[5 marks]**
- (b) **In no more than TEN lines**, write a statement of the problem for this study. The statement should include the nature and scope of the problem and the rationale for your study. **[3 marks]**
- (c) Suggest a title for your study with reference to your general objective.  
**N.B.** The title should be no more than FIFTEEN words in length, highlighting the key variables of the study. **[2 marks]**
- (d) (i) State THREE reasons why a literature review is important in a study. **[6 marks]**  
(ii) Outline the steps you would take to conduct your literature review. **[4 marks]**

**Total 20 marks**

GO ON TO THE NEXT PAGE

**2. DATA COLLECTION****(a) Research Design**

State THREE reasons why you would prefer to use ONE of the following approaches for your study:

- (i) Quantitative research only
- (ii) Qualitative research only
- (iii) Both quantitative research and qualitative research

**[6 marks]****(b) Data Collection Technique**

Choose ONE of the following data collection techniques which would be suitable to conduct your study:

- Questionnaires
- Interviews
- Participant observation
- Analysis of secondary data, for example, documents
- Any other suitable data collection technique

State TWO reasons for your choice of data collection technique to gather information for your study.

**[4 marks]****(c) Research Instrument**

Design a short questionnaire or interview schedule (with FIVE questions) for your study and identify the target group to which you will administer it.

**N.B.** Questions on the characteristics of the respondents will NOT be considered as relevant questions. However, they MUST be part of the questionnaire design.

**[10 marks]****Total 20 marks**

GO ON TO THE NEXT PAGE

### 3. ANALYSIS AND CONCLUSION

(a) Analysis of Data

Researchers often use frequencies, percentages, charts or graphs to present quantitative data, and written descriptions to present qualitative data. They also use statistical techniques (such as correlation) as well as explanations to analyse quantitative data, and interpretation to analyse qualitative data.

Briefly explain how you would present and analyse ONE set of data you would have collected in relation to ONE of your specific research objectives.

[6 marks]

(b) Discussion and Conclusion

(i) Describe ONE of your possible findings.

[2 marks]

(ii) State TWO factors that can affect the validity of your findings.

[2 marks]

(c) Significance of the Research

Briefly explain why you consider your study important or useful.

[5 marks]

(d) Bibliography

Provide ONE example of how you would write a reference with the necessary details in your bibliography. It does not have to be an example of a real book or article.

[5 marks]

**Total 20 marks**

**END OF TEST**

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

02144032/02244032/CAPE/MS/SPEC

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SOCIOLOGY

UNITS 1 AND 2 - Paper 032

MARK SCHEME

SPECIMEN PAPER



SOCIOLOGY

UNITS 1 AND 2 - Paper 032

MARK SCHEME

SPECIMEN PAPER

Question 1

**INTRODUCTION**

- (a) List the objectives of the study: one general and three specific objectives.

Objectives must be clear and concise  
Specific objectives should state possible relationship between variables.

**General objectives: Clear and concise** **2 marks**  
**Partially clear** **1 mark**

Specific objectives are clear, stating possible relationship between variables: **1 mark each:** **3 marks**

**[5 marks]**

- (b) Write a statement of the problem in no more than ten lines. This would provide the rationale for the study.

**Clear, concise and gives proper rationale for the study** **[3 marks]**

**Unclear, does not give a proper justification for the study** **2 marks**

**Poor statement of problem, weak and unclear** **1 mark**

- (c) The title for the study clearly stated

**[2 marks]**

Title unclear/inadequate **1 mark**

- (d) (i) State THREE reasons why a literature review is important?

(ii) How would you conduct your literature review?

(i) Reasons for doing literature review:

i) to survey the field to get a clear understanding of what has been done before and what is the contemporary state of knowledge in the area of interest;

ii) standing on the shoulders of the other researchers;

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Question 1 cont'd

- iii) clarifying own ideas and understanding by exploring what others have done before;
- iv) to be pointed in the directions where own research may be most fruitful, interesting, meaningful;

<b>Clear and complete justification</b>	<b>2 marks each</b>
<b>Limited justification</b>	<b>1 mark each</b>

**[6 marks]**

- (ii) Procedures for conducting literature review.  
Document or Library searches, Internet sources, sorting of relevant literature, content analysis  
Proper documentation of sources

<b>Correct, clear and complete outline</b>	<b>4 marks</b>
<b>Reasonably correct, clear and complete</b>	<b>3 marks</b>
<b>Limited outline</b>	<b>2 marks</b>
<b>Sketchy unclear outline</b>	<b>1 mark</b>

**[4 marks]**

**Total 20 marks**

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Question 2

**DATA COLLECTION**

(a) Research Design.

The candidate is expected to adopt one of the following positions and provide the THREE reasons for the choice.

(i) Quantitative research in preference to Qualitative Research

**or**

(ii) Qualitative research in preference to Quantitative Research

**or**

Both Quantitative and Qualitative Research

Reasons may include:

Quantitative:

'Scientific' approach data amenable to statistical testing; known margins of error; reliability; generalisability to other social settings; efficient way to investigate large populations; large amounts of data may be collected, efficiently and economically; can be analysed by relevant computer program/s.

Qualitative:

Rich data; widespread sampling may not be possible but deeper understanding of the issues may be gained; leads to knowledge that is firmly grounded in the context that is being investigated; only way to account for, explain the actions, beliefs, values of the individual.

Both:

Combine the strengths of each approach; 'triangulation' is possible; using different approaches to investigate an issue may lead to understanding that is superior to using any one by itself.

**Correct, clear and complete explanation**

**2 marks each**

**Limited explanation**

**1 mark each**

**[6 marks]**

SOCIOLOGY

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Question 2 cont'd

(b) Data collection techniques

Choose one of the following data collection techniques.

- Questionnaires
- Interviews
- Participant Observation
- Secondary Data, for example, documents
- Or any other suitable technique.

Justification for use of technique may include any **two** of the following:

- (i) type of study (design)
- (ii) objectives of study
- (iii) accessing the source of data
- (iv) time to conduct study
- (v) cost of study

**Correct, clear and complete explanation**  
**Limited explanation**

**2 marks each**  
**1 mark each**

**[4 marks]**

(c) Research Instrument

Design a short questionnaire for the study (with five questions).  
Either fixed choice or open ended questions would be acceptable

**2 marks for each clear and correct item relevant to the study**  
**1 mark for each partially clear item relevant to the study**

**[10 marks]**

**Total 20 marks**

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SPECIMEN PAPER

Question 3

**ANALYSIS AND CONCLUSIONS**

(a) Analysis of data

Brief explanation of candidate's choice of technique to present and analyse data: frequencies, percentages, pie charts, bar charts or graphs and description, and correlation, explanation or interpretation, respectively.

For presentation Data and Analysis of Data

<b>Correct, clear and complete explanation</b>	<b>3 marks for each area</b>
<b>Satisfactory explanation</b>	<b>2 marks for each area</b>
<b>Limited explanation</b>	<b>1 mark for each area</b>

[6 marks]

(b) Discussion and Conclusion

(i) Describe ONE of your possible findings [2 marks]

<b>Clear description</b>	<b>2 marks</b>
<b>Imprecise statements</b>	<b>1 mark</b>

(ii) State TWO factors that can affect validity [2 marks]

<b>For each correct factor</b>	<b>1 mark</b>
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Any **two**: accuracy or authenticity of data or data sources; research instruments (reliability); researcher bias, sampling method etc.

(c) Significance of the research

<b>Clear and complete explanation</b>	<b>[5marks]</b>
<b>Reasonably clear and complete explanation</b>	<b>4 marks</b>
<b>Clear explanation</b>	<b>3 marks</b>
<b>Limited explanation</b>	<b>2 marks</b>
<b>Sketchy unclear explanation</b>	<b>1 mark</b>

Any **one** of the following: addition to current knowledge; providing baseline information; explain an issue; describe an issue; inform policy or decision making.

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SPECIMEN PAPER

Question 3 cont'd

(d) Bibliography

ONE example of a bibliographic entry (either a book or an article, print or web-base) that includes the necessary details. It does not have to be a real example.

Clear and accurate bibliographic details in the following order:

Author's name (surname and initials)

Title of publication

Year of publication (in brackets) or after publisher's name  
after author's name

Place of publication

Publisher's name (Appropriate details if source is Internet article or website) URL, title, date of access

**Each item in the correct order (5 x 1 mark)**

**[5 marks]**

**Each item provided but not in the right order**

**3 marks**

**3 to 4 items in the wrong order**

**2 marks**

**1 to 2 items in the wrong order**

**1 mark**

**Total 20 marks**



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**SPECIMEN PAPER  
MULTIPLE CHOICE QUESTIONS  
FOR  
SOCIOLOGY  
UNIT 2 – Paper 01**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

There are 45 items on this Specimen Paper. You will have 90 minutes to answer them.

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

What is the MOST common method used by governments to collect population data?

- (A) Census
- (B) Interview
- (C) Statistics
- (D) Observation

Sample Answer



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

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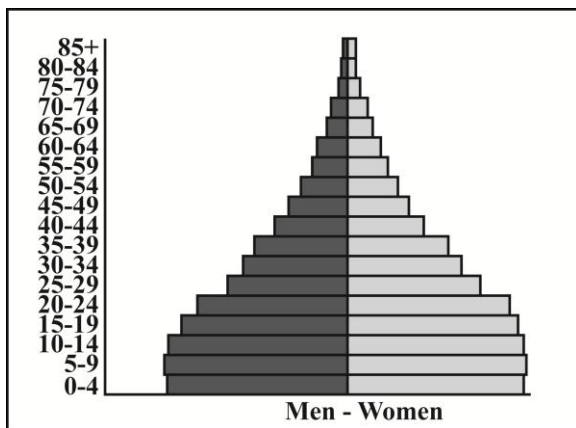
1. A population pyramid is used to show
- (A) the crude birth rate
  - (B) rapid population growth
  - (C) net migration of a population
  - (D) a population's age and sex composition
2. Which of the following represent population control measures?
- I. Education
  - II. Legislation
  - III. Urbanisation
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
3. In a Caribbean territory with a population of 240 000, there are twice as many dependants as workers. The dependency ratio in this territory is
- (A) 15 : 65
  - (B) 80 : 160
  - (C) 200 : 100
  - (D) 240 : 100
4. Which of the following are population theories?
- I. Malthusian Theory
  - II. World System Theory
  - III. Demographic Transition Theory
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
5. Which of the following are indicators of the Human Development Index?
- (A) Lifestyle
  - (B) Migration
  - (C) Life Expectancy
  - (D) Dependency Ratio
6. In analysing development, which of the following BEST describes the role of the periphery in its relation to the core? The periphery
- (A) is independent of the core
  - (B) produces a number of cores
  - (C) supplies raw materials to the core
  - (D) provides finished products to the core

GO ON TO THE NEXT PAGE



7. Which of the following population measures can be expressed by a negative value?
- (A) Life expectancy
  - (B) Natural increase
  - (C) Natural decrease
  - (D) Infant mortality rate

Items 8 - 10 refer to the diagram of a population pyramid below.



8. This pyramid can be classified as
- (A) stable
  - (B) stationary
  - (C) expansive
  - (D) contractive
9. A country with a population structure similar to the one above would be characterised by
- (A) low birth rates
  - (B) a long life expectancy
  - (C) a low standard of living
  - (D) a low cost of living

10. A country with the population structure above is MOST likely to be
- (A) a less developed country
  - (B) an industrialised country
  - (C) a more developed country
  - (D) a country with sustainable development

11. Which of the following are characteristics of a concave population pyramid?
- (A) A young population and a large base
  - (B) A young population and a small base
  - (C) An ageing population with a large base
  - (D) An ageing population with a small base

12. Which of the following theories argues that as nations achieve similar levels of economic development they become more alike in their organization of social life?
- (A) Dependency
  - (B) Convergence
  - (C) World System
  - (D) Modernization

13. Urbanization is LEAST likely to result in
- (A) a lack of basic amenities
  - (B) increased job opportunities
  - (C) congestion and pollution in the city centre
  - (D) poor housing and the development of slum areas

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14. “The total amount of goods and services produced by a country” is the MOST accurate definition of
- (A) Total Exports
  - (B) Gross National Product (GNP)
  - (C) Gross Domestic Product (GDP)
  - (D) Gross National Product (GNP) per Capita
15. Which of the following theoretical perspectives suggested the planned parenthood method of birth control?
- (A) Marxist
  - (B) Malthusian
  - (C) Neo-Malthusian
  - (D) Demographic Transition
16. One of the reasons for the prevalence of crime in society is that criminal behaviour is learnt. The MAIN proponent of this thesis is
- (A) T. Hirschi
  - (B) A. Cohen
  - (C) H. Becker
  - (D) E. H. Sutherland
17. According to the Interactionist perspective on crime, ‘moral entrepreneurs’ are certain groups in society who devise laws
- (A) to benefit society
  - (B) to suit their own needs
  - (C) based on value consensus
  - (D) based on the norms of society
18. Which of the following theories is associated with the view that a deviant act only becomes deviant when society considers it so?
- (A) Conflict Theory
  - (B) Labelling Theory
  - (C) Functionalist Theory
  - (D) Differential Opportunity Theory
19. Some Caribbean youth turn to drug trafficking to realise their goals. Robert Merton views this phenomenon as
- (A) ritualism
  - (B) rebellion
  - (C) conformity
  - (D) innovation
20. For which of the following reasons does society view crime as more serious than deviance?
- I. Deviance leads to retreatism.
  - II. Crime can cause physical and mental injury.
  - III. Crime breaks a norm of what is sacred, moral or right.
- (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. The process of education helps to provide the BEST linkage between the individual and the
- (A) school
  - (B) family
  - (C) society
  - (D) workplace
22. The family, education and religion function as means of social control by
- (A) debating the norms and values of society
  - (B) expecting adherence to the norms and values of society
  - (C) applying formal sanctions to reinforce the norms and values of society
  - (D) applying informal sanctions to reinforce the norms and values of society
23. Although Lambroso is credited as a pioneer in the study of crime, his theory has been highly disputed. This is because his work was significantly influenced by
- (A) cultural research
  - (B) economic research
  - (C) biological research
  - (D) environmental research
24. According to Robert Merton's strain theory on crime and deviance, which of the following is a non-deviant behaviour response?
- (A) Ritualism
  - (B) Innovation
  - (C) Retreatism
  - (D) Conformity
25. Which of the following crimes is NOT usually captured in the official crime statistics?
- (A) Battery
  - (B) Burglary
  - (C) Larceny
  - (D) Prostitution
26. Which of the following crimes BEST represents trans-national crimes in the Caribbean?
- I. Human trafficking
  - II. Consumption of narcotics
  - III. Illicit trading of arms
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
27. Crime statistics suggest that, in the Caribbean, crime is
- (A) usually high in rural areas
  - (B) usually highest in the centre of the city
  - (C) usually highest at the periphery of the city
  - (D) never high at the centre or periphery of the city

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- 28.** Which of the following can be used to measure the social consequences of crime?
- I. The number of prisoners who are of working age
  - II. The number of persons who die as a result of crime
  - III. The number of persons accessing social services as a result of domestic violence
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
- 29.** Karl Marx's theory of crime suggested that the criminal class is the
- (A) proletariat
  - (B) bourgeoisie
  - (C) lumpen proletariat
  - (D) lumpen bourgeoisie
- 30.** One dysfunction of crime and deviance is that they
- (A) serve to generate employment
  - (B) create budgetary shifts in the allocation of public resources
  - (C) symbolize those forms of behaviour which attract negative sanctions
  - (D) symbolize those behaviours which promote positive alternatives
- 31.** The organization which formulated the 'basic needs' approach to the development of poverty alleviation is the
- (A) World Bank
  - (B) United Nations
  - (C) International Monetary Fund
  - (D) International Labour Organization
- 32.** Which type of poverty is defined as an individual's inability to afford what others in society consider necessary?
- (A) Critical
  - (B) Relative
  - (C) Absolute
  - (D) Subjective
- 33.** Which of the following influences climate change in the Caribbean?
- (A) Deforestation
  - (B) Reforestation
  - (C) Hillside terracing
  - (D) Proper farming practices
- 34.** Which of the following theoretical perspectives attributes the MAJOR cause of ill health to the one's social class?
- (A) Conflict
  - (B) Consensus
  - (C) Interactionist
  - (D) Cultural Deprivation

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35. According to the Cultural Deprivation theory, inequalities in health are due to the
- (A) low incomes of the poor
  - (B) cultural habits of all groups
  - (C) health-damaging behaviour of the poor
  - (D) an increasing incidence of lifestyle diseases
36. The difference between the concepts 'morbidity' and 'mortality' is that 'morbidity' refers to
- (A) old age and mortality refers to death
  - (B) death and mortality refers to illness
  - (C) illness and mortality refers to old age
  - (D) illness and mortality refers to death
37. Which of the following environmental factors was responsible for the displacement of the Montserratian people?
- (A) Volcano
  - (B) Tornado
  - (C) Hurricane
  - (D) Earthquake
38. Which of the following statements about climate change are TRUE?
- I. Carbon is produced for sale in every forest-dependent society.
  - II. Rising sea levels pose an increasing threat to islands and low coastal areas.
  - III. Increased emissions of greenhouse gases contribute to global warming.
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III

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Items **39 - 40** refer to the table below.

**Trends in Non-Communicable Diseases (NCDs) among the Adult Population of the Caribbean (1980s, 1990s and 2000)**

NCDs			1980s	1990s	2000
Obesity (%)	M		20	25	35
	F		39	59	75
Diabetes Mortality (rate/100,000)	M		30	47	55
	F		42	63	75
Hypertension Disease Mortality (rate/100,000)	M		25	27	40
	F		35	35	45

- 39.** Which of the following conclusions can be derived from the data in the table?
- (A) More females are likely to die of diabetes than males.
  - (B) More males are likely to die of diabetes than females.
  - (C) Obesity is more prevalent among males than females.
  - (D) More females have died of hypertension in the 1990s than in the 1980s.
- 40.** Which of the following interventions are useful in combatting the NCDs?
- I. Involvement in daily physical recreational activities
  - II. Food service sector taking into account diverse nutritional needs
  - III. Continued use of sugar-and-fat-containing foods from food sector
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III

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41. Which of the following BEST describes a vulnerable group?

- I. Category of the poor
  - II. Capable of combating deprivation
  - III. Incapable of combating deprivation
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III

42. A vulnerable group comprises

- (A) the aged and adolescents
- (B) women and children
- (C) indigenous and homeless people
- (D) homeless and mentally ill people

Items 43 - 45 refer to the situation below.

A logging company in the Caribbean has been felling trees near to a remote village for nearly two years. This has had a negative environmental impact on the lives of some groups of villagers. They now lack a reliable source of potable water for drinking, cooking and washing. On the other hand, the logging activity has improved the lives of other groups in the village through employment opportunities and the establishment of a nearby shop.

43. Which of the following groups of villagers will MOST likely be affected by the negative environmental impact?

- (A) Men and women
- (B) Men and children
- (C) Women and children
- (D) Shopkeepers and loggers

44. Which of the following is likely to be the MOST negative environmental impact of the logging activity on the village?

- (A) Air pollution
- (B) Light pollution
- (C) Noise pollution
- (D) Water pollution

45. Which of the following is likely to be the MOST positive social impact of the logging activity on the village?

- (A) Migration
- (B) Group cohesion
- (C) Cultural diffusion
- (D) Employment opportunities

**END OF TEST**

**CAPE SOCIOLOGY UNIT 2**  
**SPECIMEN PAPER 01 – Master Data Sheet**

Item #	Module	Spec. Obj.	Content	Cog Level	Key
1	1	1	2a	IA	D
2	1	4	4	AE	A
3	1	1	1	IA	C
4	1	3	3	KU	B
5	1	6	6	IA	C
6	1	7	7	AE	C
7	1	1	1	KU	B
8	1	2	2a	APP	C
9	1	2	2a	IA	C
10	1	2	2a	AE	A
11	1	2	2a	IA	C
12	1	7	7d	IA	B
13	1	8	8a	KU	B
14	1	6	6a	KU	B
15	1	3	3	IA	C
16	2	2	2c	IA	D
17	2	2	2c	KU	B
18	2	2	2c	KU	B
19	2	1	2a	IA	D
20	2	2	2a,c	AE	C
21	2	1	1a	AE	C
22	2	5	5abc	AE	D
23	2	2	2a	IA	C
24	2	2	2a	KU	D
25	2	3	3	IA	D
26	2	3	3,4	IA	B
27	2	3	3	AE	B
28	2	4	4b	AE	D
29	2	2	2c	AE	C
30	2	4	4ab	AE	B
31	3	5	5b	AE	D
32	3	1	1ai	KU	B
33	3	3	3bvi	KU	A
34	3	2	2	KU	A
35	3	2	2b	KU	C
36	3	1	16i	KU	D
37	3	3	3bv	AE	A
38	3	3	3bv	IA	C
39	3	4	4	IA	A
40	3	5	5c	IA	A
41	3	1	1aiii	IA	B
42	3	1	1aiii	KU	D
43	3	4	3bv	IA	C
44	3	3	3bv	AE	D





TEST CODE **02244020/SPEC/2016**

**SPEC2016/02244020**

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**SOCIOLOGY**

**SPECIMEN PAPER**

**UNIT 2 - Paper 02**

*2 hours 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This paper consists of **THREE** questions in **THREE** sections.
2. Each section contains **ONE** question.
3. You **MUST** answer **ALL** questions.
4. **EACH** question is worth 25 marks.

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02244020/CAPE/MS/SPEC



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SOCIOLOGY

UNIT 2 - Paper 02

MARK SCHEME

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**SECTION A**  
**MODULE 1: POPULATION AND DEVELOPMENT**

**Question 1**

**The extent to which food security is an appropriate population policy in a named Caribbean country.**

**Overview of expected response**

Candidates should show an understanding of the term food security and its importance to developing countries as a population policy. Furthermore, they should demonstrate knowledge of the benefits and key components of food security. Candidates should also demonstrate an understanding of the challenges small developing island states may face in their pursuit of food security. They should clearly state whether they view food security as primarily appropriate or primarily inappropriate in the selected territory.

**Knowledge and Understanding**

**[8 marks]**

Candidates should provide an appropriate definition of the term food security and demonstrate an understanding of the feasibility and challenges associated with implementing food security as a population policy. They should demonstrate an understanding of the components of food security - food availability (sufficient quantities of food available on a consistent basis), food access (having sufficient resources to obtain appropriate foods for a nutritious diet) and food use (appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation). Candidates should also demonstrate an understanding of the importance of population policies to facilitating the process of development. Candidates should demonstrate an understanding of the importance of other population policies on achieving food security.

**Interpretation and Application**

**[10 marks]**

Candidates should adequately explain five of the following as they relate to the three components of food security:

- The impact of land use policies in the territory on food security. Candidates should demonstrate an analysis of the allotment of land to industry, housing, social amenities, for example.
- The effect of the size and topography of the territory on its ability to achieve food security.
- Candidates should analyse the effect of government policy as it relates to food security. This analysis also relates to the effect of a not having an established policy.

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- Analyse the relationship between population size and food security.
- The impact of the territory's historical relationship with agriculture and its possible impact on the feasibility of food security.
- The threat of natural disasters on the territory's ability to sustain food security
- The ability to achieve food security in a sustainable manner. This includes issues such as soil conservation, pests and disease control and innovative production technique/ use of new technologies.
- The impact of migration. How do changes in population size and structure affect food security?
- Cost associated with food security including the ability to import the necessary foods when they are required by the society.
- Ensuring that imported food items are of acceptable quality and safe to eat.
- Educating the population on basic nutritional needs in order to ensure that public support is given to policy.
- The adoption of a regional approach to food security in order to minimise associated costs.

**Analysis and Evaluation**

**[7 marks]**

Candidates should conclude that food security is feasible/ realistic/practical in regional territories only if it is based on education and sound policies that reflect and cater to the needs of various stakeholders. Students may also conclude that food security must not be seen as a unitary issue but that Caribbean governments should use regional machinery to capitalise on the strengths of the individual units via this approach the size of regional units should not be the main stumbling block in achieving food security throughout the region.

Contrastingly, a student may reach the conclusion that the socio-economic history, the economic structures and political nature of the region poses considerable threats to the achievement of food security within Caribbean territories.

**Total 25 marks**

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**SECTION B**  
**MODULE 2: CRIME AND DEVIANCE**

**Question 2.**

The social and economic effects of the following issues related to crime and deviance in contemporary Caribbean society.

- (i) Corporate crime
- (ii) Juvenile delinquency
- (iii) Drug trafficking

**Overview of Expected Response**

Candidates are expected to define the characteristics of these crimes or crime-related issues as well as to state their social and economic effects on Caribbean societies. They should demonstrate familiarity with the characteristics of any two of the following: corporate crime, juvenile delinquency, drug trafficking.

They need to demonstrate how crime not only affects the victims, but the society as a whole. Social effects include trauma, fear, restricted movement, loss of life, break-up of families, diminished educational performance.

The following economic effects should be discussed: costs to state for managing the police service and the private security industry, it negative effects on tourist industry, increased costs for construction of homes ("burglar proof"), high costs of alarms (cars and homes) as well as added expenditure for cameras in homes and offices, restricted movement of people, vandalism of property, loss of lives.

**Knowledge and Understanding**

**[8 marks]**

**Corporate crime**

This refers to the illegal actions of corporations or individuals acting on their behalf. It is linked to white collar crime.

**Juvenile delinquency**

This refers to crimes committed by young persons (minors), under the statutory age limit, but not old enough to go to prison.

**Drug Trafficking**

This refers to the trafficking/marketing of illegal or prohibited substances. It is usually classified as organized crime, since it involves a network of persons, and is usually international in its scope of operations

In answering this question, candidates are required to discuss the effects of crime and deviance upon contemporary Caribbean society with

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specific reference to two of the following three areas: corporate crime, juvenile delinquency and drug trafficking. Both areas chosen must be adequately defined and accompanied by sufficient supporting examples. An analysis of available crime statistics in the Caribbean with respect to the chosen issues should also be included in candidate responses.

The effects of the chosen issues should cover economic costs inclusive of cost of security, budget allocation and money laundering while social costs such as migration, threats to well-being and quality of life should be examined. Candidates must also make reference to legislation and legal responses to these issues of crime and deviance.

**Interpretation and Application**

**(10 marks)**

(i) Corporate crime

Candidates are expected to demonstrate the relationship between corporate crime and the social and economic sectors of society. For instance, social effects of corporate crime can be explained by examining the breakdown or decline in the norms and values of society, and growing distrust among members of the business community and also between the consumer and the business community.

The impact of corporate crime also extends to the economic sector in the form of economic hardships for the consumer brought about by the increase in business costs to counteract funds lost through embezzlement and fraud. Additionally, candidates should examine the impact of tax evasion upon the average taxpayer who may be subjected to increased taxes as a result.

(ii) Juvenile delinquency

In the case of juvenile delinquency and social effects, candidates should outline and explain the development of a juvenile subculture that negatively impacts the community through increased drug and alcohol abuse, gang activity, and criminal acts. This results in unsafe neighbourhoods and an increasing cost to law enforcement and safety.

Additionally, the relationship between delinquency and unemployment should be highlighted. The lack of involvement of youth in the economic sector reduces the economic productivity of the overall population and thereby detracts from the country's overall GDP and productive capacity. High rates of unemployment are negative reflections for a country's development index and increase the cost of social services that are required to cater to unemployed youth.

(iii) Drug trafficking

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Candidates are expected to explore social costs of drug trafficking and these can be related to the breakdown in family life and family values, the increased impact of peer pressure and poor academic performance on the part of youth drug abusers. The ease with which drugs can be accessed by the youth population and its impact upon youth subculture, education and employment should also be discussed.

The economic costs of drug trafficking include the

- increased cost of treatment and rehabilitation facilities for drug abusers,
- need to heighten security and law enforcement, and
- increased prison and legal costs.

Candidates should explain that this rise in expenditure brought about by drug trafficking depletes the funding that can be invested in other sectors of the economy such as the educational and health sectors. Additionally, the drug trade results in reduced productivity since no returns are gained by the country's economic infrastructure from the illegal drug trade.

The short-term and long term impact upon the health of a population should also be examined. Increasing drug-related illnesses and premature death should be explained as they relate to social and economic costs.

**Analysis and Evaluation**

**(7 marks)**

Candidates are expected to evaluate the social and economic effects of these crimes or crime-related issues on Caribbean societies. They should illustrate that crime not only affects the victims, but the society as a whole. The specific characteristics of these crimes and how these affect the society directly and indirectly should be noted.

**Total 25 marks**



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**SECTION C**

**MODULE 3: CARIBBEAN SOCIAL ISSUES - POVERTY, HEALTH AND ENVIRONMENT**

**Question 3**

**Environmental disasters often lead to a social system in anomie or a state of normlessness.**

**Overview of expected response**

Candidates should be able to define or describe what is meant by anomie or normlessness from a consensus sociological standpoint as well as demonstrate knowledge and understanding of the role of institutions of social order and control.

They should be able to examine an environmental disaster in a named Caribbean society and discuss the process/state of anomie which overtook the social system as well as the results and actions to control it or alternatively, show why there was no state of anomie with reference to the social nature and extent of the disaster and the effective functioning of institutions of social order and control.

Candidates should be able to conclude from the analyses of the evidence provided whether or not environmental disasters often lead to anomie or a state of normlessness.

**Knowledge and Understanding**

**[8 marks]**

Candidates should demonstrate knowledge and understanding of:

- Anomie or state of normlessness which refers to a situation in society where there is a breakdown in the functioning of the normative system thus routine values and rules are rejected or not observed and the society and its members are at extreme risk of collapse or social chaos. (Consensus).
- Environmental disasters in the Caribbean - their social nature, extent, sociological effects and interventions, for example, floods, hurricanes, volcanoes, earthquakes; effects - depopulation or population displacement, mortality, morbidity, social transformation, for example; interventions - emergency measures - for example, evacuation, construction of shelters, counselling, health, feeding.
- Prominent institutions of social order and control during such events - the environmental disaster management agency, the uniformed para-military and military services, the media and disaster relief agencies such as the Red Cross/Crescent.

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**Interpretation and Application**

**[10 marks]**

Candidates' responses must elaborate on the following:

- outline and discuss an environmental disaster from the consensus perspective viz. in a named Caribbean society
- demonstrate why anomie is or isn't "often" an issue during environmental disasters
- examine the nature, extent, impact and results of the environmental disaster event
- identify and discuss the role of the prominent institutions of social order and control during environmental disaster events in the named Caribbean society
- explain the level of effectiveness or ineffectiveness of institutions of social order and control with regards to the absence or presence of anomie, respectively in the named Caribbean society which experienced an environmental disaster.

**Analysis and Evaluation**

**[7 marks]**

Candidates should be able to conclude based upon the analysis of the evidence whether or not environmental disasters often lead to anomie or a state of normlessness. They should be able to determine whether or not it is the very nature of certain disasters (for example, the type of onset or suddenness, societal and physical impacts) that lead to anomie or it is the capacity and preparedness (re functional or dysfunctional) of the institutions of social order and control to respond to disasters to avert such social chaos. They should be able to summarize the supporting sociological evidence to support their position.

**Total 25 marks**



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**UNIT 2 - Paper 032**

*1 hour 30 minutes*

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This paper consists of THREE questions.
2. Answer ALL questions.
3. Each question is worth 20 marks.

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## SECTION A

### **INSTRUCTIONS**

**Read the information below carefully before answering the questions that follow.**

Select ONE of the following issues in your community for investigation:

- Pollution and Social Behaviour
- Lifestyle Diseases and Socialization
- Poverty and Poor Health
- Youth Crimes and the Effectiveness of Social Control Mechanisms
- Natural Disasters and Population Change
- Poverty Alleviation Strategies and Social Development

**Write a description of how you would conduct this investigation by using the headings provided below and answering the questions that follow.**

### **1. INTRODUCTION**

- (a) List ONE general and THREE specific objectives of your study. **[5 marks]**
- (b) **In no more than TEN lines**, write a statement of the problem for this study. The statement should include the nature and scope of the problem and the rationale for your study. **[3 marks]**
- (c) Suggest a title for your study with reference to your general objective.  
**N.B.** The title should be no more than FIFTEEN words in length, highlighting the key variables of the study. **[2 marks]**
- (d) (i) State THREE reasons why a literature review is important in a study. **[6 marks]**  
 (ii) Outline the steps you would take to conduct your literature review. **[4 marks]**

**Total 20 marks**

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## 2. DATA COLLECTION

### (a) Research Design

State THREE reasons why you would prefer to use ONE of the following approaches for your study:

- (i) Quantitative research only
- (ii) Qualitative research only
- (iii) Both quantitative research and qualitative research

[6 marks]

### (b) Data Collection Technique

Choose ONE of the following data collection techniques which would be suitable to conduct your study:

- Questionnaires
- Interviews
- Participant observation
- Analysis of secondary data, for example, documents
- Any other suitable data collection technique

State TWO reasons for your choice of data collection technique to gather information for your study.

[4 marks]

### (c) Research Instrument

Design a short questionnaire or interview schedule (with FIVE questions) for your study and identify the target group to which you will administer it.

**N.B.** Questions on the characteristics of the respondents will NOT be considered as relevant questions. However, they MUST be part of the questionnaire design.

[10 marks]

**Total 20 marks**

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### 3. ANALYSIS AND CONCLUSION

(a) Analysis of Data

Researchers often use frequencies, percentages, charts or graphs to present quantitative data, and written descriptions to present qualitative data. They also use statistical techniques (such as correlation) as well as explanations to analyse quantitative data, and interpretation to analyse qualitative data.

Briefly explain how you would present and analyse ONE set of data you would have collected in relation to ONE of your specific research objectives.

[6 marks]

(b) Discussion and Conclusion

(i) Describe ONE of your possible findings.

[2 marks]

(ii) State TWO factors that can affect the validity of your findings.

[2 marks]

(c) Significance of the Research

Briefly explain why you consider your study important or useful.

[5 marks]

(d) Bibliography

Provide ONE example of how you would write a reference with the necessary details in your bibliography. It does not have to be an example of a real book or article.

[5 marks]

**Total 20 marks**

**END OF TEST**

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

## Procedures for Holistic Marking: Sociology Paper 2

### A. Review

1. Review the descriptions of the qualities to be assessed.
2. Review the scoring rubrics (the scale which indicates the marks to be awarded for the specified level of performance on each quality).
3. Review the overall quality standards, which show the range of marks associated with the categories of responses ranging from excellent to unsatisfactory.

N. B. All essay questions carry a maximum of 25 marks.

### B. Read

First, read through the response fairly quickly and place it into one of the following broad categories.

Category 1/2 – the response should earn in the range of 22 – 25 marks

Category 3/4 – the response should earn in the range of 16 – 21 marks

Category 5/6 – the response should earn in the range of 10 – 15 marks

Category 7 – the response should earn in the range of 00 – 09 marks

### C. Reread

Reread each response more carefully in order to further divide each broad category into two more discriminating subcategories. You will find that most of the responses that at first (rapid) reading you place in Category 1/2 (22–25 marks) will tend to be rated highly in terms of Knowledge and Understanding and Interpretation and Application. Therefore, focus on the **Analysis Evaluation** qualities to discriminate among these responses.

The responses that you place in Category 3/4 will tend to be strong in Knowledge and Understanding and tend to be relatively restricted in the qualities of Analysis and Evaluation. Focus on **Interpretation and Application** to discriminate among the responses that you place in Category 3/4.

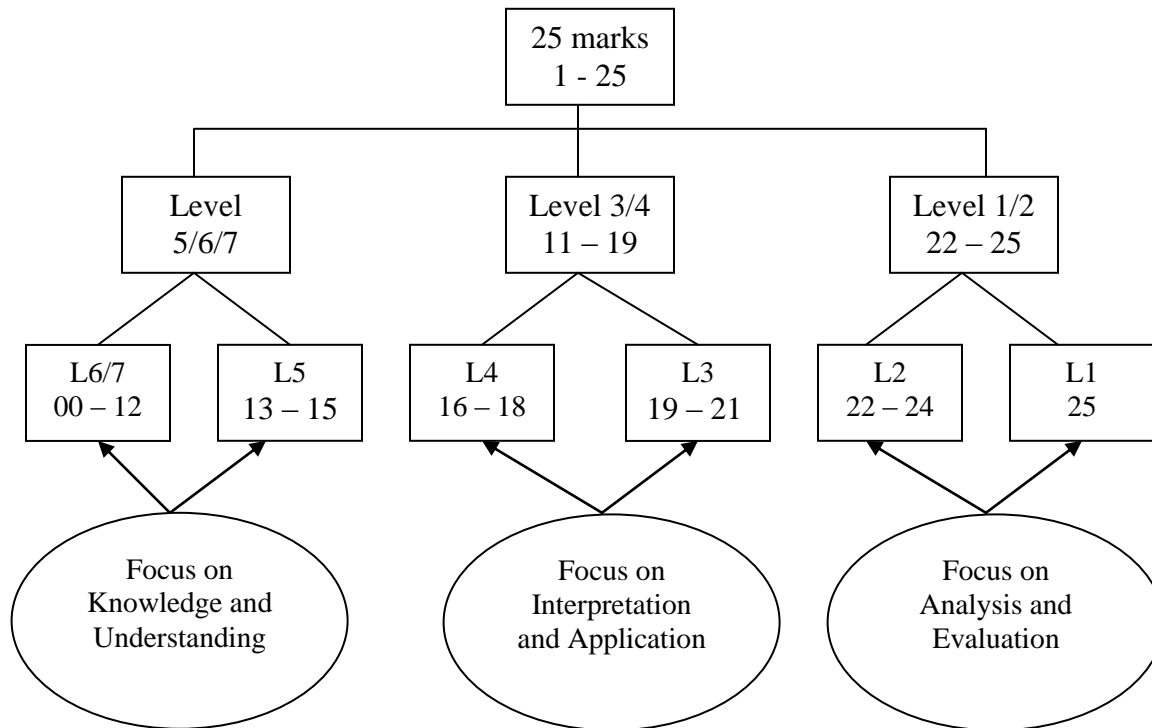
Focus on **Knowledge and Understanding** to discriminate among the Category 5/6/7 responses as these may tend to be restricted in Interpretation and Application and Analysis and Evaluation.

This will allow you to arrive at 7 distinct levels or categories of responses.

<b>Level 1</b> response – one judged to be <b>exemplary/outstanding</b> will earn a total of 25 marks	
<b>Level 2</b> response – one judged to be <b>excellent</b> will earn a total of	22 – 24 marks
<b>Level 3</b> response – one judged to be <b>very good</b> will earn a total of	19 – 21 marks
<b>Level 4</b> response – one judged to be <b>good</b> will earn a total of	16 – 18 marks
<b>Level 5</b> response – one judged to be <b>satisfactory</b> will earn a total of	13 – 15 marks
<b>Level 6</b> response – one judged to be <b>limited</b> will earn a total of	10 – 12 marks
<b>Level 7</b> response – one judged to be <b>unsatisfactory</b> will earn a total of	00 – 09 marks



The following diagram may help you to conceptualize the process:



#### **D. Remember**

Think of the essay as a whole. Do not focus on the discrete elements. (For example, do not 'count points'. Do not think in terms of five points x 2 marks each = 10 marks.)

As you read the response, try to experience what the candidate has written as an integrated piece of writing in which the ideas are linked together meaningfully and logically, and all the parts of the essay (words, sentences, paragraphs) are harmoniously connected.

You need to consciously reshape your thoughts and actions and reflect on six considerations as you assess the candidate's essay.

1. Be aware of your own prejudices, which often interfere with fair marking. These prejudices usually relate to the number of facts and concepts contained in the essay, the neatness and careful appearance of the essay, and the punctuation and grammatical and spelling correctness of the essay.
2. All examiners tend to drift from the agreed standard as they engage in marking script after script over long periods of time. This may be caused by fatigue, distractions in the marking location, loss of concentration etc.
3. Further, when you mark a 'weak' response immediately after marking a set of 'strong' responses you may tend to award relatively lower marks to the weak script.
4. On the other hand, when you mark a 'strong' response immediately after marking a set of 'weak' responses you may tend to award relatively high marks to the strong script.
5. Mark positively. Assess the adequacy or correctness or appropriateness or relevance of the candidate's response in terms of the mark scheme and scoring rubrics and reward the candidate's response accordingly.
6. You must NOT try to fit the candidate's response to YOUR concept of the 'correct' essay. You must assess the response in terms of the extent to which it is meaningful, demonstrates understanding of the information tested and present clear, logical arguments.

CAPE SOCIOLOGY – HOLISTIC MARK SCHEME PAPER 02 ESSAY QUESTIONS

<b>Knowledge &amp; Understanding</b> (Max. 8 marks)	<b>0 - 1mk</b>	<b>2 - 3 mks</b>	<b>4 mks</b>	<b>5 mks</b>	<b>6mks</b>	<b>7mks</b>	<b>8mks</b>
	<b>Unsatisfactory</b> knowledge of facts and concepts	<b>Limited</b> knowledge of facts and concepts	<b>Satisfactory</b> knowledge of facts and concepts	<b>Good</b> knowledge of facts and concepts	<b>Very Good</b> knowledge of facts and concepts	<b>Excellent</b> knowledge of facts and concepts	<b>Outstanding</b> knowledge of facts and concepts
<b>Interpretation &amp; Application</b> (Max. 10 marks)	<b>0 - 2mks</b>	<b>3 - 5mks</b>	<b>6 mks</b>	<b>7 mks</b>	<b>8 mks</b>	<b>9 mks</b>	<b>10 mks</b>
	Explanations and examples are <b>unsatisfactory</b>	Explanations and examples are <b>limited, and minimally supported</b> by sociological references	Explanations and examples are <b>satisfactory and occasionally supported</b> by sociological references	Explanations and examples are <b>fairly clear, relevant and well supported</b> by sociological references	Explanations and examples are <b>generally clear, relevant and supported</b> by sociological references	Explanations and examples are <b>very clear, relevant and consistently supported</b> by sociological references	Explanations and examples are <b>very/extremely clear, relevant and consistently supported</b> by sociological references
<b>Analysis &amp; Evaluation</b> (Max. 7 marks)	<b>0 mk</b>	<b>1 – 2mks</b>	<b>3 mks</b>	<b>4 mks</b>	<b>5 mks</b>	<b>6 mks</b>	<b>7 mks</b>
	<b>Unsatisfactory</b> response lacks coherence, clarity and conclusiveness	<b>Limited</b> with response has little coherence, clarity and conclusiveness with little support by sociological references	<b>Satisfactory</b> response fairly coherent, clear and conclusive supported by sociological references	<b>Good</b> response generally coherent, clear and conclusive supported by sociological references	<b>Very Good</b> response generally coherent, clear and conclusive supported by sociological references	<b>Excellent</b> response very coherent, clear and conclusive consistently supported by sociological references	<b>Outstanding</b> response extremely coherent, clear and conclusive consistently supported by sociological references

**Level 1** response – one judged to be **outstanding/exemplary** will earn a total of

25 marks

**Level 2** response - one judged to be **excellent** will earn a total of

22 – 24 marks

**Level 3** response - one judged to be **very good** will earn a total of

19 – 21marks

**Level 4** response - one judged to be **good** will earn a total of

16 – 18 marks

**Level 5** response - one judged to be **satisfactory** will earn a total of

13 – 15 marks

**Level 6** response - one judged to be **limited** will earn a total of

10 – 12 marks

**Level 7** response - one judged to be **unsatisfactory** will earn a total of

00 – 09 marks

Explanation of the Qualities to be Assessed

<p>Knowledge and Understanding [Maximum 8 marks]</p>	<p>The extent to which the response shows evidence that the candidate knows, recalls or understands information. Consider aspects such as accuracy of factual information, definition of important sociological terms, familiarity with essential concepts and the use of the ‘language’ (jargon) of the discipline.</p>
<p>Interpretation and Application [Maximum 10 marks]</p>	<p>The extent to which the response shows evidence that the candidate accurately interprets and elaborates on the information as well as displays the sociological imagination. Consider also how the candidate supports explanations with relevant and appropriate examples, research information, references to the Caribbean context, and with references to authorities in the discipline. Also the extent to which the candidate shows the relevance of sociological ideas, theories/perspectives and research findings to the Caribbean situation.</p>
<p>Analysis and Evaluation [Maximum 7 marks]</p>	<p>The extent to which the candidate provides, clear, relevant and appropriate explanations and analyses. Consider the overall coherence of the response. Consider the following: Does the candidate clearly state conclusions? Are the conclusions logical? Does the candidate support conclusions with relevant information and facts, references to appropriate authorities, logical argument?</p>

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2004**

**SOCIOLOGY**

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## **SOCIOLOGY**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2004**

#### **INTRODUCTION**

Unit 1 of the CAPE Sociology syllabus was examined for the third time whereas Unit 2 was examined for the second time in 2004. Assessment for both Units was based on three papers: Paper 01, a structured response paper (worth 30 per cent of the overall examination), Paper 02, an extended essay paper (worth 50 per cent) and Paper 03 internal assessment, worth 20 per cent).

All three modules of the syllabus were tested in each paper. Paper 01 consisted of nine compulsory questions, each carrying 10 marks. Thus, the maximum was 90 marks. Paper 02 consisted of three sections, of two questions each. Candidates were required to answer three questions, one from each section. Each question was marked out of 25, and the marks doubled. In Paper 03, the internal assessment, candidates were required to do a research project for Unit 1 and three questions, one on each module for Unit 2. These were marked out of a maximum of 60 by the teacher and a sample forwarded to CXC for moderation.

Overall performance was commendable. Candidates displayed a sound understanding of the concepts and principles of Sociology, though familiarity with Caribbean material seemed lacking.

#### **DETAILED COMMENTS**

##### **UNIT 1**

##### **PAPER 01**

##### **MODULE 1 – Sociology, Culture and Identity**

###### Question 1

This question was based on sociological research, more specifically on the methods of data collection. In the first part, candidates were asked about the steps in scientific research. It was generally well done. No part of the question presented any serious difficulty to students.

### Question 2

This question was based on the concepts, culture, culture change and norms. It was well within the competence of the majority of candidates, and performance on it was generally good.

### Question 3

This question was based on consensus and social action theories.

There were no difficulties in interpreting the question, though a few candidates appeared not to be familiar with the terms 'consensus' and 'social action'. They seemed more familiar with the terms 'functionalism' and 'interactionism'. This was the most difficult question in this Module.

## **MODULE 2 – Social Institutions: Family, Religion, Education**

### Question 4

This question was based on the family. Some candidates were unable to state why the nuclear family was perceived as dominant in industrial societies and the differences between families and households. The other parts of the question were generally well done.

### Question 5

This question was based on religion. Most candidates were able to state one difference between a church and a sect. Most candidates earned two marks (out of four) in part (a). Some candidates were unable to say why sects emerge in society. (Most candidates obtained one mark out of two for this part.) The other two parts were generally well done. In fact most candidates received full marks for parts (c) and (d).

Candidates are advised that one-word answers would not suffice, except if they are asked to list items. Generally, even structured, short-answer questions require answers that are stated in complete sentences with all the relevant information included.

### Question 6

This question was based on education, more specifically on the conflict perspective. Generally candidates did not perform well on this question. Also, the parts relating to the school curriculum, streaming, and the purpose of schooling according to the

conflict perspective presented some difficulty to more than 40 per cent of candidates. Some candidates were not able to state why schools are not neutral institutions.

### **MODULE 3 – Social Stratification and Social Mobility**

#### Question 7

This question pertained to social mobility. For part (a) while candidates knew mobility had to do with movement, they were unable to relate it to the social structure and the class system. In fact some candidates took it to mean geographical mobility. Most candidates knew the basic difference between open and closed stratification systems. For part (c) they listed names of countries, taking communist countries to mean closed and democratic countries to mean open. They gave Cuba as an example of a closed system. Further, Trinidad was identified as a society with a caste system since there were Indians living there. For part (d), most candidates were able to state the factors influencing social mobility. Most candidates correctly identified wealth, education, ethnicity and occupation.

#### Question 8

This was based on the conflict perspective on social stratification.

Of all the questions on the paper, this question seemed to have posed the greatest difficulty to candidates. As such, the mean mark for this question was the lowest on the entire paper. Also, performance on parts (b) and (c) was related to performance in part (a). This also accounted for the poor performance.

#### Question 9

This question was based on social mobility in traditional and modern industrial societies. Most candidates were able to state two forms of vertical mobility and factors contributing to upward social mobility of women.

Most candidates scored full marks in parts (b) and (d). On the other hand parts (a) and (c) presented some difficulty to candidates. Education was given as a factor determining social status in traditional societies. Also, many candidates misinterpreted part (c).



## UNIT 1

### **PAPER 02**

Paper 02 was generally well done. Candidates were required to write three essays (one from each module) out of six presented on this paper. They were given two and a half hours to do so.

Though performance was generally good, there is need for improvement in candidates' essay writing skills.

### **MODULE 1 – Sociology, Culture and Identity**

#### **Question 1**

Candidates were asked to discuss the similarities and differences between the functionalist and conflict theories in sociology. Most candidates were aware of the theoretical perspectives, but failed to apply this knowledge to their answers. Synthesis and evaluation were rather weak. The examiners attempted to assess the candidates' capacity to be clear and coherent as well as to provide a well-reasoned and conclusive answer relating to the subject.

#### **Question 2**

This was a straightforward question pertaining to sociology as a science. Most candidates who attempted this question did reasonably well.

### **MODULE 2: Social Institutions: Family, Religion and Education**

#### **Question 3**

This question was done by almost all candidates. Candidates demonstrated a general awareness of the family forms in the Caribbean and the basic characteristics of the matrifocal family.

However candidates did not do as well in stating the determinants of the various forms of the family in the Caribbean.

#### **Question 4**

This was by far the least popular question on the paper, and was attempted by only a few candidates. Candidates generally knew the meaning of the term 'creolisation'. The wording of the question, however, presented some difficulty, and the question proved to be beyond the capacity of most of the few candidates who did attempt it.

### **MODULE 3 – Social Stratification and Social Mobility**

#### Question 5

In this question, candidates were asked to evaluate the functionalist perspective on social stratification. Candidates demonstrated sound knowledge of the concept of mobility and stratification. Applying Davis and Moore's theory to the Caribbean presented most difficulty to candidates. Candidates are reminded that they should, where appropriate, cite work by Caribbean authors to support their answers.

#### Question 6

This question was based on the changing nature of status determination in Caribbean society, from one based on ascription to one based on achievement. Candidates were able to state the basic reasons for the shift but their arguments lacked depth of analysis and empirical evidence. As such, the performance was not as good as expected.

### **PAPER 03**

#### **INTERNAL ASSESSMENT**

The internal assessment was generally well done. The research project was being done for the first time. In some cases, all the candidates at a particular school did the same project. While this is allowed, it should not be encouraged. Candidates should be guided by the teacher in selecting the topics. In most instances, the teacher's marks were fair and consistent, though in a few instances the teacher was too lenient. Also, in some cases the teacher misunderstood how the marks should be allocated according to modules.

Teachers are reminded that they should review the guidelines in the syllabus and the instructions provided with the documents that need to be submitted to CXC in compliance with the requirements for Internal Assessment.

## UNIT 2

### Paper 01

#### MODULE 1 – Population Studies

##### Question 1

This question was based on population control polices. Candidates had no difficulty in stating population control measures and listing the adverse effects of population growth. A reasonable number of candidates were able to state why people might be reluctant to participate in population control. Part (d) appeared to be beyond the capacity of some candidates.

##### Question 2

Most candidates were able to define crude birth rate and to state two factors influencing the crude birth rate in a country. A few of the definitions were somewhat confusing and indicated misconceptions on the part of some candidates. A reasonable number were able to state other estimates of population and to state why crude birth rate is employed in the study of population.

##### Question 3

Candidates performed very well on this question. This was a straightforward question on human migration. Few candidates had difficulty in answering the question properly.

#### MODULE 2 – Social Order, Social Control and Deviance

##### Question 4

This question was poorly done. Some candidates provided confusing definitions of social reality, where any simple definition would have sufficed. Some candidates had problems in explaining social order from a non-functionalist perspective, while others were unable to state why functionalist theory of social order might be considered conservative.

##### Question 5

This question was based on crime, punishment and alternatives to punishment. The majority of candidates had little difficulty with this question. Most candidates were

able to define punishment. A few had difficulty in stating two formal sanctions. Most candidates were able to state at least one alternative to punishment and to state why some methods of punishment might be ineffective.

### Question 6

A reasonable number of candidates were able to distinguish between norms and values, though not many were able to obtain full marks for part (a). Some examples of deviance that candidates provided were not appropriate. Most candidates were able to state at least one agent of social control. Most candidates were able to state one instance in which deviance might be useful to society.

## **MODULE 3 – Social Development and Poverty**

### Question 7

The majority of candidates had difficulty with this question on modernization theory and the marks obtained were generally poor. Only a few candidates were able to define modernization. Parts (b), (c) and (d) were generally done poorly. It appeared that candidates from some schools did not adequately cover the topic.

### Question 8

Not many candidates were able to adequately describe a traditional indicator used to measure development. Very few were able to suggest a more valid and reliable indicator of development. This was the most poorly done question on the entire paper.

### Question 9

Most candidates were able to list two forms of poverty, although a few were unable to state what the ‘poverty line’ is. Not many candidates were able to state alternative ways of measuring poverty. A reasonable number of candidates were able to list at least two groups vulnerable to poverty in the Caribbean.

## **UNIT 2**

### **PAPER 02**

Paper 02 was generally well done. Candidates were required to write three essays (one from each module) out of six. They were given two and a half hours to do so. Performance indicated the need for candidates to have more practice in essay writing.

## **MODULE 1 – Population Studies**

### Question 1

Fewer candidates attempted this question than Question 2. Candidates had difficulty with the wording of the question (pertaining to the shape of population pyramids) and appeared to perceive it to be more difficult than it really was.

### Question 2

This was a straightforward question pertaining to the positive and negative effects of migration in a named Caribbean society. Though candidates had the general knowledge required to answer the question, they generally were unable to provide specific empirical evidence to support their assertions.

## **MODULE 2 – Social Order, Social Control and Deviance**

### Question 3

The perspectives relating to anomie were generally known but not well applied to the question. Candidates had some difficulty in identifying an appropriate institution and showing how it contributes to anomie in the Caribbean.

### Question 4

Candidates were generally aware of the causes of delinquency in the Caribbean. However, the theories of youth culture and subculture were not well known. Candidates from some schools clearly did better than others, thus indicating that some teachers placed more emphasis on teaching the theories of deviance. At this level candidates should be able to critically evaluate these theories, but this was not so in a number of cases.

## **MODULE 3 – Social Development and Poverty**

### Question 5

Most candidates were able to define urbanization and its effects on Caribbean societies adequately. The theories presented some difficulty, however, and some candidates did not even mention them. Those who did mention them were unable to adequately discuss these theories in relation to the Caribbean.

Some candidates had problems in discussing the effects of urbanization in developing and developed countries.

### Question 6

This question was based on poverty reduction strategies. Candidates generally did well on the knowledge, application and analysis aspects of the question. They were very aware of poverty alleviation policies in the Caribbean. The question was done reasonably well.

## **PAPER 03**

### **INTERNAL ASSESSMENT**

The internal assessment was generally well done. Candidates had to do one question on each of the modules. In most instances, the teacher's marks were acceptable to the moderator.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2005**

**SOCIOLOGY**

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## INTRODUCTION

Approximately 2,350 candidates wrote the examination in Unit 1, while, approximately 1,520 candidates wrote the examinations in Unit 2.

## GENERAL COMMENTS

The overall standard of candidates' performance may be described as good.

However, teachers need to give more attention to the research projects, particularly to ensure that they are focused and manageable for the candidates.

## DETAILED COMMENTS

### Unit 1 Paper 1

#### Module 1: Unit 1 Paper 1 Sociology, Culture and Identity

##### Question 1

This question was based on the factors which led to the development of Sociology as a discipline. Most candidates failed to identify and state some of the factors which led to its development. It is important that they be made aware of the early as well as contemporary stages of development of sociology as a science.

##### Question 2

This question focused on contrasting the goals of the sociologist and the journalist when they are investigating a problem. It was well done by candidates generally. However, some mistakenly stated that only the sociologist investigates and reports on problems and disregarded or were unaware of the fact that investigative reporters also do so.

##### Question 3

The question addressed the issue of definition of the term 'culture' as used in Sociology and also required candidates to provide examples of material and non-material components of culture. Candidates' performance was good with most demonstrating a sound understanding of these concepts.

#### Module 2: Social Institutions: Family, Religion, Education

##### Question 4

For this question candidates had to outline the historical factors that have influenced the structure of the Caribbean family. Candidates performed well on this question, with most being able to demonstrate an understanding of the historical and contemporary factors responsible for the structure of the family.



Question 5

This question focused on religion: definition, differences between monotheism and polytheism, examples of religions that developed in the Caribbean, and examples of evidence of secularization in the Caribbean society. In answering this question, instead of stating that monotheism is the belief in one God, while polytheism is the belief in several gods, weaker candidates stated that monotheism is the belief in one religion and polytheism the belief in several religions.

Question 6

Question 6 addressed the issue of equality of educational opportunities, the effects of colonialism on Caribbean education and measures that might reduce the inequalities in the educational system in the Caribbean. For part (c), the most common weakness was failure to demonstrate understanding of the role of the school in reducing gender inequalities.

Question 7

This question dealt with social mobility with reference to vertical social mobility, reasons for social mobility being restricted under slavery in the Caribbean and factors responsible for social mobility in the Caribbean. Many candidates showed that they had a sound understanding of the various aspects. However, the weaker ones demonstrated a lack of understanding that social mobility relates to upward and downward movements in the social structure of the society. The factors responsible for upward mobility were well known in most cases, while those for downward mobility were ignored.

Question 8

This question addressed the issue of stratification and whether it is beneficial or harmful to society. Candidates, for the most part, were not able to state the way in which society benefits from being stratified. They also showed lack of clarity in stating how it might be harmful to society.

Question 9

This question dealt with male marginalization and required candidates to provide instances to show how gender roles are reinforced by the family and the school. Several candidates interpreted “reinforced” to mean “changed”, which was somewhat disappointing for candidates at this level.

**Unit 1 Paper 02**

Paper 02 was generally well done. However, there is still need for candidates to be taught how to plan their essays and for sociological essays to incorporate knowledge of relevant sociological theories as covered in the syllabus.

## **Module 1: Sociology, Culture and Identity**

### Question 1

This question's emphasis was on whether functionalism is inappropriate for the analysis of Caribbean society. The better candidates started their essays by defining the term 'functionalism'. They then proceeded to show why this theory is inappropriate. Most acquitted themselves well on this question. However, some responses revealed a lack of understanding by providing a comparison with the conflict perspective. The unsatisfactory responses failed to identify and discuss some key assumptions of functionalism.

### Question 2

This was one of the most popular questions among candidates and focused on a discussion showing how historical factors have influenced the development of Caribbean society. Responses to the question were fairly good. However, several candidates demonstrated scant understanding of the role of those historical processes. They failed to demarcate the respective periods and relate them to cultural development in the Caribbean. However, the majority demonstrated a fairly good understanding of the other factors responsible for the cultural diversity of the Caribbean.

## **Module 2: Social Institutions – Family, Religion & Education**

### Question 3

This question required candidates to analyse attempts to achieve educational reform in a named Caribbean country since independence. Many candidates attempted this question, but did not clearly analyse those attempts at educational reform although evidence of knowledge of the educational system was noticed in the majority of responses. In addition, some failed to suggest or identify initiatives undertaken to

assist lower socioeconomic groups to combat the problem of poor attendance at school, malnutrition, inappropriate home environments and other challenges.

### Question 4

Candidates were required to analyse those factors responsible for changes and developments in family patterns in any named Caribbean society. Most were in a position to identify factors responsible for those changes in family patterns. The term 'family patterns' (types or forms) posed a problem, in terms of what it meant to some. Generally, candidates' performance was satisfactory. The weaker candidates failed to develop their answers fully. Most candidates named a country of reference as demanded by the question.

### **Module 3: Social Stratification and Social Mobility**

#### Question 5

This question focused on a discussion of the major factors that have influenced patterns of social mobility in any named Caribbean society. Most candidates demonstrated an understanding of the concept 'social mobility'. Nonetheless, a few interpreted it as being movement up in the class structure. Performance on this question was satisfactory.

#### Question 6

The question required candidates to discuss changes in the system of social stratification in a named Caribbean country after World War II. Most candidates understood the term 'social stratification' and named a country of reference as dictated by the question. However, only a few candidates attempted this question and their knowledge of the relevant content appeared to be limited.

### **Unit 2 Paper 1**

#### **Module 1 Population Studies**

#### Question 1

This question focused on population increase and related issues during and since plantation slavery in the Caribbean. A few candidates had difficulty with part (d), demonstrating the need for candidates to be made aware of the factors to be considered in making inferences on population growth, such as current population growth trends, economic prosperity, employment and other opportunities, population density and emigration and immigration patterns.

#### Question 2

Candidates were required to know the reasons, methods and measures employed in population control. This question was well done, with candidates demonstrating a sound understanding of the concepts tested.

#### Question 3

This question was based on life expectancy data for ten Caribbean countries. Candidates were required to answer questions relating to high and low life expectancy and, factors contributing to and the consequences of increased life expectancy in the Caribbean. This question was also well done.

## **Module 2: Social Order and Deviance**

### Question 4

For this question, candidates had to demonstrate knowledge of the different types of sanctions, normative expectations and other factors relating to social control. Candidates performed excellently on this question.

### Question 5

Candidates were expected to demonstrate knowledge of theories of social order namely, functionalism, the consequences of anomie, and the relevant Caribbean institutions that maintain social order. Performance was fair, but candidates need to be more familiar with the key concepts employed by the relevant sociological perspectives/theories in the area of social order.

### Question 6

Crime statistics were presented graphically for candidates to analyse and make inferences. While performance was generally very good, emphasis needs to be placed on familiarizing candidates with the sociological definitions, reasons and categorizations of crime.

## **Module 3: Social Development and Poverty**

### Question 7

The performance of candidates in this question can be described as fair/satisfactory. Candidates need to be familiar with the literature on poverty in the Caribbean. They must also be knowledgeable about the theoretical and practical discourses on poverty in general.

### Question 8

In order to address this question it was extremely important that candidates be knowledgeable of the contemporary and traditional discourses on development, including the definitions, theories, key indicators and strategies. Performance was fair.

### Question 9

Candidates performed poorly in this question. Candidates need to be made aware of the general trends in global development, historically and currently, as well as the strategies employed by English-speaking Caribbean countries during the post-colonial period to promote development.

**Unit 2 Paper 02**  
**Module 1: Population Studies**

Question 1

A majority of candidates attempted this question. Most of them were knowledgeable and competent in their responses. The Malthusian and demographic transition theories were well known by candidates. Some candidates acquitted themselves admirably in comparing societies while others used a longitudinal comparative approach which was equally appropriate.

Question 2

This question focused on the factors responsible for population trends in the Caribbean over the last fifty years. A significant number of candidates attempted this question. However, there were those who adopted an asociological (common-sense) approach which teachers need to discourage. The better candidates applied one of the population theories and produced very good responses.

**Module 2: Social Order, Social Control and Deviance**

Question 3

A majority of candidates attempted this question, which dealt with the claim that the family plays the most important role in the creation and maintenance of social order in the Caribbean. Also, they related the role of other institutions, for example church and school, and displayed the relevant knowledge of Caribbean society, family and other institutions.

Question 4

Candidates were expected to display knowledge of theories of juvenile delinquency to determine whether or not it is a 'lower-class' phenomenon. Many failed to give a definition of juvenile delinquency and the application of sociological theories including structural and sub-cultural theories. This resulted in a weak discussion.

**Module 3: Social Development and Poverty**

Question 5

A majority of candidates attempted this question. Many candidates were unable to present a good discussion of the view that the Caribbean today is underdeveloped and dependent. Candidates lacked knowledge of the ideas of the contributors to the respective theories. They also provided inadequate definitions of the terms 'underdeveloped' and 'dependent'. The discussion of development and dependency in the Caribbean was weak.

### Question 6

Many candidates provided a definition of poverty, but failed to discuss types of poverty in the Caribbean. A lack of application of knowledge of the theories of poverty resulted in a weak discussion of the factors which may result in poverty. Thus, generally, they did not indicate that in addition to economic factors, other factors also influence poverty in the Caribbean.

### **Paper 3: Internal Assessment Unit 1 & 2**

Generally, the Internal Assessment Projects submitted satisfied the standard required. Teachers and students should be highly commended. Evidence of research skills being applied was highly noticeable. However, teachers must become more familiar with the social processes underpinning the project which will help them in developing the statement of the problem and the aims and objectives. Teachers must be reminded that the statement should contain a statement on the purpose of conducting the research. The aims should be the overall goals of the study. The objectives must be separated from the aims and be put in measurable or operational words such as those used in the specific objectives in the Sociology syllabus.

In most cases teachers' marks were not altered. However, it was observed that in some cases teachers did not adhere strictly to the mark scheme in the syllabus. This led to the reduction of some scores when the projects were remarked. Teachers are advised to read the instructions outlined in the syllabus. Teachers should assist students in identifying relevant topics. Finally, teachers must ensure that whatever tasks are completed relate to the aims and objectives.

Teachers may benefit from workshops to address the following areas to further enhance their capabilities to assist students:

- (a) Literature review
- (b) Discussion on findings
- (c) Identification of manageable but relevant topics
- (d) Research design
- (e) Sampling procedures.

**CARIBBEAN EXAMINATIONS COUNCIL**

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MAY/JUNE 2006**

**SOCIOLOGY**

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## **SOCIOLOGY**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**May/June 2006**

#### **INTRODUCTION**

Approximately 3 675 candidates wrote the examinations in Unit 1 and 1 957 wrote the examinations in Unit 2. For the alternative paper, there were 47 candidates for Unit 1 and 26 candidates for Unit 2.

The performance on Paper 01 showed that candidates possessed a good grasp of basic sociological concepts. However, the performance on Paper 02 illustrated the need for improvement in their analytical skills. Also, essay-writing skills, in particular the ability to write clearly and present their ideas coherently, need to be improved. Teachers are reminded that the research project is a **guided** activity and that they are expected to give students feedback and suggestions for improvement as the students conduct their research projects.

#### **DETAILED COMMENTS**

##### **UNIT 1 PAPER 01**

##### **MODULE 1 - Sociology, Culture and Identity**

###### Question 1

This question was based on sociology as a science. Some candidates had difficulty in showing the disadvantages of common sense approaches and the advantage of using a scientific approach. However, most candidates were able to give one reason why sociology is a science.

###### Question 2

This question was based on sociological research methods. Performance on this question was the most outstanding in Module 1. Most candidates were able to give examples of qualitative and quantitative methods, and outline some of the practical considerations influencing choice of research method.

###### Question 3

This question was based on concepts pertaining to culture. This was the most challenging question in Module 1. A substantial number of candidates obtained zero for this question. Most candidates had difficulty in defining basic concepts related to culture, for example, acculturation and cultural retention. Also, most of the examples given for cultural mixing were inappropriate, being based on the biological interbreeding between different races. Responses were expected to include, for example, any aspect of the development of Creole culture, such as language, music and food, instances of religious syncretism and examples of interculturalisation.

##### **MODULE 2: Social Institutions: Family, Religion and Education**

###### Question 4

This question, based on the family, surprisingly presented the most difficulty to candidates in this Module. Many were unable to give reasons for the universality of the nuclear family (the functions it fulfils for the individual and the society) and reasons why the nuclear family is considered appropriate for industrial societies (geographical mobility, privacy, independence).



### Question 5

This question was generally well done. Most candidates were able to provide satisfactory answers to this question, (with the exception of part (b) where they were expected to deal with points such as ethnic rivalry fuelled by religious differences, persecution of religious minorities, actions taken based on religious fundamentalist ideas, to mention a few). Many candidates did not understand what was meant by the concept 'dysfunctions'.

### Question 6

This question was based on education. A substantial number of candidates did not adequately understand what was meant by the term 'hidden curriculum', nor were they familiar with the manifest and latent functions of education.

## **MODULE 3: Social Stratification and Social Mobility**

### Question 7

This question was based on social stratification. This question was the most poorly done in this Module, particularly the part dealing with criticisms of the conflict perspective on social stratification.

### Question 8

This question focused on gender-based stratification. It was generally well done by about two-thirds of the candidates. However, several candidates had difficulty in differentiating between sex (the biological differences between male and female) and gender (the social importance and interpretations of masculinity and femininity in a particular context) and in giving examples of gender role socialization.

### Question 9

This question was based on the concepts 'race' and 'ethnicity'. A few candidates were unable to distinguish between race and ethnicity. In part (b) most candidates were not able to state how race can be 'socially constructed'. Responses were expected to indicate that race is given a certain meaning within a particular social context, with illustrations and examples based on references to any racial category in a particular social setting and how this group is perceived and described by others.

## **UNIT 1 PAPER 02**

### **MODULE 1: Sociology, Culture and Identity**

#### Question 1

This was the more popular of the two questions in this module. However, many of the candidates did poorly on this question. Although they demonstrated knowledge of the concepts tested, many candidates did not demonstrate mastery of the skills of application, synthesis and evaluation. Very often candidates resorted to writing all that they knew, composing broad, descriptive answers rather than answering the question asked with sufficient specificity and grounding in the discipline of sociology.

#### Question 2

This question was not as popular as Question 1. Generally this question posed more difficulty to candidates than the alternative question. The weaker candidates were unable to distinguish between quantitative and qualitative research methods and often confused the two in their discussion.

A number of candidates appeared to have misread the question and this led to inappropriate responses.

## **MODULE 2: Social Institutions: Family, Religion and Education**

### Question 3

This question pertained to matrifocal families in the Caribbean. Though this is a central concept in Caribbean sociology, many candidates did not demonstrate adequate understanding of the matrifocal family and confused it with other family forms. Though many candidates were able to explain the factors responsible for the prevalence of matrifocality, the majority were unable to assess its consequences and their implications for the Caribbean.

### Question 4

This question was based on the decline of religion (secularization). It was the least popular question in all three modules.

Most of the candidates who attempted this question had great difficulty in providing suitable responses. They demonstrated limited familiarity with the relevant literature on the sociology of religion, especially on secularization.

## **MODULE 3: Social Stratification and Social Mobility**

### Question 5

This was the more popular question in this module. Many candidates had adequate knowledge of the features of modern societies and were able to explain the meaning of social inequality. However, a substantial number of candidates had difficulty in providing suitable arguments for and against the statement that social inequality is one of the defining features of modern societies.

### Question 6

This question was based on the influence of social class in today's society. Most candidates showed a familiarity with the concepts of social class and stratification but many candidates did not go on to explain the features of modern Caribbean society, nor did they examine how stratification in Caribbean society today is influenced by social class. The level of analysis, synthesis and evaluation was generally weak.

## **UNIT 2 PAPER 01**

### **MODULE 1: Population Studies**

#### Question 1

Candidates were required to do simple calculations of crude birth rate and infant mortality rate. These calculations were well done by the majority of candidates. Some candidates made the error of subtracting the number of deaths before one year from the total number of births in calculating crude birth rate. Several candidates had difficulty in stating two implications of a country's infant mortality rate.

### Question 2

Candidates were required to do a simple calculation of dependency ratio. Whereas some candidates were able to apply the formula, many did not follow the format outlined for calculating dependency ratio. Most were able to identify one implication of a country's dependency ratio, but most had problems in stating how to deal with an ageing population. This was the most poorly done question on the entire paper.

### Question 3

This question was based on population growth rates in less developed countries. Candidates demonstrated sound knowledge of all aspects of the syllabus tested in this question. All the sections of this question were well done. In fact, candidates' performance in this question was the best on the entire paper.

## **MODULE 2: Social Order, Social Control and Deviance**

### Question 4

This question was based on crime statistics. The question was generally well done. Most candidates scored well in parts (a) and (b). When asked to state one measure to be taken to acquire valid and reliable crime data, some candidates had difficulty in providing clear answers. They could have mentioned measures such as more 'victim-friendly' reporting procedures, improved technology for recording crime statistics and protection against retaliation for victims, for example.

### Question 5

This question was based on crime and deviance. Performance was generally good. Most candidates were able to differentiate between crime and deviance. However, approximately fifty per cent of the candidates were not familiar with Merton's Strain Theory. Also, several candidates were not able to state two ways in which deviance would be functional to society (by helping to reinforce the norms of society, by promoting social solidarity, by serving to provide to non-deviants examples of behaviour that is not acceptable).

### Question 6

This question was based on the interactionist perspective on deviance. Performance was less than satisfactory. Though many candidates were able to name the theory, they had difficulty in explaining 'deviance amplification' (when the labelling of a minor act as 'deviant' causes the offender to increase his or her deviant behaviour, leading to increasingly serious offences over time) and 'self-fulfilling prophecy' (when someone who is labeled as deviant actually lives up to the name/label placed on him or her by society).

## **MODULE 3: Social Development and Poverty**

### Question 7

This question was based on World Systems Theory. About two-thirds of the candidates performed well in this question. Most candidates were able to identify the scholar and the theory. Differentiating the core and the periphery presented difficulty to the weaker candidates only, and most candidates were able to provide appropriate examples of each.

### Question 8

This question was based on poverty. Performance was adequate. Many candidates were able to outline factors responsible for poverty in the Caribbean. However, several candidates were unable to distinguish between 'subsistence poverty' (absolute poverty, where persons are unable to meet basic needs such as food, clothing and shelter) and 'subjective poverty' (relative poverty, where people perceive themselves as poor often in relation to others, they may not be poor in absolute terms, but they are of the view that their needs are not being met).

### Question 9

This question was based on modernization theory. Over 50 per cent of the candidates did well in this question. They demonstrated a good knowledge of modernization theory, its recommendations and its effects on developing countries.

## **UNIT 2 PAPER 02**

### **MODULE 1: Population Studies**

#### Question 1

This question was based on population control. It was the most popular question on the paper, being attempted by over 85 per cent of candidates. It was generally well done. Many candidates, however, did not link population control with development. Many did not demonstrate adequate understanding of the theories of population. Many also did not know of population measures currently being implemented to achieve development.

#### Question 2

This was the least popular question on the paper. Candidates' performance was just adequate. The question was not difficult, but was based on a specific topic which many teachers might not have covered adequately. Also, the topic is not adequately covered in most of the popular sociology texts, but knowledge of the theory is required by the syllabus.

### **MODULE 2: Social Order, Social Control and Deviance**

#### Question 3

This question was based on the interactionist perspective of deviance. Candidates' performance in this question was the best in the entire paper. Many candidates showed adequate knowledge of deviance. However, some candidates had difficulty applying the interactionist perspective to the study of deviance.

#### Question 4

This question was based on law enforcement systems and social control and was attempted by over 50 per cent of the candidates. Performance was good with regard to knowledge of law enforcement generally. Many candidates, however, demonstrated inadequate knowledge of law enforcement systems in the Caribbean.

### **Module 3: Social Development and Poverty**

#### Question 5

This question, based on the causes of underdevelopment in the Caribbean, required knowledge of development theories and their application to the Caribbean. Performance was generally good. However, many candidates did not define key terms such as underdevelopment. Also several candidates did not provide examples of underdeveloped and developed countries.

#### Question 6

This question was based on poverty. It was attempted by about half the number of candidates as those attempting the previous question. It was generally well done. Though the majority of candidates demonstrated a good knowledge of defining poverty, many had difficulty in explaining the difficulties encountered in measuring poverty.

### **PAPER 3: Internal Assessment, Units 1 and 2**

The Internal Assessment required candidates to do a research project under the guidance of the teacher. This exercise provides an opportunity to apply the concepts, theories and methods covered in the syllabus. Its main objective is to give candidates hands-on experience in the practice of sociological research. If properly implemented, the exercise should enhance their knowledge and understanding of the discipline.

There were some rather outstanding research projects submitted and teachers and students should be commended. In some instances the projects showed the need for more careful monitoring and supervision. Many candidates did not demonstrate adequate understanding of issues such as:

1. Defining the research problem
2. Stating objectives
3. Conducting a proper literature review
4. Documenting sources of information
5. Selecting a sample
6. Developing a research instrument and
7. Data analysis.

There is need for training and/or re-training of teachers in the requirements of the internal assessment.

### **PAPER 03/2: Alternative to Internal Assessment**

This was done by the private candidates. Candidates doing this paper are urged to conduct an actual research project following the guidelines in the syllabus. They should seek the guidance of someone capable of assessing the project. This was not evident in the papers done this year. Many candidates appeared to have simply reflected on a hypothetical project and hence were not able to demonstrate adequate competence in the requirements of the internal assessment.

### **CONCLUSION**

It is obvious that while many candidates may have scored well in the knowledge requirements of the syllabus, there is a need to develop greater competence in their analytical skills. Teachers need to develop among their students, higher-order thinking skills. Also, students should receive more guidance and practice in organizing their thoughts and improving their essay-writing skills.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2007**

**SOCIOLOGY**

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## **SOCIOLOGY**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**

**MAY/JUNE 2007**

#### **GENERAL COMMENTS**

Unit 1 of the CAPE Sociology syllabus was piloted in 2002 whereas Unit 2 was piloted in 2003. Assessment for both Units 1 and 2 is based on three papers. Paper 01 (30 per cent), Paper 02 (50 per cent) and Paper 03 (20 per cent). All three modules of the syllabus were tested in each paper. Paper 01, consisted of nine compulsory short response questions, each carrying 10 marks. Thus, the maximum was 90 marks. Paper 02 consisted of three sections, of two questions each. Candidates were required to answer three questions, one from each section. Each question was marked out of 25. In Paper 03, the internal assessment, candidates were required to do a research project for both Units 1 and 2. Candidates were allowed to carry forward their Internal Assessment marks from Unit 1 to Unit 2. The Internal Assessments were marked by the teacher and a sample (usually of five projects) forwarded to CXC for moderation.

#### **GENERAL COMMENT**

The Examining Committee has noted a marked improvement in candidates' overall performance, particularly in Unit 2. Generally, candidates displayed a sound understanding of the concepts, methods and principles of Sociology.

#### **UNIT 1**

##### **PAPER 01**

##### **Module 1**

##### **Question 1**

This question was based on sociological research, more specifically on the data collection techniques used in sociology. Parts (a) and (b) were generally well done. The majority of candidates were able to identify data collection techniques. However, part (c) of the question presented some difficulty to students. Very few candidates were able to show how a sociologist's theoretical standpoint influences the choice of technique used to collect data.

##### **Question 2**

This question was based on culture and culture change. Many candidates had difficulty in defining concepts such as 'diffusion' and 'innovation'. Many were able to give two examples of culture change in the Caribbean, but many were unable to explain how part (c) was linked to part (b). There is need for students to become more familiar with the cultural features of Caribbean territories other than their own.

##### **Question 3**

This question was based on sample selection in research. Many had difficulty in defining the terms 'representative sample' and 'probability sample'. Generally this question was not well done. It appears that many students were not exposed to the theoretical aspects of different types of sampling and their application to the conduct of sociological research.

## **Module 2**

### **Question 4**

This question was based on the family. All parts of this question were generally well done. Most candidates were able to distinguish between the nuclear family and the 'common law' family and to state two functions of the Caribbean family.

### **Question 5**

This question was based on religion. Many candidates were unable to identify an indigenous religion in the Caribbean. Also, a few candidates were unable to show how religion could be harmful to the social order.

### **Question 6**

This question was based on education. Generally candidates provided adequate answers to parts (a), (b) and (c). However, the majority of candidates had problems in stating one reason for the establishment of schools in the immediate post-emancipation period. This highlights the need for candidates to be well equipped with a broad understanding of the history of the Caribbean region.

## **Module 3**

### **Question 7**

This question was based on social stratification. All parts of this question were generally well done. Most candidates were able to define an 'open stratification system' and also demonstrated a sound knowledge of forms of stratification in the Caribbean and the functions of stratification in the Caribbean.

### **Question 8**

This question was based on social mobility. Most candidates were able to define 'upward social mobility'. Also, many were able to state the factors affecting the rate of social mobility and to describe measures taken to encourage upward social mobility. However, the majority did poorly in part (b). They generally had difficulty in identifying one subjective and one objective measure of social mobility.

### **Question 9**

This question was based on education and equality. Most candidates were able to state the Marxist view of equality. However, part (b) presented some difficulty to candidates. Many were unable to give reasons for gender inequality in the Caribbean.



## PAPER 02

Paper 02 was generally well done. Candidates were required to write three essays (one from each Module) out of six. They were given two and a half hours to do so. The candidates' performance was generally good and has shown improvement compared to previous years.

### **Module 1**

#### Question 1

This question was based on sociology as a science and was attempted by approximately two-thirds of the candidates. Most candidates were aware of the characteristics of a science but the candidates' ability to argue their case convincingly and provide the necessary support from the literature was lacking. Synthesis and evaluation could be improved.

#### Question 2

This question was based on the functionalist and interactionist perspectives in sociology and was attempted by approximately one-third of the candidates. Most candidates demonstrated a good knowledge of the individual perspectives but had some difficulty in comparing them, and showing their applicability to the analysis of Caribbean society.

### **Module 2**

#### Question 3

This question was based on religion in the Caribbean and was attempted by approximately two-thirds of all candidates. Generally, candidates were able to provide a general description of religious forms in the Caribbean and their basic characteristics. Many had difficulty, however, in identifying and discussing the sociological factors responsible for changes taking place among these groups.

#### Question 4

This question was based on gender and educational underachievement. It was generally well done, though reference to published work on gender and education, particularly male underachievement, was lacking.

### **Module 3**

#### Question 5

In this question, attempted by seventy-five per cent of all candidates, they were asked to discuss the phenomenon of meritocracy in Caribbean society. Performance was average; responses generally lacked empirical support, though the important concepts were generally well understood.

### Question 6

This question was based on the use of mainstream sociological perspectives in understanding social class in Caribbean societies. Candidates showed a basic knowledge of social class and the various sociological perspectives, but their arguments generally lacked depth.

## **INTERNAL ASSESSMENT**

The internal assessment was generally well done. Candidates should be guided by the teacher in selecting the topics. In most instances, the teacher's marks were fair and consistent. The major weaknesses were in the Introduction and the Literature Review. In some cases, the topic was simply re-stated as the problem statement. In most cases, there was no proper background statement in the introduction.

There is need for a proper background to the study in approximately three paragraphs. This provides any general information on the issue, including the need for more information or clarity on the subject, the current knowledge on the topic and some historical background.

This is to be followed by the problem statement which encapsulates the rationale for the study and the general focus of the project. This statement should be in one or two short paragraphs. It is not the topic re-stated. It states the research problem (issue under consideration), and what the candidate proposes to do in the study, based on the background provided.

The next section on the Aims and Objectives was also lacking in some cases. While the Aims are broader in scope, the specific objective should spell out the variable in the study. In some cases no studies, books or articles were cited in the Literature Review. There is need for candidates to be better guided in the review of literature and to cite sources appropriately in the body of the study as well as in the Bibliography.

## **UNIT 2**

### **PAPER 01**

#### **Module 1**

##### Question 1

This question was based on population. Many candidates were able to provide satisfactory definitions for population, but some had difficulty in identifying quantitative measures for population. Many seemed not to be aware that birth rates and death rates are quantitative measures. Most candidates were able to identify the measures governments may take to reduce population growth rates. Candidates did not appear to fully grasp appropriate measures of population. There is need for students to become more familiar with the use of population statistics.

##### Question 2

This question was based on population growth rates. Most candidates were able to identify three reasons why people are likely to leave the Caribbean to settle in North America. However, many candidates were unable to correctly identify 'natural increase'. Generally candidates were able to explain how life expectancy can be increased.

### Question 3

This question was based on population theories. Most candidates were able to identify two population theories apart from the demographic transition theory. However, several candidates were unable to adequately define demographic transition.

## **Module 2**

### Question 4

This question was based on deviance. The majority of candidates were able to adequately explain the relativity of deviance. Also many were able to answer parts (c) and (d) properly. In part (c) most candidates gave only two reasons, instead of the three required. Most candidates were unable to differentiate between primary and secondary deviance.

### Question 5

This question was based on crime. Most candidates were able to state at least one valid reason for domestic violence in the Caribbean. Most candidates seemed to be familiar with policies relating to drug trafficking. Though many were able to provide examples of corporate crime, many were unable to adequately define the concept 'corporate crime'.

### Question 6

This question was based on social control. Most candidates were able to identify 'social control'. Many candidates did not seem to understand the concept "ideological control" hence this question was generally not well done. Responses to part (d) were somewhat weak.

## **Module 3**

### Question 7

The majority of candidates were able to define underdevelopment properly. However, many were unable to provide adequate reasons why developed countries will continue to enjoy more favourable trade relations with the developing world.

### Question 8

Most candidates were able to define poverty, however, many seemed unfamiliar with the measurement of poverty and the difficulties encountered therein. There is need for practical exercises on the subject.

### Question 9

Most candidates were familiar with the concept of urbanization, however, many were unable to define "quality of life" adequately. Many candidates were also unable to adequately address types of reform required for Caribbean development.

## **PAPER 02**

Paper 02 was generally well done. Candidates were required to write three essays (one from each Module) out of six. They were given two and a half hours to do so. Candidates need more guidance and practice in essay writing.

### **Module 1**

#### Question 1

This question was attempted by 53.6 per cent of candidates. It was based on the Malthusian Theory of population. This theory was generally well known by candidates. They were able to clearly articulate the relevant information. They were also able to identify features of a named Caribbean territory. Some candidates, however, had difficulty applying the theory to the Caribbean. In general candidates need to be given sample questions to apply the theories to the Caribbean.

#### Question 2

This question was attempted by 46.4 per cent of candidates. It was based on emigration and immigration in the Caribbean. Most candidates were able to identify types of migration and the push and pull factors in migration. However application to a named Caribbean territory for the stated time period presented some difficulty for some candidates.

### **Module 2**

#### Question 3

This question was attempted by 37.7 per cent of candidates. It was based on labelling theory. The majority of candidates understood the labelling theory and self-fulfilling prophecy, and, therefore, they were able to support or oppose the statement with appropriate justification from the work of various theorists. However, many were unable to provide empirical evidence to support the arguments provided. Activities such as debates could be organized to give students an opportunity to research the topics and present their arguments.

#### Question 4

This question was attempted by 62.3 per cent of candidates. They were also able to adequately explain why some groups in society make up a greater proportion of criminal offenders. However, many were unable to provide empirical evidence to support the arguments provided.

### **Module 3**

#### Question 5

This question was attempted by 44.4 per cent of candidates. It was based on the functionalist theory of poverty. Most candidates demonstrated a good grasp of the functionalist theory of poverty, but were unable in some cases to adequately analyze the theory and show its application to the Caribbean.

### Question 6

This question was attempted by 55.6 per cent of candidates. It was based on national development strategies. Candidates performed well generally on the knowledge, application and analysis aspects of the question. The question was done reasonably well, but arguments could be better supported.

### **INTERNAL ASSESSMENT**

The Internal Assessment was generally well done. Candidates had to do a research project. The Unit II Internal Assessment had similar weaknesses to those done in Unit I. In most instances, the teacher's marks were acceptable by the moderator.

### **Alternative to the Internal Assessment (for Private candidates)**

The Paper 3/02 was generally poorly done. Markers were of the opinion that candidates did not attempt to do an actual project, nor did they seek guidance in doing so. They provided many general, often unclear and inadequate responses to the questions asked. Private candidates are encouraged to conduct an actual study as stated in the syllabus and to get some hands-on experience in research, seeking appropriate guidance in the process.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2008**

**SOCIOLOGY**

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**CARIBBEAN STUDIES**  
**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2008**

**GENERAL COMMENTS**

Assessment for both Units 1 and 2 is based on three papers. Paper 01 (30 per cent), Paper 02 (50 per cent) and Paper 03 (20 per cent). All three modules of the syllabus were tested in each paper. Paper 01 consisted of nine compulsory short answers, each carrying 10 marks, for a maximum of 90 marks. Paper 02 consisted of three sections, with two questions each. Candidates were required to answer three questions, one from each section, with each question marked out of 25. In Paper 03, the internal assessment, candidates were required to undertake a research project for both Units 1 and 2. Candidates were allowed to carry forward their Internal Assessment marks from Unit 1 to Unit 2. The Internal Assessments were marked by the teacher and samples forwarded to CXC for moderation.

**UNIT 1**

**PAPER 01**

**MODULE 1**

Question 1

This question was based on the sociological perspectives, more specifically on the development of sociology as a discipline, sociology as a science, and the data collection techniques used in sociology. While the majority of candidates were able to name the sociologist who gave the discipline its name, very few candidates were able to state the three stages through which society evolves. There is need for greater focus on the preparation of candidates who are knowledgeable about the development of sociology as a discipline. Parts (c) and (d) of the question were generally well done as candidates were able to accurately identify methods of observation used in sociological research and explain how natural science methods are used in sociological research.

Question 2

This question focused on the fundamental concepts in sociology as a discipline. Most candidates were able to accurately identify the integrationist/interpretive sociological perspective and define society. In Part (c) most candidates were able to identify three examples of social groups and explain how any one of the groups was formed in Part (d). This question was generally well done by most candidates.

Question 3

This question was based on ethical issues in research. Generally, Part (a) of the question was not well done, as some candidates had difficulty in identifying valid ethical issues. However, Parts (b), (c), and (d) were well done as candidates appeared to be sufficiently familiar with the types of documents used in sociological research and the associated advantages and disadvantages of their use.

## MODULE 2

### Question 4

This question focused on the family. All parts of this question were generally well done. Candidates were able to identify Caribbean family types other than the nuclear family and outline the reasons for their prevalence. Most candidates were able to explain how the family performs its functions.

### Question 5

This question focused on religion. Candidates generally experienced difficulty identifying two conflict theorists, and outlining the main features of secularization. However, most candidates were able to explain how religion contributes to social solidarity in society.

### Question 6

This question focused on education. Candidates were generally able to state the similarities between the conflict and consensus perspectives on education. This question was generally well done and most candidates were able to identify the reasons for girls outperforming boys in school and the consequences of male underachievement.

## MODULE 3

### Question 7

This question was based on social stratification. Parts (a), (b) and (c) of this question were generally well done as most candidates were able to state the features of “open” and “closed” stratification systems respectively, and name one conflict or consensus theorist associated with social stratification. However, some candidates experienced difficulty explaining “horizontal mobility”. This suggests the need for some focus on comparing contrasting concepts of stratification.

### Question 8

This question was based on gender as one of the main concepts of stratification. All parts of this question were generally well done. Most candidates were able to define the term gender and explain how it is socially constructed. The gender roles assigned largely to males and females were well known and most candidates were able to explain the reasons why male gender roles tend to be associated with greater power than females roles.

### Question 9

This question was based on class, social change and attempts by Caribbean governments to bring about greater equality in society. Most candidates were able to answer Parts (a), (c), and (d) of this question adequately. However, some candidates were unable to identify the factors which have led to the changing stratification in the Caribbean.



**PAPER 02****MODULE 1**

Candidates were required to write three essays (one from each module), in two and a half hours. While most candidates exhibited the general understanding and knowledge requirements for each question, there seems to be some difficulty with applying the knowledge and understanding the process of evaluation in the context of previous studies of Caribbean society. There is need for development of appropriate samples to guide students on the expectations for their performances.

Question 1

This question was based on the major sociological research methods. While most candidates were aware of the advantages and disadvantages of using quantitative methods in sociological research, they were unable to apply this knowledge in the context of Durkheim's study of suicide. Most candidates were not familiar with the main tenets of Durkheim's work, the period in which the study was conducted, or the particular methods used by Durkheim in arriving at his conclusions. The need for more in-depth focus on the work of the founding fathers as a basis for some of the later sociological studies conducted is suggested. More emphasis on synthesis and evaluation is needed in this regard.

Question 2

This question was based on the functionalist perspective in sociology and the application of its main tenets to the study of contemporary Caribbean society. Candidates were required to apply their knowledge of how society works using examples of studies conducted in the Caribbean. Most candidates demonstrated a good knowledge of the functionalist perspective, but experienced some difficulty in applying it to the analysis of either creolization or stratification, as examples of processes in Caribbean society.

**MODULE 2**Question 3

This question was based on the family in the Caribbean and the extent to which the family today could be described as dysfunctional. This was a popular question in the examination, attempted by three quarters of all candidates. While most candidates demonstrated knowledge of the studies conducted in the region, they were generally unable to apply that knowledge. Most were only able to offer general commentaries and there was evidence of the use of statistical data that could be questioned. Attempts at evaluation and synthesis were also problematic for most candidates.

Question 4

This question was based on male marginalization and required reference to studies on education in the contemporary period. It was generally well done by the few candidates attempting. However, reference to studies on gender and education were largely not evident.

### MODULE 3

#### Question 5

This question was based on social class and the relevance of analyses of social class to the study of social stratification in the Caribbean. This was one of the least popular questions on the paper and was not generally well done. Knowledge and understanding were demonstrated in most of the answers; however, candidates were generally not familiar with the supporting studies. Attempts at application, synthesis and evaluation were generally weak.

#### Question 6

This question was based on educational achievement in the context of gender or class. While most candidates performed well on this question, some of the responses lacked depth and there needed to be greater emphasis on the use of existing studies to aid in the synthesis and evaluation requirements. This was one of the popular questions on the examination.

### INTERNAL ASSESSMENT

The internal assessment was for the most part poorly executed. The major weaknesses demonstrated in the samples submitted were the introduction, statement of the problem, the aims and objectives of the study and the literature review.

There is need for focus on greater understanding of what is required in the introduction. Candidates must provide a short background in the context of the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue, including the need for more information or to promote clarity on the topic, the current state of knowledge on the topic and some historical background to the study. Most candidates simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of any theoretical consideration or an appropriate sociological framework that would place the study in context.

The introduction should be followed by the problem statement, which identifies the rationale for the study and sets the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration and identifies what the candidate proposes to do in the study, as an extension of the background to the study and the theoretical or conceptual framework. The problem statement is not the topic restated. The topic is a guide to the candidate in determining which aspect of the topic can be reasonably developed into a problem statement as an area for study.

The next section of the report should lay out the aims and objectives. The aims are broad in scope and identify the general aspect of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific and usually incorporate the variables that are to be discussed in the study. Most candidates did not have clearly stated aims and objectives indicated in their work and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction to most of the submissions and the lack of a clear theoretical or conceptual direction.

The literature review was another of the weak aspects of the internal assessment and this is particularly troubling as it signals that candidates are undertaking their projects with limited knowledge of their topic. In some cases no studies, books or articles were cited in the literature review, with anecdotal evidence put forward based on the candidates' experiences. There is need for

candidates to be better guided in the review of literature and to cite sources appropriately in the body of the study.

The bibliography section of the study also left a lot to be desired. Candidates should be introduced to bibliographic styles to assist in proffering a better prepared report for assessment.

Last, but not least, plagiarism seems to be creeping into the process. There is need for alertness on the part of the teacher and for better guidance of candidates if the internal assessment process is not to be compromised.

## **UNIT 2**

### **PAPER 01**

#### **MODULE 1**

##### Question 1

This question was based on population and population change. Most candidates were able to provide satisfactory definitions for population change and the associated “pull factors”. Most candidates were also able to demonstrate knowledge of the impact of a twentieth century disaster on population change and were able to distinguish between “life expectancy” and “dependency ratio”. This question was generally well done.

##### Question 2

This question focused on population statistics and indicators of development. Most candidates were able to state the sources of population statistics and indicate why population statistics may not by themselves be used as indicators of development. Most candidates were able to demonstrate knowledge of development indicators and state the advantages and disadvantages of reducing the rate of population growth.

##### Question 3

This question was based on population theories. Most candidates were able to identify the theory on which the question was based. However, the majority of candidates were unable to adequately outline the factors that contributed to population growth in Europe in the late eighteenth century, and the stages of population growth outlined in the demographic transition theory.

#### **MODULE 2**

##### Question 4

This question was based on social order in society and the role of the family, the school and religion in contributing to the maintenance of social order in society. The majority of candidates were able to adequately explain the ways in which these institutions contribute to the maintenance of social order. This question was generally well done.

Question 5

This question was based on social control and the alternatives to punishment I the family and to imprisonment in the context of the formal agents of social control. This question was generally well done.

Question 6

This question was based on deviance. Most candidates were able to adequately define the concepts of deviance and state one way in which deviance may be beneficial to society. Some candidates experienced difficulty with Part (c) and were unable to state one example of non-criminal deviance.

**MODULE 3**Question 7

This question was based on poverty and the measures that Caribbean governments can adopt to reduce poverty. Most candidates were able to identify the type of poverty addressed by the question and to identify the factors that may cause people to continue living in poverty. Some candidates experienced difficulty with the suggested plan of action

Question 8

This question was based on modernization theory. The majority of candidates were able to define modernization and name two modernization theorists. However, they were unable to provide adequate explanations of why countries of the North are more “modern” than those of the South. Most candidates demonstrated adequate knowledge of the major advantages that people in countries of the North enjoy over others in the South.

Question 9

This question was based on the impact of culture on change and World Systems Theory. This question was poorly done by most candidates. While most understood what is meant by the term “global village” and were able to state at least one feature of World Systems Theory, explanations provided for the way in which the Caribbean can benefit from cultural exchanges with other countries were weak. Most were unable to adequately outline two benefits of regional cooperation in the context of the question.

**PAPER 02****(Region)**

Candidates were required to write three essays (one from each module), in two and a half hours. While most candidates exhibited the general understanding and knowledge requirements for each question, there seems to some difficulty with applying the knowledge and there is need to develop candidate’s abilities in the areas of synthesis and evaluation in the context of previous studies of Caribbean society. Debating competitions or group research projects may provide a basis for developing these abilities in the school environment.

**MODULE 1**Question 1

This question was based on Malthusian theory of population. Candidates were required to assess the relevance of Malthusian or neo-Malthusian theory to population issues in a named Caribbean society. The Malthusian theory was generally well known to many candidates, who were also able to clearly identify features of the named Caribbean society to which the theory could be applied. However, most candidates were unable to adequately assess the relevance of the theory to the named Caribbean society. There is need for development of the ability of candidates to evaluate theories in this context.

Question2

This question was based on the impact of internal and external factors on population trends. Most candidates were able to identify the factors that would impact trends. However, most demonstrated limited knowledge on the data requirements to determine population trends in a named Caribbean country for the stated time period.

**MODULE 2**Question 3

This question was based on crime statistics and the propensity for some groups in society to be better represented in official crime statistics. Most candidates were able to adequately explain why some groups in society tend to make up a greater proportion of criminal offenders. However, many were unable to provide empirical evidence to support their arguments.

Question 4

This question was on Interactionists theories of juvenile delinquency and relevance for the Caribbean. While candidates were able to explain the theories, they did not demonstrate adequate knowledge of the empirical evidence needed to support their arguments on the relevance of the theories in the Caribbean.

**MODULE 3**Question 5

This question was based on national development strategies in the context of investment in employment and education initiatives. Candidates performed generally well on the knowledge and application components of the assessment criteria. The question was reasonably well done, but arguments needed to be better supported and there was need for more focus on synthesis and evaluation.

Question 6

This question was based on poverty and the “cultural of poverty” as an impediment to any attempt at developing an effective poverty reduction strategy in a named Caribbean society. Most candidates demonstrated adequate knowledge on the concept “cultural of poverty” and were able to apply the understanding to why the strategies will continue to fail. However, knowledge of empirical studies and their application in evaluating the strategies was weak.

**UNIT 2****PAPER 2****(Trinidad and Tobago)****MODULE 1**Question 1

Candidates were asked to give reasons for the reduction in population growth rates in a named Caribbean society over the past thirty years. This was a popular question, in which most candidates demonstrated awareness, knowledge and understanding of the population growth as the interrelation between births, deaths and migration in the named Caribbean society. However, some candidates were unable to apply the information as they chose to use Caribbean countries of which they had little or no knowledge. There is need for reading by candidates on topics such as:

- Increasing levels of social development
- Technological advancements
- Industrial growth
- Urban migration
- Decline in births/fertility in the Caribbean

Question 2

This question was based on the implications for social and economic development in a named Caribbean society in respect to population ageing. Candidates were expected to demonstrate awareness, knowledge and understanding of what is meant by population ageing and the implications (negative/positive) for the named Caribbean society. Most candidates demonstrated a good knowledge of the question and were able to give concise and critical points about the realities of the named Caribbean society. Good interpretation, application skills and synthesis with a fair level of evaluation were shown.

**MODULE 2**Question 3

This question was based on the extent to which the key social institutions – (education, religion, and family) have been effective agents of social control in a named Caribbean society. Candidates were required to demonstrate knowledge or understanding and use this to apply and analyse the situation in a named Caribbean society. This was a popular question, however, most candidates were unable to use the correct sociological studies or theories in the question. Many gave the agents, but failed to develop and evaluate these agents in the application to the named society. In the future more in depth work in Sociology classes should be done on relevant studies in relationship to topics or issues such as:

- Juvenile delinquency
- Drug abuse
- Domestic violence
- White collar crime.

Question 4

This question was based on the extent to which alternatives to imprisonment provided a better approach to controlling crime and maintaining social order in Caribbean societies. Candidates were expected to demonstrate knowledge and understanding of what was meant by social order, social stability, social consensus or absence of social disorder. Candidates also had to state what was meant by alternatives to imprisonment and provide examples of the alternatives. Most candidates were able to demonstrate a fair knowledge of what is meant by social order, crime and alternatives to imprisonment. Other concepts such as social consensus, social stability and the ability to apply the knowledge of these were absent from answering this question. Many candidates neglected to show counter arguments and hence did not say to what extent these alternatives were better. Both sides of the argument were rarely presented or supported.

**MODULE 3**Question 5

This question was based on how the historical relationship between Britain and the Caribbean led to the advanced socio-economic conditions in Britain today. This was not a popular question. However, many of the candidates concentrated on the period of slavery and neglected the post-emancipation period. Many presented Sir Arthur Lewis' "industrialization by invitation" theory which had impacted on America and not Britain. Many also used the country of Haiti as an example which was incorrect, as France was the mother country and not Britain. Those who provided the sociological theories showed knowledge and understanding of both the dependency theory and world system theories in relationship to the realities of issues in Britain and the Caribbean.

Question 6

This question was based on poverty alleviation policies in relation to the improvement of the quality of the life in Caribbean society. This was a popular question. Candidates were expected to demonstrate knowledge and understanding of the many strategies employed by government to improve the quality of life. Many candidates showed very good knowledge and understanding of strategies by giving strong arguments for or against these strategies to improve the quality of life in Caribbean society. Additionally, many candidates made mention of the "Right Approach" but gave details of the "Basic Needs Approach". Those who provided theories were deficient in the application and evaluation of these. However, most candidates demonstrated that they understood the concept of poverty in the Caribbean society.

**INTERNAL ASSESSMENT**

The internal assessment was for the most part, poorly executed. The major weaknesses demonstrated in the samples submitted were similar to those demonstrated in Unit 1.

**ALTERNATIVE TO THE INTERNAL ASSESSMENT**

The alternative paper for private candidates was generally poorly done. The response to the questions suggests that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates provided many general, often unclear and inadequate responses to the questions asked and did not demonstrate the knowledge and understanding required at this level. In addition, the submissions reflected a limited understanding of the basic components of research design, including the need for reliance on sociological theory or frameworks to guide research and facilitate analysis of

data. The responses appeared more akin to social studies projects given their lack of depth, or exhibition of understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study as stated in the syllabus as a prerequisite to taking the written examination. This is necessary in order to obtain the required practical experience. Alternatively, they should seek proper guidance either from established tests and study of documents prepared as a complement to the syllabus or via class sessions with a tutor.



**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2009**

**SOCIOLOGY**

**SOCIOLOGY****CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS****MAY/JUNE 2009****GENERAL COMMENTS**

The Sociology Syllabus comprises two Units, Unit 1 and Unit 2, each subdivided into three Modules, Module 1, Module 2 and Module 3. Assessment for both Units 1 and 2 is based on three papers, Paper 01 (30 per cent of candidate's final grade), Paper 02 (50 per cent), and Paper 03 (20 per cent). All three Modules of the syllabus were tested in each paper. The examination saw a change in format for 2009 with Paper 01 for Units 1 and 2 consisting of 45 compulsory multiple-choice items based on each of the three Modules in the respective units. Each item carried 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections, with two essay questions each. Candidates were required to answer three questions, one from each section. The maximum mark for each question was 25. The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be excellent earned a total of 23 - 25 marks.

Level 2 response – one judged to be very good earned a total of 20 - 22 marks.

Level 3 response – one judged to be good earned a total of 15 - 19 marks.

Level 4 response – one judged to be satisfactory earned a total of 11 - 14 marks.

Level 5 response – one judged to be limited earned a total of 6 - 10 marks.

Level 6 response – one judged to be unsatisfactory earned a total 0 - 5 marks.

In Paper 03, the Internal Assessment, candidates were required to undertake a research project for both Units 1 and 2. Candidates were allowed to carry forward their Internal Assessment marks from one Unit to the other. The Internal Assessments were marked by the subject teacher and samples forwarded to CXC for moderation.

**DETAILED COMMENTS****UNIT 1****Paper 01**

Performance on Paper 01, the multiple-choice paper, was generally satisfactory.

Weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

## Paper 02

Candidates were required to write three essays (one from each Module) in two and a half hours. While most candidates exhibited the general understanding and knowledge requirements for the questions, there continued to be problems with the appropriate use of empirical data to support responses, application of knowledge and understanding and the processes of evaluation and synthesis in the context of previous studies of Caribbean society where applicable. Candidates also faced challenges in incorporating the relevant theories and sociological concepts in arriving at a conclusion. There was also evidence of some difficulty with assessment of the relevance of sociological theories to an understanding of Caribbean societies.

### Module 1

#### Question 1

This question was based on the creole society approach and its relevance to an understanding of the elements of culture in a named Caribbean society. Most candidates were able to demonstrate knowledge of the elements of culture; however, there was a general lack of understanding or knowledge of the creole society approach to the study of society. Candidates also tended to confuse the tenets of the plural society approach and could not differentiate between the two approaches in their responses. Although the question specified the need to refer to acculturation and interculturalism in supporting the response, candidates did not successfully discuss these concepts in the context of a named Caribbean society as required by the question, and as a result the synthesis and evaluation components were poorly executed.

This was a popular question on the examination; however, most candidates' responses were awarded marks that fell between Levels 4 and 5 - satisfactory/limited as shown in the performance data in Table 1 below, while 12.6 per cent of the candidates who attempted it obtained between 20 and 25 marks.

#### Question 2

This question required candidates to demonstrate knowledge of the longitudinal approach in Sociology and its applicability to the study of HIV/AIDS or teenage pregnancy in Caribbean society. Most candidates demonstrated inadequate knowledge of the approach and experienced some difficulty in defining, explaining and applying its tenets to the study of HIV/AIDS or teenage pregnancy. Very few candidates were able to provide a justification for use of the approach while making reference to the sources of data, data collection techniques and conceptualization of the study in Caribbean society. The responses were generally poor with regard to the difficulties inherent in undertaking longitudinal study of either of the phenomena, given their nature and impact on society and the persons affected. Generally, candidates demonstrated a lack of knowledge, and weaknesses in the application of the approach and conclusions regarding the relevance of the approach for providing a deeper understanding of the phenomena.

Just under two-thirds of candidates' responses were judged to be at Levels 5 and 6 - limited / unsatisfactory.

## **Module 2**

### Question 3

This question focused on religion and the extent to which religious beliefs have affected the lives of followers in Caribbean society. The question also required candidates to make reference to one religion in a named Caribbean society and its impact on two of five named aspects of social life. Candidates were able to discuss the tenets of the religion and the impact of that religion on social life in the named Caribbean society, but most were only able to discuss in the context of one of the named aspects. This limitation was related to the religion chosen and inadequate knowledge of the chosen elements - the social, economic, cultural, or political structures in the society or the technological or media systems. Attempts at evaluation and synthesis were therefore problematic for most candidates. Candidates were generally unable to draw conclusions regarding the degree of influence of the particular religious beliefs on the lives of its followers.

This was another popular question on the examination. Half of the candidates (54 per cent) attempting this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while one-third (33 per cent) were awarded marks at Levels 5 and 6, having provided limited to unsatisfactory responses as shown in the performance data in Table 1 below.

### Question 4

This question required candidates to be familiar with the Interactionist studies of education and to elaborate on at least two of the approaches with reference to the education system in the Caribbean. They were also required to demonstrate whether the approaches contributed to an understanding of social mobility in the Caribbean, particularly in the post-independence period. Most candidates were able to successfully discuss the potential impact of labeling, streaming, branding and self-fulfilling prophecies and their effect in general terms; however, there were inadequate references to studies of the role of education in the Caribbean in the post-independence era in promoting social mobility despite the practices in the school system.

Although not a popular question on the examination, this question was the best performing in regard to Level 1 and 2 responses with 15.8 per cent of candidates who attempted it obtaining between 20 and 25 marks.

## **Module 3**

### Question 5

This question was based on gender and social mobility and the factors promoting or hindering equal opportunity for women in a named Caribbean society. Candidates were expected to examine three factors and to conclude that while these measures were designed to promote equality of opportunity, upward social mobility had not been equally reflected in the society because of various societal factors. This was one of the popular questions on the paper and while most of the responses were satisfactory, candidates also demonstrated limited knowledge and understanding of the factors that have promoted equal opportunities for women in the Caribbean. Candidates also found it difficult to provide relevant examples to support the factors discussed in their responses and were generally unfamiliar with the supporting studies. Attempts at application, synthesis and evaluation were generally weak.

Half of the candidates (56 per cent) attempting this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while one-third (34 per cent) were awarded



## UNIT 2

### Paper 01

Performance on Paper 01, the multiple-choice paper, was generally satisfactory. As in Unit 1, weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

### Paper 02

For this Unit, candidates were also required to write three essays (one from each Module) in two and a half hours. Similar problems were noted as with Unit 1 in regard to the general understanding and knowledge requirements for the questions, appropriate use of empirical data to support responses, application of knowledge and understanding, and evaluation and synthesis to arrive at conclusions.

### Module 1

#### Question 1

This question was based on migration as a component of population change and explored the push and pull factors contributing to movement from a low income developing country to a high income developing country in reference to two Caribbean societies. Candidates were required to identify two societies and discuss the push and pull factors, showing why the trends for movement from low to high income developing countries in the Caribbean occur. While candidates were expected to conclude that migrants move mainly to high income countries, whether developed or developing, because of the pull factors, they could also discuss the trend for movement to another low income developing country for reasons such as the pursuit of investment opportunities. While most candidates demonstrated adequate knowledge of the push and pull factors, there was limited reference to statistical trends in support of arguments. The country examples used were not always applicable, with arguments presented for pull factors and migration from countries such as Barbados to Cuba for better health care and educational opportunities.

This was a popular question on the examination and as occurred in Unit 1, it was the second best performing in regard to Level 1 and 2 responses with 10.8 per cent of the candidates who attempted it obtaining between 20 and 25 marks. Most candidates' responses were awarded marks that fell between Levels 3 and 4 – good/satisfactory as shown in the performance data in Table 2 below.

#### Question 2

This question was based on population growth trends in a named Caribbean society. Candidates were expected to identify a Caribbean society and describe the growth trends in the various age groups and the likely implications of that growth. They were also expected to identify two economic and two social adjustments which may be required in the named society. In the context of an aging population, candidates were expected to apply their knowledge of the trends in drawing conclusions on the implications for Caribbean society and the appropriateness of the measures to respond to the evolving trends. While candidates demonstrated adequate knowledge of population trends in the named Caribbean society, most of the discussions centered on social adjustments with very few candidates able to identify and/or discuss the economic adjustments. Responses were, therefore, generally unbalanced in regard to the requirements of the question and affected the question performance.

Most of the candidates' responses were at Levels 4 and 5; however, the limitations referred to above resulted in just under one fifth of all the candidates attempting this question being awarded marks at Level 6 in the category of unsatisfactory responses.

## **Module 2**

### Question 3

This question was based on factors contributing to criminal trends in a named Caribbean society. Candidates were expected to provide anecdotal or statistical evidence to outline the trends, and comment on the main contributing factors. The responses were expected to include discussion on the propensity for some age groups in society to be more represented in crime statistics than another/others and the contributing social, economic and cultural factors. While candidates were expected to draw their conclusions from the society identified, they could also conclude that unlike younger persons who were less likely to have or observe controls, and/or see the thrill of crime outweighing the associated risk of being caught and punished, older persons in Caribbean society tended to be law abiding. Most candidates were able to adequately explain why some groups in society tended to make up a greater proportion of criminal offenders. However, in direct reference to the elderly population indicated in the question, most candidates focused on the social and cultural factors with very few identifying the economic factors that may prevent an older person from committing crimes.

Two-thirds of candidates' responses were judged to be at Levels 3 and 4 – good/satisfactory.

### Question 4

This question was based on Durkheim's views on crime and its function in society. Candidates were expected to outline Durkheim's views, identify a Caribbean society and present statistical or anecdotal evidence on crime trends and the consequences or impact for that society. Arguments in support of crime being functional for the society or against were expected, with opposing candidates arguing that crime was dysfunctional, or making use of another theoretical approach to support their answers. Conclusions on the nature of the experience of crime in the named society were expected to highlight the benefits for the society or the disadvantages such as reallocation of resources from critical areas or economic disruption. While candidates were able to demonstrate and apply adequate knowledge of the extent to which crime was functional, they were challenged in the application of Durkheim's theory. A few responses that argued against crime as functional to society were noted; however, those candidates were also challenged by the application of the relevant theory in support of their conclusions.

This was one of the popular questions on the examination with just under half of all candidates (45.2 per cent) attempting this question providing good responses at Level 3. This question was the best performing in regard to Level 1 and 2 responses with 13.1 per cent of candidates who attempted it obtaining between 20 and 25 marks.

### **Module 3**

#### Question 5

This question was based on development strategies in the context of fair trade, aid and investment between the Caribbean and any one of the developed countries. Candidates were expected to outline Dependency theory as the most relevant sociological theory to support their argument for or against fair trade as the preferred development strategy. They were also expected to conclude that fair trade and investment provided greater opportunities for basic development of these societies. While most responses were able to adequately discuss Dependency theory and the impact of aid on the societies in the Caribbean, they displayed limited knowledge in discussing the relationship between trading partners and the agreements underlying the trading relationships in the developed and developing world that would predispose those societies not dependent on aid to achieve greater gains in the utilization of the benefits for their development efforts.

This was another popular question on the examination. Most candidates' responses (62.3 per cent) were awarded marks that fell between Levels 3 and 4 – good /satisfactory as shown in the performance data in Table 2 below.

#### Question 6

This question was based on poverty and the poverty reduction strategy implemented in a named Caribbean society in relation to the society's ability to absorb unemployed workers in productive jobs. The responses required that candidates focus on the various categories of the poor and comment on the economic conditions and opportunities for employment in the society. They were also expected to discuss whether the poverty reduction strategy being implemented provided for productive jobs. Conclusions were expected to focus on the shortcomings or benefits of the poverty reduction strategy in this regard. Responses indicated knowledge of the poverty reduction strategies in the social sector for most of the societies named; however, few of the responses outlined the socio-economic conditions in the named society and the available opportunities for employment. Candidates focused only on the poverty reduction strategies and their benefits for the society.

This was another popular question on the examination. Most candidates' responses (67 per cent) were awarded marks at Levels 3 and 4 – good /satisfactory as shown in the performance data in Table 2 below.

Candidate performance on each of the questions attempted for Unit 2 is shown in Table 2 below.



**Table 2: Performance Data  
Unit 2 Paper 02  
Percentage of Responses by Question and Level attained**

Level (Mark)	Question #1	Question #2	Question #3	Question #4	Question #5	Question #6
Level 1 (23-25)	1.9%	1.6%	0.7%	1.7%	1.2%	0.9%
Level 2 (20-22)	8.9%	6.7%	4.4%	11.4%	5.2%	6.1%
Level 3 (15-19)	28.8%	20.3%	27.6%	45.2%	28.5%	33.3%
Level 4 (11-14)	29.7%	24.3%	33.0%	15.2%	33.8%	33.7%
Level 5 (6-10)	20.5%	27.7%	28.3%	17.6%	24.0%	21.2%
Level 6 (1-5)	10.3%	19.3%	6.1%	8.8%	7.2%	4.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## UNIT 1

### Internal Assessment

The internal assessment was, for the most part, poorly executed. In some cases, the marks assigned by teachers appeared quite high, although consistent from one submission to another. In one instance, among the samples reviewed, the teacher awarded marks in excess of the maximum allowed for the various components.

A few of the samples submitted indicated evidence of candidates' attempts to incorporate a sociological framework in their literature review, while some candidates were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. This approach should be encouraged by all teachers.

The major weaknesses demonstrated in the samples submitted were found in the topics chosen, the introduction, statement of the problem, the aims and objectives of the study, the literature review, questionnaire/instrument design, analysis of data and the content of the bibliography.

#### **The Topic**

Candidates tended to state very broad topics that were sometimes unrelated to the actual content of the Internal Assessment. The topic should be so stated as to provide a clear guide to the reader on the issue/matter to be investigated.

**The topics chosen must also be in keeping with those explicitly stated in the syllabus.**

## **Introduction**

Candidates must provide a short background on the context of the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue. Some of the main areas of focus for the introduction should be as follows:

- General information to promote clarity of the topic for the reader
- The current state of knowledge on the topic
- Some historical background to the study

The submissions indicate that most candidates simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of any theoretical considerations or an appropriate sociological framework that would place the study in context.

## **Statement of the Problem**

The introduction should be followed by the statement of the problem, which feeds from the introduction and clearly identifies the rationale for the study and sets the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration and identify what the candidate proposes to do in the study, as an extension of the background to the study and the theoretical or conceptual framework. The statement of the problem is not the topic restated in one line. The topic is a guide to the candidate in determining which aspect of the study can be reasonably developed into the statement of the problem as an area for study.

## **Aims and Objectives**

The next part of the report should lay out the aims and objectives. The aims are broad in scope and identify the general aspects of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific and usually incorporate the variables that are to be discussed in the study. Most candidates did not have clearly stated aims and objectives indicated in their work and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction to most of the submissions and the lack of a clear theoretical or conceptual direction.

## **The Literature Review**

The literature review was another of the weak aspects of the Internal Assessment and this is particularly troubling as it signals that candidates are undertaking their projects with limited knowledge of their topic. In some cases, no summaries of studies, books or articles were cited in the literature review, with anecdotal evidence put forward based on the candidate's experiences. In other cases, candidates referred to studies, books and articles. However, they were improperly cited.

Teachers need to advise candidates on the importance of the Literature Review as a summary of studies, books or articles which serves as a repository of the information that will guide how they approach the study, what methods they will use and inform the conclusions they expect to reach. The Literature Review also assists with the analysis of data and presentation of the findings, given that the candidate has properly reviewed the work of authorities in the area of study.

## **Questionnaire/Instrument Design**

While plagiarism did not present as a significant problem in the samples, the level of questions and the directions/instructions observed in some of the submissions suggested that the items were not the work of the candidates. In other instances, questions were poorly designed with candidates asking leading questions or posing questions that clearly required a Yes/No response, yet the items were presented as open ended and vice versa. Categories used for fixed responses must be mutually exclusive. Some candidates used categories as follows: 1-5; 5-10; 10-15. This practice should be discouraged.

## **Analysis of Data**

Most of the samples focused on presentation of the data in graphs and charts that were improperly labeled and scaled. Microsoft Excel is a user friendly choice to which candidates can be directed to present their data, as there are defaults which would minimize problems of labeling and scaling.

## **Bibliography**

The bibliographies presented also left a lot to be desired. Candidates are to be introduced to bibliographic styles to assist in proffering a better prepared report for assessment. Examples of styles are available online and can be downloaded as a guide to candidates. An appendix is available at the end of this report that provides examples of the Chicago Manual of Style, which teachers may find useful.

## **UNIT 02**

### **Internal Assessment**

The Internal Assessment was, for the most part, poorly executed. In some cases, the marks assigned by teachers appeared quite high, although consistent from one submission to another. The major weaknesses demonstrated in the samples submitted were similar to those demonstrated in Unit 1 as discussed above. Teachers are reminded of the topics in the syllabus. Note that the Internal Assessment is not a large-scale study therefore a topic title that speaks to investigation of an issue/matter in a country or wide geographic location cannot be feasible. The syllabus is specific on this and on the topics allowed on page 28 as follows: “*Candidates are asked to conduct a research project on any issue affecting development in his or her community.*” Teachers should so guide candidates.

### **Alternative To The Internal Assessment (For Private Candidates)**

The alternative paper for private candidates was generally poorly done. The responses to the questions suggested that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates provided many general, often unclear and inadequate responses to the questions asked and did not demonstrate the knowledge and understanding required at this level. In addition, the responses reflected limited/lack of understanding of the basic components of research design, including the need for reliance on sociological theory/frameworks to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or exhibition of an understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study as stated in the syllabus as a prerequisite to taking the written examination. This is necessary in order to obtain the required hands-on experience. Alternatively, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.

### **Recommendations**

**The following recommendations arise from the comments noted above and are meant to assist with improvements in candidate performance on the examinations.**

#### **Essay Questions**

1. Candidates are generally weak in applying knowledge of Caribbean societies. Teachers need to focus more efforts at engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions thus encouraging the tenets of the main studies becoming a natural part of the candidates' sociological vocabulary. Debating competitions or group research projects may provide a basis for developing these abilities in the context of the school environment.
2. Teachers need to assist candidates in developing practice in essay writing styles that focus on evaluation and synthesis of ideas. This is another major area of weakness noted in the examination responses to questions and which accounts for a significant proportion of the marks to be awarded. Teachers should focus on assisting candidates to attend to the overall coherence of their responses, writing clear statements of logical conclusions and use of supporting studies, facts, or references to authorities throughout their responses to a question.
3. Candidates should be coached in identifying key words in a question and the focus of the range of command words such as "assess", "examine", "evaluate" and "support your response with", when answering essay questions.

#### **Internal Assessment**

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements and this is affecting the quality of guidance provided to candidates. Conduct of regional workshops for subject teachers that provide hands-on practical experience of the elements to be incorporated should be encouraged and actively pursued.
2. If candidates are to be adequately prepared for exemptions on entry to undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the Internal Assessments to incorporate sociological theories/conceptual frameworks in their work.
3. Greater emphasis by subject teachers and more appropriate guidance to candidates in the review of literature and appropriate citing of sources are required.

## APPENDIX 1

## REFERENCE GUIDE

<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html>

### The Chicago Manual of Style 15<sup>th</sup> Edition

#### Examples of Chicago-Style Documentation

*The Chicago Manual of Style* presents two basic documentation systems. The more concise **author date system** has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

Below are some common examples of citations of the author-date style (an in-text citation followed by a reference-list entry). For numerous specific examples, see chapters 16 and 17 of *The Chicago Manual of Style*, fifteenth edition.

#### Book with one author

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

#### Book with two authors

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

#### Book with more than three authors

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago Press.

#### Editor, translator, or compiler

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

#### Chapter or other part of a book

Twaddell, W. Freeman. 1957. A note on Old High German umlaut. In *Readings in linguistics I: The development of descriptive linguistics in America, 1925–1956*. 4th ed. Edited by Martin Joos. Chicago: University of Chicago Press.

#### Chapter of an edited volume originally published elsewhere (common for primary sources)

Cicero, Quintus Tullius. 1986. Handbook on canvassing for the consulship. In *Rome: Late republic and principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago readings in western civilization*, edited by John Boyer and Julius Kirshner. Chicago: University of Chicago Press.

Chicago Press. Originally published in Evelyn S. Shuckburgh, trans., *The letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

### **Preface, foreword, introduction, and similar parts of a book**

Rieger, James. 1974. Introduction to *Frankenstein, or The modern Prometheus*, by Mary Wollstonecraft Shelley. Chicago: University of Chicago Press.

**Book published in both printed and electronic forms (N.B.: be sure that it is clear which form was consulted; however, there is no need to indicate “paper” in a citation to a traditional bound book).**

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. Also available online at <http://press-pubs.uchicago.edu/founders/> and as a CD-ROM.

### **Journal article**

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

### **Article in an electronic journal**

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. 2002. Quality-of-life and depressive symptoms in postmenopausal women after receiving hormone therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) trial. *Journal of the American Medical Association* 287, no. 5 (February 6), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo> (accessed January 7, 2002).

### **Popular magazine article**

Martin, Steve. 2002. Sports-interview shocker. *New Yorker*, May 6, 84.

### **Newspaper article**

As William Niederkorn noted in a *New York Times* article on June 20, 2002, . . .

*If the article is cited in the reference list, it would look like this:*

Niederkorn, William S. 2002. A scholar recants on his “Shakespeare” discovery. *New York Times*, June 20, Midwest edition.

### **Thesis and dissertations**

Amundin, M. 1991. Click repetition rate patterns in communicative sounds from the harbor porpoise, *Phocoena phocoena*. Ph.D. dis Education Officers., Stockholm University.

Paper presented at a meeting or conference Doyle, Brian. 2002. Howling like dogs: Metaphorical language in Psalm 59. Paper presented at the annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

*E-mail messages, letters, and the like are rarely listed in a bibliography or reference list. Note that individuals' e-mail addresses should be omitted.*

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2010**

**SOCIOLOGY**

## **GENERAL COMMENTS**

The Sociology syllabus comprises two Units, 1 and 2, each subdivided into three Modules, 1, 2 and 3. Assessment for both Units 1 and 2 is based on three papers, Paper 01 (30 per cent), Paper 02 (50 per cent) and Paper 03 (20 per cent). All three modules of the syllabus were tested in each paper. The examination saw a change in format for 2009 with Paper 01 for Units 1 and 2 consisting of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item carried 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections, with two essay questions each. Candidates were required to answer three questions, one from each section. The maximum mark for each question was 25. The overall quality standards by which candidates' responses were assessed for the Paper 02 essay questions were as follows:

- Level 1 response – one judged to be excellent earned a total of 23–25 marks.
- Level 2 response – one judged to be very good earned a total of 20–22 marks.
- Level 3 response – one judged to be good earned a total of 15–19 marks.
- Level 4 response – one judged to be satisfactory earned a total of 11–14 marks.
- Level 5 response – one judged to be limited earned a total of 6–10 marks.
- Level 6 response – one judged to be unsatisfactory earned a total 0–5 marks.

In Paper 03, the Internal Assessment, candidates were required to undertake a research project for both Units 1 and 2. Candidates were allowed to carry forward their Internal Assessment marks from one unit to the other. The Internal Assessment assignments were marked by the subject teacher and samples forwarded to CXC for moderation.

## **DETAILED COMMENTS**

### **UNIT 1**

#### **Paper 01 – Multiple Choice**

Performance on Paper 01, was generally satisfactory.

Weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

#### **Paper 02 – Essay Questions**

Candidates were required to write three essays (one from each module) in two and a half hours. While most candidates exhibited the general understanding and knowledge requirements for the questions, there continued to be problems with the appropriate use of empirical data to support responses, application of knowledge and understanding and the processes of evaluation and synthesis in the context of previous studies of Caribbean society where applicable. Candidates also faced challenges in incorporating the relevant theories and sociological concepts in arriving at conclusions. There was also evidence of some difficulty with assessment of the relevance of sociological theories to an understanding of Caribbean societies.



## **Module 1: Sociology, Culture and Identity**

### Question 1

This question required a discussion based on the characteristics of culture in the Caribbean and the effects of the plantation legacy and globalization on any two named characteristics of culture. Most candidates were able to demonstrate knowledge of the elements of culture; however, there was a general lack of discussion on the characteristics of culture. While most candidates were able to discuss Caribbean history and the historical legacy of the plantation society, they could not apply this knowledge in the context of the characteristics of culture. Candidates did not successfully discuss the correlation between the effects of the plantation legacy, globalization and the characteristics of culture, and as a result, the synthesis and evaluation components were poorly executed.

Most of the responses were awarded marks that fell between Levels 4 and 5. Approximately five per cent of the candidates who attempted this question obtained between 20 and 25 marks.

### Question 2

This question required candidates to demonstrate an overall understanding of the sources of secondary data and distinguish between the types of data used in qualitative and quantitative research. Many candidates demonstrated knowledge of the advantages and disadvantages of using secondary data sources but were unable to address issues of reliability and validity of these sources. While many of the responses were generally poor in this regard, about one in ten candidates was able to demonstrate an understanding of the sources of secondary data and distinguish between the types of data used in qualitative and quantitative research. Generally, candidates' responses demonstrated weaknesses in the areas of application and in the statements of conclusion.

This was the best performing question on the examination with regard to responses at Levels 1 and 2, with 13.4 per cent of those attempting it obtaining marks between 20 and 25. Approximately 50 per cent of candidates' responses were awarded marks that fell between Levels 4 and 5.

## **Module 2: Social Institutions – Family, Religion, Education**

### Question 3

This question required an assessment of the factors that have influenced educational achievement in contemporary Caribbean society. The majority of responses focused on class and gender as relevant factors in the context of one of the sociological perspectives. Some candidates were able to apply and analyse the information and synthesize their responses in the context of empirical studies conducted in the Caribbean while referring to a dominant sociological perspective to support their responses.

Fifty-four per cent of the candidates who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while 8.2 per cent performed very well and were awarded between 20 and 25 marks at Levels 1 and 2.

### Question 4

This question required candidates to demonstrate knowledge and understanding of the role and function of religion in society and the impact of religious beliefs on followers. Most candidates were able to discuss the beliefs and religious practices associated with particular religions, while linking the sociological perspectives to the associated beliefs and practices. Attempts at evaluation and synthesis were, however, problematic for most candidates. They were generally unable to discuss the impact of the particular religious beliefs on the lives of followers.

Approximately 44 per cent of the candidates who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while 7.6 per cent were awarded marks between Levels 1 and 2.

### **Module 3: Social Stratification and social Mobility**

#### Question 5

This question required candidates to demonstrate knowledge of the contributions of Marx and Weber in the context of the social structure of a named Caribbean society. Most candidates ably discussed the contribution of Marx and Weber to the concept of class, but demonstrated limited knowledge and application of studies conducted in the Caribbean. A few candidates found it difficult to distinguish between the views of Marx and Weber on class, while others were unable to provide relevant examples to support the issues discussed in their response and were generally unfamiliar with the supporting studies. Attempts at synthesis and evaluation were generally weak.

This was the least popular question on the examination. Despite the unpopularity of this question and the specific weaknesses in the responses, just under half of the candidates (46.5 per cent) who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4. Ten per cent of the candidates were awarded between 20 and 25 marks at Levels 1 and 2.

#### Question 6

This question required candidates to discuss the complexities of social mobility, class and gender, associated with the study of Caribbean social reality in the context of a named society. The responses indicated that many of the candidates struggled with the concepts, not fully grasping the complexities associated with Caribbean social reality and the impact of class and gender as significant contributors to the social structure of society and social mobility. The lack of sociological explanations, clear, accurate definitions of the main concepts and references to existing studies in a named Caribbean society context, characterized many of the responses and limited the quantum of marks that could be awarded for application, synthesis and evaluation.

This was the most popular question on the examination with 6.6 per cent of candidates who attempted obtaining between 20 and 25 marks and 52.8 per cent obtaining marks at Levels 5 and 6. This was the highest proportion of scores at Levels 5 and 6 on the paper.

## **UNIT 2**

### **Paper 01 – Multiple Choice**

Performance on Paper 01, was generally satisfactory. As in Unit 1, weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

### **Paper 02 – Essay Questions**

For this unit, candidates were also required to write three essays (one from each module) in two and a half hours. Similar problems were noted as with Unit 1 in regard to the general understanding and knowledge requirements for the questions, appropriate use of empirical data to support responses, application of knowledge and understanding, and evaluation and synthesis to arrive at conclusions.

## **Module 1: Population Studies**

### Question 1

This question was based on population and development trends in the context of development strategies in a named Caribbean society. Candidates were required to identify population trends, population control policies and development strategies in the society – social, economic, political, environmental and technological – while discussing the implications of rapid population growth. This was the most popular question on the examination. However, while most candidates were able to discuss population theory and the impact that unchecked population growth would have on a society, they did not adequately address national development strategies and the linkages between population and development including the related population policies. Most candidates demonstrated knowledge of the concepts; however, the main weaknesses related to the skills of application, synthesis and evaluation.

This question recorded the second lowest proportion of responses between Levels 1 and 2, with 4.96 per cent of the candidates who attempted it obtaining between 20 and 25 marks. Most candidates' responses (56.3 per cent) fell between Levels 5 and 6.

### Question 2

This question was based on population control policies in a named Caribbean society and the relevance of family planning and education for women, in the context of cultural factors, as examples of the best policies in the named society. Candidates were expected to identify a Caribbean society and describe the population trends to ground their response, and apply their knowledge of the trends in discussing the relevance of family planning and education for women as the best policies in response to the evolving trends. While candidates demonstrated adequate knowledge of population trends in the named Caribbean society, most of the discussion centred on knowledge of the Malthusian and Neo-Malthusian theory without application, synthesis and evaluation. Responses were therefore generally unbalanced in regard to the requirements of the question and affected the performance of the question.

This was the least popular question on the examination. Approximately 52 per cent of the responses were at Levels 5 and 6; however, 5.87 per cent of the responses were awarded marks between 20 and 25.

## **Module 2: Social Order, Social Control and Deviance**

### Question 3

This question was based on the agents of social control, the types of crimes committed in society, the main perpetrators of these crimes, and the role of the main agents of social control in dealing with the types of crimes committed. Candidates were expected to demonstrate understanding of the social structure of a named Caribbean society, identify the economically dominant groups, the types of crimes committed and how the agents of social control have dealt with these. Most of the responses focused on the work of the police, judicial agencies and the prosecution of crimes other than white collar crimes; there was poor use of theory to ground responses and justify statements. While most candidates were able to adequately explain why some groups in society tend to make up a greater proportion of criminal offenders, they were not able to provide a conclusion or justify the reasons why the statement could be argued for or against. Weaknesses in the application of theories, synthesis and evaluation were evident in the responses.

While this question saw the highest proportion of scores at Levels 1 and 2 with 6.8 per cent of those attempted it gaining between 20 and 25 marks, the majority of responses were awarded marks at Level 4 (23.5 per cent) and Levels 5 and 6 (45.5 per cent).

#### Question 4

Candidates were expected to outline at least one of the sociological perspectives – social structural or social action—and provide evidence from one named Caribbean society to agree or disagree with the view stated, within the chosen theoretical context. In applying and analysing the information presented in their arguments, candidates were expected to discuss at least one of the approaches to crime and use anecdotal or statistical evidence to support their position. While candidates were able to demonstrate and apply adequate knowledge of the sociological perspectives, they were not able to adequately discuss the perspectives in support of the position taken. Some of the candidates who performed well were able to present a balanced view of the various sociological approaches to crime in terms of the role of the police, the courts or the social background of offenders. Despite some candidates referring to only one major perspective in support of their arguments/conclusions, they were able to perform fairly well. Generally though, candidates were challenged by the application of the relevant theories in support of their conclusions, which also affected performance levels on synthesis and evaluation.

Just over half of all candidates (55.4 per cent) who attempted this question performed at Levels 5 and 6. The percentage of Level 1 and 2 responses was the lowest on the paper, with 4.13 per cent of candidates obtaining between 20 and 25 marks.

### **Module 3: Social Development and Poverty**

#### Question 5

This question was based on development strategies in the context of trade relations, aid agreements, cultural and other relations between the Caribbean and the developed countries. Candidates were expected to outline the arguments of sociologists on Modernisation, Dependency, World Systems and Globalisation in their response, while focusing on two or more aspects of development (for example, the economy, education, health, urbanization, gender) in discussing the relations between Caribbean societies and the rich, developed countries. Candidates were expected to conclude that while modernisation theorists argued in support of the relations outlined, other theorists were more critical. While most candidates were able to adequately discuss Modernization theory and the impact of aid on the societies in the Caribbean, they displayed limited knowledge of the relationship in the context of the other major theories such as World Systems Theory to counter the position taken.

Most candidates' responses were awarded marks between Levels 4 and 5 (31.8 per cent) and Level 6 (36.6 per cent). Approximately 5 per cent of the candidates attempting this question performed very well earning marks between 20 and 25 at Levels 1 and 2.

#### Question 6

This question was based on the overall process of urbanization in a named Caribbean society and the impact of push and pull factors as adequate explanations for urbanization. The majority of candidates were able to demonstrate knowledge of push and pull factors; however, the responses indicated a general inability to relate the factors to an explanation of the process and impact of urbanization on the society. Some responses dealt only with the impact of urbanization on society. In applying and analysing the information, there was inadequate discussion of how the push and pull factors identified impacted the urbanization process. As a result, attempts at synthesis and evaluation were weak. Some candidates appeared to have limited knowledge of the main concepts addressed in the question – push and pull factors, urbanization.

Most candidates' responses were awarded marks at Levels 4 and 5 (34.1 per cent) and Level 6 (34.4 per cent). Approximately 5 per cent of the responses obtained between 20 and 25 marks.

### **Paper 03/1- Internal Assessment**

#### **General Comments**

The IA was, for the most part, poorly executed. In some cases, the marks assigned by teachers appeared consistently high.

A few of the samples indicated evidence of attempts by students to incorporate a sociological framework in their literature review, while some students were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. These approaches should be encouraged by all teachers.

The major weaknesses in the samples submitted related to the topics chosen, the introduction, statement of the problem, the aims and objectives of the study, the literature review, the questionnaire/instrument design, analysis of data and the content and structure of the bibliography.

More attention to the marking criteria is necessary, including the use of the approved mark scheme in the syllabus. Some teachers assigned marks to candidates for sections which were not included in the research projects, while others assigned no marks for criteria such as the Communication of Information in Section One.

Students need to be well guided at each stage of their projects. Some of the samples appeared to be first drafts rather than one where guidance was provided by the teacher before progression toward a final submission.

#### **The Topic**

Students tended to state very broad topics that were sometimes unrelated to the actual content of the IA. The topic should provide the reader with a clear guide to on the issue/area being investigated. In a number of cases, topics were inappropriate, some topics presented for Unit 1 were more suitable for Unit 2 and vice versa, while in others, there was a clear indication that the topic would be difficult to research, and variables and concepts would be difficult to operationalize.

Teachers are reminded of the topics in the syllabus. Note that the IA is not a large scale study, therefore a topic title that speaks to the investigation of an issue/matter in a country or wide geographic location cannot be feasible. The syllabus is specific on this and on the topics allowed, on page 28 of the syllabus which states *Candidates are asked to conduct a research project on any issue affecting development in his or her community*. Teachers should guide candidates accordingly.

**The syllabus must be used as a guide and topics chosen must be in keeping with those explicitly stated in the syllabus.**

#### **Introduction**

Candidates must provide a short background to the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue. Some of the main areas of focus for the introduction should be as follows:

- The rationale for the study/project
- General information to promote clarity of the topic for the reader
- The current state of knowledge on the topic
- Some historical background to the study

Most candidates simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of any theoretical considerations or an appropriate sociological framework that would place the study in context.

Candidates need to be encouraged to use the introduction to highlight the scope or background of the problem and thus give direction to their work.

### **Statement of the Problem**

The introduction should be followed by the statement of the problem, which feeds from the introduction having clearly identified the rationale for the study and the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration and identify what the candidate proposes to do in the study as an extension of the background to the study and the theoretical or conceptual framework. The statement of the problem is not the topic restated in one line or as a question.

The topic and introduction to the study should be used as a guide to the candidate in determining which aspect of the study can be reasonably developed into the statement of the problem as an area for study.

### **Aims and Objectives**

Candidate submissions should clearly state the aims and objectives. The aims are broad in scope and identify the general aspects of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific and usually incorporate the variables that are to be discussed in the study. Most candidates did not have clearly stated aims and objectives and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction of most of the submissions and the lack of a clear theoretical or conceptual direction.

Although most of the candidates were assigned good scores on this aspect of the submissions, in most cases, there was no distinction between the aims and the objectives. The majority of candidates presented clearly defined objectives while others simply posed some questions.

### **The Literature Review**

The literature review was another weak aspect of the Internal Assessment and this is particularly troubling as it signals that candidates are undertaking their projects with limited knowledge of their topic. In some cases, no summaries of studies, books or articles were cited in the literature review, with anecdotal evidence put forward based on the candidates' experiences. In other cases, students referred to studies, books and articles; however, they were improperly cited, and/or not listed at all in the Bibliography.

The purpose and overall importance of the literature review must be underscored for candidates. The literature review is an important summary of studies, books or articles which serve as a repository of the information that will guide how the study is approached, the methods of data collection to be used and the understandings that will inform the conclusions candidates expect to reach. The literature review also assists with the analysis of data and presentation of the findings, given that the candidate

has properly reviewed the work of authorities in the area of study, including studies conducted in the Caribbean.

Those candidates who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, statement of the problem and the aims and objectives of the study.

Those candidates who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, the statement of the problem and the aims and objectives of the study.

### **Research Design**

This component of the Internal Assessment needs to be better developed. Some students misinterpreted the intention of this component and instead of presenting an **overview of how their research would be conducted**, gave timelines as to when different aspects of the project would be done. In other cases, students used this component to provide a description of their research instrument.

### **The Sample**

Discussion of the sample needs significant improvement and was a problem noted across the samples, irrespective of geographic location or type of school. Some students omitted discussion of the sample while others wrote a brief sentence or two in addressing the overall research design.

The characteristics of the sample must be clearly stated and reviewed in the context of the problem under study, the types of questions to be asked and the expected outcomes of the study.

### **Questionnaire/Instrument Design**

Fairly well constructed instruments were presented in most cases. The items generally related to the topics. There were instances, however, where the instruments were missing and students were awarded marks by the teacher.

### **Presentation of Data**

Most students were able to present their data well. In some cases, however, students presented their information by using less than the three different methods expected, or there was no attempt to describe the chart, graphs or tables which were presented.

Microsoft Excel is a user friendly choice with defaults that will assist students in addressing some of the problems relating to labelling and scaling which were evident in several of the samples moderated.

### **Analysis of Data**

Most students focused on a description of the data and very few were able to show relationships between variables, either through cross tabulations or basic correlations.

Microsoft Excel tools can be used to help reduce data to manageable outputs that would allow for simple analyses beyond basic percentages.

## **Findings, Discussion and Conclusions**

This is the section that brings the entire study together. However, because many of the samples included very poor literature reviews, weak data analyses and poorly structured aims and objectives, students rambled through this section. Students made very few references to their data and were unable to use sources that could be related to their findings.

Conclusions were unsupported and/or not stated in most of the submissions moderated.

## **Bibliography**

The bibliographies were generally not well done. Sources were mentioned in the bibliography which were not otherwise mentioned in the literature review. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation (e.g. [www.google.com](http://www.google.com)) rather than actual websites and neglected to include the date of retrieval.

Students are to be introduced to bibliographic styles to assist in proffering a better prepared report for assessment. Examples of styles are available online and can be downloaded as a guide to students. An appendix that provides examples drawn from the *Chicago Manual of Style* is available at the end of this report. Teachers may find it useful.

The Internal Assessment was for the most part poorly executed. In some cases, the marks assigned by teachers appeared high, although consistent from one submission to another.

### **Paper 03/2 – Alternative to Internal Assessment (IA)**

The alternative paper for private candidates was generally poorly done. The responses to the questions suggested that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates provided many general, often unclear and inadequate responses to the questions asked and did not demonstrate the knowledge and understanding required at this level. In addition, the responses reflected limited/lack of understanding of the basic components of research design, including the need for reliance on sociological theory/frameworks to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or exhibition of an understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study, as stated in the syllabus, to properly prepare them for taking the written examination. Alternatively, there should be an attempt to review empirical studies such as those provided in academic journals available as e-copies for download via the Internet. This is necessary in order to obtain the required hands-on experience and/or knowledge. Additionally, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.



## RECOMMENDATIONS

The following recommendations should assist candidates in improving their performance on the examinations.

### Essay Questions

1. There has been a general improvement in applying knowledge of Caribbean societies. Teachers are encouraged to focus greater efforts at engaging with the literature available on studies of the Caribbean and to infuse the findings in their classroom discussions, thus encouraging the tenets of the main studies to become a natural part of students' sociological vocabulary. Debating competitions or group research projects may prove useful for developing these abilities in the context of the school environment.
2. Teachers are encouraged to assist students in developing essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness which accounts for a significant proportion of the marks to be awarded. Focus should be placed on attending to the overall coherence of responses, clear statements of logical conclusions and use of supporting studies, facts, or references to authorities throughout responses to questions.
3. Candidates should be coached in identifying key words in a question and the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
4. The topics covered in the syllabus allow for integration of ideas across the specific modules. Candidates should be mindful of the interrelated nature of the discipline and the cross fertilization of ideas across topics. Sociology is the study of human behaviour in groups and thus any number of variables impact on behaviour. The performance on Unit 2 Paper 02 clearly indicates the need for greater emphasis on integration of topics (for example, population and development, education and development) during delivery of the syllabus.

### Internal Assessment

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements. Workshops for subject teachers that provide hands-on practical experience of the elements to be incorporated should be encouraged and actively pursued.
2. Subject teachers should be encouraged to prepare students by requiring submission of the Internal Assessment in parts for guidance, prior to the final submission for marking.
3. If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the Internal Assessment to incorporate sociological theories/conceptual frameworks in their work.
4. Subject teachers should place greater emphasis on the review of literature and provide guidance to students regarding the appropriate citing of sources.

## REFERENCE GUIDE

**Examples of Chicago-Style Documentation (*The Chicago Manual of Style*, 15<sup>th</sup> Edition,  
Available at: <http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html>)**

*The Chicago Manual of Style* presents two basic documentation systems. The more concise **author-date system** has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

Below are some common examples of citations of the author-date style (an in-text citation followed by a reference-list entry). For numerous specific examples, see chapters 16 and 17 of *The Chicago Manual of Style* (fifteenth edition).

**Book with one author**

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

**Book with two authors**

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

**Book with more than three authors**

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago Press.

**Editor, translator, or compiler**

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

**Chapter or other part of a book**

Twaddell, W. Freeman. 1957. A note on Old High German umlaut. In *Readings in linguistics I: The development of descriptive linguistics in America, 1925–1956*. 4th ed. Edited by Martin Joos. Chicago: University of Chicago Press.

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**Popular magazine article**

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**Newspaper article**

As William Niederkorn noted in a *New York Times* article on June 20, 2002, . . .

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**Theses and dissertations**

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**Paper presented at a meeting or conference**

Doyle, Brian. 2002. Howling like dogs: Metaphorical language in Psalm 59. Paper presented at the annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

*E-mail messages, letters, and the like are rarely listed in a bibliography or reference list. Note that individuals' e-mail addresses should be omitted.*

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**REPORT ON CANDIDATES' WORK IN THE  
ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2011**

**SOCIOLOGY**

## **GENERAL COMMENTS**

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Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections, with two essay questions each. Candidates were required to answer three questions, one from each section. The maximum mark awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be outstanding or exemplary; such responses earned a total of 23–25 marks.

Level 2 response – one judged to be excellent; such responses earned a total of 20–22 marks.

Level 3 response – one judged to be very good; such responses earned a total of 17–19 marks.

Level 4 response – one judged to be good; such responses earned a total of 14–16 marks.

Level 5 response – one judged to be satisfactory; such responses earned a total of 11–13 marks.

Level 6 response – one judged to be limited; such responses earned a total of 6–10 marks.

Level 7 response – one judged to be unsatisfactory; such responses earned a total of 0–5 marks.

In Paper 031, the School-Based Assessment (SBA), candidates were required to undertake a research project for both Units 1 and 2. Candidates were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teacher and samples forwarded to CXC for moderation.

## **DETAILED COMMENTS**

### **UNIT 1**

#### **Paper 01 – Multiple-Choice Questions**

Performance on Paper 01 was generally satisfactory.

Weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

#### **Paper 02 – Essay Questions**

Candidates were required to write three essays (one from each module) in two and a half hours. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective. While most candidates exhibited a general understanding and knowledge of some of the requirements for the questions, there continued to be challenges with application of knowledge and understanding and the process of evaluation and synthesis. Candidates also failed to incorporate relevant theories and sociological concepts in their sociological discourse. There was also evidence of inadequate knowledge of social development and change in Caribbean societies which undoubtedly contributed

to some difficulty in applying the relevant sociological theories to an understanding of Caribbean societies.

## **Module 1: Sociology, Culture and Identity**

### Question 1

This question sought to test candidates' knowledge and understanding of research methods. In order to focus the candidates, the question identified the research methods and linked them to the issue of *increasing involvement of youths in serious crimes*. Candidates were required to choose a method and discuss two advantages and two disadvantages of the selected method.

Candidates were expected to address the practical, theoretical and ethical issues associated with the chosen method. The weaker responses mainly focused on the practical (time and cost, accessibility of information, security and fear) while the better responses addressed the issues of reliability and validity (theoretical) and privacy and confidentiality (ethical) concerns. Candidates must be reminded that practical, theoretical and ethical concerns must always be addressed when engaging in any discussion on the usefulness of research methods.

Of the approximately 31 per cent of the candidates who attempted this question, 47 per cent recorded levels of performance ranging from good to exemplary, approximately 24 per cent of which were excellent and exemplary.

Most candidates chose to discuss the qualitative approach. However, the weak responses mainly addressed the advantages of the research method with little mention of disadvantages.

The average responses merely identified and discussed the advantages and disadvantages of the method with little reference to sociological perspectives or studies.

Notably, a small proportion of candidates discussed both research methods (triangulation) as appropriate. This was an outstanding approach.

The outstanding responses not only linked the use of the method to *youth in serious crimes* but correctly explained and discussed the advantages and disadvantages with reference to sociological studies and/or appropriate sociological perspectives. These responses were able to show that the weaknesses (disadvantages) of one method were the strengths of the other.

Candidates should note the following points:

- Always link discussions to a sociological perspective/study when answering questions on sociological methods; for example, positivists for quantitative and interpretivists for qualitative.
- Always explain concepts, for example, validity and reliability.
- Elaborate on sociological studies, historical facts and other factual data to support positions/views.
- Link the experience of the SBA viz. methodology so that issues like research design, sampling, research instruments and analysis of data can be used as a guide to craft a sociologically sound essay.
- Responses must demonstrate clarity and coherence and be logically conclusive.

### Question 2

In this question, candidates were expected to demonstrate understanding of culture and its contribution to the development of individual identity in society. They were required to refer to two agents of socialization in discussing the process by which individuals learn the norms and values of the society and were also to present arguments that focused on how identity can be shaped by involvement in a particular cultural setting within the family as the main agent of primary socialization, and later in the school, among peer groups, the church, religion or the media. They were also to demonstrate how identity is not only influenced by upbringing in a particular cultural setting but can also be influenced by other cultural settings and aspects of social structure that a person encounters over his/her lifetime.

Of the 69 per cent of candidates who attempted this question, 36.4 per cent recorded levels of performance ranging from good to exemplary, 18 per cent of which were excellent and exemplary.

Weak responses merely identified the agents of socialization and defined the concepts with little or no elaboration as required by the question.

The average responses provided a limited discussion of the process of cultural transmission with references to one agent of socialization.

The higher level responses provided a full, coherent and clear discussion of cultural transmission and the shaping of identity as required by the question.

Candidates should note the following points:

- Always link discussions to a sociological perspective/study when answering questions on culture and identity, for example, E. Braithwaite's Creole society theory and theories of socialization.
- Always explain concepts, for example, culture, identity and agents of socialization.
- Elaborate on sociological studies when arguing positions regarding how culture shapes or does not shape identity.
- Link views with reference to the socialization process and two of its agents.
- Responses must demonstrate clarity and coherence and be logically conclusive.

### **Module 2: Social Institutions – Family, Religion, Education**

#### Question 3

Candidates were expected to discuss three social factors that related to the single-parent family as an accepted reality in the Caribbean. They were expected to demonstrate knowledge of the single parent family, its prevalence and reasons for its acceptance or non-acceptance in the Caribbean.

Candidates' responses were also expected to demonstrate understanding of the family forms that have resulted from the historical, cultural and economic realities of Caribbean society over time. While candidates were expected to arrive at the conclusion that single-parent families have been accepted as a form of the family in the Caribbean, they were also expected to acknowledge the other forms of the family that were evident and examine the developments that have led to acceptance of the single-parent family in the society.

This was the most popular question on the paper, and 95 per cent of candidates attempted it with 24 per cent recording levels of performance ranging from good to exemplary, approximately 13 per cent of which were excellent and exemplary. This was a generally unsatisfactory performance for such a popular question.

The weak responses merely discussed the issues surrounding the formation of the single-parent family and some of the effects of this family type on society.

The average responses focused on the social factors with little reference to a sociological study or perspective as it related to the single parent family as an *accepted reality*.

The higher-level performances provided a sociological basis for their discourse of the appropriate social factors as well as demonstrated the social context and social change which have made this family form as effective as other forms.

Candidates should note the following points:

- The focal point of this sociological discourse was the sociological perspective or sociological study of the family in Caribbean society.
- Always explain concepts, for example, family, the single-parent family.
- Identify social factors, for example, the changing role of women, legal reforms, secularization or the pertinent social dimensions of historical facts, for example, African retentions.
- Demonstrate conclusively and clearly why you agree or disagree with the statement with reference to the three relevant social factors.

#### Question 4

Candidates were expected to apply Braithwaite's Creolization thesis to the issue of religious syncretism. The question required candidates to specifically identify two Caribbean faiths (forms of religion) and to show, through the processes of acculturation and interculturalization, how these religious organizations experienced syncretism.

A mere 5 per cent of candidates attempted this question of which 45 per cent recorded levels of performance ranging from good to exemplary; approximately 28 per cent of the responses were excellent and exemplary.

The weak responses generally focused only on historical factors to explain the emergence of Caribbean religions, sometimes identifying one religious faith, and confused Beckford's Plantation Society approach with Braithwaite's Creole Society approach.

The average responses identified two faiths but, in many instances, did not fully show how acculturation and interculturalization contributed to syncretism. Generally, most responses focused on acculturation but said very little about interculturalization with the key concepts poorly explained.

The higher-level responses clearly and correctly explained the key concepts in the Creole Society approach and appropriately and fully applied the approach to religious syncretism.

Candidates should note the following points:

- Beckford's Plantation Society approach must not be confused with Braithwaite's Creolization approach. The latter approach must be outlined.
- Key concepts in the approach should always be identified and explained, for example, religion, acculturation, interculturalization, syncretism, and Creole Society approach.
- The emergence of acculturation and interculturalization and their contribution to syncretism should be discussed.
- There should be focus on both acculturation and interculturalization in a conclusive discourse on the Creole Society approach.
- Responses must demonstrate clarity, coherence and be logically conclusive.



### Module 3: Social Stratification and Social Mobility

#### Question 5

Candidates were expected to examine how two factors (colour, ethnicity or gender) influenced the stratification system in the Caribbean.

Of the 69 per cent of candidates who attempted this question, approximately 50 per cent performed at levels ranging from good to exemplary, approximately 17 per cent of them excellent and exemplary.

The weak responses used personal and other experiences to explain social stratification in society which did not demonstrate an understanding and use of the sociological imagination. There was also lack of clarity in explaining *ethnicity*.

Average responses focused on historical and contemporary data on social stratification and lacked theoretical depth and clarity.

The higher-level responses demonstrated good use of stratification theories applicable to Caribbean society in combination with arguments offered by the functionalist, conflict (Marxist, Weberian) or feminist perspectives. They demonstrated that class, status and power contributed to the way in which contemporary Caribbean society was structured.

Candidates should note the following points:

- The building blocks of theoretical perspectives are concepts which can only be adequately understood with reference to the perspective/s as in the case of colour and gender with respect to social stratification perspectives.
- The concepts of colour, ethnicity or gender should be explained against the backdrop of social stratification. The concept *ethnicity* has a cultural rather than biological basis as in *race*.
- The appropriate theoretical perspective should always be used. Beckford's Plantation Society approach should not be confused with M.G. Smith's Plural Society approach or Ryan's study of social stratification in Trinidad.
- Any conclusive discourse on social stratification in the Caribbean must demonstrate an understanding of the above mentioned approaches.
- Responses must demonstrate clarity, coherence and be logically conclusive.

#### Question 6

This question required candidates to examine the issue of gender and inequality in Caribbean society. Candidates were expected to demonstrate how inequality affected gender as far as class position and opportunities for social mobility, with a focus on education as a purveyor of gender inequality in a named Caribbean society.

Of the 31 per cent of candidates who attempted this question, 32 per cent performed at levels ranging from good to exemplary, and approximately 19 per cent of these were excellent and exemplary.

The weaker responses elaborated on gender equality with little or no focus on the education system as required. These responses focused on the workplace and the home with inadequate explanations of the concepts *gender* and *inequality*.

The average responses did not address the historical data as well as that of social change in Caribbean society; hence the issues of social reforms in education and gender-based rights and opportunities in the post-independence era were disregarded.

Outstanding responses attempted to show that gender inequality was more evident in some Caribbean societies than others; elaborated on government reforms (legislative), following agitation by feminist groups; feminization of the teaching profession and male underachievement and other socio-economic factors. They also focused on sociological studies, albeit from non-Caribbean societies.

Candidates should note the following points:

- Familiarity with appropriate and adequate information on social development and related studies and/or theoretical perspectives in the Caribbean is important.
- Focus should first be placed on the education system.
- Key concepts should be explained clearly and correctly, for example, gender inequality. Note that gender inequality is not only based on inequalities relating to females (Errol Miller's feminization argument re the teaching profession).
- Responses must demonstrate clarity, coherence and be logically conclusive.

## UNIT 2

### Paper 01 – Multiple Choice Questions

Performance on Paper 01 was generally satisfactory. Weaknesses in performance on this paper related mainly to candidates' understanding of concepts related to population and development.

### Paper 02 – Essay Questions

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 in regard to using a sociological approach as a focal point for responses viz. sociological perspectives or studies, as well as focusing on patterns/trends/regularities rather than individual events.

#### **Module 1: Population Studies**

##### Question 1

This question was based on population and development trends in the context of size, distribution and structure of the Caribbean region.

Candidates were expected to choose from either cultural or economic factors and apply them to trends in population size, distribution and structure in a named Caribbean society.

This question was distinctly challenging for candidates, accounting for 12 per cent of the responses for the two questions in the module. Of those, 36 per cent performed at levels ranging from good to exemplary, with none being excellent and exemplary.

Generally, this question demanded that candidates be familiar with concepts associated with population. Many candidates did not deal with the issues of size, distribution and structure separately. They treated them as if they were all the same and made a very weak effort at discussing culture relative to size, distribution and structure of population, mainly focusing on culture as religious beliefs and the use of contraceptives. They did a slightly better job discussing economic factors relative to the three issues in population trends.

The weaker candidates simply ignored the concepts.

The better candidates attempted to explain the concepts and incorporated them in their responses. Also, some of the candidates argued that both cultural and economic factors contributed to these

population trends and not necessarily one or the other since they were interconnected. Some argued that economic factors tended to determine how well one was able to sustain cultural traditions.

Candidates should note the following points:

- The prevailing views on population trends should be known so that they can be elaborated and/or critiqued.
- It is important to be familiar with the key concepts associated with population/population trends, for example, fertility, mortality, life expectancy, ageing population, population density, migration, and to be able to explain them.
- Cultural factors must also include lifestyle, gender, viz. the role of women, religious beliefs, customs and traditions as well as prevailing values.
- Economic factors include access to resources, employment rates, migration and access to education.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### Question 2

This question required candidates to discuss the statement *Poor people would be better off if they had fewer children to feed and clothe.*

Candidates were expected to use the statement and relate it to the Malthusian theory and development issues facing Caribbean society. They were to exhibit a good understanding of the Malthusian theory as it pertained to issues of Caribbean development.

This was the most popular question on the paper with 88 per cent of candidates responding to it. Of those, 51 per cent performed at levels ranging from good to exemplary, with approximately 22 per cent of them being excellent and exemplary.

The weaker responses made fleeting references to the Malthusian theory and mainly focused on how poor people always have large families. Others gave a general discussion of the Malthusian theory with no attempt to apply it to development issues.

The average responses attempted to link the Malthusian theory to issues like access to education, proper health care, availability of social services and gender discrimination.

The outstanding responses not only confined their discussion to the Malthusian theory but included other population theorists like the Neo-Malthusian and Marxists as they identified issues in the Malthusian theory like famine, population control and food supply, and showed how these were challenges faced in the Caribbean.

Candidates should note the following points:

- The statement given should be interpreted and restated—*Poor people would be better off if they had fewer children to feed and clothe*—it should be stated that poor people with many children will be worse off *or* rich people will have no problem having many or fewer children.
- It is important to be informed about population trends, population policies and population and development issues and programmes in the Caribbean, for example, brain drain, high unemployment, crime and poverty reduction programmes.
- Key concepts in the question, for example, poverty, population trends and development should be explained.
- Key propositions in Malthus' theory of population should be outlined and incorporated critically in the assessment of the statement.

- At the outset, taking a position on the relevance of the statement should be avoided unless facts can be marshalled to support the position.
- Responses must demonstrate clarity, coherence and be logically conclusive.

## **Module 2: Social Order, Social Control and Deviance**

### Question 3

This question was intended to test candidates on one of the most important topics in the module—the labelling theory.

Candidates were expected to engage in a discussion of the theory in order to determine if labelling an individual as deviant would necessarily lead to a self-fulfilling prophecy.

Of the 64 per cent of candidates who responded to this question, 56 per cent performed at levels ranging from good to exemplary, with approximately 16 per cent providing excellent and exemplary responses.

The weak responses mainly used a range of illustrations (some appropriate and some inappropriate) to support the claim that labelling an individual leads to a self-fulfilling prophecy. They focused on one concept, for example, deviance, and went into great detail on Merton's theory and the sub-cultural theories without attempting to establish a link with labelling theory.

The average responses mainly linked the stimulus/statement to both Howard Becker and the interpretivist approach. These candidates were quite comfortable providing an overview of the theory but were unable to establish a link between labelling, deviance and the self-fulfilling prophecy in their analysis.

The higher-level responses attempted a critique of the theory using the works of Young, Stuart Hall, Taylor and Walton.

Candidates should note the following points:

- The statement given—*Labelling an individual as deviant leads to a self-fulfilling prophecy*—should be interpreted and restated, that is, it should be said that labelling an individual as non-deviant leads to a self-fulfilling prophecy *or* not labelling them as deviant will not lead to a self-fulfilling prophecy.
- Key concepts in the question, for example, labelling, deviance and self-fulfilling prophecy should be explained.
- Key propositions of labelling theory should be outlined and incorporated critically in the assessment of the statement. Other theoretical approaches may be used in critiques and in support of positions.
- Taking a position should be avoided at the outset on the extent to which you agree or disagree with the statement unless facts can be marshalled to support the position.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### Question 4

Candidates were required to use two elements of the social distribution of crime (SoDoC) to elaborate on their understanding of the importance of official crime statistics (OCS) relative to a named Caribbean society.

Candidates were expected to demonstrate a general understanding of official crime statistics (OCS) and to determine their importance relative to two elements of social distribution of crime in Caribbean society.

Of the 36 per cent of candidates who responded to this question, 47 per cent performed at levels ranging from good to exemplary, with approximately 25 per cent of the responses being excellent and exemplary. This was one of the better performing questions on the paper.

The weak responses merely gave a commonsense perspective on the issue which lacked sociologically-grounded evidence to support their position.

The average responses outlined the importance of OCS to the social distribution of crime (SoDoC) with inadequate references to sociological studies or approaches.

The higher-level responses demonstrated clear knowledge of OCS and supported or critiqued their position with reference to the social characteristics of offenders.

Candidates should note the following points:

- Key concepts in the question, for example, OCS, SoDoC and the social characteristics or elements of SoDoC, for example, age, class, ethnicity, gender and locality should be explained.
- The relevant sociological studies or approaches should be outlined and utilized to elaborate on or critique the relationship between OCS and SoDoC, for example, Marxists and Feminists, with respect to class or gender.
- At the outset taking a position on the extent to which you agree or disagree with the statement should be avoided unless facts can be marshalled to support the position.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Module 3: Social Development and Poverty**

#### Question 5

Candidates were required to demonstrate knowledge of employment, aid and investment issues and strategies in the contemporary Caribbean in assessing the relevance of Arthur Lewis' Investment by Invitation Model (IbIM).

Candidates were expected to demonstrate familiarity with the model developed by Sir Arthur Lewis and the region's economy at the time it was introduced and compare it to the realities of the contemporary period in order to assess the IbIM's relevance.

Of the 26 per cent of candidates who responded to this question, the second lowest response rate in the entire paper, 44 per cent performed at levels ranging from good to exemplary, with approximately 14 per cent of the responses being excellent and exemplary.

The weak responses merely focused on the increase in unemployment and underemployment in the agricultural sector with little reference to Arthur Lewis' Model (IbIM).

The average responses focused on the propositions of the model with little reference to two of the strategies but touched on bits and pieces of all.

The higher-level responses provided adequate knowledge of the model and circumstances of its evolution as well as an evaluation of the model against the contemporary realities of the region.

Candidates should note the following points:

- It is important to be familiar with the IbIM, appropriate and adequate information on economic and social development issues and related strategies and theoretical perspectives that are useful to the Caribbean, for example, Beckford's Plantation Society model and dependency models.
- The main propositions of the IbIM should be outlined and there should be focus on two strategies when assessing the relevance of the IbIM in the contemporary period.
- Key concepts should be explained clearly and correctly, for example, industrialization, employment, aid and investment.
- Another theoretical perspective may also be incorporated in an assessment of the IbIM.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### Question 6

Candidates were required to demonstrate an understanding of development and the related indicators of development.

Candidates were expected to apply their understanding of two indicators of development to the development process in Caribbean society.

Of the 74 per cent of candidates who responded to this question, 41 per cent performed at levels ranging from good to exemplary, approximately 17 per cent of the responses were deemed excellent and exemplary.

The weak responses focused on the relationship between the Caribbean and external states or agencies. These candidates clearly lacked knowledge of indicators.

The average responses focused on discussing the indicators with little knowledge of the relevant criteria.

The higher-level responses focused on whether or not the indicators were relevant to development in Caribbean society.

Candidates should note the following points:

- There should be familiarity with information on economic and social development issues and the various indicators and criteria with reference to Caribbean society.
- Key concepts should be explained clearly and correctly, for example, development, health, education and social services as indicators of development.
- It should be determined whether or not two of the three indicators are relevant to Caribbean society.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Paper 031 – School-Based Assessment**

Generally, the School-Based Assessment (SBA) was poorly executed. In some cases, the marks assigned by teachers were lenient, although consistent from one submission to another. Award of marks was, in some cases, above the maximum allotted for elements in each section. There was also evidence of inadequate supervision of the SBAs.

A few of the samples submitted provided evidence of students' attempts to incorporate a sociological framework in their study, albeit in the literature review. Some students were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. This

approach should be encouraged by all teachers beginning with the formulation of the specific objectives of the study.

The major weaknesses in the samples were in the topics chosen, the introduction, statement of the problem, the aims and objectives of the study, the literature review, questionnaire/instrument design, analysis of data and the content and structure of the bibliography.

It is important to pay attention to detail when marking SBAs. The approved marking scheme found in the syllabus needs to be closely followed. There were cases where some teachers submitted samples without the allocation of marks for all sections or parts of sections on the score sheet. In some instances, assigned marks to students were not indicated in the body of the research projects, which would allow for easier moderation.

Students need to be guided at each stage/component in the development of their projects. Some of the samples appeared to be first drafts rather than one seen and guided by the teacher before progressing toward a final submission.

### The Topic

Students tended to state very broad topics that were sometimes unrelated to the actual content of the SBA. The topic should provide the reader with a clear guide to the issue/area being investigated. In a number of cases, topics were inappropriate, some topics presented for Unit 1 were more suitable for Unit 2 and vice versa, while in others, there was a clear indication that the topic would be difficult to research, and variables and concepts would be difficult to operationalize.

Teachers are reminded of the topics in the syllabus. Note that the SBA is not a large-scale study, therefore a topic title that speaks to the investigation of an issue/matter in a country or wide geographic location cannot be feasible. The syllabus is specific on this and on the topics allowed as stated on page 28: *Students are asked to conduct a research project on any issue affecting development in his or her community.* Teachers should guide students accordingly.

*The syllabus must be used as a guide and topics chosen must be in keeping with those explicitly stated in the syllabus. Indeed the issue identified must be properly approved for an acceptable SBA based on the relevant unit.*

### **Introduction**

Students must provide a short background to the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue. Some of the main areas of focus for the introduction should be as follows:

- The rationale for the study/project
- General information to promote clarity of the topic for the reader
- The current state of knowledge on the topic
- Some historical background to the study

Most students simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of any theoretical considerations or an appropriate sociological framework that would place the study in context.

Students need to be encouraged to use the introduction to highlight the scope or background of the problem and thus give direction to their work.

### Statement of the Problem

The introduction should be followed by the statement of the problem, which feeds from the introduction having clearly identified the rationale for the study and the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration, and identify what the student proposes to do in the study as an extension of the background to the study and the theoretical or conceptual framework. The statement of the problem is not the topic restated in one line or as a question.

The topic and introduction to the study should be used as a guide to the student in determining which aspect of the study can be reasonably developed into the statement of the problem.

### Aims and Objectives

Student submissions should clearly state the aims and objectives. The aims are broad in scope and identify the general aspects of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific and usually incorporate the variables that are to be discussed in the study. Most students did not have clearly stated aims and objectives and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction of most of the submissions and the lack of a clear theoretical or conceptual direction.

Although most students were assigned good scores on this aspect of the submissions, in most cases, there was no distinction between the aims and the objectives. The majority of students presented clearly defined objectives while others simply posed some questions.

### The Literature Review

The literature review was another weak aspect of the SBA and this is particularly troubling as it signals that students are undertaking their projects with limited knowledge of their topic. In some cases, no summaries of studies, books or articles were cited in the literature review, instead anecdotal evidence put forward based on experiences. In other cases, students referred to studies, books and articles; however, they were improperly cited, and/or not listed at all in the bibliography.

The purpose and overall importance of the literature review must be underscored for students. The literature review is an important summary of studies, books or articles which serve as a repository of the information that will guide how the study is approached, the methods of data collection to be used and the understandings that will inform the conclusions students expect to reach. The literature review also assists with the analysis of data and presentation of the findings, given that the student has properly reviewed the work of authorities in the area of study, including studies conducted in the Caribbean.

Those students who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, statement of the problem and the aims and objectives of the study.

### Research Design

This component of the SBA needs to be better developed. Some students misinterpreted the intention of this component and instead of presenting an *overview of how their research would be conducted*, gave timelines as to when different aspects of the project would be done. In other cases, students used this component to provide a description of their research instrument.



### The Sample

Discussion of the sample needs significant improvement and was a problem noted across the samples, irrespective of geographic location or type of school. Some students omitted discussion of the sample while others wrote a brief sentence or two in addressing the overall research design.

The characteristics of the sample must be clearly stated and reviewed in the context of the problem under study, the types of questions to be asked and the expected outcomes of the study.

### Questionnaire/Instrument Design

Fairly well constructed instruments were presented in most cases. The items generally related to the topics. There were instances, however, where the instruments were missing and students were awarded marks by the teacher.

### Presentation of Data

Most students were able to present their data well. In some cases, however, students presented their information by using less than the three different methods expected, or there was no attempt to describe the chart, graphs or tables which were presented.

Microsoft Excel is a user friendly choice with defaults that will assist students in addressing some of the problems relating to labelling and scaling which were evident in several of the samples moderated.

### Analysis of Data

Most students focused on a description of the data and very few were able to show relationships between variables, either through cross tabulations or basic correlations.

Microsoft Excel tools can be used to help reduce data to manageable outputs that would allow for simple analyses beyond basic percentages.

### Findings, Discussion and Conclusions

This is the section that brings the entire study together. However, because many of the samples included very poor literature reviews, weak data analyses and poorly structured aims and objectives, students rambled through this section. Students made very few references to their data and were unable to use sources that could be related to their findings.

Conclusions were unsupported and/or not stated in most of the submissions moderated.

### Bibliography

The bibliographies were generally not well done. Sources were mentioned in the bibliography which were not otherwise mentioned in the literature review. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation (e.g. [www.google.com](http://www.google.com)) rather than actual websites and neglected to include the date of retrieval.

Students are to be introduced to bibliographic styles to assist in proffering a better prepared report for assessment. Examples of styles are available online and can be downloaded as a guide to students. An appendix that provides examples drawn from the *Chicago Manual of Style* is available at the end of this report. Teachers may find it useful.

The SBA was for the most part poorly executed. In some cases, the marks assigned by teachers appeared high, although consistent from one submission to another.

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

The alternative paper for private candidates was generally poorly done. The responses to the questions suggest that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates seldom focused on the study they had identified and thus provided many general, often unclear and inadequate responses to the questions asked. Also, they did not demonstrate the knowledge and understanding required at this level. In addition, the responses reflected limited/lack of understanding of the basic components of research design, including the need for reliance on sociological theory/framework to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or demonstration of an understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study as stated in the syllabus as a prerequisite to taking the written examination. Alternatively, there should be an attempt to review empirical studies such as those provided in academic journals available as e-copies for download via the Internet. This is necessary in order to obtain the required hands-on experience and/or knowledge. Alternatively, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.

### **RECOMMENDATIONS**

The following recommendations arise from the comments noted earlier and are meant to assist with improvements in candidate performance on the examinations.

#### **Essay Questions**

1. There has been a general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts at engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions, thus ensuring familiarity with the tenets of the main studies and improving the students' sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
2. Teachers need to assist students in essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness noted in the examination responses to questions and which accounts for a significant proportion of the marks to be awarded. Teachers should focus on assisting students to attend to the overall clarity, coherence and logical conclusiveness of essays. They must be encouraged to use supporting studies, facts, or references to authorities *throughout* their responses to questions.
3. Candidates should be coached in identifying key words in a question and the focus of the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
4. The topics covered in the syllabus allow for integration of ideas across the specific modules.
5. Candidates should be mindful of the interrelated nature of the discipline and the cross fertilization of ideas across topics. Sociology is the study of human behavior in groups and thus any number of variables impact on behaviour.

**School-Based Assessment**

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements. Conduct of workshops for subject teachers that provide hands-on practical experience of the elements to be incorporated should be encouraged and actively pursued.
2. Subject teachers should be encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking.
3. If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the SBAs to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.
4. Greater emphasis by subject teachers as well as more appropriate guidance to students in the review of literature and appropriate citing of sources is required. Too many of the submissions available for moderation appeared not to have been reviewed by the teacher.
5. The objective of SBAs must be the development of an evidenced-based problem-solving culture as well as an ethically sound research culture.

## REFERENCE GUIDE

<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html> (The Chicago Manual of Style 15 Edition)

**Examples of Chicago-Style Documentation**

*The Chicago Manual of Style* presents two basic documentation systems. The more concise **author-date system** has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

Below are some common examples of citations of the author-date style (an in-text citation followed by a reference-list entry). For numerous specific examples, see chapters 16 and 17 of *The Chicago Manual of Style*, fifteenth edition.

**Book with one author**

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

**Book with two authors**

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

**Book with more than three authors**

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago Press.

**Editor, translator, or compiler**

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

**Chapter or other part of a book**

Twaddell, W. Freeman. 1957. A note on Old High German umlaut. In *Readings in linguistics I: The development of descriptive linguistics in America, 1925–1956*. 4th ed. Edited by Martin Joos. Chicago: University of Chicago Press.

**Chapter of an edited volume originally published elsewhere (common for primary sources)**

Cicero, Quintus Tullius. 1986. Handbook on canvassing for the consulship. In *Rome: Late republic and principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago readings in western civilization*, edited by John Boyer and Julius Kirshner. Chicago: University of Chicago Press. Originally published in Evelyn S. Shuckburgh, trans., *The letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

**Preface, foreword, introduction, and similar parts of a book**

Rieger, James. 1974. Introduction to *Frankenstein, or The modern Prometheus*, by Mary Wollstonecraft Shelley. Chicago: University of Chicago Press.

**Book published in both printed and electronic forms (N.B.: be sure that it is clear which form was consulted; however, there is no need to indicate “paper” in a citation to a traditional bound book)**

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. Also available online at <http://press-pubs.uchicago.edu/founders/> and as a CD-ROM.

**Journal article**

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

**Article in an electronic journal**

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. 2002. Quality-of-life and depressive symptoms in postmenopausal women after receiving hormone therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) trial. *Journal of the American Medical Association* 287, no. 5 (February 6), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo> (accessed January 7, 2002).

**Popular magazine article**

Martin, Steve. 2002. Sports-interview shocker. *New Yorker*, May 6, 84.

**Newspaper article**

As William Niederkorn noted in a *New York Times* article on June 20, 2002 . . .  
*If the article is cited in the reference list, it would look like this:*

Niederkorn, William S. 2002. A scholar recants on his “Shakespeare” discovery. *New York Times*, June 20, Midwest edition.

**Theses and dissertations**

Amundin, M. 1991. Click repetition rate patterns in communicative sounds from the harbour porpoise, *Phocoena phocoena*. Ph.D. diss., Stockholm University.

**Paper presented at a meeting or conference**

Doyle, Brian. 2002. Howling like dogs: Metaphorical language in Psalm 59. Paper presented at the annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

*E-mail messages, letters, and the like are rarely listed in a bibliography or reference list. Note that individuals' e-mail addresses should be omitted.*

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**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2012**

**SOCIOLOGY**

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## GENERAL COMMENTS

The Sociology syllabus comprises two units, Unit 1 — Sociology, Society and Culture, and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Assessment of both Units 1 and 2 is based on three papers: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 031/032 (20 per cent). All three modules of the syllabus are tested in each paper.

Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth two marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections, with two essay questions each. Candidates were required to answer three questions, one from each section. The maximum mark awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be outstanding or exemplary; such responses earned a total of 23–25 marks.

Level 2 response – one judged to be excellent; such responses earned a total of 20–22 marks.

Level 3 response – one judged to be very good; such responses earned a total of 17–19 marks.

Level 4 response – one judged to be good; such responses earned a total of 14–16 marks.

Level 5 response – one judged to be satisfactory; such responses earned a total of 11–13 marks.

Level 6 response – one judged to be limited; such responses earned a total of 6–10 marks.

Level 7 response – one judged to be unsatisfactory; such responses earned a total of 0–5 marks.

In Paper 031, the School-Based Assessment (SBA), students were required to undertake a research project for both Units 1 and 2. Students were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teachers and samples forwarded to CXC for moderation.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple-Choice Questions

Performance on Paper 01 was generally satisfactory.

Weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

#### Paper 02 – Essay Questions

Candidates were required to write three essays (one from each module) in two and a half hours. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective. While most candidates exhibited a general understanding and knowledge of some of the requirements for the questions, there continues to be challenges with application of knowledge and understanding, the process of evaluation and synthesis.

Although general improvement was noted, most candidates did not use relevant theories and sociological concepts to demonstrate their understanding of the topics and improve the sociological discourse. There was also evidence of inadequate knowledge and understanding of the basic underpinnings of the sociological perspective including sociology as a science, the agents of socialization and how they contribute to social order, the concept of secularization, and considerations of ethnicity and culture in Caribbean society. Responses to questions on this paper therefore demonstrated candidate difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

#### Module 1: Sociology, Culture and Identity

##### Question 1

This question required candidates to demonstrate an understanding of the domain of the study of sociology, its methods of investigation and the challenges faced by sociologists in the study of human behaviour in groups. It sought to test candidates' knowledge and understanding of the underlying assumptions associated with sociology as the empirical study of society. In order to focus candidates, the question required them to identify and discuss two main criticisms of sociology as a science. Candidates were required to support their responses with reference to one named sociological study of society.

Candidates were expected to address the issues of science, positivism and the work of the early sociological theorists in the development of sociology as a science. In this regard, sociology as the study of human social behaviour which is sometimes abstract, changing and



not always easy to measure, was expected to be addressed. Responses were also expected to develop the argument that sociologists are limited in their ability to follow the same procedures as the natural sciences and produce precise findings. The discussion on the main criticisms was expected to include any two of the following principles: empiricism, objectivity, value freedom, and the cumulative theory building features of science. In support of questions on sociology as a science, candidates must be reminded of the early studies such as that conducted by Emile Durkheim as a basis for support or arguments against a position on sociology as a science.

Of the candidates who attempted this question, 6.2 per cent recorded outstanding to excellent levels of performance, while approximately 36.4 per cent of responses were in the category good to very good.

Most candidates demonstrated good to excellent knowledge of the main tenets of sociology as a science, and the underlying associated principles.

Weak responses contained limited explanations of why sociology can be regarded as a science and listed the main criticisms but did not apply them to the practical study of phenomena or to a relevant named study in support of or against sociology as a science.

Average responses included good explanations of why sociology can be regarded as a science, identified and discussed the main criticisms, and some included the sociological perspectives, but there was little or no reference to relevant sociological studies in support of the response.

Outstanding responses demonstrated an understanding of the study of sociology, discussed the criticisms for and against sociology being a science, identified and discussed relevant sociological perspectives and discussed a study of society, notably Durkheim's study on suicide. Candidates whose responses fell into this category were also able to discuss other sociological perspectives/views of the interpretive theorists and qualitative studies that are not based on the scientific method. These responses were able to demonstrate how sociologists could counter the criticisms of sociology as a science, the strengths of the qualitative approaches to the study of society, and the use of mixed methods.

Candidates should note the following:

- Always link discussions to a relevant sociological study or studies when answering questions that specifically include this requirement.
- Always explain concepts, for example, empiricism, objectivity, value freedom and cumulative approach.
- Elaborate on relevant sociological studies, historical facts and other factual data to support positions/views.

- Recognize that while a discussion on the methods of social investigation — qualitative and quantitative approaches — are good discussion points, they do not by themselves constitute a response to the question that addresses sociology as a science.
- Practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

### Question 2

In this question, candidates were expected to demonstrate understanding of, and discuss the process of socialization and its contribution to the maintenance of social order in society. Responses were expected to demonstrate understanding of the ways in which the agents of socialization function to reinforce the linkage between the social structure, social institutions and cultural practices to maintain behavioural norms in society. Candidates were also expected to demonstrate understanding of social order as a continuum with the agents of socialization aiding with the continuous reinforcement of accepted norms and values inculcated by members of society from birth through to all stages of life.

Candidates were expected to discuss the process of socialization as that which provides the individual with the skills necessary for interaction in society. They were also expected to demonstrate understanding of the role of the identified agents of socialization as the means by which social and cultural practices are maintained. Responses were also expected to highlight socialization as a process which may or may not lead to desirable outcomes and thus can impact the maintenance of social order when individuals act outside of the expected norms and values of the society.

This was the popular question in Module 1. Of the candidates who attempted this question, 7.6 per cent recorded levels of performance ranging from excellent to exemplary, while 34 per cent of responses were in the category good to very good.

Weak responses merely identified the agents of socialization and demonstrated knowledge of their respective roles with little or no elaboration on how they contribute to the maintenance of social order as required by the question.

Average responses provided a limited discussion of the agents of socialization, the process of socialization and the roles of the two agents identified. There was limited application of understanding to the society and how the agents contribute to social order in the society.

Higher-level responses provided a full, coherent, clear discussion of socialization and how the process contributes to maintaining social order. These responses also clearly applied the role of the two agents of socialization to understanding how social order is maintained in the society. They also linked the sociological perspectives and analysis of the roles of the institutions to the issue of social order in the society.

Candidates should note the following:

- Always link discussions to a sociological perspective/study when answering questions on socialization and social order.
- Always explain concepts such as socialization and demonstrate understanding of the agents of socialization — primary and secondary agents, and their roles.
- Link views with reference to the socialization process and the role of the agents.
- Practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

## **Module 2: Social Institutions – Family, Religion, Education**

### Question 3

Candidates were expected to demonstrate an understanding of secularization and examine the main tenets of a named religion in Caribbean society to assess the statement that secularization is a feature of most religions, while using one named religion to elaborate on the position taken. Situating secularization in the context of modernization and rational thought, responses were expected to elaborate on the tenets of the named religion, its function and role in Caribbean society over time and its current status. Candidates were expected to focus on a named religion throughout the response in order to properly assess the statement that secularization is a feature of most religions in Caribbean society. For example, a discussion on Christianity could not be clearly applicable unless the candidate specified the denomination.

Candidates were expected to present arguments for or against secularization in the context of any two of the following: the level of membership, religious knowledge, devotion and participation of members in activities, the influence of tenets on the lives of members, differentiation and transformation, the increase in religious pluralism and the growth of scientific rationality. Candidates could also present counter-arguments of increasing fundamentalism, the rise of other forms of worship and the difficulty of measuring a decline in religious membership, knowledge, devotion and participation and a rise in scientific orientation.

Forty-two per cent of candidates attempting this question recorded levels of performance ranging from good to very good, while only approximately two per cent of candidates recorded performance that was excellent and exemplary.

Weak responses demonstrated limited knowledge of the meaning of secularization with some candidates discussing religion in general. Such responses failed to provide satisfactory explanations on secularization as a feature of a named religion.

Average responses focused on the named religion and demonstrated satisfactory knowledge of the meaning of secularization; however, candidates were unable to provide more than a limited discussion of the two arguments and to apply them to the named religion.

Higher-level responses provided arguments with a sociological basis, demonstrated very good knowledge of the meaning and application of secularization in the context of the named religion and society. Such responses also demonstrated appropriate discussion of sociological concepts such as the collective conscience and relevant sociological theories/theorists as well as displayed knowledge of the social context for secularization.

Candidates should note the following:

- The focal points of this question included an understanding of secularization, a named religion, its basic tenets, indicators of secularization and the arguments for or against secularization.
- Adequate definition and explanations of a main concept such as secularization was necessary for situating the response.
- Conclusive demonstration of the position, for or against the statement, with reference to the two arguments, was required.
- There is need for more practice in writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

#### Question 4

Candidates were expected to discuss marriage in the context of the features of Caribbean society and the structures that may be operating to support the demise of marriage or contribute to its maintenance. Arguments were expected to include sociological explanations such as the independence of women in contemporary society and movement away from marriage as an economic necessity and improvement of status; increased opportunities for education attainment; freedom from traditional gender roles; increased expectation of commitment between spouses for a quality relationship and the associated pressures resulting from these expectations.

In arguments for or against their position, candidates were also expected to present sociological explanations that account for the status of men and the marginalization thesis in the context of the evolving role and function of men in the family. While anecdotal evidence was not discounted in responses, candidates were expected to focus on empirical data in support of their arguments for or against an increase or decrease in marriages or divorces in Caribbean society to support their response.

Of the candidates attempting this question, 38.3 per cent recorded levels of performance ranging from good to very good, while just over seven per cent of the responses were

excellent and exemplary. Approximately 50 per cent of responses were satisfactory or limited in their treatment of the requirements of the question.

Weak responses generally focused only on knowledge of marriage and divorce patterns, why persons divorce, and did not address the sociological explanations.

Average responses demonstrated knowledge of the phenomena, made use of the sociological perspectives to demonstrate understanding of the changing societal structures and the changing roles, but failed to arrive at a clear position on the statement.

Higher-level responses clearly and correctly explained the key concepts in the question, addressed the sociological explanations and applied these concepts and explanations to the society.

Candidates who produced such responses were also able to conclude definitively on their position and discuss the explanations related to changing structures and features of the societies in the Caribbean.

Candidates should note the following:

- The focus of the question was on the institution of marriage. While the situation of the Caribbean family is a related phenomenon, the question did not require details on the family form and functions.
- Sociological explanations of the phenomena can be linked to the sociological theories and provide excellent support for responses.
- There is need for practice in writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

### **Module 3: Social Stratification and Social Mobility**

#### Question 5

Candidates were expected to evaluate the statement on ethnicity and race in the context of physical differences, such as skin colour, among groups in the Caribbean. They were also expected to demonstrate knowledge and understanding of sociological approaches that focused more on the way persons of a particular race are treated by other persons in their community or society. In applying a relevant study of Caribbean society such as M.G. Smith's Plural Society, George Beckford's Plantation Society or Brathwaite's Creole Society, candidates were expected to focus on sociological understandings of the way in which social groups are defined in terms of social attributes among its members. Responses were expected to acknowledge that different cultures may exist in a single community or society with the culture of one group in that society or community being different from the culture of another group in the same community or society.

Candidate responses were therefore expected to highlight the relations between groups that categorize and differentiate one ethnic group from another. Consequently, in discussing ethnicity, candidates were expected to highlight the social and cultural relations between categories or groups in the society since ethnic groups do not exist in isolation.

Approximately 4.8 per cent of responses were at levels between excellent and exemplary; approximately 11.7 per cent of responses were good to very good, while 46 per cent were limited and 37 per cent were unsatisfactory. This question was poorly executed, with the majority of candidates offering one-page responses that articulated historical features of the society and did not address the question.

Weak responses demonstrated a lack of clarity in explaining *ethnicity*. Most candidates repeated the statement in the question and/or mentioned one of the studies of the phenomenon, but offered no further explanations or discussion of the differences and manifestation in the society.

Average responses focused on historical and contemporary data on mobility in the historical period and attempted to demonstrate applicability to the structures in contemporary society. However, they did not elaborate on the essential concept of culture as it relates to ethnicity and the transmission and impact on practices and the structure of the society.

The discussion and conclusion of higher-level responses demonstrated that the structure of the society and the existing social and cultural relations between categories or groups of the society combine to determine how these groups see themselves and how they are defined. Arguments of assimilation were used to assess the relevance of a shared past and culture as well as to discuss how physical characteristics combine with social and cultural patterns. These responses also demonstrated that class, status and power contributed to the way in which ethnicity and race are addressed in contemporary Caribbean society.

Candidates should note the following:

- The concepts of race and ethnicity should be explored against the backdrop of a relevant study; repetition of the statement without an explanation does not constitute an adequate response to evaluation questions like this one.
- The concept *ethnicity* has a cultural basis and must therefore be explored in the context of an appropriate study; the approaches of Plantation Society, Plural Society and Creole Society should not be confused with the study of social stratification in particular.
- Any conclusive discourse on race and ethnicity in the Caribbean must demonstrate an understanding of one or more of the above mentioned approaches.
- There is a need to practise writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

### Question 6

Candidates were expected to demonstrate sociological understandings of social mobility, that is, the theoretical perspectives and achievement criteria in the Caribbean in the contemporary period. Understanding was expected to be reflected in discussions related to occupational and educational attainment, gender differences and the social structures impacting social mobility. Candidates were expected to argue for the relevance of the conflict perspective in the period following emancipation until independence, in particular how educational opportunity or the lack of it helped to maintain social class positions.

Alternatively, responses could have focused on the applicability of the functionalist perspective in the post-independence period when education systems in the Caribbean were nationalized and educational opportunity expanded, with meritocracy influencing social mobility in the contemporary period. Candidates were expected to draw on the findings of a sociological study such as Derek Gordon's study of social mobility in Jamaica or Selwyn Ryan's study of society in Trinidad.

Of the candidates attempting this question, 5.7 per cent performed at levels ranging from excellent to exemplary, and approximately 26.7 per cent provided responses that were good or very good; 47.6 per cent of the responses were satisfactory.

Weaker responses demonstrated limited knowledge of social mobility patterns in the Caribbean and failed to apply a relevant theory or a study of the phenomena. Responses in this category focused on an elaboration of the concept of social mobility in general without making connections to Caribbean society in the contemporary period.

Average responses demonstrated sociological understandings of social mobility patterns in the Caribbean and attempted to apply these patterns by using relevant studies, but failed to demonstrate the applicability of occupational and educational attainment and/or gender differences to contemporary society.

Outstanding higher-level responses applied the chosen perspective in the context of the types/patterns of mobility identified in Caribbean society. Arguments focused on the realities of the Caribbean society and concluded that although achievement criteria were expected to promote upward social mobility, this has not been equally reflected in the patterns identified in relevant studies of social mobility in Caribbean society.

Candidates should note the following:

- Familiarity with appropriate and adequate information on patterns of social mobility must be demonstrated in addition to applicability of related studies of Caribbean society.
- Key concepts should be explained clearly and correctly, for example, social mobility and types/patterns of social mobility.

- There is a need to practise writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

## UNIT 2

### Paper 01 – Multiple Choice Questions

Performance on Paper 01 was generally satisfactory. Weaknesses in performance on this paper related mainly to candidates' understanding of concepts related to population and development.

### Paper 02 – Essay Questions

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 in regard to using a sociological approach as a focal point for responses viz. sociological perspectives or studies, as well as focusing on patterns/trends/regularities rather than individual events. This is a particular problem that continues to be demonstrated in the Unit 2, Paper 02 responses. While the questions focus more on applying sociological principles and theories to social phenomena in society, responses are not expected to be devoid of explanations or discourse on the concepts and theories.

### Module 1: Population Studies

#### Question 1

This question required candidates to demonstrate an understanding of population structure and its relation to social development. Candidates were expected to identify two relevant/appropriate social services for the population structure of a developing economy such as shown in the graph. A summary of the graphical presentation was expected along with identification of the significant aspects of the structure — age, gender and the implications for provision of social services that assist with the social development of the country.

Candidates were expected to focus on social services in the areas of health, education, geriatric, recreational or welfare services. They were expected to identify and discuss the need for at least two social services for a society given its population structure and the key population group(s) identified.

Weaker responses demonstrated a fair understanding of the population structure but failed to differentiate or show the implications or need for the social services required. Some responses merely discussed how social services could advance the development of a country.



Generally, this question demanded that candidates present a discussion that concluded with the view that particular types of social services for social development must be related to the type of population structure. They were also expected to discuss the need for countries to conduct censuses or regular surveys to provide data on their population groups that would support effective planning for and implementation of programmes and policies. The higher performing candidates were able to successfully demonstrate this and apply their understanding in the context of the realities of a Caribbean country.

Candidates should note the following:

- It is important to be familiar with the key concepts associated with population structure, that is, composition of the population by age group and gender as a foundation for meaningful elaboration on the social services required.
- It is necessary to have an awareness of the population structures in Caribbean territories.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### Question 2

This question required candidates to demonstrate an understanding of demographic change and the implications of an ageing population. In particular, they were expected to examine the components of the question and relate its significant elements, for example the growth of the population above 60 years, the consequence of such growth and the possible social and economic adjustments that would need to be made. Candidates were also expected to focus on a named Caribbean society and to discuss one economic and one social adjustment to address the consequences of an ageing population.

Weaker responses demonstrated limited knowledge of population trends, ageing and consequences of an ageing population. While candidates were able to identify an economic and social adjustment, they were unable to apply these to the ageing population of a named country and say how the population over 60 would be affected if the adjustments were not implemented.

Average responses attempted to demonstrate the existence of an ageing population in the named country and address the social and economic adjustment needed. In doing so, most responses did not clearly state the implications of ageing in the context of the named country.

Outstanding responses were clear and coherent, made linkages to a named country, identified the population group of the elderly, and made an assessment of needs by gender. Such responses concluded that the consequences and implications of the ageing population require appropriate social and economic adjustments in order to sustain the quality of life of the population of the elderly, despite the constraints faced given the economic realities of the country.

Candidates should note the following:

- An appropriate response to a question in the area of population studies must demonstrate an understanding of the population trends in the named country and the consequences for particular population groups.
- It is important to be informed about the socioeconomic status of countries and realistic adjustments that can be recommended. This requires knowledge of population structure, population policy and social development initiatives existing in the country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

## **Module 2: Social Order, Social Control and Deviance**

### Question 3

Candidates were expected to present evidence to support the position that religion can or cannot play an important role, or alternatively, can play a limited role in the reduction of crime. They were expected to elaborate on their position with reference to a named Caribbean society, using an appropriate sociological perspective to support their view. Candidates were expected to conclude that religion as a key social institution has a critical functional role in ensuring the continuity of the social system, in collaboration with the other key social institutions. The sociological perspectives in support or against the views were expected to be applied throughout the response.

This was not one of the better performing questions on the paper and while a high proportion of candidates attempted this question, they mainly focused on theories of crime and deviance and manifestation in the society and treated with religion peripherally. This question tested candidates' ability to present their views in a coherent manner and to apply knowledge from their Unit 1 studies to the processes studied in Unit 2.

Weak responses mainly focused on theories of crime and deviance but did not apply the theories to the named society. These responses did not identify a specific religion/religious organization and failed to demonstrate the role of the church as an agent of social control leading to the reduction of crime and deviance.

Average responses demonstrated satisfactory knowledge of the theories of crime and deviance, the functional role of religion as an agent of secondary socialization and social control. However, these responses placed too much emphasis on theories of crime and deviance and did not assess the contribution of religion to the reduction in crime.

Higher-level responses demonstrated a sociological approach that included mention of theories of crime and deviance as a context for their elaboration on the role and function of a

named religion, the applicability of its tenets to other agents of social control in helping with crime reduction and criticisms of its role as presented by competing sociological theories.

Candidates should note the following:

- Key sociological concepts in the question should be elaborated on, for example, crime and deviance — statistical or anecdotal evidence, religious institutions as secondary agents of socialization and of social control.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections with other areas of the syllabus, using information to present a clear and relevant response to questions like this.
- Responses must demonstrate clarity, coherence and be logically conclusive.

#### Question 4

Candidates were expected to examine the statement and outline their position, providing evidence to support the view that ‘lack of proper socialization’ contributes to or does not contribute to deviance in the context of a deviant act committed in schools in Caribbean society. Candidates were expected to utilize a relevant sociological theory to elaborate on their position. They were expected to conclude that lack of socialization, which is determined by dysfunction among the agents of socialization and social control, may be only one factor among others that contributes to deviance and a deviant act in schools.

Weak responses merely gave a commonsense perspective which lacked sociologically-grounded evidence to support the position and did not situate the response in the context of a deviant act committed in schools. Responses in this category also tended to discuss the family as an agent of socialization that had not fulfilled its expectations.

Average responses outlined a position and made appropriate use of the sociological perspectives and the process of socialization. However, these responses did not elaborate on how the socialization process contributes to the presence or absence of particular acts of deviance in schools. They did not demonstrate application of the concepts.

Higher-level responses demonstrated knowledge and understanding and concluded that deviance and punishment are part of the secondary socialization process in that they reinforce what counts as acceptable and unacceptable behaviour and that deviant acts in the school setting indicate lack of proper socialization. Additionally, candidates who produced such responses concluded from a critical standpoint that it is not the lack of proper socialization which contributes to the deviant act, but labelling or structural inequalities within the setting.

Candidates should note the following:

- Key concepts in the question, for example, deviance and socialization should be explained.
- Connections must be made to the sociological perspective, an identified deviant act committed in schools, as required by the question, and a Caribbean society should be identified.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections within the question in order to present a clear and relevant response that is supported by a theory and/or competing theories.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Module 3: Social Development and Poverty**

#### Question 5

Candidates were required to outline their understanding of subjective poverty and objective measurable poverty and elaborate on the types of measurable poverty such as critical, relative and absolute/subsistence poverty. They were expected to further elaborate on the nature of poverty in a named Caribbean society and to take a position on whether it is more subjective than objective. In the process, candidates were expected to present sound sociological arguments and conclude that poverty may exist in both subjective and objective forms in society.

Weak responses merely focused on a general discussion of poverty and did not present sociological arguments for the type of poverty that existed in the society.

Average responses focused on definitions of poverty and attempted application using the context of the named Caribbean society but were not able to elaborate and conclude on the type of poverty existing in the named society.

Higher-level responses demonstrated adequate knowledge and discussions that presented poverty existing in both forms — subjective and objective, and its manifestation in the named society. Responses in this category also offered an evaluation of the arguments to show that poverty has real indicators as is reflected in the lack of basic requirements to sustain quality of life in the named Caribbean society.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, types of poverty.
- Sociological explanations and perspectives are relevant to an assessment of the type of poverty in a country.

- Responses must demonstrate clarity, coherence and be logically conclusive.

### Question 6

Candidates were required to examine the given statement and determine whether a major factor affecting the tourist industry in the Caribbean is its vulnerability to natural disasters. Candidates were expected to provide relevant evidence to support their position including knowledge of the occurrence of natural disasters and the consequences for the tourism sector in a named Caribbean society. In the process, they were expected to elaborate on the contribution of tourism to the development of the named society and the economic and social impact on development efforts.

Weak responses focused on natural disasters in general and on tourism. There was limited understanding and applicability in the context of the social and economic impact on the society and development initiatives required.

Average responses focused on the vulnerability of the Caribbean to natural disasters and attempted to make linkages regarding the effect on tourism and the resulting consequences for the economy of a named society.

Higher-level responses focused on the vulnerability of the region as evidenced by specific instances of hurricanes, volcanic eruptions and floods due to climate change. Such responses also discussed the accompanying destruction to infrastructure, economies, and social dislocations in a specific country and how this impacts tourism given its reliance on infrastructural support, social and other services. Such responses were also able to demonstrate a direct relationship between overall social and economic development as a major impact of natural disasters.

Candidates should note the following:

- There should be familiarity with information on economic and social development issues and the various indicators and criteria with reference to Caribbean society.
- Key concepts should be explained clearly and correctly and examples of natural disasters should be appropriately linked to the country situation in relevant periods. For example, a discussion on an earthquake which occurred in Jamaica in the early 1900s is not directly applicable to the question in the contemporary period.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Paper 031 – School-Based Assessment (SBA)**

Generally, the SBA was poorly executed. In some cases, the marks assigned by teachers were lenient, although consistent from one submission to another. Award of marks was, in

some cases, above the maximum allotted for elements in each section. There was also evidence of inadequate supervision of the SBAs.

A few of the samples submitted provided evidence of students' attempts to incorporate a sociological framework in their study, albeit in the literature review. Some students were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. This approach should be encouraged by all teachers beginning with the formulation of the specific objectives of the study.

The major weaknesses in the samples were in the topics chosen, the introduction, statement of the problem, the aims and objectives of the study, the literature review, questionnaire/instrument design, analysis of data and the content and structure of the bibliography.

It is important to pay attention to detail when marking SBAs. The approved marking scheme found in the syllabus needs to be closely followed. There were cases where some teachers submitted samples without the allocation of marks for all sections or parts of sections on the score sheet, or marks were incorrectly added with some marks awarded being higher than that allocated in the syllabus. In some instances, assigned marks to students were not indicated in the body of the research projects, which would allow for easier moderation.

Students need to be guided at each stage/component in the development of their projects. Some of the samples appeared to be first drafts rather than one seen and guided by the teacher before progressing toward a final submission.

### The Topic

Students tended to state very broad topics that were sometimes unrelated to the actual content of the SBA. The topic should provide the reader with a clear guide to the issue/area being investigated. In a number of cases, topics were inappropriate, while in others, there was a clear indication that the topic would be difficult to research, and variables and concepts would be difficult to operationalize.

Teachers are reminded of the topics in the syllabus. Note that the SBA is not a large-scale study, therefore a topic title that speaks to the investigation of an issue/matter in a country or wide geographic location cannot be feasible. The syllabus is specific on this and on the topics allowed as stated on page 28: *Candidates are asked to conduct a research project on any issue affecting development in his or her community.* Teachers should guide students accordingly.

The syllabus must be used as a guide and topics chosen must be in keeping with those explicitly stated in the syllabus. Indeed the issue identified must be properly approved for an acceptable SBA based on the relevant unit.

## Introduction

Students must provide a short background to the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue. Some of the main areas of focus for the introduction should be as follows:

- The rationale for the study/project
- General information to promote clarity of the topic for the reader
- The current state of knowledge on the topic
- Some historical background to the study

Most students simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of an appropriate sociological framework that would place the study in context.

Students should be encouraged to use the introduction to highlight the scope or background of the problem and thus give direction to their work.

## Statement of the Problem

The introduction should be followed by the statement of the problem, which feeds from the introduction. The introduction should clearly identify the rationale for the study and the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration, and identify what the student proposes to do in the study as an extension of the background to the study and the sociological or conceptual framework. The statement of the problem is not the topic restated in one line or as a question.

Students should use the topic and introduction to the study as a guide in determining which aspect of the study can be reasonably developed into the statement of the problem.

## Aims and Objectives

Student submissions should clearly state the aims and objectives. The aims are broad in scope and identify the general aspects of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific, emerge from the aim, and usually incorporate the variables that are to be discussed in the study. Most candidates did not have clearly stated aims and objectives and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction of most of the submissions and the lack of a clear sociological framework to give direction.

Although most students were assigned good scores on this aspect of the submissions, in most cases, there was no distinction between the aims and the objectives. The majority of students presented clearly defined objectives while others simply posed some questions.

### The Literature Review

The literature review was another weak aspect of the SBA and this is particularly troubling as it signals that students are undertaking their projects with limited knowledge of their topics. In some cases, no summaries of studies, books or articles were cited in the literature review; instead anecdotal evidence was presented based on experiences – there is place for this in literature reviews but it cannot form the basis for this aspect of the SBA. In other cases, candidates referred to studies, books and articles; however, they were improperly cited, and/or not listed at all in the bibliography.

The purpose and overall importance of the literature review must be underscored for students. The literature review is an important summary of studies, books or articles which serve as a repository of the information that will guide how the study is approached, the methods of data collection to be used and the understandings that will inform the conclusions students expect to reach. The literature review also assists with the analysis of data and presentation of the findings, given that the student has properly reviewed the work of authorities in the area of study, including studies conducted in the Caribbean which can assist with identification of themes and trends.

Those students who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, statement of the problem and the aims and objectives of the study.

### Research Design

This component of the SBA needs to be better developed. Some students misinterpreted the intention of this component and instead of presenting an *overview of how their research would be conducted*, gave timelines as to when different aspects of the project would be done. In other cases, students used this component to provide a description of their research instrument only.

### The Sample

Discussion of the sample needs significant improvement and was a problem noted across the samples, irrespective of geographic location or type of school. Some students omitted discussion of the sample while others wrote a brief sentence or two in addressing the overall research design.



*The population from which the sample is derived and the characteristics of the sample must be clearly stated and reviewed in the context of the problem under study, the types of questions to be asked and the expected outcomes of the study.*

### Questionnaire/Instrument Design

Fairly well constructed instruments were presented in most cases. The items generally related to the topics. There were instances, however, where the instruments were missing and students were awarded marks by the teacher. *These specimen instruments and letters of introduction must be placed in the appendices of the study and not in the body.*

### Presentation of Data

Most students were able to present their data well. In some cases, however, students presented their information by using less than the three different methods expected, or there was no attempt to describe the chart, graphs or tables which were presented.

Microsoft Excel is a user-friendly choice with defaults that will assist students in addressing some of the problems relating to labelling and scaling which were evident in several of the samples moderated.

### Analysis of Data

Most students focused on a description of the data and very few were able to show relationships between variables, either through cross tabulations or basic correlations. Students must remember that relevant data obtained from the questionnaire/interviews must be part of the analysis as they relate to each objective. Note that, the analysis is not of the questionnaire but of data relevant to the objectives.

Microsoft Excel tools can be used to help reduce data to manageable outputs that would allow for simple analyses beyond basic percentages. This can be accomplished in school labs where applicable, and where there may be recourse to technicians or IT teachers who can provide the necessary assistance. Alternatively, special sessions could be arranged for entire classes during specific periods when students may be working on the data analysis stage of their SBA.

### Findings, Discussion and Conclusions

This is the section that brings the entire study together. However, because many of the samples included very poor literature reviews, weak data analyses and poorly structured aims and objectives, students rambled through this section. Students made very few references to their data and were unable to use sources that could be related to their findings.

Conclusions were unsupported and/or not stated in most of the submissions moderated. *Students must remember that each of the objectives of the study gives it focus and must guide this section.*

### Bibliography

The bibliographies were generally not well done. Sources were mentioned in the bibliography, which were not otherwise mentioned in the literature review. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation, for example, [www.google.com](http://www.google.com), rather than actual websites and neglected to include the date of retrieval.

Students are to be introduced to bibliographic styles to assist in proffering a better prepared report for assessment. Examples of styles are available online and can be downloaded as a guide to students. An appendix that provides examples drawn from the *Chicago Manual of Style* (16th edition) is available at the end of this report. Teachers may find it useful.

The SBA was, for the most part, poorly executed. In some cases, the marks assigned by teachers appeared high, although consistent from one submission to another.

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

The alternative paper for private candidates was generally poorly done. The responses to the questions suggest that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates seldom focused on the study they had identified and thus provided many general, often unclear and inadequate responses to the questions asked. Also, they did not demonstrate the knowledge and understanding required at this level. In addition, the responses reflected limited/lack of understanding of the basic components of research design, including the need for reliance on sociological theory/framework to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or demonstration of an understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study as stated in the syllabus as a prerequisite to taking the written examination. Alternatively, there should be an attempt to review empirical studies such as those provided in academic journals available as e-copies for download via the Internet. This is necessary in order to obtain the required hands-on experience and/or knowledge. Alternatively, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.

## RECOMMENDATIONS

The following recommendations arise from the comments noted earlier and are meant to assist with improvements in candidate performance on the examinations.

### Essay Questions

- There has been general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts at engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions, thus ensuring familiarity with the tenets of the main studies and improving students' sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
- Teachers need to assist students in essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness noted in the examination responses to questions and which accounts for a significant portion of the marks to be awarded. Teachers should focus on assisting students to attend to the overall clarity, coherence and logical conclusiveness of essays. They must be encouraged to use supporting studies, facts, or references to authorities throughout their responses to questions.
- Students should be coached in identifying key words in a question and the focus of the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
- The topics covered in the syllabus allow for integration of ideas across the specific modules.
- Candidates should be mindful of the interrelated nature of the discipline and the cross fertilization of ideas across topics. Sociology is the study of human behaviour in groups and thus any number of variables impact on behaviour.

### School-Based Assessment

- Subject teachers should be encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking.
- If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the SBAs to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.

- Greater emphasis by subject teachers as well as more appropriate guidance to students in the review of literature and appropriate citing of sources is required. Too many of the submissions available for moderation appeared not to have been reviewed by teachers.
- The objective of SBAs must be the development of an evidenced-based problem-solving culture as well as an ethically sound research culture.

## REFERENCE GUIDE

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html/](http://www.chicagomanualofstyle.org/tools_citationguide.html) (The Chicago Manual of Style 16th Edition)

***Chicago-Style Citation Quick Guide***

*The Chicago Manual of Style* presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favoured by different groups of scholars.

The author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

**Notes and Bibliography: Sample Citations**

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source.

**Book*****One author***

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

***Two or more authors***

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

***Editor, translator, or compiler instead of author***

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

***Editor, translator, or compiler in addition to author***

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

***Chapter or other part of a book***

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, “Seeing Red,” 81–82.

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

***Chapter of an edited volume originally published elsewhere (as in primary sources)***

1. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
2. Cicero, “Canvassing for the Consulship,” 35.

Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

***Preface, foreword, introduction, or similar part of a book***

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.
2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

***Book published electronically***

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*.
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

**Journal article*****Article in a print journal***

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

### ***Article in an online journal***

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### **Article in a newspaper or popular magazine**

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.

2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

3. Mendelsohn, "But Enough about Me," 69.

4. Stolberg and Pear, "Wary Centrists."

Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

### **Book review**

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.



## 2. Kamp, “Deconstructing Dinner.”

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

### **Thesis or dissertation**

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginaires*.”

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

### **Paper presented at a meeting or conference**

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

### **Website**

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.

2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

3. “Google Privacy Policy.”

4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.

### **Blog entry or comment**

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, “Double Exports.”

*Becker-Posner Blog, The*. <http://uchicagolaw.typepad.com/beckerposner/>.

### **E-mail or text message**

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

*The Chicago Manual of Style* 16th edition text © 2010 by The University of Chicago. *The Chicago Manual of Style Online* © 2006, 2007, 2010 by The University of Chicago.

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**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2014**

**SOCIOLOGY**

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## GENERAL COMMENTS

The new Sociology syllabus was in effect for the 2014 examination. It comprises two units: Unit 1 — The Sociological Perspective and Methods and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Both Units 1 and 2 are assessed by three papers each: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 03 (20 per cent). All three modules of the syllabus are tested in each paper.

Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections/modules, with two essay questions each. Candidates were required to answer three questions, one from each section/module. The maximum mark awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

<b>Level of Response</b>	<b>Judgement</b>	<b>Marks Earned</b>
Level 1	Outstanding or exemplary	25
Level 2	Excellent	22–24
Level 3	Very good	19–21
Level 4	Good	16–18
Level 5	Satisfactory	13–15
Level 6	Limited	10–12
Level 7	Unsatisfactory	00–09

In Paper 03, the School-Based Assessment (SBA), candidates were required to undertake a research project for either Unit 1 or Unit 2. Candidates were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teacher and samples forwarded to CXC for moderation at the marking site.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple Choice Questions

This paper consisted of 45 multiple-choice items, 15 items on each of the three modules. Performance on this paper was fairly good. Approximately 82 per cent of candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 29.78 or 66.2 per cent of the total

marks. The average score was 60.8 per cent for Module 1, 67.1 per cent for Module 2, and 70.6 per cent for Module 3. The range of scores was from 8 to 44, with standard deviation of 7.11.

### **Paper 02 – Essay Questions**

Candidates were required to write three essays (one from each module) in two and a half hours. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective. While most candidates exhibited general understanding and knowledge of the requirements for the questions, there continues to be challenges with application of knowledge and understanding and the process of evaluation and synthesis. Most candidates did not use relevant theories and sociological concepts to demonstrate their understanding of the topics and improve the sociological discourse. There was also evidence of inadequate knowledge and understanding of: the basic underpinnings of the sociological perspective including application of methods of social research; sociological perspectives on social change; considerations of the sociological perspectives in the context of Caribbean education systems; and sociological studies and perspectives on social class and social stratification. However, candidates who answered Question 2, the research question, showed understanding and knowledge. Responses to questions on this paper as observed over previous examinations, again demonstrated candidates' difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

Candidates' performance on this paper was consistent with that observed over the past three years: 2011 to 2013.

## **Module 1: Sociological Concepts, Perspective and Methods**

Question 1: *The feminist perspective argues that since its origin Sociology has highlighted the male view point while neglecting to incorporate the opinions and experiences of the female population.*

This question required candidates to demonstrate knowledge and understanding of the argument posed by feminists that gender is a central point of analysis in any area of social life and the social institutions, social phenomena and social process cannot be adequately studied if the emphasis is from and on male experiences. Candidates were expected to focus their responses on the reasons why Sociology has traditionally been informed by the male perspective; the development of feminism as a distinct sociological perspective; and the ways in which feminist sociologists go about studying social life. In their interpretation and application of the question, candidates were expected to discuss three main feminist critiques of Sociology. Candidates could also refer to other critiques of sociological theory in their analysis and evaluation.

This was not a popular question and the majority of candidates who responded focused more on the role of women in the family or paid more attention to the feminist theory itself rather than on a critique of it.

Candidates should note the following to help improve their responses:

- There should always be a link between the discussion and the perspectives. Responses could have focused on post modernists, masculinity theories and modern theories of sexuality as counter arguments.
- The importance of early theorist, Harriet Martineau; leading feminist theorists such as Ann Oakley (1974) and Margaret Benston (1969); and the writing of Caribbean feminists such as Reddock and Barriteau in the contemporary period should have been recognized.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

The weakness noted above in regard to candidates not critiquing the theory contributed to a lower mean score on the question.

Question 2: *You are asked to conduct research on domestic violence in the common-law family unit.*  
 a) *Description and justification of research design*  
 b) *Ethical issues that should be taken into consideration when conducting the research*

In responding to this question, candidates were expected to define the terms *research design* and *common-law* and also demonstrate a general understanding of how to choose an appropriate design or approach for conducting sociological research.

Candidates were also expected to outline the quantitative and qualitative designs, including surveys, unstructured interviews, observation experiments and the use of documents. In their discussions they were expected to state briefly, the main advantages and disadvantages of these designs. In their analysis and evaluation, they were to develop points on two ethical issues that should be considered in conducting a research study.

This question was a popular one and it was evident that most candidates understood how to conduct research. However, some candidates spent most of the time outlining the research process instead of outlining a research design for conducting research on domestic violence. While many did not choose a particular design, they were able, nevertheless, to discuss the advantages and disadvantages of the design. Some candidates were also able to engage in a general discussion on the ethical issues involved in conducting a research.

Candidates should note the following:

- Questions should always be read carefully so that there can be full discussion on concepts, methods and approaches specified.
- Although not stated, the question required some differentiation between quantitative and qualitative research methods.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

## **Module 2: Social Institutions – Family, Religion and Education**

*Question 3: Critically assess the extent to which the Functionalist theory of the family can be used to explain any three family forms in the Caribbean.*

Candidates were expected to outline the main tenets of the functionalist perspective on the family. They were to discuss the family forms found in the Caribbean and the extent to which the functionalist perspective adequately explains family forms in Caribbean society in the past and in the contemporary periods.

Candidates were expected to discuss how colonization, retention of social institutions resulting from the period of slavery, the realities of the plantation system, and indentureship impact on and affect existing family forms in the region. Studies of the main theorists such as M. G. Smith, Herskovits, Morton Klass and Edith Clarke were relevant to the discussion.

Many candidates were able to identify the family forms but provided no evaluation of how relevant these family types were to the Caribbean based on the functionalist perspective. Higher-level responses were able to critically analyse the culture of Caribbean family type and how the family contributed to the wider

society. Weak responses focused on the function of the family and did not identify the family forms, thus attracting lower level marks.

Candidates should note the following:

- The focal points of this question were to discuss and elaborate on the tenets of the functionalist perspective on the family and the extent to which this perspective can be used to explain the existence of the three Caribbean family forms they selected.
- Adequate discussion and definition of family forms selected or critiques of structure and functions of the three types of family were necessary for illustrating responses.
- There should have been conclusive explanation of the existence of types of families other than the nuclear type.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

*Question 4: It is the view of some sociologists that the education system ensures the maintenance of social inequality. Critically assess this view with reference to a named Caribbean society over the past fifty years.*

Candidates were expected to demonstrate an understanding of the role of the education system in the Caribbean, and the historical development of government reforms that resulted from the attainment of independent status from colonial ties. The resulting emphasis on equality of access and opportunity for underserved and disadvantaged groups, previously excluded based on gender or class divisions, should have also been discussed.

Candidates were expected to draw from the sociological perspectives in examining the role of education and the implications for access to resources. They were also expected to demonstrate an understanding of the functionalist view of openness and meritocracy in promoting social mobility as a selection mechanism to allocate roles in the society. Relevant studies conducted in the region should have been used in support of arguments for or against the perspective of inequalities in regard to education and class or education and gender in a contemporary Caribbean society.

This was a popular question in this module. Weaker responses did not focus on how the education system ensured the maintenance of social inequality, and did not refer to the past 50 years; such responses earned lower marks.

Average responses demonstrated candidates' understanding that education was the key to social mobility, but did not relate this knowledge to the sociological perspectives.

In the higher-level responses, candidates demonstrated a clear understanding of the sociological perspectives of openness and meritocracy in promoting social mobility and how this contributes to social inequality in the Caribbean.



Candidates should note the following:

- The focus of the question was to demonstrate knowledge and understanding of role of education in a Caribbean Society.
- Responses required definition and explanations of gender or class inequality in the context of access to resources in the named Caribbean society.
- Theoretical perspectives needed to be used to develop arguments in support of responses.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

### **Module 3: Social Stratification**

*Question 5: Compare and contrast the functionalist and conflict perspectives on social stratification.*

Candidates were expected to demonstrate knowledge and understanding of the views of functionalist theorists such as Davis and Moore and that of conflict theorist, including Marx, on social stratification.

It was expected that candidates would discuss the similarities and differences between the two perspectives and, in support of their responses, also refer to studies in the Caribbean society or to sociological studies of the phenomena. Finally, candidates were expected to conclude by showing which perspective offered the better explanation of social stratification in society.

Weak responses demonstrated a general understanding of the question requirements. Most candidates, though able to define *social stratification*, were unable to provide examples to explain the term. Without examples, they were unable to analyse and clearly outline the similarities and differences between the theories as they relate to contemporary Caribbean society.

Average responses focused on the definition of social stratification while drawing on knowledge of functionalist and conflict perspectives but did not provide any comparison and contrast between the two perspectives on social stratification.

Higher-level responses demonstrated good understanding and provided coherent discussions on the differences and similarities between functionalist and conflict perspectives on social stratification. These responses also outlined how the similarities and differences between the theories were relevant in contemporary Caribbean society.

Candidates should note the following:

- The similarities and differences between functionalists and conflict perspective on social stratification should have formed the basis for their responses.
- Adequate definitions relevant to the understanding of the concept of social stratification were needed.
- A conclusive discourse on the relevance of which perspective offered a better explanation on social stratification in society was necessary.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

*Question 6: Discuss the changes that occurred in the pattern of social mobility over the past fifty years in a named Caribbean Society*

Candidates were expected to demonstrate a general understanding of the patterns of social mobility over the past fifty years. It was also expected that they would elaborate on the various factors that have been evident in the pattern of social mobility in the society of which they have good knowledge, and also incorporate any knowledge of relevant sociological perspectives.

In the weaker responses, candidates discussed some changes in the fifty years but the term *social mobility* was often confused with development; such responses also made very little or no reference to the patterns of social mobility.

In the average responses, candidates demonstrated sociological understanding of social mobility and the patterns of change over the past fifty years; however, they failed to adequately demonstrate evaluation and applicability to society, particularly in the contemporary period.

In the higher-level responses, candidates discussed historical and/or contemporary knowledge of the named Caribbean society. These responses also concluded with knowledge and understanding of the stratification system, education system and social mobility.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, colour, social mobility, gender, ethnicity, stratification system and education system. Also knowledge of the basic tenets of relevant sociological perspectives should be demonstrated.
- Discussion should have noted issues of discrimination relating to employment and the persistence of a relationship between occupation and status as well as acquisition of wealth and ethnicity which impact on social mobility in the named Caribbean society.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

### **Paper 03 – School-Based Assessment (SBA)**

In general, performance on the SBA research project ranged from satisfactory to excellent. This was the first year of the new syllabus and as a result there were a number of challenges which ranged from use of the previous mark scheme to omission of the new aspects of the project. It was also noted that in most instances, even though students followed the old mark scheme as indicated in their table of contents, marks were nevertheless awarded by teachers on the basis of the new mark scheme, and scores were given for areas that were not done.

#### **Section One**

##### Introduction / Background and Definition of Research Problem

Performance in this section ranged from very poor to excellent. In the case of poor performance, some students continue to write one line as their problem statement without giving an explanation of the nature of the issue, background on the issue, scope or rationale. In many cases, this one statement was awarded five marks, which is incorrect. It must be noted that the syllabus now requires students to research an issue related to any topic in Unit 1 and not just conduct research on an institution. Some of the topics were: Poverty and Crime.

##### Aims and Objectives

Performance in this section ranged from satisfactory to excellent. In some cases, students were unable to give the general aim of the problem/issue being studied and proceeded to either give several aims or several objectives. In some cases, many of the objectives did not point to either cause, effect or solution. The operative verbs were also missing.

##### Literature Review

Performance in this area ranged from satisfactory to good. In general, most students were able to discuss their topics but, in some cases, were unable to incorporate the sociological perspectives and demonstrate the correct practice in text referencing based on the APA manual. Many of them only researched the history of their topic / institution or only gave the sociology of the topic. At least three sources on the issue were required as well as proper citations and discussion.

#### **Section Two**

##### Research Design

In general, this was satisfactorily done. Most students were able to identify the method being used and the technique for the method. In a few cases, however, some students identified the incorrect technique for the method, and this in turn resulted in the use of the incorrect instrument for data collection. The

majority of students did not identify their method of data analysis and the type of sampling required (probability/non-probability).

### Sociological Perspective

This was the area that was not done well and when done, was completely misunderstood. In the majority of cases, marks were awarded even though this was not done by students. Some students gave the sociology of the topic instead of relating it to the research design. This section relates to the sociological theory underlying the research design, therefore theoretical approaches should have been used to justify the choice of data collection methods, sampling methods and strategies for analysis of data.

### Sample

Performance in this section ranged from satisfactory to excellent. In most cases, students were able to name the sampling technique. However, in a few cases, they were unable to describe the actual technique and justify their use of that technique.

### Instrument

This section was the best area done by most students. With the exception of those who used an incorrect instrument, the majority of students used their instrument to address the objectives of their studies. Items were generally well sequenced and the demographic areas addressed first. On the whole, there was a move away from the “Yes” or “No” response type questions to more Likert scale questions.

## **Section Three**

### Presentation of Data

Performance in this section ranged from satisfactory to excellent. Many of the students were able to use at least three formats to present their data. Labels were appropriate and explanations for each diagram were given in most cases, however, students used only two forms of presentation and repeated them several times. In a few cases, pie charts were used for all presentations and the presentation of data did not always suit the method identified, for example, quantitative graphs were used to represent data from interviews.

### Analysis of Data

Performance in this section ranged from poor to satisfactory. Many of the students were only able to give a description of their graphs; explanations of the results obtained were missing. In other words, students were unable to show correlations or discuss trends, patterns and anomalies.

## **Section Four**

### Discussion of Findings

Performance in this section ranged from poor to satisfactory. Many of the students were unable to discuss the findings as brought out in their research. They were also unable to address their aims and objectives or even make recommendations or discuss the possible implications of their findings. In general, students continued to discuss the sociological context of the issue even at this point of the research project and a few also introduced new literature, which should not be done.

### Bibliography

The bibliography section was generally not well done. Sources which were not part of the literature review were mentioned in the bibliography. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation (for example, [www.google.com](http://www.google.com)) rather than actual websites, and neglected to include the date of retrieval.

Students are reminded that the bibliography is directly related to the sources previously cited in the literature review. They should also aim to list the sources in alphabetical order and follow the recommended format of the citation style.

Examples of styles are available online and can be downloaded as a guide to students. An appendix that provides examples drawn from the *Chicago Manual of Style* 16<sup>th</sup> Edition is available at the end of this report. Teachers may find it useful.

## **UNIT 2**

### **Paper 01 – Multiple Choice questions**

This paper consisted of 45 multiple-choice items, 15 items on each of the three modules. Performance on this paper was fairly good. Approximately 87 per cent of candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 29.75 or 66 per cent of the total marks. The average score was 70 per cent for Module 1, 65 per cent for Module 2 and 63 per cent for Module 3. The range of the scores was 9 to 43, with standard deviation of 5.98.

### **Paper 02 – Essay Questions**

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 in regard to using a sociological approach as a focal point for responses viz, sociological perspectives or studies as well as focusing on trends and patterns rather than individual events. A particular problem was demonstrated in the Unit 2, Paper 02 responses.

While the focus of the questions in this unit is usually more on applying sociological principles and theories to social phenomena in society, and candidates have understood this and in most cases are doing it well, responses are not expected to be devoid of explanations or discourse on the concepts and theories. Unit 2 requires application of the concepts and theories; this calls for discussions that demonstrate clear linkages between theory or sociological concepts and phenomena. This year also, candidates show improvement in their analysis using higher-order thinking to clearly outline and discuss questions.

### **Module 1: Population and Development**

*Question 1: Within recent times, various countries have implemented population policies in an effort to address population and development issues. For a named Caribbean society, evaluate its population policy in relation to TWO of the following:*

- (i) Birth Control*
- (ii) Food Security*
- (iii) Housing*

Candidates were expected to demonstrate an understanding of population and development issues. They were also expected to evaluate the population policy chosen showing how specific programmes or measures which governments influence directly or indirectly impact every member of society.

The weaker responses chose to refer to countries population policies which they had little information about, for example, Food Security.

Average responses demonstrated knowledge of the two population policies but did not evaluate them or discuss their effectiveness.

The higher-level responses demonstrated knowledge of the population theories especially Malthusian theory, evaluated the population policies and discussed how these impacted on the social and economic development in the named Caribbean country.

Candidates should note the following:

- It is important to demonstrate an understanding of the population trends, issues and policy initiatives in the named Caribbean society.
- A discussion of the social and economic implications for the society chosen was needed in addition to an evaluation of policies in the context of its goals, objectives, measures and outcomes.
- Applicable sociological theory should be cited to support views, for example, Malthusian theory.
- Responses must demonstrate clarity, coherence and be logically conclusive.

- Question 2:
- a) Explain how EACH of the following is used as an indicator of development.
    - i) Education
    - ii) Health
  - b) With reference to EITHER education OR health, discuss TWO measures that can be implemented to achieve development in a named Caribbean society

Candidate responses were expected to demonstrate knowledge of the concept of development, to distinguish between rural and urban, as well as to demonstrate a good understanding of the indicators of development. Candidates were also expected to discuss why indicators and related issues were relevant to Caribbean societies which were at different levels of development.

The weaker responses demonstrated knowledge on the measures already existing and offered no explanation on the indicators of development.

The average responses demonstrated knowledge and provided an explanation of the indicators of development but gave limited explanation of the measures that could be implemented in the named Caribbean society.

The higher-level responses were clear and coherent, and illustrated how the selected indicators could enable one to understand development in the Caribbean context. They also evaluated the strengths and shortcomings and suggested how these could be improved. Responses also concluded with relevance of the appropriate measures that could be implemented.

Candidates should note the following:

- Responses should have illustrated how the indicators point to gaps or problems in development and/or helped in planning and evaluating progress in the Caribbean society.
- They should have discussed and analysed interrelationships between Caribbean and external states or agencies or within the Caribbean society itself, for example, and discuss preferential arrangements with regards to health and education.
- Responses must demonstrate clarity, coherence and be logically conclusive.

## **Module 2: Crime and Deviance**

- Question 3: *The inequitable distribution of resources, rather than an individual's life experiences, serves as the major reason for criminal behaviours. Discuss this sociological perspective with reference to crime and deviance in a named Caribbean society.*

Candidates were expected to outline the main tenets of the conflict perspective on crime and deviance and how social inequality among members impacted on the economic structure of the named society.

Candidates were also expected to discuss the structural and cultural perspectives on crime and deviance and how these impacted the life chances of members of the society.

The weaker responses did not discuss or explore the various levels of exploitation; they oversimplified the Marxist perspective by merely examining the two groups, and failed to discuss other sociological perspectives in crime and deviance.

The average responses demonstrated satisfactory knowledge and understanding of crime and deviance and the conflict perspective on crime and deviant behavior in the named society.

The higher-level responses demonstrated a clear and coherent discussion on the conflict perspective with its emphasis on the inequitable distribution of resources as a major reason for criminal behavior in the named Caribbean society.

Candidates should note the following:

- The key sociological concepts in the question, crime and deviance, should have been elaborated.
- Arguments against the view could have been presented by examining the tenets of sub-cultural theorists as well as manifestation in the named Caribbean society.
- Responses must demonstrate clarity, coherence and be logically conclusive.

*Question 4: With reference to contemporary Caribbean society, discuss the social and economic effects of any TWO of the following issues related to crime and deviance*

- (i) Corporate Crime*
- (ii) Juvenile Delinquency*
- (iii) Drug Trafficking*

Candidates were expected to define the characteristics of these crimes or crime related issues as well as to state their social and economic effects on Caribbean society. They were also expected to demonstrate familiarity with the characteristics of any two of the following: corporate crime, juvenile delinquency, drug trafficking. Candidates were also expected to demonstrate how crime not only affects the victims, but the society as a whole.

Weak responses were unable to accurately define key terms, for example, corporate crime. Examples given for drug trafficking and juvenile delinquency were inadequate and in other cases, not clearly distinguished by some of the candidates. Sociological theories relating to crime and deviance were not used effectively.

Average responses demonstrated understanding of the relationship between corporate crime and the social and economic sectors of society. However, responses did not elaborate on effects or decline in the norms or values of society.



Higher-level responses discussed and gave clear and coherent evaluation of how the issues chosen related to crime and deviance. The effects of the chosen issues, and the sociological theories related to crime and deviance were fully explained and were applicable to the question. The higher-level responses also concluded by giving the long-term effects of the impact of these issues and illustrated that crime not only affects the victims, but the society as a whole.

Candidates should note the following:

- Key concepts/terms in the question, for example, *corporate crime*, *drug trafficking* and *juvenile delinquency* should be explained in the response.
- To support arguments, connections must be made to appropriate sociological perspectives.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections within the question in order to present a clear and relevant response that is supported by a theory.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Module 3: Caribbean Social Issues: Poverty, Health and Environment**

*Question 5:* Discuss the impact of socioeconomic status on health in a developing country and outline measures that can be implemented for equal access to healthcare.

Candidates were expected to demonstrate an understanding of the impact of socioeconomic status on health in the context of a developing country. Candidates were also expected to take into account the fact that specific diseases, health problems and socioeconomic status impact access to health care, and discuss how these factors contribute to alleviating the health problems of the country. In their discussion of the measures that could be implemented for equal access to health care, candidates should demonstrate awareness of the health policies and the health services of the country.

The weaker responses failed to make the link between the various social classes and health. They only focused mainly on the lower class without discussing the impact in the developing country.

The average response demonstrated limited knowledge of the impact of socio-economic status on health in a developing country and the measures that can be implemented for equal access to health care.

The higher-level responses demonstrated adequate knowledge and understanding that presented the linkage between the various social classes and health. Such responses discussed the descriptors of the named country and identified features of the country that are likely to have an impact on health issues or named health problems in the country.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, socioeconomic status, and health problems.

- There should have been an assessment of the need for implementation of health related policies, access and care and targeted programmes to alleviate disparities especially among the elderly, children and minority groups in the developing country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

*Question 6: Discuss the extent to which the feminization of poverty argument is relevant to understanding poverty among women in the Caribbean*

Candidates were expected to define what is meant by the *feminization of poverty*, thereby illustrating how women account for a disproportionate percentage of persons affected by poverty.

Candidates were also expected to analyse the social issue of poverty as it relates to the Caribbean with attention being paid to gender differences. Reference should have been made in responses to the various sociological perspectives on poverty with emphasis being placed upon the feminist perspective, which focuses on gender inequality.

Weak responses showed difficulty understanding and explaining the feminization of poverty. They incorporated no theories of poverty or types of poverty and these candidates were unable to provide adequate examples of the feminization of poverty in understanding poverty among women in the Caribbean.

Average responses briefly mentioned the theories of poverty and types of poverty but demonstrated difficulty explaining the feminization of poverty. They also provided limited explanation on the social issues impacting women in the Caribbean. Such responses only focused in a general way on problems faced by women that may lead to a life of poverty.

Higher-level responses demonstrated knowledge and understanding of what was meant by feminization of poverty. Clear and coherent definitions of poverty were given, and types of poverty as well as factors that increased women's vulnerability to poverty (such as patriarchy, roles in the family cultural deprivation, social exclusion, culture of dependency and culture of poverty in the Caribbean) were elaborated on. These responses also provided sociological perspectives and statistics which ensured coherent, clear and conclusive positions.

Candidates should note the following:

- Key concepts should be explained clearly and correctly and examples related to the question should be provided.
- The exploration of more specific concerns of poverty including family-related issues such as matrifocality and economic relationships was necessary.
- Responses must demonstrate clarity, coherence and be logically conclusive.

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

Performance on the alternative paper for private candidates was satisfactory. The responses to the questions suggested that candidates were generally better prepared. The sample of questionnaires/research instrument items in the papers was generally well executed. There was also evidence in the responses to suggest general understanding of the basic components of research design, including the need for reliance on sociological theory/framework to guide research and facilitate analysis of data.

Private candidates must be encouraged to conduct an actual study as stated in the syllabus as a prerequisite to taking the written examination. Alternatively, there should be an attempt to review empirical studies such as those provided in academic journals available as e-copies for download via the Internet. This is necessary in order to obtain the required knowledge that will lead to continuing improvement. Alternatively, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.

### **Recommendations**

The following recommendations arise from the comments noted earlier and are meant to assist with improvements in candidate performance on the examinations.

#### Essay Questions

1. There has been a general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts on engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions, thus ensuring students' familiarity with the tenets of the main studies and improving their sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
2. Teachers need to assist students in essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness noted in the examination responses to questions and which accounts for a significant proportion of the marks to be awarded. Teachers should focus on assisting students to attend to the overall clarity, coherence and logical conclusiveness of essays. They must be encouraged to use supporting studies, facts, or references to authorities *throughout* their responses to questions.
3. Candidates should be coached in identifying key words in a question and the focus of the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
4. The topics covered in the syllabus allow for integration of ideas across the specific modules. This should be emphasized and encouraged in the classroom.

5. Candidates should be mindful of the interrelated nature of the discipline and the cross fertilization of ideas across topics. Sociology is the study of human behavior in groups and thus any number of variables impact on behaviour.

### School-Based Assessment

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements. However, there was marked improvement in the quality of the samples submitted for moderation. This may be the result of teachers attending workshops. Therefore, workshops should be continued and made mandatory for all subject teachers.
2. Subject teachers should be encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking.
3. If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be a focused and sustained enforcement of the requirements of the new syllabus for the SBAs for students to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.
4. Greater emphasis by subject teachers as well as more appropriate guidance to students in the review of literature and appropriate citing of sources is required. Too many of the submissions available for moderation appeared not to have been reviewed by the teacher.
5. The objective of SBAs must be the development of an evidenced-based, problem-solving culture as well as an ethically sound research culture.

## Reference Guide

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html/](http://www.chicagomanualofstyle.org/tools_citationguide.html/) (The Chicago Manual of Style 16<sup>th</sup> Edition)

### Chicago-Style Citation Quick Guide

*The Chicago Manual of Style* presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favored by different groups of scholars.

The author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

### Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source

#### Book

##### One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

##### Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

2. Barnes et al., *Plastics . . .*

**Editor, translator, or compiler instead of author**

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

*Editor, translator, or compiler in addition to author*

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

**Chapter or other part of a book**

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, “Seeing Red,” 81–82.

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

**Chapter of an edited volume originally published elsewhere (as in primary sources)**

1. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
2. Cicero, “Canvassing for the Consulship,” 35.

Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

**Preface, foreword, introduction, or similar part of a book**

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

**Book published electronically**

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

3. Austen, *Pride and Prejudice*.

4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

**Journal article****Article in a print journal**

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.

2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

### Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.
2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69.
4. Stolberg and Pear, "Wary Centrists."

Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.



### Book review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

2. Kamp, “Deconstructing Dinner.”

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

### Thesis or dissertation

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginaires*.”

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

### Paper presented at a meeting or conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

### Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may

be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,  
<http://www.google.com/intl/en/privacypolicy.html>.
2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008,  
<http://www.mcdonalds.com/corp/about/factsheets.html>.
3. “Google Privacy Policy.”
4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009.  
<http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.  
<http://www.mcdonalds.com/corp/about/factsheets.html>.

### **Blog entry or comment**

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010,  
<http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, “Double Exports.”

*Becker-Posner Blog, The.* <http://uchicagolaw.typepad.com/beckerposner/>.

### **E-mail or text message**

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

*The Chicago Manual of Style* 16th edition text © 2010 by The University of Chicago. *The Chicago Manual of Style Online* © 2006, 2007, 2010 by The University of Chicago.

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**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2015**

**SOCIOLOGY**

## **GENERAL COMMENTS**

The Sociology Syllabus comprises two units, Unit 1 — The Sociological Perspective and Methods and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Assessment of both Units 1 and 2 is based on three papers: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 03 (20 per cent). All three modules of the syllabus are tested in each paper.

Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth two marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections/modules, with two essay questions each. Candidates were required to answer three questions, one from each section/module. The maximum mark awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be outstanding or exemplary; such responses earned a total of 25 marks.

Level 2 response – one judged to be excellent; such responses earned a total of 22–24 marks.

Level 3 response – one judged to be very good; such responses earned a total of 19–21 marks.

Level 4 response – one judged to be good; such responses earned a total of 16–18 marks.

Level 5 response – one judged to be satisfactory; such responses earned a total of 13–15 marks.

Level 6 response – one judged to be limited; such responses earned a total of 10–12 marks.

Level 7 response – one judged to be unsatisfactory; such responses earned a total of 00–09 marks.

In Paper 03, the School-Based Assessment (SBA), candidates were required to undertake a research project for either Unit 1 or Unit 2. Candidates were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teacher and samples forwarded to CXC for moderation at the marking site.

## **DETAILED COMMENTS**

### **UNIT 1**

#### **Paper 01 – Multiple Choice**

This paper consisted of 45 multiple-choice items — 15 items each on Module 1, Module 2 and Module 3. Performance on Paper 01 was generally satisfactory. Approximately 84 per cent of the candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 28.23 or 62.7 per cent of the total marks. The average score was 59.7 per cent for Module 1, 64.2 per cent for Module 2 and 64.3 per cent for Module 3. The range of the scores was 9 to 44, with standard deviation 6.41.

#### **Paper 02 – Essay Questions**

The paper consisted of six questions from which candidates were required to write three essays (one from each module) in two and a half hours. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective.

While most candidates exhibited a general understanding and knowledge of the requirements for the questions, there continues to be challenges with application of knowledge and understanding and the process of evaluation and synthesis. Most candidates did not adequately use the relevant theories and sociological concepts to demonstrate their understanding of the topics and improve the sociological discourse. There was also evidence of inadequate knowledge and understanding of the basic underpinnings of the sociological perspective including application of methods of social research, sociological perspectives related to Caribbean culture, considerations of the sociological perspectives in the context of Caribbean education systems, sociological studies and perspectives on social class and social stratification and applicability to the Caribbean. Responses to questions on this paper, as observed over the last three examinations, again demonstrated candidates' difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

In 2015, candidate performance on this paper was consistent with that of 2013 and 2014.

### **Module 1: Sociological Concepts, Perspectives and Methods**

**Question 1:** *Using relevant examples to explain the term 'culture', outline and critically assess the impact of globalization on Caribbean culture.*

For this question, candidates were expected to demonstrate an understanding of the key terms *culture* and *globalization* with the use of relevant examples and theories. The examples used should have illustrated the diversity of culture within the Caribbean and its changeability resulting from this diversity. The dynamics of culture as well as the impact of colonization on the evolution of culture should have been discussed.

Besides the functionalist and conflict theories, an application of the Creole Society Theory and the Plantation Society Legacy were expected to be seen in the responses as candidates focused on the historical features of the society including the development of culture in the region in the contemporary period. Additionally, in assessing the impact of globalization on culture in the region, candidates were expected to comment on both the positive and negative impacts and their importance in understanding culture in society today.

Candidates should have analysed the extent of the impact of globalization on the culture of any country in the region including the opportunities this presented for the region to advance arising from interculturalism.

In spite of this question being the most popular in Module 1, the responses given by candidates were not as expected. Many of the responses were skewed towards looking at culture and just brief mention of globalization was made. Candidates were able to provide examples of cultural practices, but were not able to illustrate and critically assess the positive and/or negative impacts of globalization. As a result the majority of the candidates was ranked between Levels 5 and 7.

Candidates who displayed good to excellent understanding of the question were able to incorporate the Functionalist, Conflict and Caribbean theories. They also traced the changes in culture throughout the region's history and examined some of the impacts of globalization.

Candidates should note the following:

- Always link discussions to a relevant sociological study or studies when answering questions that require the demonstration of understanding.
- Always explain concepts, for example: culture, acculturation, interculturalism and globalization.

- Elaborate on relevant sociological studies (including Caribbean studies), historical facts and other factual data to support positions/views.
- Recognize that while a discussion on cultural practices is acceptable, it does not by itself constitute an adequate response to the question that addresses the impact of globalization.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 1 indicate a mean response score of 42.9 per cent.

Question 2: *The primary responsibility of sociologists is to protect the welfare of the human subjects that participate in his or her research. Informed consent and confidentiality are two of the ethical issues associated with the study of human social behaviour. Assess the importance of EACH of these ethical issues to a study of the drug trade in the Caribbean.*

In this question, candidates were expected to demonstrate a working knowledge and understanding of the ethical and practical considerations involved in social research. The meaning of *informed consent* and *confidentiality* should have been discussed and candidates were required to identify these practices as important expectations for social research. Candidates were also expected to discuss the advantages and disadvantages as well as the implications of each ethical principle.

In their application/interpretation, candidates were expected to briefly explain the research design and method most suitable for this type of research. They were expected to note the relevance of the methods to provide deeper understanding of the problem or issue.

Candidates were also expected to present an assessment of the principles of ethical issues by elaborating on the usefulness and applicability in specific situations. They were required to conclude on the difficulty of pursuing studies on aspects of the drugs trade especially if it is illegal drugs. They were required to show that complexities introduced with *informed consent* and *confidentiality* may have led to a conclusion that participants could never be fully informed, nor could they be guaranteed anonymity.

The responses of candidates varied in quality. Candidates who neither defined the terms nor elaborated on the ethical principles produced weak responses. However, in the cases where candidates defined the terms and discussed the weaknesses and strengths in each principle, as well as provided discussions on suitable research design and research method, moderate/average marks were awarded. Some candidates confused the interpretation and application of overt participation with covert participation and vice versa.

The strong/excellent responses not only defined the relevant terms but provided a full, coherent and clear discussion on the strengths and weaknesses of employing ethical principles (focusing on informed consent and confidentiality). They identified appropriate research design and research methods for the sensitive nature of the problem being investigated and provided reasons for the choices. Their discussions were coherent and conclusive.

Candidates should:

- Familiarize themselves with the tenets of the Positivist and Interpretivist approach to research.
- Examine the appropriateness of research designs and research methods for different types of studies/cases.
- Have a basic understanding of the ethical principles in order to apply these principles.
- Practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Overall performance statistics on Question 2 indicate a mean response score of 42.8 per cent.

## **Module 2: Social Institutions — Family, Religion, Education**

**Question 3:** *The influence of religion decreases as society develops. With reference to EITHER the functionalist OR the conflict perspectives, evaluate this statement in the context of a named religion in Caribbean society today.*

Candidates were expected to demonstrate an understanding of the issue of secularization as a feature of most religions, using one named religion to elaborate the position taken.

Candidates were expected to present arguments for or against secularization, by using the views of functionalists, such as Durkheim and Parsons, or the conflict theorists to support/defend their arguments. Their arguments were also expected to demonstrate that increasing religious pluralism has either undermined or strengthened the influence of orthodox religion. The influence of technology (televangelism) was also expected to be included in discussions.

It was also expected that candidates may have presented arguments that religious beliefs may be changing and adapting rather than becoming diluted, but still serving the function either as a stabilizing institution (functionalist) in society or as perpetuating inequalities (conflict).

Weak responses demonstrated limited knowledge and application of the topic. Candidates explored religion in a very general way focusing on the sociological theories, but failing to show how religion was decreasing as society develops, thus attracting lower level marks.

Average responses focused on discussions of the secularization of a named religion (most did not feature the denominations). Candidates satisfactorily supported their arguments with examples from Caribbean territories, while somewhat linking their arguments to a sociological perspective.

The higher-level responses discussed the impact of secularization on religion as a result of modernization in society. There was a link to the sociological theories on religion. Some candidates argued that religion was decreasing, pointing out the decline in religious beliefs and practices, while others disagreed and pointed out that religion still served its functions and was an important social institution within society.

Candidates should note the following:

- The focal point of this question was on the secularization of religion.
- Adequate arguments should have been presented on whether the named religion was declining as a result of modernization in the society.
- Conclusive demonstration of whether the named religion was losing or strengthening in the contemporary Caribbean society was necessary.
- It is important to practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Overall performance statistics on Question 3 indicate a mean response score of 44.2 per cent.

**Question 4:** *Discuss TWO consequences of male underachievement in the education system and assess the relevance of EITHER the functionalist OR conflict perspective to an understanding of why females outperform males in Caribbean society today.*

Candidates were expected to demonstrate knowledge and understanding of the performance of males and females in the education system with reference to the sociological theories (Functionalist/Conflict) and studies (Miller, Figueroa et. al) conducted in the Caribbean region.



Arguments were expected to be presented on performance trends as well as the opportunities presented to both males and females in the education system in the pre-independence and post-independence periods in the Caribbean.

Candidates were required to outline and elaborate on two of the consequences of male underperformance that have been evident in Caribbean society. They were to use the perspectives of the Functionalist/Conflict theories to present arguments on male educational achievement compared to female educational achievement, while looking at a shift of educated females into fields previously dominated by men.

Candidates were expected to evaluate the adequacy of the Functionalist/Conflict theories in explaining the educational system in the Caribbean and in cases of inadequacy propose another perspective, such as the Interactionist, to better explain and account for the underachievement of males or why girls outperform boys in the Caribbean and the consequences for the society.

Question 4 was the popular question in this module. A majority of candidates performed satisfactorily on this question demonstrating good knowledge while satisfactorily interpreting and analysing. The weak responses showed that some candidates were not able to distinguish between the *causes* of male underachievement and the *consequences* of male underachievement. Linking the perspectives to understanding the reasons females outperform males in Caribbean society was also not evident, thus such responses earned lower marks.

Average responses discussed the shift in the education system since pre-emancipation and made reference to Davis and Moore and/or Bowles and Gintis in their discussions. They spoke to the impact of male marginality and of the dropout of males from high school leading to criminal activities in society.

Higher-level responses clearly and correctly cited and articulated sociological perspectives and Caribbean-related studies on education in support/defense of their arguments. They spoke to the greater representation of women in higher education and the implications for the workforce and the society. They discussed the consequences of male underachievement in relation to socialization, crime and deviance, and employment.

Candidates should note the following:

- The question required an understanding of male versus female achievements in the education system from independence to the current period.
- The question also required knowledge and understanding of meritocracy, the hidden curriculum, the competing perspective of interactionism, trends in the education system in the Caribbean.
- It is important to practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Overall performance statistics on Question 4 indicate a mean response score of 39.4 per cent.

### **Module 3: Social Stratification**

Question 5: *With reference to EITHER the conflict OR interactionist perspectives, discuss the functionalist view that stratification is a universal system that benefits society.*

Candidates were expected to demonstrate a general understanding of the stratification system in the Caribbean. They were required to support their responses using the functionalist theory on

stratification. They were required to use either the conflict or interactionist views to present arguments that stratification is a universal system that benefits society.

In spite of this question being the more popular in the module, it was inadequately answered. Some candidates wrote as little as one paragraph. Based on writing style and information presented, it was apparent that candidates did not adequately cover this module in the syllabus. In other cases, poor time management seemed to have contributed to candidates not completing the response. As a result, most of the responses ranged from Level 6 to 7 on the holistic marking scheme.

Weak responses demonstrated a lack of knowledge on the theories as well as a failure to apply the information to argue whether stratification is a universal system that benefits society. The pros and cons of social stratification were not illustrated.

Average responses showed a general knowledge of the theories but were unable to compare and contrast the theories and apply them to a discussion of whether or not stratification benefited the Caribbean society. Few candidates discussed stratification from the pre-emancipation period to contemporary period within the Caribbean.

Higher-level responses showed knowledge of the theories, but did not adequately discuss and show understanding that the interactionist perspective provides a better explanation of stratification and its impact on society.

Candidates should note the following:

- One main perspective should have been selected and other theories used in support of or criticism of arguments.
- Key concepts in an essay should be defined.
- Essay should have shown and evaluated the benefits or lack of benefits of social stratification
- Concluding comments should illustrate stances taken on the question.
- Clarity and coherence in the development of arguments that are logically conclusive should be demonstrated.

Overall performance statistics on Question 5 indicate a mean response score of 40.3 per cent.

**Question 6:** *Discuss changes in the system of social stratification since independence in a **named** Caribbean society that have influenced the structure and function of political parties. In your discussion, you may focus on issues such as class or race and ethnicity.*

Candidates were expected to demonstrate knowledge of, define and explain the terms *social stratification*, *class*, *race*, and *ethnicity*. They were also expected to demonstrate an understanding of the perspectives on social stratification, as well as the systems of stratifications. In discussing the changes in the systems of stratification, candidates were required to show how issues of class, race and ethnicity were relevant to and impacted on party structures and party politics in any named Caribbean country.

In their interpretation and application, candidates were expected to demonstrate knowledge of the political system under colonial rule and the inability of political parties to emerge during that period. They were expected to also include in their discussions the struggles of political parties to emerge during the pre-independence periods and the nature of parties and party politics in the region since independence.

Candidates were expected to apply the tenets of the sociological perspectives (Functionalist, Conflict Plantation Society, Plural Society etc.) and relevant Caribbean studies to their analysis of the system

of social stratification and the changes since independence. They were expected to discuss the perpetuation of class structure and the relations of power, the extent to which race, ethnicity and colour, which formed a part of a closed stratification system during slavery and indentureship, is transcended by political party membership and function in the contemporary period. Also, candidates could have looked at the movement since independence from patriarchal male dominated parties to the recent prominence and influence of women in leadership positions in political parties.

In discussing the impact of the changes, candidates could have also looked at division in political parties along the lines of class and ethnicity for instance, as well as the proportion of working-class membership in political parties.

Similar to Question 5, most of the responses to this question were weak. Much emphasis was not placed on the aspect of the political party but on social stratification. In spite of this however, it appeared a number of candidates did not apply sufficient time and only wrote limited responses. Some wrote ‘letters’ expressing that the module was not covered by the teacher.

The weaker responses discussed mainly the formation of political parties, looking at political campaigns and elections within their countries, but not linking responses to the question.

The average responses demonstrated some basic sociological understanding of social stratification; however, they failed to adequately demonstrate and apply the influences of class, race ethnicity or gender, particularly in the contemporary period since independence, to the arguments.

There were few strong/good responses and these saw candidates discussing changes in the system of stratification since independence. They traced the history by using the Conflict theory and the Plantation Society theory to develop their argument. These candidates, while not focusing much on the development of the political structures and the political parties after independence, looked at the impact class, race ethnicity and gender have on the structure rather than the function of political parties in the contemporary period. Overall, candidates may have performed poorly on this question because of the number of variables they had to contend with.

Candidates should note the following:

- Familiarity with theories on social stratification must be demonstrated, in addition to applicability of related studies of Caribbean society.
- Key concepts should be explained clearly and correctly, for example, social stratification, class, race and ethnicity.
- Knowledge of the historical background of the Caribbean in relation to social stratification from slavery to present day is important.
- Develop the practice of writing responses that demonstrate clarity and coherence in analysing, evaluating and synthesizing arguments and that are logically conclusive.

Overall performance statistics on Question 6 indicate a mean response score of 38.1 per cent.

## **UNIT 2**

### **Paper 01 – Multiple Choice**

This paper consisted of 45 multiple-choice items — 15 items each on Module 1, Module 2 and Module 3. Like Unit 1, performance on Paper 01 was generally satisfactory. Approximately 83 per cent of the candidates scored at least 50 per cent of the available marks on this paper. The mean score on the paper overall was 26.85 or 60 per cent of the total marks. The average score was 54 per cent for

Module 1, 62 per cent for Module 2 and 63 per cent for Module 3. The range of the scores was 10–40, with standard deviation 5.22.

### **Paper 02 – Essay Questions**

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 in regard to using a sociological approach as a focal point for responses viz. sociological perspectives or studies as well as focusing on trends and patterns rather than individual events. Few problems were demonstrated in the Unit 2, Paper 02 responses and these will be outlined in detail in the questions affected. However, while the focus of the questions in this unit is usually more on applying sociological principles and theories to social phenomena in society and candidates have understood this and in most cases are doing it well, responses are not expected to be devoid of explanations or discourse on the concepts and theories. Unit 2 requires application of the concepts and theories and discussions that demonstrate clear linkages between theory or sociological concepts and phenomena. This year also, candidates showed great improvement in their analysis using higher order thinking to clearly outline and discuss questions.

#### **Module 1: Population and Development**

**Question 1:** *Examine the extent to which the Demographic Transition model may be applied to a named Caribbean territory.*

This question tested candidates' knowledge of the Demographic Transition model, (DTM) and its application to the Caribbean. Candidates were expected to demonstrate familiarity with the stages of the theory in general. They were also required to demonstrate knowledge of the features of a named Caribbean society, including knowledge of population growth patterns, birth and death rates, changes in health status and levels of industrialization. The question was clearly structured and covered the objectives of the syllabus as it relates to the module.

Higher-level responses demonstrated a clear understanding of population trends within the Caribbean. Candidates were able to apply the DTM to the Caribbean and effectively outline the stages in relation to the history of the Caribbean. They also were able to associate and link the work of George Roberts who applied the DTM to the Caribbean. Average responses demonstrated knowledge of DTM, but in their analysis focused on one or two stages. Candidates were not penalized if they discussed these stages in relation to the history of the Caribbean and made references to the growth rates or population trends in the Caribbean. The candidates with weaker responses were not familiar with the DTM and hence discussed the Malthusian Theory of population.

Candidates should note the following:

- It is important to demonstrate and critically analyse some of the social, historical, economic and political factors that influence demographic transition in the Caribbean.
- While discussing each stage, reference should be made to a named Caribbean society in order to access the applicability of the DTM in explaining the population changes within that country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 1 indicate a mean response score of 48.1 per cent.

**Question 2:** *With reference to a named Caribbean society, discuss any THREE implications of urbanization. Recommend ONE measure to address EACH of these implications.*

Candidates were required to demonstrate knowledge of the term *urbanization*. They were also expected to describe the features of Caribbean societies and to critically discuss the impact of urbanization in the varying Caribbean societies.

For the higher-level responses, candidates demonstrated knowledge and understanding of the term *urbanization*. Candidates were able to apply relevant sociological theories. A few were able to illustrate how the impact of urbanization varied for different countries, depending on their size, demographic characteristics and available resources. Candidates also justified reasons for urbanization and gave recommendations to deal with challenges.

Average responses demonstrated an understanding of the term urbanization, but failed to address its implication in a named society. Candidates who demonstrated logical reasons and gave recommendations to deal with the challenges of urbanization were awarded the grades.

The weaker responses were those in which candidates demonstrated knowledge of the causes of urbanization, but failed to discuss the impact of urbanization in a named Caribbean society.

Candidates should note the following:

- Describe the unique features of Caribbean societies, that is, their diversity and significant variations in geographical area, population size, levels of economic development et cetera.
- Analyse the impact of urbanization for different Caribbean societies.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 2 indicate a mean response score of 52.4 per cent.

## **Module 2: Crime and Deviance**

**Question 3:** *Discuss the claim that crime is a consequence of the unequal distribution of resources within society and not a result of social interaction.*

Candidates were expected to discuss both the conflict and interactionist perspectives of crime by outlining the basic features. They were required to demonstrate knowledge of these perspectives and state their relevance.

In the lower-level responses, candidates showed a lack of knowledge of the content and misinterpretation of what the question asked for was evident. Re-evaluation by the examination team was done so that candidates were not penalized if they did not compare both theories. Candidates who gave average responses defined crime and were able to give the antisocial behaviours but had limited discussion on the sociological perspectives of crime.

Higher-level responses saw most candidates focusing on one, and a few on two sociological perspectives, that is, Marxism and Social Interactionist theory. Candidates showed knowledge of the concept of crime and included antisocial conducts that were against the law. Some candidates also looked at one perspective, Marxism, and were able to just give Marx's work but not apply the model to various aspects of society.

Candidates should note the following:

- Applicable sociological theories should be cited in the explanation of crime.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 3 indicate a mean response score of 47 per cent.

**Question 4:** *Identify THREE perspectives on crime. Critically assess the applicability of any ONE of these perspectives to an understanding of crime in the Caribbean.*

Candidates were expected to identify any three perspectives of crime and critically assess the applicability of one of these towards understanding crime in the Caribbean. This was a popular question and most candidates showed excellent understanding of the question. A good number of exemplars were found with this question.

The higher-level responses were clear, coherent and conclusive, consistently supported by sociological preferences. Candidates thoroughly explored the three perspectives of crime and critically assessed the applicability of one of these towards understanding crime in the Caribbean.

Average level responses identified the three perspectives but had limited assessment of one of the perspectives in applying this to the Caribbean. These candidates fell within the 5–6 range on the holistic mark scheme.

The candidates with weaker responses were able to identify three perspectives of crime, but failed to outline, discuss and apply one to the Caribbean. Candidates were not penalized if they were unable to apply the perspective.

Candidates should note the following:

- Present and make references to Caribbean countries or studies and give statistics on crime.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 4 indicate a mean response score of 54.1 per cent.

### **Module 3: Caribbean Social Issues – Poverty, Health and Environment**

**Question 5:** *Discuss the implications of THREE environmental problems facing Caribbean society. What measures can be recommended to address these problems?*

Candidates were expected to demonstrate an understanding of the way in which societies interact with the environment and how the actions of the population impact on the environment. Candidates should have included three environmental problems and recommended measures to address these problems.

The question was clearly structured and covered the objectives of the syllabus as it relates to the module. However, it was observed that a number of candidates focused on the social problems existing in the society for example, poverty, crime and drug abuse, rather than on the environmental problems such as pollution, deforestation, natural disasters and climate change in general. Candidates in some instances who identified pollution as an environmental problem gave the types of pollution (for example, air, land, water, noise). However, where candidates demonstrated sound understanding, used social problems, types of pollution and were able to discuss the implications of these in the Caribbean, they were not penalized.

For the higher-level responses, candidates displayed knowledge and understanding of the features of Caribbean societies in relation to the various environmental problems experienced. Candidates gave good understanding of the Caribbean's physical, social environmental problems. The implications and measures were assessed in relation to the strengths and weaknesses of policies that have been implemented in the region to alleviate these environmental problems.

In average responses, candidates addressed only one problem (pollution) and critically applied this to the Caribbean. This performance was rated 5–6 on the holistic mark scheme.

In the weaker responses category, candidates did not discuss the physical and social environmental problems. Candidates' understanding of environmental problems in the Caribbean ranged from limited to poor.

Candidates should note the following:

- Demonstrate knowledge of the features of Caribbean societies for example, size, coastal location, architecture, susceptibility to earthquakes, hurricanes etc.
- Present arguments on implications, challenges and measures to address environmental problems in the Caribbean.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 5 indicate a mean response score of 53.3 per cent.

Question 6:     *“Poverty is functional to society.” Discuss this statement with reference to the Caribbean region. Give examples to illustrate your answer.*

Candidates were expected to define the concept of poverty and briefly discuss the various types of poverty. Candidates were also required to assess and discuss poverty using the sociological perspectives as to its functionality in society.

For the higher-level responses, candidates demonstrated knowledge and understanding of the sociological perspectives of poverty. Candidates demonstrated comprehensive arguments using the work of Gans and others to illustrate the functionality of poverty to society. Candidates were also able to compare and contrast the various sociological theories of poverty.

In the weak responses, candidates defined the term *poverty* but gave no explanation of the types. Candidates also did not evaluate the suitability of the sociological views on the functionality of poverty to society.

In the average responses, candidates defined and briefly discussed the term and types of poverty, but failed to give conclusive arguments on poverty using the sociological theories. Some mainly mentioned theories but in some instances gave wrong information for the theories.

Candidates should note the following:

- Key sociological concepts in the question should be elaborated on, for example, poverty.
- Emphasis should be placed on the applicability of theoretical information/practical issues on poverty in Caribbean society.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 6 indicate a mean response score of 49.1 per cent.

## UNITS 1 AND 2

### Paper 03 – Alternative to School-Based Assessment (SBA)

#### Introduction

Candidates seemed to understand the nature of the problem. However, the scope and the rationale were limited. Candidates often provided a background to the organization/community and/or institution and not the issue itself.

Topics for research were too broad and not specific to the social institution/community. The statement of the problem should be written using two to three paragraphs detailing the issue and should not merely be a sentence.

#### Aims/Objectives

Some candidates did not understand the difference between the Aims and Objectives. Candidates also interpreted this section as research questions. Some candidates used questions to communicate the Aims and Objectives.

Some candidates had a fair understanding and used the appropriate verbs especially for the objectives. Many objectives appeared measurable.

#### Literature Review

Citation of sources was done properly. However, candidates failed in most instances to relate the information to the issue being researched. Some provided only background information whilst omitting the sociological views/standpoint on the issue.

#### Research Design

Many candidates did not state if a quantitative/qualitative method was being used and no justification for use was given. Many did not include a summary of the sample being used in the Research Design. They also failed to state how the data would be analysed. The time frame was not mentioned in the Research Design.

#### Instrument

Candidates should give a description of the instrument in the Research Design and not in the Data Collection Instrument.

#### Techniques/Methods

Techniques and Methods should correspond. For example, quantitative — questionnaire, Qualitative — unstructured interviews. It would help candidates to indicate the variables (independent/dependent).

#### Sociological Perspective

Candidates failed to show how the sociological perspective relates to the Research Design and how it would guide the actual research. This should be about two to three paragraphs (no more). This section was totally misunderstood by most, if not all, candidates.

#### The Sample

Candidates failed to state or give adequate justification on the sampling technique. Some candidates did not use the appropriate technique to match what was being researched. Some candidates also did not say how the technique was being used, for example, non-probability is qualitative, probability is quantitative. Many candidates did not give a detailed description of the sample, for example, gender, age range, occupation. Overall, candidates had a fair understanding of what the sample selection should be.



Data Collection Instrument

Candidates provided too many yes/no questions. Sequencing was not done properly. Some candidates failed or neglected to link the objective to their questionnaire. Some candidates strayed a lot. The use of double-barrelled questions is not a good idea.

Presentation of Data

In general, most of the calculations were correct. Some candidates tried to present a variety of illustrations (that is, three or more).

Titles for diagrams should be in statement form not questions. Some used less than the three forms required for the Presentation of Data. Many candidates did not give an explanation of the diagram or illustration. Candidates should not be encouraged to use line graphs in the Presentation of Data. Bar graphs should be used for two variables, not one.

Analysis of Data

Most candidates only gave a description of the data collected. Some candidates analysed questions which were not directly related to the Aims and Objectives. Some analysed demographic information which was irrelevant or unrelated to the issue being researched.

Discussion of Findings

Candidates discussed findings that were not major or directly related to the Aims or Objectives. The Literature Review should be used to corroborate or refute the findings and this was not done. The majority of candidates highlighted the findings of the research. However, they failed to link it to the Aims or Objectives and Literature Review.

Bibliography

Some candidates tried to adhere to the APA format; however, the majority did not follow this format. There should be no bullets, numbering of sources or page number in the Bibliography.

For internet sources, the date of retrieval should be noted as well as the author, date and title.

Moderation Sheet

Teachers should ensure that the revised moderation sheet issued and allocate marks accordingly. They should also pay close attention to the allocation of the module scores.

Further Comments

Candidates should not include sections that are not specified in the syllabus, for example, Limitations and Research Questions.

Candidates should ensure that the revised syllabus is used.

### **Paper 031 – School-Based Assessment (SBA)**

In general, the projects ranged from excellent to unsatisfactory.

Introduction

This was generally well done and most of the topics were appropriate to the units. In some cases however, a few topics were inappropriate. As a result, some of the Unit 1 students wrote on topics such as 'Crime' and for Unit 2 topics such as 'Family' and 'Religion'. Most students were able to give the nature of the topics satisfactorily. However, some of them were unable to explain the scope of the problem or issue or give the rationale for their study. It must also be noted that some students wrote one sentence for their introduction as they would have done for Social Studies. It must be stressed that for Sociology, students are required to write an introduction detailing the background,

definition and nature of the problem or issue. Students should be cautioned not to research topics that may be considered sensitive and as such subject to ethical consideration, for example, HIV/AIDS.

#### Aims and Objectives

This section was one of the best done areas. The majority of students was able to give the general aim and specific objectives of their studies. What proved to be difficult was the use of the verb in writing the objectives. Some students were able to state their objectives and some of them did not relate the objectives to the aim. In a few cases these were too broad (for example, socioeconomic), and in others they were too vague (for example, economic development of the community).

#### Literature Review

This was another relatively well done area. Some students were able to offer rich reviews on their topics citing sources and using them correctly in text references. In a few cases, however, reviews were offered without citations as well as theoretical content. In general there was an absence of summaries as well as contrasting views on the topics being studied. There was also a lack of linkage to the aims and objectives. The literature review should be informed by authoritative sources as recommended in the syllabus. Online citations should also be restricted to credible sources (not Wikipedia etc). With respect to the sourcing of literature, candidates should be encouraged to use a mixture of textbooks, research articles and internet sources. In a number of cases, students used only internet sites. In some cases, students made reference to the theorist, for example, Karl Marx, and not the source from which the information on Marx was taken (Barrow, 2003).

#### Research Design

In general, the majority of the projects showed an improvement in the construction of the research design. Most students were able to offer either quantitative or qualitative methodology for their studies. They were also able to use the corresponding technique suitable for each of the two methods listed. In some cases, however, students got confused between the two methods and used them incorrectly. Where most students fell down was in respect to explaining what was to be done with the data once collected; they merely mentioned the method to be used and stopped short. In addition to mentioning the method and instrument, students were expected to interpret the data, for example, uncovering trends through correlation and percentages. Other areas that were absent included the timeframe of the study, justification of method, type of presentation and how the data was analysed.

#### Sociological Perspective

For the second year, this area of the project proved to be very problematic. In many cases, the sociological perspective, guiding the researcher, was either missing or misunderstood. Instead of detailing the perspective or approach, the research design and methodology, many students wrote on the theoretical content of the issue. To be more specific, they wrote on the theory of the topic as opposed to the approach being used. This approach was to be used to justify the choices pertaining to data collection, sampling and strategies for analyzing the data. Some projects were also presented without this area and marks were still awarded.

#### Sampling

This was another area which was not well done. Students were unable to identify the correct sampling techniques, justify the use of the technique and explain how they went about obtaining the sampling units. In most cases, students used the most common 'random sample' but were unable to explain how they arrived at their random samples. In a few cases, students used completely inappropriate sampling techniques for their projects. Many of them were also unable to state whether they were using probability or non-probability sampling. In a few cases, students did not describe the type of sampling technique. The technique should also be linked to the research design.

#### Data Collection Tools

In general, these were well chosen and suited to the research design. Students must be commended for the layout and sequencing of their questionnaires and interviews. There were a wide range of questionnaire designs which consisted of Likert scale questions, closed and open questions.

Quantitative methodology would require the use of questionnaires and qualitative methodology would require interviews.

#### Presentation of Data

This area was not well done. The majority of students failed to present the data using the three different formats as stipulated in the syllabus. Most students used one or two of the same type of presentations. In a number of cases, it was impossible to discern areas of the graphs because of the lack of colour, for example, the varying of types of grey or the use of similar hues. In a few cases, students also labelled the graphs incorrectly, gave incorrect totals and presented graphs for unnecessary demographic data (age, sex). Many of the graphs were not well explained. Students should avoid analysing the data in their presentations. The questions should not be used as titles.

#### Analysis of Data

This was another area that was poorly done. Many students were unable to give clear explanations of the results obtained. They were unable to identify trends, patterns and anomalies from the data presented. On a positive side, a few of the students must be commended for trying to address their objectives in their analysis. However, the majority tended to give simple descriptions of the graphs instead of highlighting trends correlations, contrasts and comparisons.

#### Discussion of Findings

This area was not well done. The major findings relating to the objectives of the research were not discussed. Students listed the findings but failed to link them to their objectives. Discussion of findings should corroborate existing theoretical positions highlighted in the Literature Review. In addition, the findings could also refute existing theoretical positions.

This area was also confused with the analysis of data and as such candidates merely described the graphs. Some students also introduced new literature in this section as opposed to using what they would have used in the Literature Review.

#### Bibliography

The bibliography section was generally not well done. Sources were mentioned in the Bibliography which were not otherwise mentioned in the Literature Review. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation, for example, [www.google.com](http://www.google.com) rather than state actual websites and neglected to include the date of retrieval.

Students are reminded that the Bibliography is directly related to the sources previously cited in the Literature Review. They should aim to list the sources in alphabetical order and should follow the recommended format of the citation style.

Examples of styles are available online and can be downloaded as a guide. An appendix that provides examples drawn from the *Chicago Manual of Style* 16th Edition is available at the end of this report. Teachers may find it useful.

#### Instrument

The following should be noted with regard to items.

Items should be:

- A mixture of closed and opened. However, most of the items should be more closed to accommodate their quantitative methodology.
- Items should be clear and relevant to the objectives given.
- Attention should be paid to sequencing and there should be a logical flow of items.
- Demographic data should be included but students are reminded that marks are not allocated to these.

- Items should not be double-barrelled.
- Students should avoid extremely long questions.

#### General Comments

Some marks reflected the use of fractions. According to CXC's regulations the use of fractions for scores is not allowed. Some marks were also incorrectly added and distributed. Again, more attention should be paid to the totalling of scores and these should be distributed according to CXC's guidelines. To determine the module score, the total should be divided by three, where there is a remainder of one mark, this is to be allocated to Module 1. If there is a remainder of two marks, these should be allocated, one mark to Module 2 and one mark to Module 3. In some cases, this was not done.

### **RECOMMENDATIONS**

The following recommendations arise from the comments noted earlier and are meant to assist with improvements in candidate performance on the examinations.

#### **Essay Questions**

- There has been a general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts at engaging with the literature available on studies of the Caribbean and should infuse the findings in their classroom discussions, thus ensuring familiarity with the tenets of the main studies and improving the students' sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
- Teachers need to assist students in essay writing styles that focus on evaluation and the synthesis of ideas. This is a major area of weakness noted in the examination responses to questions and which accounts for a significant proportion of the marks to be awarded. Teachers should focus on assisting students to attend to the overall clarity, coherence and logical conclusiveness of essays. They must be encouraged to use supporting studies, facts or references to authorities *throughout* their responses to questions.
- Students should be coached in identifying key words in a question and the focus of the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
- The topics covered in the syllabus allow for integration of ideas across the specific modules. This should be emphasized and encouraged in the classroom.
- Candidates should be mindful of the interrelated nature of the discipline and the cross-fertilization of ideas across topics. Sociology is the study of human behaviour in groups and thus any number of variables impact on behaviour.

**School-Based Assessment**

- The samples submitted for moderation show evidence of disparity in understanding of the requirements. However, there was marked improvement in the quality of the samples. This may have been as a result of teachers attending workshops. Therefore, workshops should be continued for all subjects.
- Subject teachers should be encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking.
- If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the SBAs to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.
- Greater emphasis by subject teachers as well as more appropriate guidance to students in the review of literature and appropriate citing of sources is required. Too many of the submissions available for moderation appeared not to have been reviewed by the teacher.
- The objective of SBAs must be the development of an evidence-based, problem-solving culture as well as an ethically sound research culture.

## REFERENCE GUIDE

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html/](http://www.chicagomanualofstyle.org/tools_citationguide.html/) (*The Chicago Manual of Style 16th Edition*)

**Chicago-Style Citation Quick Guide**

*The Chicago Manual of Style* presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favored by different groups of scholars.

The author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

**Notes and Bibliography: Sample Citations**

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source

**Book****One author**

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

**Two or more authors**

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

2. Barnes et al., *Plastics . . .*

**Editor, translator, or compiler instead of author**

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

*Editor, translator, or compiler in addition to author*

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

**Chapter or other part of a book**

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

2. Kelly, “Seeing Red,” 81–82.

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

**Chapter of an edited volume originally published elsewhere (as in primary sources)**

1. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

2. Cicero, “Canvassing for the Consulship,” 35.

Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

**Preface, foreword, introduction, or similar part of a book**

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

### Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*.
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

Journal article

### Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

### Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.
2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a note, and they are



commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69.
4. Stolberg and Pear, "Wary Centrists."

Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

#### **Book review**

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

2. Kamp, "Deconstructing Dinner."

Kamp, David. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

#### **Thesis or dissertation**

1. Mihwa Choi, "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).
2. Choi, "Contesting *Imaginaires*."

Choi, Mihwa. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008.

#### **Paper presented at a meeting or conference**

1. Rachel Adelman, "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).
2. Adelman, "Such Stuff as Dreams."

Adelman, Rachel. "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

## Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,  
<http://www.google.com/intl/en/privacypolicy.html>.
2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008,  
<http://www.mcdonalds.com/corp/about/factsheets.html>.
3. “Google Privacy Policy.”
4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009.  
<http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.  
<http://www.mcdonalds.com/corp/about/factsheets.html>.

## Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010,  
<http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.
2. Jack, comment on Posner, “Double Exports.”

*Becker-Posner Blog, The.* <http://uchicagolaw.typepad.com/beckerposner/>.

## E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2017**

**SOCIOLOGY**

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## GENERAL COMMENTS

The Sociology syllabus comprises two units, Unit 1 — The Sociological Perspective and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Assessment of both Units 1 and 2 is based on three papers: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 03 (20 per cent). All three modules of the syllabus are tested in each paper.

Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth two marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections/modules, with two essay questions each. Candidates were required to answer three questions, one from each section/module. The maximum mark awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be outstanding or exemplary; such responses earned a total of 25 marks.

Level 2 response – one judged to be excellent; such responses earned a total of 22–24 marks.

Level 3 response – one judged to be very good; such responses earned a total of 19–21 marks.

Level 4 response – one judged to be good; such responses earned a total of 16–18 marks.

Level 5 response – one judged to be satisfactory; such responses earned a total of 13–15 marks.

Level 6 response – one judged to be limited; such responses earned a total of 10–12 marks.

Level 7 response – one judged to be unsatisfactory; such responses earned a total of 00–09 marks.

In Paper 03, the School-Based Assessment (SBA), students were required to undertake a research project for either Unit 1 or Unit 2. Students were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teacher and samples forwarded to CXC for moderation at the marking site.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple Choice

This paper consisted of 45 multiple-choice items — 15 items each on Module 1, Module 2 and Module 3. Performance on Paper 01 was generally satisfactory. Approximately 77 per cent of the candidates scored at least 50 per cent of the available marks on this paper. The mean score on the paper overall was 27.67 or 61.49 per cent of the total marks. The average score was 57 per cent for Module 1, 57.6 per cent for Module 2 and 69.87 per cent for Module 3. The range of the scores was 7 to 43, with a standard deviation of 6.61.

#### Paper 02 – Essay Questions

The paper consisted of three compulsory essay questions, one from each module, which candidates had to complete in two and a half hours. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective.

While most candidates exhibited a general understanding and knowledge of the requirements for the questions, there continues to be challenges with application of knowledge and understanding and the process of evaluation and synthesis. Most candidates did not adequately use the relevant theories and sociological concepts to demonstrate their understanding of the topics and improve the sociological discourse. There was also evidence of inadequate knowledge and understanding of the basic underpinnings of the sociological perspective including application of methods of social research, sociological perspectives related to Caribbean culture, considerations of the sociological perspectives in the context of Caribbean education systems, sociological studies and perspectives on social class, and social stratification and applicability to the Caribbean. Responses to questions on this paper, as observed over the last three examinations, again demonstrated candidates' difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

Approximately 48 per cent of the candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 35.32 or 47.09 per cent of the total marks. The average score was 51 per cent for Module 1, 66.5 per cent for Module 2 and 50.12 per cent for Module 3. Scores ranged from 0 to 67, with a standard deviation of 11.39.

#### Module 1 – Sociological Concepts, Perspectives and Methods

##### Question 1

This question focused on an evaluation of the relevance of arguments in support of sociology as a science which allows human behaviours to be quantified and measured objectively.

Candidates were expected to assess the competing ideas surrounding the view that sociological research is scientific, that human behaviour can be studied using quantitative methods and that the behaviours can be measured objectively. Candidates were also expected to demonstrate an understanding of sociology as an area of study, its methods of investigation and the challenges faced by sociologists in the study of the subject matter. Responses were expected to demonstrate understanding of the underlying assumptions associated with sociology as the empirical study of society, an understanding of science, positivism and the work of the early theorists in the development of sociology as a discipline.

Most candidates were able to discuss the origins of Sociology and briefly discuss positivism and its application to the sociological study of society, differentiate between quantitative and qualitative methodology and the strengths and weaknesses of the methods in the study of human behaviour and to differentiate between quantitative and qualitative methodology. However, few candidates were able to apply their knowledge to effectively conclude that given the subject matter of sociology, it should not be studied only by using the same approach as the natural sciences, but since sociology is empirical, theoretical, cumulative, objective and value-free, it thus fulfils the characteristics of a science.

In the higher level responses, candidates were able to critically evaluate the view that human behaviour can be objectively measured. They were able to discuss the main characteristics of science and that of sociology as a science, by reviewing the positivist arguments and the research methods that support the scientific view. References to the contributions of Comte and Durkheim and named studies of society were evident in these responses. These responses also demonstrated knowledge of the arguments put forward by the interpretive theorists, noting that the scientific method cannot be neutral and objective when the subject matter is the social behaviour of human beings, as the researchers may themselves be motivated by specific interest. To counter the weaknesses in both qualitative and quantitative methodologies, some of the higher level responses advocated a mixed methods approach to the study of social behaviour.

In the average responses, candidates generally discussed the characteristics of the study of sociology as empirical, theoretical, cumulative, objective and value free and advocated for the scientific method. Candidates were able to differentiate between quantitative and qualitative methodology and were able to identify at least one study (mainly Durkheim's) but were unable to interpret and apply their knowledge.

The weaker responses largely presented a descriptive account of sociology and its characteristics and the strengths and weaknesses of the methodologies.

Candidates should note the following:

- Key concepts in the question should be elaborated and where there is specific mention of named studies some knowledge and understanding should be demonstrated but application and analysis will be important to a good response.

- Every attempt should be made to synthesize responses throughout the essay and to evaluate the concepts being addressed in the response.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Overall performance statistics on Question 1 indicate a mean response score of 51.36 per cent. Seven candidates scored full marks on the question, while 85 of them scored zero.

## **Module 2 – Social Institutions: Family, Religion and Education**

### Question 2

This question focused on assessing the relevance of the interactionist perspective to an understanding of the performance of males in the education system. It attempted to assess candidates' knowledge and understanding of the performance of males in the education system in the context of interactionist theory. It further sought to assess their knowledge of at least one study conducted on the phenomena in the region.

Candidates were expected to outline the main tenets of interactionist theory, including labelling and the self-fulfilling prophecy. The historical evolution of education in the region, nationalization and expansion of opportunities, and the impact on males—supported by enrolment trends, performance and graduation rates where such data are available in named empirical studies or national accounts. Candidates were expected to conclude on the adequacy of the interactionist perspective in understanding male performance in the education system. Candidates could have also proposed another perspective such as functionalism that may better account for the performance of males.

In responding to this question, candidates were expected to outline and explain the interactionist perspective, focusing on social interaction in the classroom and other teaching and learning environments and how the social interaction affects the development of gender roles and the expectations of teachers through the concepts of labelling and self-fulfilling prophecy. Feminization of the teaching service, teacher perceptions and consequences for male performance, stereotyping of male and female students and streaming, and the performance of males versus females in the education system were expected to be discussed.

Candidates were expected to elaborate on the interactionist views of gender (teachers and students), class and ethnic differences, and how these interplay to impact student performance. The historical developments in education since independence in the Caribbean were expected to be discussed in an evaluation of the relevance of the interactionist perspective. Candidates could also advocate for another perspective that could better explain the performance of males in the education system.

The higher level responses examined the interactionist perspective and illustrated concepts such as labelling and the self-fulfilling prophecy, feminization of the teaching service, teacher perceptions and the consequences for underachievement. These responses also cited the views

of contributors such as Resenthal and Jacobson and were able to cite the historical development of education in the Caribbean post-independence. Candidates were also able to critique the perspective and discuss an alternative perspective using the support of studies of male underachievement in the region.

In the average responses, candidates were able to demonstrate knowledge of the interactionist perspective and illustrate the labelling and self-fulfilling prophecy concepts, male marginalization, streaming and teacher perception. While these responses also attempted to provide statistical information on male versus female achievement, they demonstrated insufficient or no knowledge of the historical developments in education to be able to fully meet the question requirements. Some responses mentioned the theorists (functionalists, Marxist and interactionists) and used one or more studies in the Caribbean to illustrate points.

The weaker responses demonstrated some understanding of the interactionist perspective *or* of the historical development of education in the region. These responses were written in very general terms and candidates were unable to apply the limited knowledge presented in their responses.

Candidates should note the following:

- They should approach questions on the social institutions with key knowledge of the main tenets of the associated perspectives and be able to assess the relevance of the perspectives and critique them in relation to the phenomena under review in the question.
- For questions like these, arguments and examples of the phenomena should be presented to illustrate key points.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections within the question in order to present a clear and relevant response that is supported by a theory and/or competing theories.
- Responses must demonstrate clarity, coherence and be logically conclusive.

The mean score was 39.88 per cent. No candidate scored full marks on the question, while 120 of them scored zero.

### **Module 3 – Social Stratification**

#### Question 3

Candidates were expected to demonstrate a general understanding of the system of stratification in a named Caribbean society and the prevailing patterns of social inequality. The concepts of gender, class and ethnicity were also expected to be defined. In examining the statement, candidates were expected to outline and describe the relationship between these variables and assess their relevance. Finally, candidates were expected to show knowledge of what is meant by the term social stratification in terms of social inequality/ranking/division of members of



society into different social categories generally based upon their gender, class and their ethnic group. Candidates were also expected to use relevant studies conducted in the region to support arguments for or against the perpetuation of inequalities in regard to gender, class and ethnicity in a contemporary Caribbean society.

The weak responses demonstrated a general understanding of class and gender but failed to give explanations of ethnicity. They were unable to describe the impact or interaction of each variable in the system of stratification in the named Caribbean society. Candidates instead demonstrated an understanding of the diversity of the Caribbean and the difficulty in generalizing about any one contributing factor.

Average responses focused on the definition of the terms *class*, *gender*, *ethnicity* and *social stratification*. However, only a few were able to explain thoroughly how each demonstrated stratification in the Caribbean. The majority of candidates used the plantation society to explain how ethnicity and class contributed to stratification.

The higher-level responses demonstrated good understanding and knowledge in assessing the relevance of gender, class and ethnicity to an understanding of social stratification in the named Caribbean society. These candidates were able to effectively demonstrate the interrelationship among the three factors and explain clearly how they interacted and contributed to the system of social inequality. Most of these candidates included and effectively used sociological theories to support the impact of each factor. Finally, candidates concluded by effectively using these theories to evaluate and show interrelation that draws specific attention to the levels of solidarity between groups that experience inequality on the basis of gender, class and ethnicity in the named Caribbean society.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example: gender, class, ethnicity, social stratification.
- They should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and which are logically conclusive.

The mean score was 50.12 per cent. Three candidates scored full marks on the question, while 35 of them scored zero.

### **Paper 032 – School-Based Assessment (SBA)**

On this paper, the most popular topics were domestic violence against males and the impact of music on adolescents. Candidates were generally unable to clearly articulate the general and specific objectives. They had trouble identifying the steps in writing a literature review and the importance of it to their study. Most candidates were unable to explain just how they would present and analyse the data they had collected.

However, most candidates did well in the second part of the paper and were able to state the advantages and disadvantages of using qualitative, quantitative or triangulation as their chosen methodology. They also knew the types of data collection methods and could rationalize why they would collect data using the particular method. Candidates wrote pertinent and generally well expressed and structured questions for their questionnaire.

## UNIT 2

### Paper 01 – Multiple Choice

This paper consisted of 45 multiple-choice items — 15 items each on Module 1, Module 2 and Module 3. Like Unit 1, performance on Paper 01 was generally satisfactory. Approximately 92 per cent of the candidates scored at least 50 per cent of the available marks on this paper. The mean score on the paper overall was 30.68 or 68.18 per cent of the total marks. The average score was 64 per cent for Module 1, 68 per cent for Module 2 and 73 per cent for Module 3. Scores ranged from 11 to 43, with a standard deviation of 5.55.

### Paper 02 – Essay Questions

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 with regard to using a sociological approach as a focal point for responses viz. sociological perspectives or studies as well as focusing on trends and patterns rather than individual events. Few problems were demonstrated in the Unit 2, Paper 02 responses and these will be outlined in detail in the questions affected. However, while the focus of the questions in this unit is usually on applying sociological principles and theories to social phenomena in society and candidates have understood this and in most cases are doing this well, responses are not expected to be devoid of explanations or discourse on the concepts and theories. Unit 2 requires application of the concepts and theories and discussions that demonstrate clear linkages between theory or sociological concepts and phenomena. This year also, candidates showed great improvement in their analysis using higher order thinking to clearly outline and discuss questions.

### Module 1 – Population and Development

#### Question 1

This question focused on the implications of trends in fertility, mortality and ageing for development in the Caribbean. It required candidates to demonstrate their understanding of the main concepts — fertility, mortality, ageing and social development. They were expected to explore the relationship between the concepts and illustrate how the resulting population trends could impact the economic and social development of the region.

Candidates were expected to discuss the implication of high/low fertility, high/low death rates and an ageing population on the economy, and how this would impact investments in people,

including the dependent population groups. Candidates were also expected to acknowledge that development requires inputs other than analysis of population trends in the region, given the vulnerability of the region to natural disasters and overdependence on a single resource (oil, tourism etc.) for income in most of the countries of the region.

In their application and analysis, candidates were expected to discuss the relationship between population and development and illustrate how population growth or decline impacted the economy of the Caribbean society. Discussions were expected to include how the demographic transition stage of the society could lead to an expanded population requiring increased social services and the economic implications of such a situation—the strain placed on the economy to provide social services as well as the social implications of a larger population putting pressure on the available social services.

The higher level responses demonstrated knowledge and understanding of the key concepts and the main factors impacting development in the Caribbean — population trends (growth/decline) and dependent economies, along with modernization and natural disasters. These responses also discussed the importance of population control through programmes and specific policies and the economic constraints in the named society or region that impacts the resources available to the population. These responses also concluded that while the population trends impact development, the development of these societies has also been affected by other historical events such as colonialism and the continuing dependence on developed countries for economic growth.

In the average responses, candidates were able to define the key concepts and provided illustrations of the relationship between population growth, social development and economic growth in the context of a named society. However, in their application and analysis candidates were not able to adequately outline the implications of population growth for the named society. In the weaker responses, candidates focused on definitions of the key concepts and/or focused only on economic growth and the social conditions in the country.

Candidates should note the following:

- Key concepts in the question should be elaborated as a context for the response. This will also serve as a quick check to ensure that the key aspects of the question are being addressed in the response.
- There must be focus on how population trends impact economic and social development and the social conditions in a named country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

The mean score was 65.52 per cent. No candidate scored full marks on the question, while 23 of them scored zero.

## Module 2 – Crime and Deviance

### Question 2

This question focused on the statement *Because Caribbean societies are unique in many respects, there is need for a Caribbean criminology*. Candidates were to critically assess the mainstream theories of crime and their relevance to the Caribbean.

The question required candidates to demonstrate understanding of the unique features of Caribbean society that could justify the need for a Caribbean criminology. They were also expected to elaborate on the mainstream theories of crime and deviance — functionalist, conflict or interactionist theories - and why their assumptions might not be applicable to an explanation of crime and deviance in the Caribbean. Relevant examples from Caribbean societies to illustrate arguments were expected in the responses.

Candidates were expected to discuss the main features of Caribbean society including the size, openness, vulnerability to natural disasters and external influences, and the tendency to have a single economic activity for income earning. They were to provide definitions and elaborate on the significance of these features for informing a unique Caribbean criminology. Responses were expected to outline the association of the theories with countries markedly different from those in the Caribbean.

Further, candidates were expected to focus on the strengths and weaknesses of the theories and the fact that the Caribbean experience of colonialism, slavery and indentureship are not factored into the mainstream theories. An evaluation of the experiences that have shaped and continue to shape the culture of the societies and the social structure of the societies were expected to be discussed and the conclusion reached that the explanations provided by the mainstream theories may not be best suited to explaining crime and deviance in the Caribbean.

The higher level responses discussed the mainstream theories and elaborated using illustrations and examples from studies or actual events that were reported in the national news. These responses were good on synthesis and evaluation of the theories, and discussed the main features of Caribbean society as unique to the region and thus requiring a unique explanation for crime and deviance in these societies.

Average responses did not speak to the main features of Caribbean society that could justify the need for a Caribbean criminology. They instead defined crime and deviance and elaborated on the mainstream theories (functionalism, conflict, interactionism and some also looked at feminism). In many of these types of responses candidates supported their points with a few references to the situation in inner city and national communities in the Caribbean.

The weaker responses were largely descriptive, and candidates demonstrated a lack of knowledge of either the mainstream theories or the unique features of Caribbean society that would justify a Caribbean criminology.

Candidates should note the following:

- It is important to be able to define and explain key concepts in the question.
- Caribbean examples through studies or accounts in the news should be used throughout essays to illustrate points.
- Responses must demonstrate clarity, coherence and be logically conclusive.

The mean score was 48.36 per cent. No candidate scored full marks on the question, while 36 of them scored zero.

### **Module 3 – Caribbean Social Issues: Poverty, Health and Environment**

#### Question 3

Candidates were expected to briefly describe Oscar Lewis's Culture of Poverty theory and evaluate the relevance of his arguments to understanding the impact of poverty on the lives of people in the contemporary Caribbean. Candidates were expected to demonstrate knowledge and understanding of what is meant by the term *culture of poverty*. In addition, they were expected to outline the way in which the aspects of Lewis's theory could be used to explain the Caribbean experience of poverty. Candidates should conclusively analyse this phenomenon from the conservative and conflict perspectives.

The weak responses demonstrated a lack of knowledge of the theory. They could neither identify the actual theory and the levels advanced by Oscar Lewis nor proceeded to write on the many causes of poverty within their individual theories. A few wrote of other theories on poverty, for example, Marxist and functionalist theories, without linking them to the actual question or showing how these could be offered as a contrast to Lewis's theory — thus showing clearly that they knew of the main perspectives on poverty but not the Oscar Lewis model on poverty.

Average responses focused on the cycle of poverty seen within their society but did not relate this cycle to Lewis's theory. So whilst they were able to describe how poor persons continued to live in poverty, they did not show how it fitted into the actual theory of Oscar Lewis. A few stated the tenets of Oscar Lewis's theory but could not evaluate the relevance of his arguments to understanding the impact of poverty on the lives of people in the contemporary Caribbean.

The higher-level responses demonstrated knowledge and understanding of Oscar Lewis's theory and were able to outline and evaluate its relevance to the Caribbean society. Candidates identified the main tenets of the theory and used the many situations particular to their individual territories to show how these perspectives could be seen at each level. Many candidates evaluated the relevance of Oscar Lewis's arguments and showed where even though there was existence of some aspects of his arguments at the community level, it did not apply to many of the poor in the Caribbean. The way the poor used hospitals, the education system and credit unions was correctly identified as examples. Additionally many of these candidates

concluded by analysing Oscar Lewis's phenomenon from the standpoint of other theories on poverty such as the conservative and conflict perspectives.

Candidates should note the following:

- They must always link their discussion to the perspectives (Oscar Lewis theory) and may use counter-arguments.
- Show any conclusive discourse on the relevance of the theory to understanding the impact of poverty on the lives of people in the society.
- Responses must demonstrate clarity, coherence and be logically conclusive.

The mean score was 43.9 per cent. One candidate scored full marks on this question, while 17 of them scored zero.

Performance on Unit 2 was moderate. Candidates experienced difficulty with articulation of the general and specific objectives, identifying the steps in writing a literature review and the importance of it to their study, and providing working examples of reference sources. Many candidates did not attempt Question 2 or 3.

Candidates should note the following:

- Marks are awarded for sections on a question and it is possible to gain marks in areas of understanding that the candidate is comfortable responding to. As best as possible, no sections should be left unanswered.
- Objectives provide the foundation for a study and they should be carefully thought through when preparing for the exam.
- Practice in writing references can be had from observing the entries in any textbook and should be reviewed for the key elements when preparing for the exam.
- Practice by reviewing studies conducted in the Caribbean and research proposals via the Internet should serve as preparation for the exam and as a guide to writing up key sections of the paper.

## **Paper 031 – School-Based Assessment**

### **SBA E-Moderation**

#### **Introduction**

Moderation of the SBA projects adhered to the principles of fairness, accuracy and reliability. These were paramount in consistently weighing the merited scores in moderating SBAs irrespective of all extraneous factors. In order to ensure consistency in the marking across all centres and territories, CXC institutes a system of moderation. In this system, a sample of students' work marked by each teacher was remarked by CXC-trained moderators.

Statistical adjustments were made to teachers' scores which were not in alignment with those given by the CXC moderators. The SBAs were marked as seeds in the standardization mode within the e-marking application, RM Assessor.

### **SBA Components**

In general, the SBA research projects ranged from satisfactory to excellent. This was the first year of full e-moderation and as a result, there were challenges, which ranged from the use of the RM Assessor system to markers' commitment to the marking process.

### **Topics**

The topics for both Unit 1 and Unit 2 were wide and varied. Many of them were appropriate for both. However, there were a few which were not suitable for the specific unit. For example, in Unit 1, some of the topics focused on areas such as crime and poverty which are specific to Unit 2. With respect to Unit 2, there were a number of Unit 1 topics including family, education and religion. What was even more problematic was that some of the students were not able to narrow the specific topic so that it was directed to an aspect of the issue. Rather, they tended to use broad topics such as "The effects on poverty on a particular district or on the family". Students need to be more specific to avoid broad issues that cannot possibly be researched in the time given.

In addition, there were some submissions where the topic was written as a single line, as done for Social Studies, and students awarded the full mark.

### **Section 1**

#### **Introduction/Background and Definition of Research Problem**

Performance on this section ranged from very poor to excellent. In the case of poor, some students continue to write one line as their statement of problem without giving an explanation of the issue, scope or rationale. In many cases, teachers awarded this one statement full marks, which is incorrect. It must be noted that the syllabus now requires each student to research an issue related to any topic in Unit 1 and not just conduct research on an institution.

#### **Aims and Objectives**

In comparison to previous years, more improvement was seen in this area. Most students were able to identify the aims and objectives of their studies. However, it must be noted that they were a few cases where students were not able to differentiate between the aim of their study and the objectives.

In addition, there were many cases where both the aims and objectives were lumped together as one. According to the syllabus, the study should include at least one aim and three objectives.

Students should therefore be guided by the syllabus, which states that the aim identifies the general aspects of the issue being studied, whereas the objectives are to be specific and measurable. A few of the projects therefore did not show the proper use of the verb in writing the objectives.

### **Literature Review**

On the whole, this was another area which showed improvement. Many of the reviews given were comprehensive and relevant to the topic being studied. They included references to the theorists and perspectives as well as good in text referencing. However, there were a few projects where theorists were mentioned but the source of the material not cited. In some cases, the sources listed in the literature review were not placed in the bibliography. The literature review submitted by some students very lengthy and given the online submission of the SBAs, students should strive to be more concise. They were a few cases where students offered more of a discussion on their views on the issue and did not relate to perspectives nor sourced materials.

## **Section 2**

### **Research Design**

The majority of students presented comprehensive research designs, relating the method being undertaken for their research to the appropriate technique (quantitative to questionnaires). Some students also included triangulation and were able to demonstrate it within their research. However, there were a few where the incorrect relationship between method and techniques were given. A few students, after identifying their use of qualitative methodology, proceeded to undertake a quantitative technique through the use of questionnaires. This showed clearly that more needs to be done in helping students to understand the difference between the two methods and the related techniques employed.

Many students did not identify the type of sampling to be used in terms of probability or non-probability. Some also failed to include what was to be done with the data to complete the process of investigation. Students need to be reminded that the research design explains the entire process of the investigation and not merely describes the research technique and its advantages.

### **Sociological Perspective**

This area remains the most problematic as many students were not able to identify the theory underlying the research design and therefore could not identify the theoretical approach to justify their choice of data collection. Many students proceeded to write on the perspective on the topic they were doing and not the research method. In some cases, the research method was omitted from the research yet the mark given.



## **Selection of Sample**

In most cases, students were able to identify the type of sample group being used and included their justification and method of selecting the units. In a few cases, however, this was not done. Students failed to identify the sample group and some also failed to explain how they arrived at their sample units. These are all important aspects of sample selection.

## **Data Collection Tool**

This was one of the best areas done. Many of the instruments were comprehensively written. Items were well sequenced showing a variety of techniques including Likert scale questions. A few were poorly done showing only yes or no questions or open-ended questions.

In a few cases students did not relate their questions to the variables of their study and tended to ask more general questions than those which would have given them relevant information for discussion. Some of the questionnaires were too lengthy. Students are reminded to be guided by the syllabus.

## **Section 3**

### **Presentation of Data**

This was another area that was well done; the charts presented were generally clear, well-labelled and totalled. The online submission of SBAs offered students the opportunity to demonstrate many and varied types of charts, this was seen clearly and was very impressive. However, there were cases where students presented mainly one type on chart, for example, pie charts. They should be guided by the syllabus which states that they should use at least three different formats to present their data. Secondly, they should offer at least three to five diagrams. In a few cases students presented only pictures for their data presentation. Even though pictures can be used, they should be used along with charts and diagrams.

### **Analysis of Data**

There was some improvement in this area, as more students were able to give required explanations of the results that they obtained. These students went beyond merely describing the chart to offering discussions of trends, patterns and anomalies. They related the analysis to the actual data and in most cases proceeded to analyse each individually.

In a few cases, however, students only offered a superficial description of the charts and did not attempt any further analysis.

## **Section 4**

### **Discussion of Findings and Conclusion**

Many students were able to discuss the findings to the questions posed in their objectives. Some of them also offered recommendations based on their findings. However, in a few cases students did not relate their findings to their research objectives. They used new literature to substantiate what they wanted to discuss and did not relate to their literature review. Only literature cited in the literature review should be used in the discussion of findings. In a few cases, this area was merely a list of points, not a discussion on the findings and some students failed to give reasons or implications of their findings.

### **Bibliography**

The bibliography section was generally not well done. Sources were mentioned in the bibliography which were not otherwise mentioned in the literature review. Elements of the bibliography were sometimes given but not in the correct order. Some students cited search engines in their presentation, for example, ([www.Google.com](http://www.Google.com)) rather than actual websites and neglected to include the date of retrieval. Students are reminded that the bibliography is related to the sources previously cited in the literature review. They should aim to list the sources in alphabetical order and should follow the recommended format of the citation style. Examples of styles are available online and can be downloaded as a guide.

### **Further Observations and Recommendations**

- The samples submitted for moderation show evidence of disparity in understanding of the requirements. However, there was marked improvement in the quality of the samples.
- Students should be reminded to follow the formatting guidelines given by CXC. These include use of appropriate font style, size and line spacing. The general rules for most academic papers are a clear font style, for example, Times New Roman; a font size of 12 and double spacing for the body of the work. Some samples were poorly scanned because they did not adhere to the formatting guidelines given by CXC.
- Teachers are encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking. Too many of the submissions for moderation appeared not to have been reviewed by the teacher.

## Reference Guide

*The Chicago Manual of Style* ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html/](http://www.chicagomanualofstyle.org/tools_citationguide.html/))  
16th Edition

### Chicago-Style Citation Quick Guide

*The Chicago Manual of Style* presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favoured by different groups of scholars.

The author-date system has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

### Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source

#### Book

##### One Author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
2. Pollan, *Omnivore's Dilemma*, 3.  
Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

##### Two or More Authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
2. Ward and Burns, *War*, 59–61.  
Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by et al. (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

### **Editor, Translator, or Compiler Instead of Author**

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.  
Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.  
Editor, translator, or compiler in addition to author
1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, *Cholera*, 33.  
García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

### **Chapter or Other Part of a Book**

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, “Seeing Red,” 81–82.  
Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

### **Chapter of an Edited Volume Originally Published Elsewhere (As In Primary Sources)**

1. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
2. Cicero, “Canvassing for the Consulship,” 35.  
Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

### **Preface, Foreword, Introduction, or Similar Part of a Book**

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.
2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

### Book Published Electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*.
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.  
Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.  
Journal article

### Article in a Print Journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's Republic," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's Republic," 452–53.  
Weinstein, Joshua I. "The Market in Plato's Republic." *Classical Philology* 104 (2009): 439–58.

### Article In an online Journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.
2. Kossinets and Watts, "Origins of Homophily," 439.  
Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### Article in a Newspaper or Popular Magazine

Newspaper and magazine articles may be cited in running text (“As Sheryl Stolberg and Robert Pear noted in a New York Times article on February 27, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, “But Enough about Me,” *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, “Wary Centrists Posing Challenge in Health Care Vote,” *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, “But Enough about Me,” 69.
4. Stolberg and Pear, “Wary Centrists.”  
Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010.  
Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010.  
<http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

### Book Review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.
2. Kamp, “Deconstructing Dinner.”  
Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

### Thesis or Dissertation

1. Mihwa Choi, “Contesting Imaginaires in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).
2. Choi, “Contesting Imaginaires.”  
Choi, Mihwa. “Contesting Imaginaires in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

### Paper Presented at a Meeting or Conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

## 2. Adelman, "Such Stuff as Dreams."

Adelman, Rachel. "Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

## Website

A citation to website content can often be limited to a mention in the text or in a note ("As of July 19, 2008, the McDonald's Corporation listed on its website . . ."). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. "Google Privacy Policy," last modified March 11, 2009,  
<http://www.google.com/intl/en/privacypolicy.html>.
2. "McDonald's Happy Meal Toy Safety Facts," McDonald's Corporation, accessed July 19, 2008,  
<http://www.mcdonalds.com/corp/about/factsheets.html>.
3. "Google Privacy Policy."
4. "Toy Safety Facts."

Google. "Google Privacy Policy." Last modified March 11, 2009.

<http://www.google.com/intl/en/privacypolicy.html>.

McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008.  
<http://www.mcdonalds.com/corp/about/factsheets.html>.

## Blog Entry or Comment

Blog entries or comments may be cited in running text ("In a comment posted to The Becker-Posner Blog on February 23, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add pseud. after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, "Double Exports in Five Years?," The Becker-Posner Blog, February 21, 2010,  
<http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, "Double Exports."

Becker-Posner Blog, The. <http://uchicagolaw.typepad.com/beckerposner/>.

E-mail or Text Message

E-mail and text messages may be cited in running text ("In a text message to the author on March 1, 2010, John Doe revealed . . .") instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

3. John Doe, e-mail message to author, February 28, 2010.

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