

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
SECONDARY EDUCATION CERTIFICATE EXAMINATION  
MAY/JUNE 2009**

**CARIBBEAN HISTORY**

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**CARIBBEAN HISTORY**  
**GENERAL PROFICIENCY EXAMINATION**  
**MAY/JUNE 2009**

**GENERAL COMMENTS**

**Paper 01 – Multiple Choice Paper**

This paper consists of sixty (60) multiple choice items, thirty of which test Knowledge and thirty the Use of Knowledge.

**Paper 02 – Essay Paper**

This paper consists of twenty essay questions, testing all the themes in the syllabus.

Each question is worth 25 marks, and candidates are required to answer 4 questions, one each from the four sections, for a total of 100 marks.

**Paper 03 – School-Based Assessment**

This paper consists of 3 assignments or one project. Candidates with the guidance of their teachers are required to select a topic and write a project report or three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

**Paper 03/2 – Alternative to School-Based Assessment**

This is the Alternative Paper to the School-Based Assessment for private candidates. It is a written paper, and candidates are required to answer five questions based on a specific theme identified in the syllabus.

**DETAILED COMMENTS**

**Paper 02 – Structured Questions and Essays**

**SECTION A – Theme 1: The Indigenous Peoples and the Europeans**

**Question 1**

This question tested knowledge of the migratory and settlement patterns of the Indigenous Peoples of the Caribbean. The question was not very popular and the majority of the candidates who attempted it encountered severe difficulties.

In Part (a) candidates confused the movement out of Asia with the movement into the Caribbean region, and rather than listing for instance, the journey via Venezuela and Trinidad, Venezuela and the Leeward Islands or Central and South America, many focused on the movement across the Bering Straits. Most of the candidates were only able to identify one of the two routes requested.

In Part (b) candidates failed to describe the tendency of both Tainos and Kalinagos to settle near to waterways, in small villages led by hereditary chiefs where communal land ownership prevailed. In the case of the Mayas, the extensive nature of the Mayan empire; the independent city states; highly civilized lifestyle; temple city capitals, from which the leader ruled the surrounding countryside with the aid of nobles, priests and soldiers; the several large cities; the pyramids and temples; the public buildings made of limestone blocks placed around pavement squares and the peasant houses of wood and thatch, were among elements which could have been included in the description.

In Part (c) where candidates were asked for the reasons for migration, they failed to examine the historical antecedent of migration among the Indigenous Peoples, their search for food, escape from their enemies and/or waging wars against these enemies, population growth and/or improvements in seafaring technology.

In spite of this, in a few cases, the better candidates did manage to earn very good scores.

Overall, the responses of many candidates displayed deficiencies in geographical knowledge and a lack of familiarity with terms such as **patterns of migration** and of **settlements**. In the light of recent scholarship, teachers would be well advised to revisit the Bering Straits theory. [Shepherd & Beckles, **Liberties Lost, CUP, 2004** or Basil A Reid's, **Popular Myths about Caribbean History.**]

### Question 2

This question tested candidates' knowledge of the motives for the voyages of Columbus, and the results of these voyages, including the benefits Europeans obtained from their New World contact, and the effects of these voyages on the way of life of the Indigenous Peoples.

This was perhaps the most popular question of the examination and candidates were able to earn very high scores. In Part (a) where candidates were being tested on the motives for the voyages of Columbus some candidates were able to list Spain's response to Portuguese overseas success, the desire to discover an alternative trade route, economic rivalry, the spread of Christianity and scientific and technological improvements.

In Part (b) candidates were able to explain the benefits, which included, establishment of a Spanish empire, new geographical knowledge, mineral wealth, outlet for migration, botanical knowledge, medicinal cures and remedies, sources of labour, additional religious flock and new food crops.

In Part (c) candidates were at their very best in identifying the traumatic change in lifestyle, enslavement, genocide, diseases, warfare, miscegenation and destruction of civilisation.

## **SECTION A – Theme 2: Caribbean Economy and Slavery**

### Question 3

This question tested knowledge of the organisation of a typical sugar plantation, use of labour in general, and the use of enslaved women in the sugar production process in particular. The question elicited many responses but in the main these responses were weak. Candidates were particularly unfamiliar with Parts (a) and (b).

In Part (a) where they were asked about the major concerns of the planter, candidates were confused chronologically, referring to the problems of the post emancipation period rather than the earlier pre emancipation concerns of security, profitability and revolts.

In Part (b) which tested the candidate's knowledge of the use of labour on the plantation in the light of the concerns of the planter, many candidates referred to punishments and the suppression of the culture of the enslaved African instead of placing emphasis on efficiency, exacting labour demands, division of labour, long working hours and close and constant supervision.

Part (c) which addressed the roles of enslaved women on the plantation elicited some very thoughtful responses. Candidates exhibited a fair understanding of the different roles of enslaved women, including fieldwork alongside the men, and the various domestic roles; cooks, laundress, nurses, nannies, concubines and prostitutes among others.

The candidates' main difficulty derived from locating the concerns of the planter in the late 18<sup>th</sup> century and then being unable to relate these concerns to the use of enslaved labour on a 17<sup>th</sup> century sugar plantation. In spite of these difficulties, some of the better candidates succeeded in producing very good responses.

#### Question 4

This question enjoyed moderate popularity and produced responses ranging from very good to fair. Overall, candidates seemed to be comfortable responding to this question which tested their knowledge of gender relations and family life on a typical sugar plantation.

Candidates were less secure in their responses to Part (a) which asked for reasons why enslaved women disliked working in the Great House. Nevertheless, some candidates were able to mention the fear of sexual molestation, jealousy of the mistresses, fear of demotion to the fields, and verbal and physical abuse.

Part (b) was well known and the better candidates were able to mention the high status attached to the job, skills acquired, being better dressed and clothed, access to special favours and valuable sources of information.

Part (c) elicited some very mature responses. Here, many candidates were able to mention the policy of division and sale of family members, reluctance to supply the slave system, prevalence of serial relations, destruction of the nuclear and extended family units, abridgement of maternal and paternal roles and the contradiction of ownership, the child that is considered chattel. Overall, candidates found this question interesting and enjoyed responding to it.

### **SECTION B – Theme 3 – Resistance and Revolt**

#### Question 5

This question was designed to test the candidates' knowledge of the origin and development of maroon societies. Specifically it asked the candidate to explain why enslaved Africans escaped to join Maroon communities and then to examine the factors which influenced the development of Maroon communities in Jamaica.

The question allowed for the demonstration of skills, namely analysis, synthesis and evaluation, all of which were duly rewarded in the mark scheme. The degree of difficulty posed in the question matched that which is required at the general proficiency level and the time allotted for the response was adequate.

This was a popular question but only about 20 to 30 percent of the candidates scored above Grade II. Candidates were weakest in Part (b) and appeared not to comprehend the term *development* as it related to Maroon communities.

In Part (a) the better candidates were able to mention the desire to be free; to have revenge on the planters; to practise their traditional cultural forms; to raise a family, and admiration for the Maroon lifestyle.

In Part (b) there were some solid answers with candidates referring to the leadership of the Maroons; the isolated location of the communities, the ability to defend these locations, their self sufficiency, frequent infusions of new runaways, their military expertise and the success and security these provided.

The responses suggested that candidates were well prepared.

#### Question 6

This was an extended essay question which tested the candidates' knowledge of the origins and course of the Haitian Revolution up to 1804. The question asked the candidate to write a letter reporting on the factors responsible for the outbreak of the revolution.

The question was fairly popular and there were a number of good responses. Many of the candidates failed to observe the conventions of letter writing.

In accounting for the outbreak of the revolution, some of the better candidates were able to discuss the disunity within the society, the preoccupation of France with domestic upheavals, the inspiration of the French Revolution [Liberty, Equality and Fraternity], repression and discrimination within the society, the numerical preponderance of the enslaved, availability of excellent military leadership and the killing of Mackandal and Oge.

From the responses it became clear that the candidates possessed some knowledge of the question although they failed to produce chronologically correct and focussed responses. In general, there were some very good responses suggesting some improvement in the preparation of this theme.

#### **SECTION B – Theme 4: Movement towards Emancipation**

##### Question 7

This question tested knowledge of the reasons for supporting or opposing plantation slavery. It focused on the economic arguments in support of plantation slavery and the religious and humanitarian reasons which prompted Christian missionaries to attack the system.

In Part (a) where candidates were asked to explain the economic arguments used by the planter to support the enslavement on the sugar plantation there was a surprising failure to mention the unshakable belief in the viability of slave labour; that it was cheaper than wage labour; how the good fortune of European economies were linked to the success of plantation economies and how abolition in Haiti had ruined the sugar economy.

In Part (b) where candidates were tested on the religious and humanitarian reasons for opposing plantation slavery the better responses mentioned some of the following: enslavement was contrary to the will of God; violated the notion of justice; enslavement by one race of another violated the universal notion of equality and human rights; Missionaries were persecuted for ministering to the enslaved African; masters opposed marriage and family life; enslavement was corrupting white society.

This theme is usually popular among the candidates but on this occasion they were unable to go beyond a narrow interpretation of the economic arguments.

Teachers are encouraged to be a little more precise and focused in their preparation of this theme.

##### Question 8

This question focussed on the amelioration measures. In Part (a), it tested the candidates' knowledge of the reasons for the introduction of these measures, and in Part (b) the reasons for their failures.

In Part (a) the weaker candidates tended to list the amelioration measures rather than to give the reasons for the introduction of these measures. The better candidates did mention that the conditions of plantation slavery were inhumane and uncivilized and the need to improve these conditions; that governments came under pressure to improve the conditions of enslavement, attempted to diffuse the abolitionists movement, wanted to discourage revolts, or to introduce controlled change from above to avoid revolution from below.

In Part (b) some candidates mentioned that the planters were strongly opposed to amelioration; planters felt that amelioration was the work of their enemies; that amelioration would erode planter authority on the plantation and in the colonies; some planters claimed that such measures of improvement already existed in their territories and the planter dominated legislatures ignored the measures.

In general, candidates seemed familiar with the topic but the responses lacked depth and specificity. There were too many generalised statements which tended to weaken the quality of the responses. There were also a few cases where candidates misread Amelioration for Apprenticeship.

The indications were that even though teachers had taught the theme there was the need for them to focus on chronology so that the students gain an understanding as to why amelioration came before emancipation.

## **SECTION B – Theme 5: Adjustments to Emancipation, 1838-1876**

### Question 9

Candidates were very comfortable with this question which was designed to test knowledge of post-Emancipation economic problems in the Caribbean sugar industry. Part (a) focussed on the major problems in the sugar industry between 1838 and 1876 while Part (b) asked candidates to examine the measures adopted to solve these problems. The question was designed to provide for the requisite competency skills, analysis and evaluation and the level of difficulty required for the general proficiency level. Skills tested were awarded in the mark scheme.

The question was fairly popular and most of the candidates performed within the Grades I and II range.

Responses were stronger in Part (a) where candidates discussed the vulnerable finances of the plantation; the problems with labour; the backward state of plantation technology; competition, the sugar duties act and the free market arrangement, natural disasters and the reluctance of the planter to embrace change.

In general, candidates also performed very well in Part (b) where the better candidates discussed mechanisation, rationalisation, immigration and indentureship; lowered taxes; reduction in wages; scientific experimentation; introduction of the railway and better roadways to reduce the cost of transportation.

### Question 10

This question was designed to test the candidates' knowledge of the role of the Church in the establishment of schools in the British Caribbean between 1838 and 1876. Specifically, the candidates were asked to explain the difficulties which the Church encountered in its efforts to provide education and to discuss the positive and negative effects of the education provided.

In Part (a) candidates could have mentioned the depression in the plantation economy; dwindling congregations and financial assistance; unsuitable curriculum; failing infrastructure; disinterest and opposition of the planter community; untrained teachers, overcrowded class rooms and unrealistic expectations within a rapidly expanding school population.

In Part (b) candidates should have discussed training in European languages; training in leadership skills; in the crafts; preparation for further professional training; for jobs in schools, churches and the lower echelon of the emerging civil service, or training to be subservient; to despise Caribbean culture; to be ashamed of not being European; to be an African; to become social snobs; fostering social divisions and discriminating against women.

## **SECTION C – Theme 6: Economic Diversification, 1875-1985**

### Question 11

This question was not done as well as expected. The question tested the candidates' knowledge of the factors that affected the expansion, development and survival of other agricultural enterprises with particular reference to banana.

Candidates were more at ease with Part (a) which asked for the factors which led to large scale production of bananas. They were able to discuss the factors associated with the recession in the sugar industry, the recommendation of the Norman Commission, desperation on the part of the colonial administration for an alternative to sugar, the role of the Jamaica Banana Production Association and the Empire Marketing Board.

Candidates experienced some difficulty in differentiating between the material required for Part (a) and that required for Part (b) which asked for a discussion of the difficulties which affected the industry. They simply reiterated the material in the stimulus or the material used in answering Part (a). However, a few good responses managed to mention financial difficulties, competition, access to international markets and fluctuating commodity prices.

A number of candidates listed 'witch broom' rather than 'panama' or 'leaf spot' as the disease which affected the banana crop.

### Question 12

This was the second extended essay question and it was poorly done. The question tested candidates' knowledge of the development of industries based on natural resources, in this instance, bauxite in Guyana or oil in Trinidad. Candidates were advised to focus on the reasons for emergence, progress and expansion, problems and impact.

The question was not very popular and the responses were, in the main, disappointing. Candidates ignored the guidelines and displayed knowledge pertinent to other areas of the topic. Overall, they lacked the detailed knowledge that was required for this question.

In the case of the bauxite industry in Guyana, the majority of the candidates failed to mention the pressing demand for diversification of the Caribbean economy; results of surveys and explorations; the influence of George Bain McKenzie; investment and market opportunities and the opening of several mines; international and regional competition; job creation, education and training and nationalisation.

In the case of the oil industry in Trinidad, candidates' knowledge was similarly partial, they failed to deal with the ongoing problems in the sugar industry and the need to diversify the Trinidad economy; overseas investments; the oil boom of the 1970s, profits from which fuelled further diversification of the Trinidad economy; labour unrest; pollution; job creation; revenue generation and education and training.

## **SECTION C – Theme 7: Social and Economic Conditions in the 20<sup>th</sup> Century**

### Question 13

This question tested candidates' knowledge of the measures taken by groups and individuals to improve social and economic conditions in the British Caribbean up to 1962. The focus was Marcus Garvey and candidates were asked in Part (a) to explain why those in authority opposed the activities of Garvey and the UNIA, and in Part (b) the features of Garvey's proposals that were aimed at improving the social and economic conditions of Caribbean peoples.

The question was popular but there were few Grade I and II responses. Candidates did not have specific knowledge of Garvey's proposals, and apart from the racial angle, could not properly articulate the reasons for the opposition of the colonial authorities to his activities.

In Part (a) candidates failed to mention the perceived threat Garvey posed to the status quo in that his ideas were deemed radical, far-fetched and racial; how he provoked fear in other ethnic communities and how offended they were by his use of randoise titles and uniforms.

In Part (b) a few of the better responses mentioned the mobilizing of political consciousness, advocacy of equal rights and justice for all, job creation, business entrepreneurship and communal unity and cooperation.

Overall, candidates lacked an adequate knowledge base to deal with this question, and while Garvey as a topic is popular, the responses were in the main disappointing. Teachers are encouraged to consult the literature which is available and accessible and properly address all the stated objectives of this theme.

#### Question 14

This question was designed to test the candidate's knowledge of the factors [internal or external] which assisted or hindered the development of the trade union movement in the British Caribbean up to 1962. Candidates were asked to account for the rapid rise of trade unions in the first half of the 20<sup>th</sup> century and the obstacles they encountered during that period.

Several candidates attempted this question but their responses were only satisfactory. In Part (a), candidates seemed unprepared to deal with the factors responsible for the rapid rise of the unions and failed to mention greater awareness of the working people, poor working and living conditions, unemployment, underemployment, depressed wages, influential union leaders and the recommendations of the Moyne Commission.

In Part (b) candidates seemed better prepared and there were some solid responses. The better candidates mentioned the hostility of colonial governments, harsh labour ordinances, harassment of union leaders, diversity of the working population, unreliability and inadequacy of union dues, poaching, and inter union rivalry.

This was a straightforward question closely aligned to the theme and the syllabus. Teachers are encouraged to teach this topic in all its many aspects to ensure that students are properly prepared for the examination. The literature for both teachers and students is available and accessible and cannot therefore be deemed a deterrent.

Although candidates in some cases, had the requisite knowledge, they failed to use that knowledge in a focussed manner to answer the question.

### **SECTION C – Theme 8: The United States in the Caribbean, 1776-1985**

#### Question 15

This question focussed on the nature of the United States involvement in the Caribbean up to 1870 and the ways in which it became involved in the Dominican Republic in 1916.

Part (a) tested candidates' knowledge of the provisions of the Monroe Doctrine. Some candidates produced very good responses. They were able to identify the provisions of the Munroe Doctrine, listing the cap on future colonisation, US assumption of the role of hemispheric policeman and the US challenge to Europe to desist from acts of unfriendly encroachments.

In Part (b) a few candidates offered very sound reasons for US intervention. These included corruption, bankruptcy, assassination and political instability, indebtedness to Europe particularly France and Belgium, threats from these European nations and the protection of US interests/investment in the island.

The theme tends to be popular but too many students failed to distinguish between the Monroe Doctrine, Roosevelt Corollary and the Platt Amendment.

Here again, it was obvious that some candidates possessed much general knowledge, but failed to produce organised and chronologically correct responses. Teachers need to acknowledge this deficiency and organise their teaching to cope with it.



### Question 16

This question tested candidates' knowledge of US cultural influence in the British Caribbean between 1900 and 1985, focusing in Part (a) on reasons why the American culture was able to influence the Caribbean, and in Part (b) on examples of the negative impact of this influence.

This question enjoyed a certain level of popularity and produced some very good responses, but in general the weaker candidates offered commonsense responses rather than historical knowledge.

In the first part, the better students were able to mention geographical proximity; historic ties; investments and trading links; music, cinema, tourism, sport and games as well as the exaggerated US lifestyles. In Part (b) the weaker candidates failed to explore such negatives as violent crime, prostitution, unrealistic expectations, rejection of traditional values, unfair competition and rejection of local products for cheaper American glitz and glitter.

From the responses it became clear that the candidates possessed some knowledge of the question but failed to produce chronologically correct and focussed responses. In general, there were few very good responses, suggesting a need for improvement in the preparation for this theme.

## **SECTION D – Theme 9: Movements Towards Independence and Regional Integration (up to 1985)**

### Question 17

This question was designed to test candidates' knowledge of the movement to establish a Federation of the British Caribbean and its failure. In Part (a) candidates were asked to explain the factors which led to the formation of the Federation and in Part (b), to examine the reasons for its collapse.

The question was the most popular question in Section D. However, the stronger candidates who in Part (a) discussed the earlier attempts; common historical ties; growing political consciousness; influence of leading political and trade union leadership; support of United Kingdom Government; and the emergence of regional services such as WI Shipping Association and UCWI tended to score well within the Grades II and III range.

In Part (b), candidates who mentioned the retarded constitution; nature of political representation in the Federal Government; difference in size, population; natural resources and economic development, as well as the imbalance of power and political insularity, tended to score well.

Some candidates confused the benefits of the Federation with the factors that led to its formation. In contrast, their knowledge of the reasons for the collapse of the Federation was very good and their explanation of this information sound. On the other hand, too many candidates confused the Federation of 1958 with the earlier attempts at unification, and in the circumstance a chronological approach to the teaching of regional integration is strongly recommended.

### Question 18

This question tested candidates' knowledge of proposals, other than those for political independence, which were considered as alternative to metropolitan rule in the French Caribbean territories. It asked candidates to present reasons why these territories were Departments of France and the benefits enjoyed from being departments.

The question was not popular among the candidates, with most of those who attempted it achieving very low scores.

In Part (a), even some of the better candidates failed to mention the influence of the 1946 constitutional change and the post war Constituent Assembly; fear of the difficult experience of their Caribbean fellows; lack of support for pro-independence sentiments and the encouragement of French health, education and welfare policies.

In Part (b) candidates similarly failed to explore the areas of French economic assistance; social and welfare policies; freedom of movement; human resource development opportunities; cultural influence, freedom of movement and the transfer of assets.

Candidates appeared not to have had a working knowledge of this topic. With the increasing accessibility and availability of recent texts dealing with the politics and government of the French Caribbean, teachers are encouraged to address the absence of depth and detail which currently characterise responses to questions pertaining to Dutch, French and Spanish historical development in the region.

## **Section D – Theme 10: Social life, 1838 - 1962**

### Question 19

Candidates' understanding of features of, and changes in, Caribbean social life with respect to health beliefs and practices was tested in this question.

In Part (a) candidates were required to demonstrate familiarity with the major health problems in the Caribbean between 1838 and 1876; while Part (b) tested knowledge of the measures adopted to improve public health conditions after 1846.

The question was fairly popular, with the better candidates in Part (a) mentioning the absence of a coherent health policy or service; poor sanitation; public health deficiencies and diseases; poor housing; poor sanitary conditions; absence of potable water system; poor medical system and widespread rural poverty.

In Part (b) candidates needed to discuss new public health policy; upgrading of the medical services; training of health professionals; vaccination programmes; establishment of Boards of Health; the improved drainage system and the necessary legislation to enforce minimum standards.

Although most candidates appeared to have had some knowledge of the health problems experienced during this period, their knowledge of the measures employed to improve the situation was inadequate.

### Question 20

This question was designed to test the candidates' knowledge of the ways in which religion influenced social life in the British Caribbean. It focused on the reasons why Africans continued to practise African-based religions after 1838, and secondly on the factors which allowed the Church to retain its influence in the African community long after enslavement had ended.

The question attracted about 25 percent of the responses with the better ones in Part (a) discussing African religiosity; African-based religions which survived enslavement especially in Maroon communities; popularity among the poor; Black nationalism; the perception of the Church as being racist and in collusion with the uncaring colonial administration, and a form of religious syncretism which saw the church incorporate aspects of African based practises.

In Part (b), some candidates discussed the early assistance given by the Church and how it was persecuted for so doing; official hostility against traditional African religions; provision of education and training; providing leadership roles; as a vehicle for upward social mobility and the modification of Christian theology, liturgy and practice to accommodate African peoples.

Overall, candidates' knowledge of the role of the Church in the lives of the emancipated people appeared inadequate to satisfy the demands of Part (b) of the question.

## Recommendations

Where this is not the current practice, teachers are encouraged to:

- Inculcate in students a sense of **TIME**: changes in society, demands, needs, and situations over **TIME**.
- Be alert to **CHRONOLOGY**. How did actions, events and processes unfold within specific time frames?
- Pay attention to **dates; cut off dates; periods**.
- Emphasise **key content areas** in the Themes.
- Encourage the development of **analytical skills**.
- Stress the development of **ideas/arguments** and the **use of examples**.
- Pay careful attention to key [instruction/directions] words in questions e.g. **describe; explain; list; examine; compare; identify; discuss; outline; suggest**.
- Stay abreast of historical literature, particularly in the fields of Dutch, Spanish and French Caribbean history.

## Paper 03 – School - Based Assessment

### Assignments and Projects

Generally assignments were well structured and clear. The majority were relevant to the theme, suitable for research and met the CXC level of difficulty. However, there were assignments that were too demanding, given the word and page limit. It must be remembered that candidates are penalised for answers which extend beyond the limit and some candidates lost marks as a result.

Some assignments were too factual requiring students to recall rather than analyse information. There were a few assignments which required too low a performance level by the students and did not challenge them to higher level learning activities.

The CXC History Syllabus ends at 1985. Assignments encompassing the present day are clearly outside the syllabus. There were a few which fell into this category, in fact, in one case, candidates' were asked to compare a particular feature of the colonial Caribbean with the present day. Such questions mislead the candidates and reduce their ability to earn high marks.

Several assignments were set **without** a specific time frame. These permitted students to extend their answers outside the boundaries of the CXC Syllabus. There were also some assignments with multiple parts. These are unsuitable for SBA.

In some cases the rationale for projects was not adequately developed. In instances the only rationale provided was the statement on the Research Proposal form. Teachers should ensure that students understand the need to have a well developed rationale included in their answers. Some students confused Rationale with area of research and project descriptions.

Some students exhibited difficulty with the concepts of "compare and contrast." Students performed better (scored more marks) in the Profile 3 than the Profile 2 category. Some projects and assignments were submitted without any concluding sections or sentences.

### **Presentation and Documentation**

There were instances of unsatisfactory grammar among the selected samples. Some candidates had problems with sentence and paragraph construction.

### **Collection of data**

Some candidates listed sources that were not relevant to the topic under study and some did not list the sources that were used in the preparation of the responses.

### **General**

All candidates' information should be clear and visible on the assignment or project. In a number of instances, these were not. Teachers should ensure that candidates are made fully aware of the importance of these pieces of information.

There were instances when the History SBA was presented in the format used in Social Studies to the disadvantage of those candidates.

Typed assignments should be double spaced. Hand written assignments are easier to read if written on one side of each page.

The moderation process will be greatly assisted if all teachers' marks are recorded on the CXC Mark Sheet which should be attached to the project or assignment.

Candidates' assignments and projects reflect effort, time, guidance and careful allegiance to the guidelines for marking. Many candidates used a variety of illustrations to enhance their responses. Some of these were misplaced, lacked documentation and made no reference at all to the illustration in the text of the assignment. The use of illustrative material should be encouraged, however, students should be advised that to be effective, these must be relevant to the topic; appropriately placed and documented.

There were clear instances where it could be stated that the work was not that of the candidates. Teachers should be on the alert for plagiarism.

Presentation was generally very satisfactory but there were a few candidates whose handwriting was illegible. There were some cases where the assignment was not stated on the script.

### **Quality of Teacher's Marking**

The overall standard and the quality of teachers' marking can be said to be satisfactory. However, there were instances of inconsistent marking and leniency.

There were instances when fractional marks –  $8\frac{1}{2}$ ;  $10\frac{1}{2}$ ; 15.5 – were recorded. The CXC mark scheme, which must be applied at all times, makes no provision for fractional awards.

There was some confusion regarding the Mark Scheme for assignments and that for projects. The correct Mark Scheme must accompany each assignment or project. In a few instances, it appears that the teacher was not guided by the appropriate Mark Scheme. There were instances when the submission was presented as a project but seemed to have been treated more like an assignment.

### **Recommendations**

- Students must be encouraged to provide proper referencing in their assignments. This would help to discourage plagiarism.
- Teachers must insist that students cite information in the accepted manner.
- Teachers must ensure that they send the correct range of samples.
- Students must be reminded that handwritten assignments must be legible and written in BLUE or BLACK ink. **It is preferred that hand written assignments be written on one side only so that they are easier to read.**
- Teachers should ensure that students state the assignment on the front of their submission.
- Teachers should ensure that the mark allocation scheme accompanies all samples so that it is clear to the moderator how the final mark was arrived at.

### **Paper 03/2 Alternative to SBA**

Students who answered question 1 (a) wrong tended to get the remaining parts of the question wrong. Question 1 (a) was not well done. Students misinterpreted the question equating it with the slave trade and provided the wrong responses.

Question 2 was also poorly done.

Question 3 was generally well done. The best responses came from this question.

Performance on Question 4 was weak while Question 5 produced generally fairly good responses.

### **General Recommendations**

- (i) Teachers must provide more training to their students in the correct use of primary sources.
- (ii) Teachers need to be alert for plagiarism and identify material lifted from published works. There are serious concerns about the extent of plagiarism from internet sources. **AN INCREASE IN THE EXTENT OF PLAGIARISM FROM INTERNET SOURCES WAS NOTED THIS YEAR.** Since students are making increasing use of internet sources, these must be checked. It is imperative that teachers are able to establish:
  - (a) the authenticity of the sites in references and
  - (b) that the candidate has not plagiarised the information.