



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination[®]

CAPE[®]

CARIBBEAN STUDIES SYLLABUS

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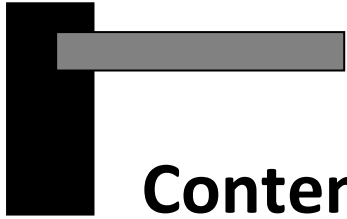
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Introduction

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.



Caribbean Studies Syllabus

◆ RATIONALE

Caribbean Studies is an interdisciplinary field of study that draws on perspectives, largely from the humanities and social sciences to provide an understanding of Caribbean society and cultures.

For the purpose of this syllabus, the Caribbean region is defined in terms of its geography, common historical experiences, cultural identities, participation in the global community, intermixing of diverse ethnic and racial groups, and its continuing struggle for survival and sovereignty. The region comprises mainland territories including Belize, Suriname, Guyana; and island states; such as the Lesser and Greater Antilles; the Bahamas, Bermuda, Trinidad and Tobago and the Netherland Antilles. It also includes Caribbean diasporic communities.

This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing the small states which comprise the region. Such study integrates perspectives from various disciplines including, *Cultural Studies and Ethics, Economics, Government and Politics, History, International relations, Physical and Human Ecology, and Sociology, as tools for understanding Caribbean society and culture.*

Students who successfully complete a course in Caribbean Studies will have developed an appreciation for the challenges and potential of being Caribbean citizens. They will have an understanding of their own roles and responsibilities in preserving and contributing to their Caribbean heritage. They will have attained attributes of the Ideal Caribbean Person who "is aware of the importance of living in harmony with the environment" and "has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community." Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities. Finally, they will recognise these identities as continually evolving out of the interactions taking place among the cultures of the Caribbean region and the diaspora, and between the Caribbean and the rest of the world.

◆ AIMS

This syllabus aims to:

1. develop an understanding of the factors which influence the evolution of Caribbean society and culture *in the region and its diaspora;*
2. develop an awareness of how current global trends *and cultures* affect, and are affected by, the Caribbean Region *and its diaspora;*

3. *develop an understanding of the issues which are important to the development of the Caribbean Region and its diaspora;*
4. *develop the capability to investigate and report on issues which promote a better understanding of the Caribbean region and its diaspora;*
5. *encourage reflection on how factors which have shaped the Caribbean Region and its diaspora, have influenced their lives and the lives of their communities;*
6. *develop a respect for Caribbean cultural diversity and identities;*
7. *develop an appreciation of the importance of dealing justly and equitably with other groups and individuals;*
8. *develop the ability to apply acquired skills and abilities in making decisions and responding to challenges in their personal lives.*

◆ 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:

- (a) *Knowledge and Comprehension;*
- (b) *Use of Knowledge;*
- (c) *Enquiry and Communication.*

Knowledge and Comprehension

The ability to:

- (a) *understand the facts, concepts, principles, processes and theories covered by the syllabus;*
- (b) *understand the range of experiences that have shaped Caribbean society and culture;*
- (c) *explain different perspectives of development in the Caribbean Region and diaspora;*
- (d) *understand the nature and purpose of research.*

Use of Knowledge

The ability to:

- (a) *use facts, concepts and principles;*
- (b) organise information as a basis for classification;
- (c) apply facts and knowledge to illustrate a range of phenomena;
- (d) *assess the relevance of various perspectives for understanding issues in the Caribbean Region and its diaspora;*
- (e) interpret and make inferences from data;
- (f) appreciate the limitations of data;
- (g) make judgements based on evidence, draw conclusions and make relevant recommendations.

Enquiry and Communication

The ability to:

- (a) *use primary and secondary sources of data collection;*
- (b) *analyse and evaluate various sources of information;*
- (c) *use various methods of investigation;*
- (d) *investigate issues related to Caribbean society and culture;*
- (e) *draw reasoned conclusions based on data findings;*
- (f) *communicate ideas, findings and recommendations, clearly and logically in appropriate format.*

◆ PRE-REQUISITES OF THE SYLLABUS

Any person who has completed five years of secondary education or its equivalent should normally be able to pursue the course of study defined by the syllabus.

◆ STRUCTURE OF THE SYLLABUS

The Caribbean Studies *Syllabus* is interdisciplinary. It comprises three Modules, each requiring at least 50 hours. Students will develop the skills and abilities identified through the study of:

Module 1	-	Caribbean Society and Culture
Module 2	-	Issues in Caribbean Development
Module 3	-	<i>Investigating Issues in the Caribbean</i>

◆ APPROACHES TO TEACHING THE SYLLABUS

The Caribbean *Studies* Syllabus requires an interdisciplinary approach in its delivery. This approach captures the contributions of a range of disciplines to provide an understanding of the Caribbean experience. This can be facilitated by team teaching, *which should be coordinated to ensure the effective achievement of each Module's objectives.*

While the Modules are presented within this Syllabus in a linear manner, it must be emphasised that any Module may be studied first, and aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' needs and interests. For example, Module, 1 and 3 can be taught simultaneously. In this way students can begin early preparation of the School-Based Assessment assignments.

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2 may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1; for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged from the start of the study of this Unit, to keep a record of readings and authors they find helpful.

◆ MODULE 1: CARIBBEAN SOCIETY AND CULTURE

OVERVIEW

Module 1 introduces students to the role played by geography in shaping the society and culture of the Caribbean Region *and its diaspora* as well as the historical evolution of Caribbean society. *It also explores* the cultural characteristics of the Caribbean people, *the evolution of the Caribbean diaspora* and the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the factors which have shaped Caribbean society and culture, including Caribbean diasporic communities;
2. appreciate how cultural traits evident throughout the region have resulted from Caribbean peoples' experiences;
3. understand the common features which exist within Caribbean diversity;
4. understand the relevance of concepts encountered within the Module to their own lives and to the lives of their communities.

SPECIFIC OBJECTIVES

Students should be able to:

1. locate and define the Caribbean *Region and its diaspora*;
2. *analyse the impact of the historical process in Caribbean society and culture*;
3. *analyse* the characteristic features of Caribbean society and culture;
4. *analyse the process of identity and social formation in the Caribbean*;
5. assess the impact of geographical processes on Caribbean society and culture;
6. evaluate the ways in which societal institutions impact on their lives;
7. *evaluate the ways in which the Arts and popular culture impact Caribbean society*;
8. analyse how the global community and Caribbean society impact each other.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

CONTENT

1. Location and Definition of the Caribbean Region and its Diaspora

- (a) Geographical location:
 - (i) names of territories;
 - (ii) sub-regions, for example, Greater Antilles, Lesser Antilles, Bahamas;
 - (iii) position of territories in relation to the Caribbean Sea, Atlantic Ocean and the continental land masses.
- (b) Definitions of the Caribbean Region:
 - (i) geographical;
 - (ii) geological;
 - (iii) historical;
 - (iv) political;
 - (v) *diasporic*.

2. *The Historical Process*

- (a) Migratory movements and the establishment of patterns of settlement by different groups within the Caribbean from pre-Columbian times to 1838.
- (b) *Migratory movements within and outside the region from 1838 to present day: recognition of diasporic communities, for example, Santo Domingo, Panama and London.*
- (c) The development of systems of production: slash and burn, encomienda, slavery, indentureship, the plantation system.
- (d) Responses of the Caribbean people to oppression and genocide: resistance, revolution, development of peasant groups.
- (e) Movements toward independence:
 - (i) political enfranchisement;
 - (ii) adult suffrage;
 - (iii) internal self-government;
 - (iv) economic enfranchisement;
 - (v) entrepreneurial activities, including shopkeeping and savings societies.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. *Characteristics of Society and Culture*

- (a) Society:
 - (i) shared common purpose;
 - (ii) a defined territorial space;
 - (iii) continuity over time and space;
 - (iv) citizenship within a space.

- (b) Culture:
 - (i) learned behaviour common to all human beings;
 - (ii) *customs and traditions*;
 - (iii) norms and values which provide a guide to behaviour;
 - (iv) institutions which prescribe behaviour;
 - (v) *gendered practices, for example, child rearing, employment.*

4. *Identity and Social Formation*

- (a) Cultural Diversity:
 - (i) positive and negative effects of cultural diversity; ethnic and cultural differences; the accommodation made among different ethnic groups with respect to space, political and economic power and social visibility.

- (b) Social Stratification:
 - (i) plantation society and its impact on Caribbean social stratification (that is, race, colour, and money as major factors in social stratification); education as a basis for new class formation and upward mobility;
 - (ii) concepts such as plantocracy, intelligentsia, middle class, bourgeoisie, working class, underclass, caste.

- (c) *Creolisation and Hybridisation*:
 - (i) *process of cultural change in the Caribbean: acculturation, plural society; creolisation as argued by Edward Kamau Braithwaite; douglarisation, hybridisation;*
 - (ii) racial admixture and colour in the formation of Caribbean society and culture, *for example*, terms like mulatto, mestizo, dougla, creole;
 - (iii) erasure, retention and renewal of cultural practices.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

5. Impact of Geographical Phenomena

- (a) Plate tectonics:
 - (i) definition;
 - (ii) location and movement of the Caribbean plate *and its interaction with other plates*;
 - (iii) earthquakes and volcanoes: *threat of tsunami*, social displacement.
- (b) Hurricanes – social and economic consequences.
- (c) Soils – erosion, conservation.
- (d) Coral reefs – coastal protection, sustainability of fishing industry.
- (e) Droughts and *Floods* – *social and economic impact*.

6. Impact of Societal Institutions on Caribbean People

- (a) *Family forms such as nuclear, extended, visiting.*
- (b) Education: *How has education impacted societal institutions in the region (colonial vs. pre-colonial; gender).*
- (c) Religion: *African, Asian, European derived, syncretic.*
- (d) Justice System: *police, courts including Caribbean Courts of Justice, correction.*

7. Caribbean Arts and Popular Culture in the Region and its Diaspora

- (a) *Caribbean art forms (for example, popular music, culinary practices, festivals).*
- (b) *Human and cultural development via the arts.*
- (c) *Contributions made by individuals, for example, Rex Nettleford, Louise Bennet, Beryl McBurnie, Paule Marshal, Aubrey Cummings, Martin Carter.*
- (d) *Art Forms in the diaspora, Carnivals, for example, Notting Hill, Caribana and the West Indian Day Parade.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

8. Caribbean-Global Interactions

- (a) *Caribbean influences on extra-regional countries:*
- (i) *Political issues created within countries of Europe and North America by the presence of large numbers of Caribbean people (for example, impact of the Haitians and Cubans living in Florida upon the politics of that State);*
 - *The impact of Caribbean Festivals, for example, Notting Hill in the United Kingdom, the West Indian Day parade in Brooklyn, Carnival in Miami and Caribana in Canada, on metropolitan countries*
 - *The impact of migrant labour on the metropolitan countries.*
 - (ii) *The impact of Rastafari on countries throughout the world.*
- (b) *Influences of extra-regional societies on the Caribbean:*
- (i) *Consumption patterns: remittances, goods and services;*
 - (ii) *Art forms – impact of colonialism: music, theatre arts, visual arts;*
 - (iii) *Education: impact of colonialism; the information age; language; curriculum reforms.*
 - (iv) *Political influences:*
 - *Westminster System,*
 - *rule of law,*
 - *electoral processes,*
 - *labour: the influence of migratory labour;*
 - (iii) *Sport – cricket, soccer, basketball, track and field;*
 - (iv) *Religion – traditional and non-traditional religious practices.*

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. Students are encouraged to compile a Glossary of key terms and concepts drawn from the Module.
2. Students can create a scrapbook based on newspaper, magazine and Internet clippings which are relevant to the themes in the Modules.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. Produce maps and charts to define the Caribbean illustrating features of the physical environment, patterns of settlement and migration.
4. Individual or group projects in which students conduct interviews with members of the society on societal and cultural changes.
5. Lectures by elders of the community on the characteristics of Caribbean society and culture.
6. Tours to plantations; documentaries on slavery, resistance, free villages and independence.
7. Class debate on the struggle for and benefits of independence.
8. Using video footage, photographs from media houses and international agencies on hurricanes and volcanoes, students can produce their assessment of the impact of these disasters on society and economy.
9. Students can design posters on the importance of soils and coral reefs to territories.
10. Invite musicians, calypsonians, and folklorists to give lectures on creative expressions.
11. Students to deliver 5-7 minute presentation on the impact of societal institutions on Caribbean people.
12. *Create a podcast on a Caribbean carnival in Canada, Britain or the United States. Share this podcast with your friends on YouTube.*
13. *Post a blog on the likely impact of an earthquake and tsunami in your country. Write brief comments on the ways in which the impact of the above could be mitigated.*
14. *Create a short video on a festival in your country and share with your friends on YouTube.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

RESOURCES

- Barriteau, E. *Confronting power, theorizing gender: interdisciplinary perspectives in the Caribbean*, Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2003.
- Beckles, H. *Centering Woman: Gender Discourses in Caribbean Slave Society*, Kingston, Ian Randle Publishers, 2002.
- Benn, D. *Caribbean Intellectual History*, Kingston: Ian Randle Publishers, 2004.
- Best, K. *Culture at the Cutting edge: Tracking Caribbean Popular Music*, Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2004.
- Boxill, I. (ed) *The Globalisation of Rastafari*, Kingston: Arawak Publications, 2008.
- Chevannes, B. *Rastafari: Roots and Ideology*, Mona: Syracuse University Press Series, The Press, 1994.
- Deosaran, R., Reddock, R. and Mustapha, N. *Contemporary Issues in Social Science: A Caribbean Perspective*. Vol: 1, 1994.
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- Nettleford, R. *Caribbean Cultural Identity*, Kingston: Institute of Jamaica, 1978.
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- Reddock, R. (ed.) *Ethnic Minorities in Caribbean Societies*, St. Augustine: ISER, 1996.
- Reddock, R. "Conceptualizing differences in Caribbean feminist theory, in New Caribbean thought", Barbados, Jamaica, Trinidad and Tobago: The University of the West Indies Press, 2000.
- Shepherd V. and Richards, G. *Questioning Creole: Creolisation Discourses in Caribbean culture*, Kingston: Ian Randle Publishers, 2002.
- Sutton, C. and Chaney, S. (eds.) *Caribbean Life in New York City: Socio-cultural Dimensions*, Centre of Migration Studies, New York, 1987.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

Websites:

<http://www.pwi.netcom.com/-hhenke>

<http://www.caricom.org>

<http://www.idealz-institute.com>

<http://www.caribxplorer.com>

◆ MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT

OVERVIEW

Module 2 introduces students to different conditions which satisfy the definition of development. It *explores* interrelationships among social, cultural, political and economic factors in the development of the Caribbean Region *and its diaspora and examines* key individuals and institutions which have shaped the region's development.

GENERAL OBJECTIVES

On completion of this Module, students should demonstrate an understanding of the relationship between:

1. politics, economics and *human* development;
2. culture and development;
3. technology and development;
4. social justice and development.

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the concepts of development and the indicators used to measure development;
2. evaluate how development in the region is influenced by political, economic, social, cultural, environmental and technological factors;
3. assess the ways in which globalisation affects development in the region;
4. explain the ways in which the evolution of the integration movement in the Caribbean has influenced development in the region;
5. evaluate the importance of sports to the development of the region;
6. assess the significance of Caribbean thought to the development of the region;
7. critically analyse factors which impact mass media's contribution to the development of the region;
8. formulate reasoned responses to issues of social justice within their communities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

CONTENT

1. Concepts and Indicators of Development

- (a) Concepts:
 - (i) sustainable development;
 - (ii) economic development;
 - (iii) *human development*.

- (b) Indicators:
 - (i) *Gross Domestic Product (GDP)*;
 - (ii) *Gross National Product (GNP)*;
 - (iii) *per capita*;
 - (iv) *Gini coefficient*;
 - (v) *Human Development Index (HDI)*;
 - (vi) productivity;
 - (vii) *Internet penetration*;
 - (viii) *modern technology*;
 - (ix) *good governance*;
 - (x) *responsible environmental factors*.

2. Factors that Promote or Hinder Development

- (a) *Gender inequality*.
- (b) Political ideologies and popular movements.
- (c) Distribution of wealth and resources.
- (d) Changing class boundaries.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (e) *Entrepreneurial drive and activity.*
- (f) Natural and *human-made* disasters.
- (g) *Government policies.*
- (h) *Use of technology.*
- (i) *Global conditions.*
- (j) *Quality and relevance of education.*
- (k) Tourism:
 - (i) contribution;
 - (ii) challenges;
 - (iii) *Caribbean Tourism Organisation (CTO).*

3. Globalisation and Development

- (a) *Definition and Forms of Globalisation.*
- (b) Facilitators of globalisation *and development*, for example:
 - (i) World Trade Organisation (WTO);
 - (ii) *Economic Partnership Agreement (EPA);*
 - (iii) International Monetary Fund (IMF);
 - (iv) World Bank;
 - (v) transnational organisations;
 - (vi) technology;
 - (vii) ideologies: *social, gender, economic, political.*
- (c) *Impact and Response to Globalisation:*
 - (i) industry and commerce;
 - (ii) distributional sector (supermarkets, department stores);
 - (iii) labour;
 - (iv) technology;

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (iv) ideology;
- (v) *popular movements*: Caribbean Association for Feminist Research and Action (CAFRA), Women's Action for New Directions (WAND), Environmental and Social Justice Non-Governmental Organisations.

4. The Integration Movement

- (a) The Evolution of:
 - (i) *West Indies Federation (WIF)*;
 - (ii) Caribbean Free Trade Association (CARIFTA);
 - (iii) The Caribbean Community *and Common Market (CARICOM)*;
 - (iv) Organisation of Eastern Caribbean States (OECS);
 - (v) Association of Caribbean States (ACS).
- (b) *Achievements and challenges of the following*:
 - (i) The Caribbean Community and Common Market (CARICOM);
 - (ii) The University of the West Indies (UWI);
 - (iii) Caribbean Examinations Council (CXC);
 - (iv) West Indies Cricket Board (WICB);
 - (v) Caribbean Institute of Media and Communication (CARIMAC);
 - (vi) CARICOM Single Market and Economy (CSME);
 - (vii) Regional Security System (RSS);
 - (viii) Caribbean Development Bank (CDB).

5. Contributions of Sport

- (a) Generation of income.
- (b) Health and fitness.
- (c) Educational opportunities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (d) *Development of Caribbean identity.*
- (e) Discipline and morale.
- (f) *International recognition.*
- (g) Sports tourism.

6. Intellectual Traditions

Objectives and impact of the following:

- (a) *African Caribbean thought: Pan Africanism; negritude; Rastafari;*
- (b) *economic and political thought: industrialisation by invitation; Marxism; dependency theory;*
- (c) *Caribbean feminist thought and theories of gender;*
- (d) *Indo-Caribbean thought;*
- (e) indigenous perspectives.

7. Roles and Functions of the Mass Media

- (a) *Provision of information.*
- (b) Entertainment.
- (c) Construction of national, *regional and diasporic* identity.
- (d) *Promotion of cultural experience and exchange.*
- (e) *Responding to cultural imperialism.*
- (f) *Promotion and defence of rights and citizens.*

8. Social Justice

- (a) Knowledge of competing concepts of social justice, for example, recognition of natural rights, welfare and mutual advantage.
- (b) Discrimination on the grounds of age, gender, ethnicity, race, class, *and sexual orientation; police brutality.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (c) Indicators of development affected by breaches of social justice:
 - (i) levels of social *inequality*;
 - (ii) productivity *levels*;
 - (iii) quality of life;
 - (iv) *democratic rights*.

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. Students are encouraged to compile a Glossary of terms and concepts drawn from the Module.
2. Students compile a scrap book on the lives and work of persons who have contributed to the development of the region in the field of politics, labour, the arts, sports.
3. A class research project: for example, the development by groups of students of charts to show a comparative performance among countries of the Caribbean Region in areas like GNP, provision of health, literacy rates and unemployment.
4. Student Parliamentary debate on the World Bank Report for the Caribbean.
5. Class debates on a range of topical issues, for example, CARICOM, social justice, health, crime and economic issues.
6. Panel discussion on Caribbean intellectual traditions.
7. Students write a 'play' on globalisation and its effects.
8. A guided tour to a local media corporation.
9. Students can evaluate television and radio programmes, advertisements based on criteria arrived at through class discussion.
10. Students write letters to the editor of national newspapers, formulating responses to a range of issues.
11. Students create posters on the improper disposal of industrial waste and overcrowding in urban centres.
12. *Students can take a series of video clips to show how tourism has stimulated infrastructural developments in their country. They can place their clips on YouTube and invite comments on how the tourism product might be improved.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

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- Beckles, H. *A Spirit of Dominance: Cricket and Nationalism in the West Indies*, Kingston: Ian Randle Publishers, 1997.
- Benn, D. and Hall, K. (eds). *Globalization: a calculus of inequality*, Kingston: Ian Randle Publishers, 2000.
- Boxill, I. *Ideology and Caribbean Integration*, University of the West Indies: Canoe Press, Chap 3, 1997.
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- Girvan, N. *Rethinking Development*, Kingston: Consortium Graduate School in the Social Sciences, 1995.
- Hall, K. (ed) *The Caribbean Community: beyond survival*, Kingston: Ian Randle Publishers, 2001.
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- Karagiannis, N. and Witter, M. *The Caribbean Economies in an Era of Free Trade*, United Kingdom: Ashgate, 2004.
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- Mohammed, J. *Caribbean Studies: An Interdisciplinary Approach*, Oxford: Macmillan Publishers Ltd., 2007.

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IDEAZ Journal, Vols. 2-7.

Reports

- CARICOM Secretariat *Caribbean Trade and Investment Report: Corporate Integration and Cross Border Development*, 2005.
- Courtman, S. (ed) *Beyond the blood, the Beach and the Banana: New Perspectives in Caribbean Studies*, 2004.
- Jayawardena, C. (ed) *Caribbean Tourism: People Service and Hospitality*.
- University of the West Indies *CARICOM Project: CSME: Challenges, Benefits and Prospects*

◆ MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN

OVERVIEW

This Module introduces students to some of the major concepts and skills which should be mastered in conducting research. Through the research process, students will have the opportunity to deepen their understanding of a defined area of Caribbean *regional and diasporic* experience which they have selected.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. demonstrate research and analytical skills;
2. work independently or in teams to formulate, conduct and report on inquiries into issues they have identified as significant to the region *and its diaspora*;
3. appreciate the importance of ethical issues in conducting research;
4. *apply appropriate techniques of analysis to issues in the Caribbean.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the nature and purpose of research;
2. identify a research problem;
3. *formulate relevant research questions and/or hypotheses*;
4. evaluate existing information about the problem;
5. *apply various methods of enquiry*;
6. *apply appropriate methods of sampling*;
7. apply appropriate forms for presenting data and techniques for analysing data;
8. adhere to basic principles for maintaining ethical standards in conducting research.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

CONTENT

1. Nature and Purpose of Research

- (a) *Forms of knowledge: tradition, experience, scientific.*
- (b) Systematic enquiry.
- (c) Generation of new knowledge.
- (d) Reliability and validity in research.
- (e) Problem solving.

2. The Research Problem

- (a) Identification of a research problem.

3. (a) Research Objectives

- (i) *writing a research question, a problem statement or hypothesis;*
- (ii) *significance of the study.*

(b) Characteristics of Research Objectives

- (i) *relevance;*
- (ii) *direct link to research problem;*
- (iii) *informed by sources;*
- (iv) *clarity.*

4. Sources of Information

- (a) Identifying and accessing sources:
 - (i) existing literature;
 - (ii) Internet sources;
 - (iii) oral histories;
 - (iv) newspaper reports;

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

- (v) minutes of meetings;
- (vi) archive.
- (b) Criteria for selection and use:
 - (i) relevance;
 - (ii) *degree of validity*;
 - (iii) adequacy.

5. **Methods of Enquiry**

- (a) *Surveys.*
- (b) *Focus groups.*
- (c) *In-depth interviews.*
- (d) *Use of primary and secondary materials.*
- (e) *Participant and non-participant observation.*

6. **Sampling**

- (a) *Probability and non-probability.*
- (b) Target population.

7. **Forms of Presenting Data and Techniques for Analysing Data**

- (a) Tabular.
- (b) Graphic.
- (c) Text.
- (d) *Trends/patterns.*
- (e) Comparisons.
- (f) Categorisation.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

8. **Conclusion and Recommendations**

- (a) Main findings in relation to research objectives.
- (b) Areas of contention in relation to research objectives.
- (c) New and interesting findings, if any.
- (d) Limitations of the study.
- (e) Areas for further research.

9. **Referencing Style:** *American Psychological Association (APA) or Modern Languages Association (MLA) or Chicago Manual of Style: for example, one of the following:*

- (a) Bibliographies.
- (b) Referencing.

10. **Principles of Ethical Conduct**

- (a) Consent of research subjects.
- (b) Respect for privacy and confidentiality.
- (c) Integrity and transparency of the research process.
- (d) Avoidance of plagiarism.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

THEMES

Recommended Areas for Investigation

The following themes represent areas of interest to the contemporary Caribbean Region and its diaspora in terms of their significance to regional development. Under each theme, broad areas for possible study are identified for the guidance of students.

Students are required to choose one of the themes to be the subject of the research project.

A. The Environment

- (i) Pollution.
- (ii) Sewage and Solid Waste Management.
- (iii) Coming to terms with Natural and *Human* Disasters.
- (iv) Housing and growing populations.
- (v) Protection of Parks and the National Heritage.
- (vi) Toxic Waste Disposal.
- (vii) Renewable and non-renewable resources of the Caribbean.

B. The Mass Media

- (i) Impact of selected media on cultural expressions and values.
- (ii) Issues arising from the control of information by extra-regional media organisations.
- (iii) Issues surrounding censorship and freedom of information.
- (iv) Effects of media messages on the economies of Caribbean countries.
- (v) The effects of new technologies on the growing influence of the mass media in the Caribbean.

C. Gender Issues in the Caribbean

- (i) Changing male-female relationships in the Caribbean - causes and characteristic features.
- (ii) Gender issues in education.
- (iii) Gender relations in the workplace.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

- (iv) Gender issues in the mass media.
- (v) Gender issues and the law.

D. The Productive Sector and Development

- (i) Farming practices and land tenure.
- (ii) Development of appropriate technologies.
- (iii) Impact of new technologies.
- (iv) Foreign dominance of the productive sectors.
- (v) Tourism.
- (vi) Agro-industries.

E. Health

- (i) Changing patterns of disease.
- (ii) The impact of cultural habits and value systems.
- (iii) Traditional/modern medicine.
- (iv) Health care and the economy.
- (v) Sexual and reproductive health - social, economic, ethical and legal issues.

F. Crime in the Caribbean

- (i) Crime as a function of changing social structures and technologies.
- (ii) Trade in illicit narcotics.
- (iii) Impact of crime on the economy and on the political structure.
- (iv) Effects of crime on the society.
- (v) Impact on the physical well-being of individuals of the region.
- (vi) International relations in the control of crime.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

G. Sports

- (i) Effect of identified policies on the development of sports.
- (ii) Physical benefits.
- (iii) Sports and the regional/national economy.
- (iv) Impact of developing technologies on performance in sports.
- (v) Changing patterns of interest and involvement.

H. The Work Place

- (i) Patterns of unemployment; causes and effects of unemployment.
- (ii) Impact of changing technologies.
- (iii) Challenges of entrepreneurial activity in the Caribbean.
- (iv) Changing role of labour unions.
- (v) Industrial Law in the work place.
- (vi) Providing education for the world of work.

I. The Languages of the Caribbean

- (i) Historical and social factors shaping Caribbean Creoles.
- (ii) Implications for maintaining European languages as the official languages of the region.
- (iii) Roles and functions of Creole languages within Caribbean societies.
- (iv) Oral traditions within the culture.

J. Religion

- (a) *Emergence and persistence of folk forms of worship.*
- (b) *Religion and education in the region.*
- (c) *Impact of modernisation on religion in the Caribbean.*
- (d) *Religion and alternative forms of medicine.*
- (e) *Religion and social change in the region.*
- (f) *Impact of religion on family values.*

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

K. Literary, Performing, *Theatre* and Visual Arts

- (i) Factors affecting the evolution of identified art forms (for example, history, inter-culturation, new technologies).
- (ii) Existing and potential roles for the literary, performing, theatre and visual arts in the development of countries within the Caribbean.
- (iii) Ethical and legal issues (copyright, censorship).
- (iv) Impact of globalisation.

L. Education

- (i) *Education as a function of changing social structure.*
- (ii) *The provision of education for citizens.*
- (iii) *Effects of male underachievement.*
- (iv) *Impact of education on society.*
- (v) *Impact of emerging technologies in education.*

M. Music

- (i) *Social factors shaping music in the Caribbean.*
- (ii) *Development and promotion of the Caribbean music industry.*
- (iii) *Impact of dancehall music in society.*
- (iv) *Types of music in Caribbean society: reggae, calypso, chutney, soca, zouk, steelpan.*
- (v) *Impact of technology on the development of music in the region.*

N. Caribbean Festivals

- (i) *Concepts of secular and religious festivals.*
- (ii) *Community traditions and celebrations.*
- (iii) *Carnivals; masquerade.*
- (iv) *Caribbean Festival of Arts (CARIFESTA).*
- (v) *Caribbean Diasporic Festivals.*

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

O. Technology and Globalisation

- (i) *Types of technologies that drive globalisation.*
- (ii) *Evaluation of policies that promote the use and development of global technologies in the Caribbean.*
- (iii) *The extent to which global technologies impact on economic development in the Caribbean.*
- (iv) *The positive and negative impacts of global technologies on Caribbean society.*

P. Migration and Diaspora

- (i) *Concept of homeland: The idea of belonging, separation, ancestral home.*
- (ii) *Dispersal, migration and human settlement.*
- (iii) *Causes and consequences of migration: push vs. pull factors (voluntary and involuntary migration, the lived experience in the diaspora), economics, family re-unification, religious beliefs.*
- (iv) *Defining a Caribbean Diaspora: The issue of double consciousness.*

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. Discuss the importance of the research paper in terms of the overall examination.
2. Discuss research types and methods by teacher and other resource person(s).
3. Provide a range of examples of problem statements, followed by class discussion to critically evaluate the effectiveness and completeness of sample problem statements.
4. Provide examples of literature review, conclusion and *referencing style*.
5. Group analysis of sample research reports so as to help students to arrive at an understanding of components parts, and of formats appropriate to different types of research design.
6. Develop a glossary of crucial research terms.
7. Guided group library tours to help students to identify and access sources of information.
8. Develop interviewing skills followed by class evaluation of the interviews.
9. Mini-observation assignments within the classroom, the school, community or the workplace.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

10. Discuss the use and acknowledgement of sources to avoid plagiarism.
11. Discuss the common problems encountered in designing and conducting research.
12. Teacher feedback on project.
13. Establish time-lines for submission of drafts of the project.

Scope and Depth of Study

Students should be guided in making decisions about scope and depth as they conduct and report on this study, by the constraints of time and by the proposed length of the report. This will affect, for instance, the nature of the problem chosen, the population selected for study, and the extent of coverage of the relevant literature. It will also increase the demand that coverage of the literature be relevant and succinct.

Time Management

During the course of the study, **twenty** contact hours are proposed for teaching the basic concepts of research and the skills of preparing a research proposal and report as well as for discussion of factors which must be considered at different stages of the study.

Twenty hours are allocated for the students' independent work in carrying out the different phases of the study. At this time, the role of the teacher will be that of an advisor.

Planning and Preparation for the Module

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2, may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1; for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged, from the start of this Unit, to keep a record of readings and authors they find helpful.

RESOURCES

- | | |
|---------------------------------------|--|
| Boxill, I., Chambers, C. and Wint, E. | <i>Introduction to Social Research: With Applications to the Caribbean</i> , UWI, Canoe Press, 1997. |
| Poupeye, V. | <i>Caribbean Art</i> , Thames and Hudson, 1998. |
| Roberts, P. | <i>West Indians and their Language</i> , Cambridge: Cambridge University Press, 2001. |

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

West Indian
Commission

A Time for Action: Report of the West Indian Commission, Mona: The Press, University of the West Indies, 1992.

World Health
Organization

Health and Environment in Sustainable Developments Five Years after the Earth Summit, 1997.

Websites:

<http://www.idealz-institute.com>

<http://www.caribexplorer.com>

◆ OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT

(60 per cent)

Written Papers
(4 hours 30 minutes)

Paper 01 (1 hour 30 minutes)	Fifteen compulsory short-response questions.	27 per cent
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Paper 02 (3 hours)	Eight essay questions of which candidates must answer four.	33 per cent
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SCHOOL-BASED ASSESSMENT (SBA)

(40 per cent)

Paper 03/1

The School-Based Assessment will consist of a research project. The project will enable the student to demonstrate skills and competencies developed from each of the three Modules.

Paper 03/2

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

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

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

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

ASSESSMENT DETAILS

External Assessment by Written Papers (60 per cent of Total Assessment)

Paper 01 (1 hour 30 minutes – 27 per cent of Total Assessment)

1. Composition of Paper

- (a) This paper comprises 15 compulsory short–response questions in three sections, Sections A, B and C. There are five questions in each of the sections.
- (b) Sections A, B and C test Modules 1, 2 and 3 respectively.
- (c) There will be a combined question paper and answer booklet for Paper 01.

2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge across the breadth of the syllabus.

3. Question Type

Questions will be structured, consisting of two, three or four parts. Questions will test candidates' understanding of concepts and issues.

4. Mark Allocation

- (a) Questions in Sections A and B will be awarded 6 marks each. Questions in Section C will be awarded 4 marks each.
- (b) The maximum number of marks for this paper is 80. This paper contributes 27 per cent of the total mark for the Unit.

Paper 02 (3 hours – 33 per cent of Total Assessment)

1. Composition of Paper

- (a) This paper comprises four sections: Sections A, B, C and D. Sections A and C test objectives in Module 1 and Sections B and D test objectives in Module 2.
- (b) Each section consists of two questions for a total of eight questions on the paper.
- (c) Candidates are required to answer four questions, one from each of the four sections.

2. Syllabus Coverage

This paper tests Modules 1 and 2. Four questions will be set on Module 1 and four questions on Module 2. Candidates are required to answer two questions on each Module.

3. Question Type

- (a) Questions on this paper will test higher-order thinking skills such as application, analysis, synthesis and evaluation. Candidates will be expected to present a case for or against a particular point of view, using the concepts and issues discussed in the course.
- (b) There will be two types of questions.

Sections A and B

There will be four questions. These will test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation.

Each question is worth 20 marks and candidates are required to answer one of two questions on Module 1 and one of two questions on Module 2.

Sections C and D

There will be four questions. These will require candidates to analyse problem cases, discuss and make evaluative comments on *issues*, and present arguments for or against a particular point of view.

Each question is worth 30 marks and candidates are required to answer one of two questions on Module 1 and one of two questions on Module 2.

4. Mark Allocation

- (a) Questions in Sections A and B will be awarded 20 marks each.
- (b) Questions in Sections C and D will be awarded 30 marks each.

SCHOOL-BASED ASSESSMENT (40 per cent)

School-Based Assessment is an integral part of the students' assessment of the course of study covered by this syllabus. It is intended to assist the 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 students 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 the students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are also intended to assist teachers in awarding marks that are reliable estimates of the achievements of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of the student. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which the students' performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of the relevant skills and the testing and rewarding of the student.

REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT

The School-Based Assessment component of the Caribbean Studies Syllabus is a research project testing the concepts and skills contained in Module 3. Each candidate will conduct research and submit a report on any area of the themes outlined on pages 24 – 28 of the syllabus. Teachers will mark this report according to the guidelines and School-Based Assessment criteria set out in the syllabus.

*The research project is marked out of 60 and will be weighted by CXC to 120 marks. **The School-Based Assessment component of the examination contributes 40 per cent of the total mark for the Unit.***

Skills to be assessed

Candidates will be assessed on their ability to:

1. *formulate relevant research questions;*
2. *conduct research using different methods;*
3. *present data in a variety of forms;*
4. *apply appropriate techniques to analyse data;*
5. *discuss their findings and draw reasoned conclusions;*
6. *make relevant and practical recommendations;*
7. *present report in an appropriate format.*

Managing the research project

The research project is worth 40 per cent of the candidate's total mark. Adequate class time should therefore be devoted to Module 3 on which the project is based. Teachers should ensure that sufficient time is allowed for teaching the research skills contained in the Module, 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 work early. Agreed deadlines should be established. 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. *research project completion.*

Length of the report

The length of the report should be between 2000 and 2500 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

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 ensuring clarity in the writing 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 candidate. 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:*

- (a) discuss aspects of the report;
- (b) explain primary and secondary sources needed, and summarise findings;
- (c) *complete aspects of the research project during class time.*

FORMAT OF THE RESEARCH REPORT

- (a) Length: 2,000 - 2,500 words.
- (b) Structure: Cover Page (Title, Name, Date); Acknowledgements.
- (c) Table of Contents:
 - (i) Introduction and Purpose of Research
 - (ii) Literature Review
 - (iii) Data Collection Sources
 - (iv) Presentation and Analysis of Data
 - (v) Discussion of Findings
 - (vi) Conclusion/Limitations of the Research/Recommendations
 - (vii) Bibliography
 - (viii) Appendices

Allocation of Marks for the Research Project

Marks will be allocated according to the following scheme:

		Marks
A	Introduction and Purpose of Research, Statement of Problem	(5)
B	Literature Review	(8)
C	Data Collection Sources	(4)
D	Presentation and Analysis of Data	
	(a) Presentation of Data	(8)
	(b) Analysis of Data	(10)
E	Discussion of Findings	(12)
F	Conclusion, Limitations of the Research, Recommendations	(8)
*G	Overall Presentation and Writing Skills	(5)
		[Total 60 marks]

*The points to be considered for section G (Overall Presentation and Writing Skills) are as follows:

Overall Presentation

- (a) Cover Page
- (b) Acknowledgements
- (c) Table of Contents
- (d) Bibliography
- (e) Appendices

Writing Skills

- (a) Organisation of ideas
- (b) Vocabulary, use of language
- (c) Grammar and Spelling

Marks for the Research Project will be allocated across Modules in the ratio 1: 1: 4, that is, Module 1 will be allocated 10 marks, Module 2 will be allocated 10 marks and Module 3 will be allocated 40 marks. For example, if the total marks for the project is 48 out of 60, the marks should be divided in the ration 1: 1: 4. Therefore, the candidate will receive 8 marks for Module 1, 8 marks for Module 2 and 32 marks for Module 3.

CARIBBEAN STUDIES

MARK SCHEME

RESEARCH PROJECT

- A. INTRODUCTION** **5 marks**
(Purpose of Research – Statement of Problem)
- *Excellent explanation of the:* *(5 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Good explanation of the:* *(4 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Satisfactory explanation of the:* *(3 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Limited understanding of the:* *(2 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Weak explanation of the:* *(1 mark)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Unsatisfactory explanation of the:* *(0 mark)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

B. LITERATURE REVIEW **8 marks**

(A comprehensive review of the literature and previous research related to the area of investigation and using at least four different sources)

- *Excellent understanding of the relevant literature and previous research on the problem and related them properly to the study, using appropriate referencing format that is, placed the research clearly in context.* *(8 marks)*
- *Good understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research appropriately in context.* *(6 -7 marks)*
- *Adequate understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research satisfactorily in context.* *(5 marks)*
- *Limited understanding of the relevant literature and previous research on the problem and related them in a limited manner to the present study, that is, placed the research in context in a limited way.* *(3 - 4marks)*
- *Weak understanding of the relevant literature and previous research and showed little connection to the present study, that is, was unable to put the research in context.* *(2 marks)*
- *Unsatisfactory explanation of the relevant literature and previous research and showed no connection to the present study, that is, was unable to put the research in context.* *(0 - 1 mark)*

C. DATA COLLECTION SOURCES **4 marks**

(A description of the various sources from which data were collected, the methods used to collect data and how the sources contributed to understanding the area being investigated)

- *Excellent description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(4 marks)*
- *Good description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(3 marks)*
- *Adequate description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(2 marks)*
- *Limited description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* *(1 mark)*

- *Unsatisfactory description of the different sources from which information was obtained and how these sources contribute to an understanding of the research problem.* (0 mark)

D. PRESENTATION AND ANALYSIS OF DATA

(i) Presentation of data 8 marks

(A presentation of the data from the various sources. These should be presented using a variety of forms that are appropriate, well-labelled and accurate)

- *Excellent presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well labelled, presented accurately.* (8 marks)
- *Good presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well labelled, presented accurately most of the time.* (6 -7 marks)
- *Adequate presentation of the data and some tables, graphs, maps or text but not using as many varied methods as could have been used; the data were for the most part accurate and adequately labelled.* (5 marks)
- *Limited presentation of the data using few graphs or tables or text, not always using the most effective method; the data were not always well presented or accurate.* (3 - 4 marks)
- *Weak presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (2 marks)
- *Unsatisfactory presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (0 -1 mark)

(ii) Analysis of Data 10 marks

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

- *Excellent interpretation – clear, accurate and very relevant to the issues being studied.* (8 - 9 marks)
- *Very Good interpretation – clear, accurate and relevant to the issues being studied.* (6 - 7 marks)
- *Adequate interpretation – clear, not always accurate and not always relevant to the issues being studied.* (5 marks)
- *Limited interpretation – generally unclear, inaccurate and of limited relevance to the issues being studied.* (4 marks)

- *Weak interpretation – mostly unclear, inaccurate and of very little relevance to the issues being studied.* (2 - 3 marks)
- *Unsatisfactory interpretation – unclear, generally inaccurate and was not relevant to the issues being studied.* (0 - 1 mark)

E. DISCUSSION OF FINDINGS **12 marks**

(A logical and coherent discussion of the findings and their implications. The discussion should relate to the purpose of the investigation, and make comparisons with previous research)

- *Excellent explanation of the:* (12 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Very good explanation of the:* (10 - 11 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Good explanation of the:* (7 - 9 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Adequate explanation of the:* (5 - 6 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Limited explanation of the:* (3 - 4 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Weak explanation of the:* (2 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Unsatisfactory explanation of the:* (0 – 1 mark)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*

F. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS **8 marks**

(A summary of the conclusions drawn from the research, the limitations of the research and relevant recommendations)

- *Conclusions* (2 marks)
 - supported by data in the study 1 mark
 - selection of areas of interest 1 mark
- *Limitations of the research design* (2 marks)
 - issues that impeded the research process 1 mark
 - shortcomings of the study 1 mark
- *Recommendations* (4 marks)
 - Relevant or related to the study 2 marks
 - Practicable 2 marks

G. OVERALL PRESENTATION AND WRITING SKILLS **5 marks**

(Communication of information in a logical way using correct grammar)

- **Presentation** (2 marks)
 - Appropriate bibliography. 2 marks
 - Layout and organisation (relevant cover page, table of contents and Appendices)
- **Writing Skills** (3 marks)
 - High level of writing competence, for example, flow of ideas and argument, use of language, grammar, spelling. 3 marks
 - Adequate writing skills, for example, flow of ideas and argument, use of language, grammar, spelling. 2 marks
 - Limited writing skills, for example, weak use of language and grammar, several spelling errors. 1 mark
 - Unsatisfactory writing skills, for example, poor use of language, poor grammar, many errors in spelling. 0 mark

◆ **REGULATIONS FOR PRIVATE CANDIDATES**

Private candidates will be required to write Papers 01, 02 and 03/2. Detailed information on Papers 01 and 02 is given on pages 32 – 33 of this syllabus.

Private candidates are required to write, Paper 03/2, an Alternative Paper to the School-Based Assessment. *This paper is worth 40 per cent of the total mark for the Unit.*

Paper 03/2 is a written paper consisting of three questions designed to test the skills developed by students in the School-Based Assessment. Questions will test various stages of the research process, and will be based on a Case Study as well as on the candidate's research. A list of research topics are provided on pages 42 - 44 of the syllabus. Candidates are required to select a topic from those

identified for the examination year in which they are registered. Candidates are required to conduct the relevant research in preparation for writing Paper 03/2.

Paper 03/2 (1 hour 30 minutes – 40 per cent of Total Assessment)

1. Composition of Paper

- (a) *This paper consists of three questions in two sections, Section A and Section B.*
- (b) *Section A comprises ONE compulsory question based on a case study. Questions will be structured and will consist of several parts.*
- (c) *Section B comprises two structured questions of which candidates answer ONE. Questions will be based on the research conducted by candidates. It is recommended that candidates select the question **based on the topic selected for research** from pages 42 - 44 of the syllabus.*
- (d) *Candidates answer TWO questions on the paper.*
- (e) *There will be a combined question paper and answer booklet for Paper 03/2.*

2. Syllabus Coverage

- (a) This paper is intended to test the knowledge and skills contained in Module 3 and outlined on pages 20 - 30 of the syllabus.
- (b) Candidates will be required to demonstrate relevant knowledge and skills in the context of the topics identified on pages 42 - 44 of the syllabus.

3. Question Type

Questions will be structured, consisting of several parts.

4. Mark Allocation

- (a) Each question will be worth 30 marks. Candidates will be required to answer TWO questions.
- (b) The maximum mark on this paper is 60. **Paper 03/2 contributes 40 per cent of the total mark for the Unit.**

THE FOLLOWING IS A LIST OF TOPICS FOR THE 2013 – 2017 EXAMINATIONS

For Examination 2013

- 1. *Conduct an investigation on migration of West Indians to the United Kingdom since 1945. In your investigation you should focus on the following:*
 - (a) *pull and push factors of this migration;*
 - (b) *experiences of the migrants in the metropole;*
 - (c) *social and economic impact of migration on the Caribbean;*
 - (d) *impact of return migration on the Caribbean.*

2. *Conduct an investigation on the tourist industry in a named Caribbean territory since 1945. In your investigation you should focus on the following:*
- (a) reasons for renewed emphasis on tourism since 1945;*
 - (b) social and economic impact of tourism on the named Caribbean territory;*
 - (c) current challenges posed by tourism;*
 - (d) current challenges facing tourism in that territory.*

For Examination 2014

3. *Conduct an investigation on the impact of a named sport on the development of the Caribbean region and diaspora. In your investigation you should focus on the following:*
- (a) reasons for the introduction of the sport;*
 - (b) policies implemented for the development of the sport;*
 - (c) impact of the sport on the society;*
 - (d) economic benefits of the sport.*
4. *Conduct an investigation on the impact of international assistance in the control of crime in a named Caribbean territory. In your investigation you should focus on the following:*
- (a) reasons for international assistance with respect to crime;*
 - (b) nature of such assistance;*
 - (c) impact of assistance on crime levels;*
 - (d) implications of such assistance.*

For Examination 2015

5. *Conduct an investigation on the link between religion and education in a named Caribbean country since 1900. In your investigation you should focus on the following:*
- (a) reasons for the linkages between religion and education;*
 - (b) evidence of those linkages;*
 - (c) importance of those linkages for social development.*
6. *Conduct an investigation on popular music in a named Caribbean territory. In your investigation you should focus on the following:*
- (a) origins of the popular music form;*
 - (b) contribution of two Caribbean artists to the art form;*
 - (c) social impact of the popular music form on the territory.*

For Examination 2016

7. *Conduct an investigation on the influence of global technologies on a named Caribbean territory since 1980. In your investigation you should focus on the following:*
 - (a) *main global technologies introduced;*
 - (b) *reasons for the introduction of global technologies;*
 - (c) *social and economic impact of these technologies.*

8. *Conduct an investigation into a festival in a named Caribbean territory. In your investigation you should focus on the following:*
 - (a) *origins of the festival;*
 - (b) *key components of the festival;*
 - (c) *social and cultural impact of the festival;*
 - (d) *challenges facing the festival.*

For Examination 2017

9. *Conduct an investigation on a chronic disease that is prevalent in a named Caribbean country. In your investigation you should focus on the following:*
 - (a) *possible causes of the selected disease;*
 - (b) *impact on the lives of persons who have the disease;*
 - (c) *impact of the disease on the economy.*

10. *Conduct an investigation on the agricultural sector in a named Caribbean country. In your investigation you should focus on the following:*
 - (a) *farming practices and land tenure;*
 - (b) *contribution of small farmers to development in the territory;*
 - (c) *challenges faced by small farmers and the social and economic impact of these challenges;*
 - (d) *measures put in place by the government and the farmers to address these challenges.*

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

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.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for the Unit showing marks assigned to papers and to Modules, and percentage contributions of each paper to the total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
External Assessment					
Paper 01 Structured (Short Answer)	30	30	20	80	(27)
Paper 02 Essay	50	50	-	100	(33)
School-Based Assessment					
Paper 03/1 or Paper 03/2	20	20	80	120	(40)
TOTAL	100	100	100	300	(100)

◆ **GLOSSARY OF BEHAVIOURAL VERBS USED IN THE CARIBBEAN STUDIES 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 nature or the scope or the meaning 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 related concepts and issues, present reasoned arguments for and against, using detailed examples but not 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 related concepts and issues.
Explain	Provide statements on what happened, how it happened and why it happened. Provide elaboration of particular terms, concepts, approaches.
Formulate	Develop a hypothesis.

WORD	DEFINITION
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.

◆ RECOMMENDED READINGS

Magazines and Journals

The Journal of Eastern Caribbean Studies. (1985) 20:4. (Thematic Section: Caribbean Culture.)

CAFRA NEWS

CAREC Publications

Caribbean Affairs (UWI, School of Continuing Studies, St. Augustine).

CARICOM Perspectives

Caribbean Quarterly (UWI, Mona, Jamaica)

Centre for Gender and Development Studies Working Papers

PAHO Publications

Papers from the Nettleford Conference, 1996

The Trinidad and Tobago Review - Publication on the Quincentennial (Caribbean Culture and Identity)

WAND Occasional Papers

- The Economist
- Newsweek Magazine
- Time Magazine
- CDB Newsletter

Audio Visual Materials

The Caribbean Eye (Video Series). A Banyan UNESCO production

CARICOM Awardees, UNIFEM

Carry a Heavy Load, SISTREN THEATRE COLLECTIVE

God Give Us the Talent, UN/ECLAC, Social Affairs Division

Miss Amy and Miss May, SISTREN THEATRE COLLECTIVE

The Stewart Hall series on Caribbean History, BBC

Sweet Sugar Rage, SISTREN THEATRE COLLECTIVE

Western Zone Office