CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®

CAPE®

SOCIOLOGY
SYLLABUS

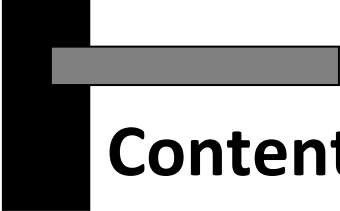**Effective for examinations from May–June 2014**

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Please note that the syllabus has been revised and amendments are indicated by italics.

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Please check the website www.cxc.org for updates on CXC's syllabuses.

Contents

Introduction

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

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

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

Sociology Syllabus

♦ RATICANALE

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

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

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

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

Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE Sociology can contribute to the development of a Caribbean person who is emotionally secure with a high level of self-confidence and self-esteem; see ethnic, religious and other diversity as a source of potential strength and richness; has an informed respect for our cultural heritage; values and displays the creative imagination in its various manifestations and nurtures its development in economic and entrepreneurial spheres in all other areas of life . Based on UNESCO Pillars of Learning, this course of study will also contribute to a person who will learn to know, learn to do, learn to live together, learn to be and learn to transform oneself and society.

♦   AIMS

The syllabus aims to:

1.   *equip students with the sociological concepts, theories/perspectives and methods to better understand human society;*

2.   *develop an awareness of the cultural heritage and identity of Caribbean people;*

3.   *develop an appreciation of family and kinship values, community cohesion, moral and social responsibility and commitment to the Caribbean;*

4.   *develop an understanding of Caribbean social issues;*

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

♦ SKILLS AND ABILITIES TO BE ASSESSED

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

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

Knowledge and Understanding

The examinations will test candidates' skills and ability to:

1.	*define the terms and concepts that are relevant to sociology;*

2.	*explain sociological principles and perspectives;*

3.	*discuss the social issues that impact on development in the Caribbean;*

4.	*describe various methods of sociological research;*

5.	*discuss the findings from relevant sociological studies and research data.*

Interpretation and Application

The examinations will test candidates' skills and ability to:

1.	*interpret and make inferences from qualitative and quantitative data;*

2.	*distinguish between facts, opinions and value judgements;*

3.	*use various methods of investigation;*

4.	*use concepts, theories or perspectives;*

5.	*select and apply sociological perspectives to a Caribbean context.*

Analysis and Evaluation

The examinations will test candidates' skills and ability to:

1.	*analyse different forms of data;*

2.	*analyse sociological and non-sociological evidence and arguments;*

3.	*recognise limitations and bias in evidence;*

4.   *evaluate the strengths and limitations of sociological perspectives;*

5.   *assess the relevance of various sociological perspectives for understanding issues in the Caribbean region;*

6.   *draw reasoned conclusions based on sociological evidence or data findings.*

♦ PRE-REQUISITES OF THE SYLLABUS

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

♦ STRUCTURE OF THE SYLLABUS

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

UNIT 1: *THE SOCIOLOGICAL PERSPECTIVE*

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

UNIT 2: *DEVELOPMENT AND SOCIAL CHANGE*

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

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

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   *understand the development of Sociology as a discipline;*

2.   *understand the fundamental concepts in Sociology;*

3.   *understand the main theoretical perspectives in Sociology;*

4.   *understand the manifestations of culture in Caribbean society;*

5.   *understand the key principles and practices of scientific research;*

6.   *demonstrate an awareness of ethical issues in research.*

SPECIFIC OBJECTIVES

Students should be able to:

1.   *trace the development of Sociology from the classical to the contemporary period in mainstream and Caribbean Sociology;*

2.   *discuss the fundamental concepts of Sociology;*

3.   *evaluate the theoretical perspectives of Sociology;*

4.   *discuss issues related to cultural diversity and popular culture;*

5.   *explain the principles and practices of scientific research;*

6.   *distinguish among the various research methods;*

7.   *apply the research methods to a sociological issue;*

8.   *apply the ethical principles in research.*

CONTENT

1.   Sociology as a Discipline

   (a)   Development of Sociology as a discipline.

   (b)   The development of Sociology in the Caribbean.

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

2. ***Fundamental Concepts***

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

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

   (a) *Consensus/Functionalist.*

   (b) *Conflict/Marxist.*

   (c) *Interactionist.*

   (d) *Feminist.*

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

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

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

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

   (a) *Sociology as a science.*

   (b) *Ethical issues in research.*

6. ***Research Methods***

   (a) *Positivism and interpretivism.*

   (b) *Quantitative, qualitative and triangulation.*

   (c) *Surveys and sampling methods.*

   (d) *Document studies.*

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

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

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

Suggested Teaching and Learning Activities

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

1.   *Discussion on* the origins and development of Sociology.

2.   *Discussion on* topics related to socialisation (for example, school, family, media).

3.   Organise debates to explore arguments for and against Sociology as a science.

4.   *Participation* in cultural events, for example, festivals and performing arts, to expose students to the character, development and transformations of particular aspects of culture.

5.   Encourage students to view and listen to selected television and radio programmes, for example, CARIBSCOPE, Discovery, History, and National Geographic channels, to broaden students' knowledge of and perspectives on aspects of Caribbean culture.

6.   Invite resource persons to make interactive presentations on the research process. Reference to actual research studies can be used.

7.   Oral presentation by students of proposed projects for the *School-Based* Assessment.

8.   *Use of Social Networking Websites to create profiles for group interaction (for example, Profile page for Marx with biographical information) as well as notes on 'Capitalism'.*

RESOURCES

Barrow, C. and Reddock, R.   *Caribbean Sociology: Introductory Readings*, Jamaica: Ian Randle Publishers, 2001.

Bell, J.   *Doing the Research Project, Birmingham: Open University Press, 1993.*

Craig, S.   Sociological Theorising in the English-Speaking Caribbean. *Contemporary Caribbean, Volume II,* Trinidad and Tobago: College Press, St. Joseph, 1982.

Denscombe, M.   *The Good Research Guide For Small-Scale Social Research Projects, Berkshire: Open University Press/McGraw-Hill, 2007.*

Forbes, M.   *Music, Media and Adolescent Sexuality in Jamaica, Jamaica: Arawak Publications, 2010.*

Giddens, A.   *Sociology, London: Polity Press, 2009*

Haralambos, M. and   *Sociology: Themes and Perspectives,* London: Collins Educational, 2008.
Holborn, M.

Mustapha, N.   *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*

Tischler, H.   *An Introduction to Sociology, Belmont, California: Wadsworth/Cengage, 2011.*

UNIT 1
MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION AND EDUCATION

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand selected core social institutions from mainstream and Caribbean perspectives;

2. appreciate the development and dynamics of *selected* Caribbean social institutions.

SPECIFIC OBJECTIVES

Students should be able to:

1. *explain the characteristics, functions and transformations of the family in the Caribbean;*

2. *evaluate the main theoretical perspectives commonly used for the analysis of the family;*

3. *discuss the issues associated with the Caribbean family;*

4. *explain the characteristics, functions and transformation of selected religions in the Caribbean;*

5. *evaluate the main theoretical perspectives commonly used for the analysis of religion;*

6. *discuss the issues associated with religion in the Caribbean;*

7. *explain the characteristics, functions and transformations of educational systems in the Caribbean;*

8. *evaluate the main theoretical perspectives commonly used for the analysis of education;*

9. *discuss the issues associated with education in the Caribbean.*

CONTENT

1. **Family**

    (a) *Family types in the Caribbean: nuclear, single parent, extended, joint, matrifocal, reconstituted, other.*

    (b) *Theoretical perspectives: consensus, interactionist, conflict and feminist.*

(c)   *Changing Caribbean kinship patterns (rates of marriage and divorce, men and fatherhood, female-headed households, single-parent households), the impact of slavery, indentureship, industrialisation, migration and contemporary factors.*

(d)   *Issues facing Caribbean family:*

    (i)   *domestic violence, poverty, the changing role of women and men in the family;*

    (ii)   *child abuse, conjugal separation, divorce, teenage pregnancy, sexual orientation and social pathology.*

2.   *Religion*

(a)   *Types of belief systems, for example, animism, naturism, polytheism, monotheism.*

(b)   *Organisation of religions groups: church, cult, denomination, sect.*

(c)   *Theoretical perspectives: Consensus, Conflict, Interactionist and Feminist.*

(d)   *The emergence, character and dynamics of:*

    (i)   *One World Religion;*

    (ii)   *Two Afro Caribbean Religions;*

(e)   *Issues associated with religion in the Caribbean: for example, prejudice, discrimination, intolerance, secularisation.*

3.   *Education*

(a)   *Theoretical Perspectives: consensus, conflict, interactionist and feminist.*

(b)   *Development of education in the Caribbean.*

(c)   *Establishment and expansion (post-emancipation, post-independence, decolonisation and regionalism).*

(d)   *Education in the twenty-first century, for example, distance learning, use of modern technology.*

(e)   *Issues in Caribbean education, for example, inequality, underachievement, delinquency, dropouts and globalisation.*

UNIT 1
MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, AND EDUCATION (cont'd)

Suggested Teaching and Learning Activities

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

1.   *Discussion on current issues facing social institutions (domestic violence, delinquency).*

2.   *Simulation activities and role play can also be used to explore gender roles, family life.*

3.   *Use of film to demonstrate some issues discussed (religion and society, family life).*

4.   *Organise panel discussion focusing on Caribbean family life, highlighting differences in structure, role and functions.*

5.   *Field trips to religious festivals, places of worship, educational institutions.*

6.   *Guest lectures by scholars and practitioners.*

7.   *Organise group presentations on aspects of Caribbean education, family and religion. This activity can be used in preparation for the School-Based Assessment project.*

8.   *Provide students with opportunities to share perspectives and experiences on family life in their respective communities.*

9.   *Use of creative art forms, for example, music, poetry and short stories to stimulate interest in Caribbean kinship patterns and the problems associated with social institutions.*

10.   *Use of Social Networking Websites to create groups for interaction.*

11.   *Use of digital devices to create presentations.*

RESOURCES

Arnold, Elaine	*Working with Families of Afro-Caribbean Origins: Issues surrounding Migration and Attachment*, Philadelphia: Jessica Kingsley Publishers, 2012.
Barrow, C.	*Family in the Caribbean*, Kingston: Ian Randle Publishers, 1996.
Barrow, C. and Reddock, R.	*Caribbean Sociology: Introductory Readings*, Jamaica: Ian Randle Publishers, 2001.
Bastick, T.	*Education Theory and Practice: Caribbean Perspectives,* Mona, Jamaica: Department and Educational Studies, 2003.
Beckford, J.	*New Religious Movements and Rapid Social Change,* London: Sage Limited, 1991.
Bisnauth, D.	*History of Religion in the Caribbean,* Jamaica: Kingston Publishers, 1989.
Edmonds, E. B.	*Caribbean Religious History: An Introduction to Creole Religions in the Caribbean,* New York: New York University Press, 2010.
Figueroa, P. and Persaud, G.	*Sociology of Education: A Caribbean Reader,* London: Oxford University Press, 1977.
Haralambos, M. and Holborn, M.	*Sociology: Themes and Perspectives,* London: Collins Educational, 2008.
Howe, G.	*Higher Education in the Caribbean: Past, Present and Future Directions,* Mona: UWI Press, May 2000.
Miller, E.	*Education for All in the Caribbean in the 1990s: Retrospect and Prospect,* Jamaica: UNESCO Office, 1996.
Mustapha, N.	*Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*
Olmos, M. F.	*Creole Religions in the Caribbean: An Introduction from Vodou and Santeria to Obeah and Espiritismo (Religion, Race and Ethnicity),* New York: New York University Press, 2011.
Smith, R.T.	*The Matrifocal Family: Power, Pluralism, and Politics*, New York: Routledge, 1996.

UNIT 1
MODULE 3: SOCIAL STRATIFICATION

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   *understand social stratification;*

2.   *understand the theoretical perspectives on social stratification;*

3.   *appreciate the development and impact of social stratification in the Caribbean.*

SPECIFIC OBJECTIVES

Students should be able to:

1.   *explain the concepts associated with stratification;*

2.   *identify types of stratification systems;*

3.   *assess theoretical perspectives on stratification in the Caribbean;*

4.   *discuss the evolution of Caribbean social stratification from slavery to present day;*

5.   *analyse the impact of stratification systems on Caribbean societies.*

CONTENT

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

        (a)   Class.

        (b)   Colour.

        (c)   Race.

        (d)   Ethnicity.

        (e)   Caste.

        (f)   Gender.

        (g)   *Status (ascribed and achieved).*

        (h)   *Mobility (horizontal, vertical, intergenerational, intragenerational).*

UNIT 1
MODULE 3: SOCIAL STRATIFICATION (cont'd)

2.   *Types of Stratification Systems*

(a)   *Open.*

(b)   *Closed.*

3.   *Theoretical Perspectives*

(a)   *Consensus/Functionalism.*

(b)   *Conflict/Marxist.*

(c)   *Interactionist.*

(d)   *Feminist.*

(e)   *Caribbean theorists: M.G. Smith, George Beckford, Edward Brathwaite.*

4.   *Evolution of Caribbean Stratification*

(a)   *Plantation Society (ascribed status, closed system).*

(b)   *Post-Emancipation (very limited mobility).*

(c)   *Post-World War II (beginning of achieved status).*

(d)   *Post-Independence (achieved status, open system).*

5.   *Impact of Stratification system on Caribbean Societies*

(a)   *Social (marginalisation of the lower class; crime; gender).*

(b)   *Economic (ethnicity; class; gender).*

(c)   *Political (ethnicity; class).*

Suggested Teaching and Learning Activities

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

1.   *View film, for example, "Titanic" that highlights the difference in income groups, from the boarding of the passengers, accommodation and activities of the passengers.*

2.   Organise guest lectures to share information, for example, on caste system and the changing patterns of Caribbean stratification.

UNIT 1
MODULE 3: SOCIAL STRATIFICATION (cont'd)

3.   Organise debates and panel discussions on issues surrounding social equality.

4.   Use case studies, for example, families that experienced status change in successive generations, to illustrate social mobility.

5.   Use students' familial experiences to demonstrate intra-generational mobility.

6.   Use statistical information, for example, census reports, to derive information on education, occupation, income and gender, to help students understand trends in social stratification.

RESOURCES

Alleyne, M.   *Construction and Representation of Race and Ethnicity in the Caribbean and the World,* Mona, Jamaica, UWI Press, 2002.

Barriteau E.   *Confronting Power; Theorising Gender,* Mona, Jamaica: UWI Press, 2003.

Beckford, G.   *Persistent Poverty,* New York: Oxford University Press, 1972.

Green, K.E. (ed.)   *Race, Class and Gender in the Future of the Caribbean,* Mona, Jamaica: ISER, 1993.

Haralambos, M. And   *Sociology: Themes and Perspectives,* London: Collins Educational, 2008.
Holborn, M.

Mustapha, N.   *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*

Smith, M.G.   *Culture, Race and Clan in the Commonwealth Caribbean,* Mona, Jamaica: Department of Extra Mural Studies, 1984.

Yelvington, K.   *Trinidad Ethnicity,* Tennessee: University of Tennessee Press, 1993.

♦ UNIT 2 : DEVELOPMENT AND SOCIAL CHANGE
MODULE 1: POPULATION *AND DEVELOPMENT*

GENERAL OBJECTIVES

On completion of this Module, students should:

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

2.   *understand the relationship between population and development.*

SPECIFIC OBJECTIVES

Students should be able to:

1.   *explain the concepts used in population studies;*

2.   *explain population trends using quantitative and qualitative measures;*

3.   *assess the sociological perspectives of population;*

4.   *evaluate population policies in developed and developing countries;*

5.   *explain the concepts of development;*

6.   *explain the indicators of development;*

7.   *assess the sociological perspectives of development;*

8.   *explain the relationship between population and development.*

CONTENT

1.   Concepts in Population and Development:

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

2.   *Population Trends*

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

(b)   *Qualitative measures used for explaining trends in population for developed and developing countries, for example, HDI.*

UNIT 2
MODULE 1: POPULATION *AND DEVELOPMENT (cont'd)*

3. **Sociological Perspectives of Population**

    (a)   *Malthusian.*

    (b)   *Marxism.*

    (c)   *Neo-Malthusian.*

    (d)   *Demographic Transition Theory, including the Caribbean version of this perspective.*

4. ***Population Policy***

    (a)   *Birth control.*

    (b)   *Migration.*

    (c)   *Food Security.*

    (d)   *Housing (zoning).*

5. ***Concepts of Development***

    (a)   *Development.*

    (b)   *Underdevelopment.*

    (c)   *Sustainable development.*

    (d)   *Modernisation.*

    (e)   *Industrialisation.*

    (f)   *Dependency.*

    (g)   *Gross Domestic Product (GDP).*

    (h)   *Gross National Product (GNP).*

    (i)   *Cost of living.*

    (j)   *Per Capita Income.*

6. ***Indicators of Development***

   (a) *Economic: GDP, GNP, Per Capita Income, Cost of living.*

   (b) *Social: Health, Education, Social Services, Quality of life.*

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

   (a) *Modernisation.*

   (b) *Dependency/Plantation.*

   (c) *World System.*

   (d) *Convergence.*

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

   (a) *Urbanisation.*

   (b) *Industrialisation.*

   (c) *Migration.*

Suggested Teaching and Learning Activities

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

1. *Create tables from information gathered from Websites such as World Bank, United National Development Programme (UNDP), Population Reference Bureau (PRB).*

2. Encourage students to construct population pyramids to compare the trends between and among countries of the Caribbean region.

3. Encourage students to discuss the main arguments of the population theorists to determine relevance to the Caribbean region.

4. Visit government statistical departments or census bureaus to find out:

   (a) types of population data;

   (b) methods used to collect population data;

   (c) uses of such data.

UNIT 2
MODULE 1: POPULATION *AND DEVELOPMENT* (cont'd)

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

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

       (a)   methods used to control population growth;

       (b)   degree of success encountered;

       (c)   challenges facing the organisation;

       (d)   implications for development in the region;

       (e)   recommendations to control population growth.

RESOURCES

Giddens A. 5th ed.   *Sociology, London: Polity, 2009.*

Heer, D. and Grisby, J.   *Society and Population,* New York: Prentice Hall*, 1992.*

Isbister, J.   *Promise Not Kept: Poverty and The Betrayal of Third World Development,* Connecticut: Kumarian Press, 2006.

Macionis, J.   *Sociology: A Global Perspective,* New Jersey: Prentice Hall, 1997.

McMichael, P.   *Development and Social Change: A Global Perspective (Sociology for a New Century Series),* London: Sage, 2012.

Mustapha, N.   *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*

Waugh D.   *Geography: An Integrated Approach,* London: Nelson Thornes, 2009

Weeks, J.   *An Introduction to Concepts and issues,* Belmont, CA: Wadsworth, Cengage, 2011.

                               UN: State of the World Population Report United Nations, 2011.

UNIT 2
MODULE 2: *CRIME* AND DEVIANCE

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   *understand crime and deviance;*

2.   *understand the sociological perspectives on crime and deviance;*

3.   *understand the roles and functions of the institutions of social control, with particular reference to the Caribbean;*

4.   *understand the impact of crime and deviance in the Caribbean.*

SPECIFIC OBJECTIVES

Students should be able to:

1.   *discuss the concepts related to crime and deviance;*

2.   *evaluate different perspectives on crime and deviance;*

3.   *analyse available crime statistics and issues related to crime and deviance in the Caribbean;*

4.   *discuss the effects of crime and deviance on Caribbean Society;*

5.   *assess the effectiveness of the institutions of social control.*

CONTENT

1.   Concepts

      (a)   Social order.

      (b)   Social control.

      (c)   Deviance.

      (d)   *Crime.*

      (e)   *Delinquency.*

      (f)   *Recidivism.*

      (g)   *Profiling.*

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

2.   *Perspectives on Crime and Deviance*

    (a)   *Biological.*

    (b)   Consensus/Functionalist.

    (c)   *Conflict/Marxist.*

    (d)   *Interactionist.*

    (e)   *Sub-cultural.*

    (f)   *Feminist.*

3.   *Issues Related to Crime and Deviance*

    (a)   *Drug use and trafficking.*

    (b)   *Juvenile delinquency.*

    (c)   *Domestic violence.*

    (d)   *Corporate Crime.*

4.   **Effects of Crime and Deviance**

    (a)   Economic: cost of security, budget allocation, money laundering.

    (b)   Social: migration, well-being, quality of life.

    (c)   Political: legislation, regional response.

5.   *Effectiveness of Institutions of social control.*

    (a)   *Family.*

    (b)   *Education.*

    (c)   *Religion.*

    (d)   *Media.*

    (e)   *Political system.*

    (f)   *Legal system.*

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

Suggested Teaching and Learning Activities

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

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

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

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

2.   Discuss how the family, education, religion, media and political and legal systems are used to maintain social control.

3.   Invite resource persons to make interactive presentations on crime statistics and trends (age, class, ethnicity, gender, locality) in Caribbean countries.

4.   Organise panel discussions on issues of deviance in the Caribbean. Invite probation officers, social workers, correction officers, drug rehabilitation personnel to participate.

5.   *Collect regional online newspaper stories/cases and compare sentencing policies and institutional responses.*

RESOURCES

Chevannes, B.   *Background to Drug Use in Jamaica*, ISER Working Paper, No. 34, 1988, Mona, Jamaica: ISER, 1988.

Clarke, R.   *Domestic Violence in the Caribbean,* Barbados: UNIFEM Caribbean Journal of Criminology, 1999.

Deosaran, R.   *Crime Delinquency and Justice, A Caribbean Reader ,* Kingston: Ian Randle Publishers, 2007.

Griffith, I.   *Drugs and Security in the Caribbean,* Pennsylvania: Penn State University Press, 1997.

Lawton, D.   *Caribbean Crime and Violence,* Tennessee : Tennessee Global Educational Advance Inc., 2008.

Mustapha, N.   *Sociology for Caribbean Students, Jamaica: Ian Randle Publishers, 2009.*

Journals

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

UNIT 2
MODULE 3: *CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT*

GENERAL OBJECTIVES

On completion of this Module, students should:

1.   *demonstrate awareness of the current major Caribbean social issues;*

2.   *use the main sociological perspectives to understand the major Caribbean social issues;*

3.   *understand the measures being employed to address these major Caribbean social issues.*

SPECIFIC OBJECTIVES

Students should be able to:

1.   *discuss the key concepts related to major social issues;*

2.   *apply the main sociological perspectives to understand the major Caribbean social issues;*

3.   *analyse the major Caribbean social issues;*

4.   *explain the trends in the major Caribbean social issues;*

5.   *evaluate the measures employed to address these major Caribbean social issues.*

CONTENT

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

        (a)   *Poverty*

                (i)   *Defining poverty:*

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

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

(iii) *Categories of the poor*

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

(iv) *Relationship to health and the environment*

(b) *Health*

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

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

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

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

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

(c) *Environment*

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

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

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

(iv) *Relationship to poverty and health.*

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

(a) *Culture of Poverty.*

(b) *Cultural deprivation.*

(c) *Consensus/Functionalist.*

(d) *Conflict/Marxist.*

(e)   *Interactionist.*

(f)   *Feminist.*

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

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

(i)   *Historical factors.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UNIT 2
MODULE 3: *CARIBBEAN SOCIAL ISSUES: POVERTY, HEALTH AND ENVIRONMENT* **(cont'd)**

    (b)   *Poverty – reduction/alleviation.*

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

Suggested Teaching and Learning Activities

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

1.   *Provide students with opportunities to share perspectives and experiences on categories of the poor within their community, using Blogs. Encourage students to establish the relationships between the major Caribbean social issues.*

2.   *Discuss in groups the applicability of the various measures of poverty to the Caribbean.*

3.   *Discuss in groups the sociological perspectives on the causes and effects of the major social issues.*

4.   *Networking – setting up a discussion forum involving teachers and students to talk about Caribbean social issues.*

5.   *Encourage students to interview appropriate persons and collect information on the various measures being employed to address the major social issues in their society. They can later discuss the measures or debate the effectiveness of the measures.*

RESOURCES

Auletta, K.   *The Underclass,* New York: Penguin, 2000.

Beckford, G.   *Persistent Poverty,* London: Oxford University Press, 1972.

Bell, M. Mayerfield   *An Invitation to Environmental Sociology,* Thousand Oaks, CA: Pine Forge Press, 2011.

Conrad, P.   *Sociology of Health and Illness*, United States of America: Worth Publishers, 2008.

Dunn, H.S. (ed.)   *Globalisation, Communication and Caribbean Identity*, Jamaica: Ian Randle Publishers, 1995.

Girvan, N. (ed.)   *Rethinking Development,* Mona, Jamaica: Consortium Graduate School, 1995.

Haralambos, M. and Holborn, M.   *Sociology: Themes and Perspectives,* London: Collins Educational, 2008.

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

Caribbean Centre for Climate Change Publications

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

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

National and Regional Resources (including those on-line)

PAHO publications

UN Publications on Environment and Poverty

DOAJ.org (Directory of Open Access Journal)

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

♦ OUTLINE OF ASSESSMENT

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

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

EXTERNAL ASSESSMENT **(80 per cent)**

Written Papers – 4 hours

Paper 01 (1 hour 30 minutes)	*This paper will consist of forty-five multiple-choice items, fifteen on each of the three Modules in the Unit. All items are compulsory.*	(30 per cent)
Paper 02 (2 hours 30 minutes)	*This paper will consist of six essay questions, two from each Module. Candidates will be expected to answer three questions, one question from each Module.*	(50 per cent)

***SCHOOL-BASED* ASSESSMENT** **(20 per cent)**

Paper 03/1

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

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

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

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

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

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

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

Paper 03/2

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

MODERATION OF *SCHOOL-BASED* ASSESSMENT

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

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

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

ASSESSMENT DETAILS

External Assessment (80 per cent of Total Assessment)

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

*1.   **Composition of Paper***

        (a)   This paper consists of 45 compulsory multiple-choice questions covering the three Modules in the Unit.

        (b)   There are 15 questions on each of the three Modules.

*2.   **Syllabus Coverage***

        Knowledge of all topics in the Unit is required.

*3.   **Question Type***

        (a)   Questions will be multiple-choice questions and will test candidates' understanding of concepts, principles and theories contained in the syllabus.

        (b)   Questions may be presented using tables, graphs or other non-textual formats.

*4.   **Mark Allocation***

        (a)   One mark will be allocated for each correct multiple-choice response.

        (b)   Each question will be given a weighting of 2.

        (c)   The maximum number of marks available for this paper is 90 and this paper contributes 30 per cent to the candidate's total mark for the Unit.

5. *Use of Calculators*

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

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

1.   Composition of Paper

    (a)   This paper consists of six questions, two on each Module.

    (b)   Candidates are required to answer three questions, one from each Module.

2.   Syllabus Coverage

    Knowledge of all topics in the Unit is required.

3.   Question Type

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

4.   Mark Allocation

    (a)   Each question will be marked out of 25 and given a weighting of 2.

    (b)   This paper is worth 150 marks and contributes 50 per cent of the total marks for the Unit.

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

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

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their *School-Based* Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in the selection of assignments that are valid for the purpose of *School-Based* Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the *School-Based* Assessment component of the course. In order to ensure that the scores awarded by the teachers are not out of line with the Caribbean Examinations Council's standards, the Council undertakes the moderation of a sample of the *School-Based* Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self‑confidence of students as they proceed with their studies. *School-Based*

Assessment also facilitates the development of critical skills and abilities emphasised by this CAPE subject and enhance the validity of the examination on which candidate performance is reported. *School-Based* Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills. *Note that group work should be encouraged and employed where appropriate; however, candidates are expected to submit individual assignments for the School-Based Assessment.*

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

REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT

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

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

The Research Project

Unit 1

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

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

Unit 2

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

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

Skills to be assessed: Unit 1 and Unit 2

Students will be assessed on their ability to:

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

Managing the research project

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

Planning

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

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

Length of the report

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

Guidance

1. *The teacher is expected to provide guidance at all stages of the project by, for example, assisting students in selecting an appropriate topic, forms of data presentation, methods of data analysis; suggesting sources of information and providing feedback on the clarity of the research report.*

2. *Students should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the criteria upon which the report will be assessed.*

3. *It should be clearly emphasised to students that the project report should be their own work.*

Authenticity

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

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

The structure of the project should be as follows:

1.   *SECTION ONE*

         INTRODUCTION   **(20 marks)**

         (a)   *(i) Background*
                 (ii) Definition of the Research Problem   *(5 marks)*

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

         (c)   *Literature Review*   *(8 marks)*

         (d)   *Communication of information*   *(2 marks)*

2. **SECTION TWO**

    RESEARCH DESIGN *(13 marks)*

    (a)   *The Research Design/Plan*   *(4 marks)*

    (b)   *The Sociological Perspective*   *(3 marks)*

    (c)   *The Sample/Selection of Subjects to be Studied*   *(3 marks)*

    (d)   *Data Collection Instruments/Techniques*   *(3 marks)*

3. **SECTION THREE**

    PRESENTATION AND ANALYSIS OF DATA *(15 marks)*

    (a)   *Presentation of findings*   *(5 marks)*

    (b)   *Analysis of findings*   *(8 marks)*

    (c)   *Communication of information*   *(2 marks)*

4. **SECTION FOUR**

    DISCUSSION OF FINDINGS AND CONCLUSION *(12 marks)*

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

    (b)   *Bibliography*   *(3 marks)*

    (c)   *Communication of information*   *(2 marks)*

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

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

CRITERIA FOR MARKING THE SCHOOL-BASED ASSESSMENT RESEARCH PROJECT

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

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

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

Aims and Objectives of Study   *(5 marks)*

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

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

Literature Review   *(8 marks)*

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

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

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

SECTION TWO   ***13 marks***

Research Design   *(4 marks)*

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

- *Design is relevant, well organised and recognises relevant variables*   *4*
- *Design is somewhat relevant, fairly well organised, but there is limited reference to relevant variables*   *2 - 3*
- *Design is poorly organised, not recognising relevant variables*   *1*

Sociological Perspective *(3 marks)*

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

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

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

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

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

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

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

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

SECTION THREE **15 marks**

Presentation of Data *(5 marks)*

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

- *Data are comprehensive, clear and accurate, and forms are appropriate and relevant to the research problem*   *4 - 5*
- *Data are fairly clear and accurate, and forms are mostly appropriate and relevant to the research problem*   *2 - 3*
- *Data are poorly presented with several inaccuracies, and forms are mostly inappropriate and not relevant to the research problem*   *1*

Analysis of Data *(8 marks)*

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

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

Communication of Information *(2 marks)*

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

SECTION FOUR **12 marks**

Discussion of Findings and Conclusion *(7 marks)*

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

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

Bibliography *(3 marks)*

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

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

Communication of Information *(2 marks)*

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

TOTAL   *60*

♦ REGULATIONS FOR PRIVATE CANDIDATES

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

1. Understanding of basic concepts and theories in Sociology.

2. Familiarity with Caribbean social institutions.

3. The design of a research project, including sample selection/other methods of selection of subjects, data collection and analysis of data.

UNIT 1 and UNIT 2
PAPER 03/2

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

1. **Composition of Paper**

   (a) *This paper consists of three questions testing all Modules in the Unit.*

   (b) *Candidates are required to answer all questions.*

2. **Syllabus Coverage**

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

3. **Question Type**

   (a) *Questions in this paper will test knowledge of sociological concepts contained in the syllabus and skills of sociological research.*

   (b) *Questions will require candidates to answer in the form of short paragraphs or extended essays.*

4. **Mark Allocation**

   (a) *Each question will be marked out of 20.*

   (b) *This paper is worth 60 marks and contributes 20 percent of the total marks for the Unit.*

♦ REGULATIONS FOR RESIT CANDIDATES

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

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

(a)   A candidate who re-writes the examination in the same Unit within two years may re-use the moderated SBA score earned in the previous sitting within the preceding two years. Candidates re-using SBA scores in this way must register as "Re-sit candidates" and provide the previous candidate number. Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

(b)   Candidates who enter for Unit 1 or Unit 2, in different sittings, may re-use a moderated SBA score obtained in a previous sitting of either Unit within the preceding two years. The SBA score may be re-used in either Unit, or in both Units, irrespective of the Unit in which it was first obtained. Candidates re-using SBA scores in this way must register as 'Transfer' candidates.

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

♦ ASSESSMENT GRID

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

Papers	Module 1	Module 2	Module 3	Total	(%)
Paper 01 (1 hour 30 minutes)	*30 (15 x2)*	*30 (15 x2)*	*30 (15 x2)*	*90*	*(30)*
Paper 02 (2 hours 30 minutes)	*50 (25 x2)*	*50 (25 x 2)*	*50 (25 x 2)*	*150*	*(50)*
School-Based Assessment Paper 03/1	*20*	*20*	*20*	*60*	*(20)*
Alternative to *School-Based Assessment* Paper 03/2 (1 hour 30 minutes)	*20*	*20*	*20*	*60*	*(20)*
TOTAL	**100**	**100**	**100**	**300**	**(100)**

♦ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE SOCIOLOGY EXAMINATION

WORD	DEFINITION
Analyse	Examine methodically and in detail the elements of a process, a situation or a theory, and then draw (a) conclusion(s).
Apply	Use knowledge and/or principles, approaches or theories to solve problems.
Assess	Present reasons for the importance of particular structures, relationships, processes or approaches.
Comment	State opinion or view with supporting reasons.
Compare and contrast	State, describe and elaborate on the similarities and differences.
Define	Provide a precise statement giving the **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.

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

__Western Zone Office__
__2 July 2012__

CARIBBEAN EXAMINATIONS COUNCIL

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SOCIOLOGY

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

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

Mark Schemes/Keys:

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

FORM 02144010/SPEC/2012

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

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

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

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

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Which theoretical approach is associated with microsociology?

Sample Answer

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

Ⓐ Ⓑ Ⓒ ●

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

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

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

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

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

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

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

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

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

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

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

Item 5 refers to the diagram below which illustrates various elements in the sampling process.
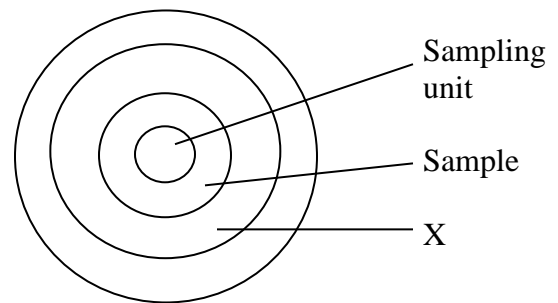
5. The element indicated by X involves identifying the

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

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

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

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

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

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8. The term 'sociology' was first introduced by

(A) Emile Durkheim
(B) Auguste Comte
(C) Talcott Parsons
(D) Herbert Spencer

9. The sociological perspective encourages us to

(A) develop a secular outlook
(B) become more family oriented
(C) accept the norms and traditions of society
(D) challenge commonly held assumptions about society

10. The underlying principle that guides individual action and defines appropriate behaviour within a given situation is known as a

(A) role
(B) norm
(C) value
(D) consensus

11. Structural functionalism emphasizes

(A) social conflict
(B) sudden change
(C) norm violation
(D) value consensus

12. Which of the following pairs represents ethical issues within sociological research?

(A) Informed consent and anonymity
(B) Anonymity and involuntary participation
(C) Safety of the participant but not the researcher
(D) Safety of the researcher and involuntary participation

13. Talcott Parsons was responsible for

(A) the law of three stages
(B) pattern variables A and B
(C) the concept of the sociological imagination
(D) the concepts of manifest and latent functions

14. Which of the following research techniques is BEST suited for selecting a sample of drug traffickers in Trinidad and Tobago?

(A) Quota sampling
(B) Snowball sampling
(C) Multistage sampling
(D) Simple random sampling

15. Which of the following thinkers was responsible for introducing the Plural Society theory to the English-speaking Caribbean?

(A) R.T. Smith
(B) M.G. Smith
(C) R. Van Lier
(D) J. S. Furnivall

16. Which family type is MOST often affected by poverty?

(A) Nuclear
(B) Extended
(C) Matrifocal
(D) Re-constituted

17. Which of the following authors claims that the growth of the matrifocal family was influenced by economic factors?

(A) Oscar Lewis
(B) Franklyn Frazier
(C) Christine Barrow
(D) Melville Herskovits

18. Which family type is MOST common in modern industrial societies?

(A) Joint
(B) Nuclear
(C) Extended
(D) Single parent

19. Which of the following are TRUE of both cults and sects?

I. They are generally short lived.
II. They appeal to the lower socioeconomic groups.
III. They are dogmatic and fundamentalist.

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

20. Which of the following is an African-derived syncretic religion?

(A) Islam
(B) Vodun
(C) Protestantism
(D) Roman Catholicism

21. Which of the following is NOT an Afro-Caribbean religion?

(A) Orisha
(B) Santería
(C) Hinduism
(D) Revivalism

22. Karl Marx argued that religion

(A) promotes positive change
(B) discourages group alienation
(C) unites different social classes
(D) justifies poverty and oppression

23. The concept of males failing to perform in school is referred to as male

(A) profiling
(B) stereotyping
(C) marginalization
(D) underachievement

24. The process where students are sorted according to their academic ability is referred to as

(A) filtering
(B) profiling
(C) achieving
(D) streaming

25. Which of the following theoretical perspectives emphasizes the harmful effects of family life upon women?

(A) Marxist
(B) Feminist
(C) Functionalist
(D) Interactionalist

26. Which of the following theoretical perspectives suggests that the oppression of women in the home is primarily related to the work that they do?

(A) Marxist
(B) Feminist
(C) Functionalist
(D) Interactionalist

27. Which of the following theorists argues that all social phenomena are classified into the sacred and profane?

(A) K. Davis
(B) M. Weber
(C) T. Parsons
(D) E. Durkheim

28. According to the Functionalist perspective, which of the following pairs forms the collective con-science?

(A) Mores and norms
(B) Norms and values
(C) Shared values and beliefs
(D) Folkways and shared values

29. 'Religion is the sigh of the oppressed creature'. Which of the following theorists is associated with this statement?

(A) K. Marx
(B) A. Comte
(C) W. Moore
(D) E. Durkheim

30. Which of the following pairs of sociologists is associated with the meritocratic principle?

(A) Locke and Bacon
(B) Davis and Moore
(C) Bowles and Gintis
(D) Beckford and Baksh

31. Which of the following is NOT used for the classification of ethnicity?

(A) Race
(B) Religion
(C) Language
(D) Occupation

32. Social mobility is related to social stratification. Which of the following statements reflects this relationship?

   I.   Persons may move from one social group to another in the occupational structure.
   II.   Movement from one class to another affects the composition of both classes.
   III.   Horizontal mobility may produce significant changes in class membership.

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

33. Which of the following sociological concepts relates to race and colour?

   (A)   Ascribed status
   (B)   Achieved status
   (C)   Classless society
   (D)   Open stratification

34. Which of the following situations reflects a significant change in Caribbean stratification over the last FIFTY years?

   (A)   Social inequality has almost disappeared.
   (B)   East Indian culture has become dominant.
   (C)   More lower class groups have benefited from educational and occupational opportunities.
   (D)   The opportunities for female employment have not increased in comparison to those for males.

35. According to Edward Kamau Brathwaite (1971) creolization took place in the Caribbean through

   (A)   endogamy and exogamy
   (B)   assimilation and diffusion
   (C)   globalizaton and transmission
   (D)   acculturation and interculturation

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

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

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

36.   Functionalist

37.   Conflict

38.   The   caste   system   is   generally associated with

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

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

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

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

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

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

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

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

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

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

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

44. Which of the following pairs of factors had the MOST positive impact on the formerly enslaved people in the Caribbean in the post-emancipation period?

(A) Colour and gender
(B) Colour and education
(C) Class and employment
(D) Colour and employment

45. Which of the following factors have the GREATEST potential to influence upward social mobility in contemporary Caribbean society?

I. Gender
II. Education
III. Occupation

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

END OF TEST

CAPE SOCIOLOGY UNIT 1
SPECIMEN PAPER 01 – Master Data Sheet

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

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SOCIOLOGY

SPECIMEN PAPER

UNIT 1 - Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions in THREE sections.

2. Each section contains TWO questions.

3. You MUST answer ONE question from EACH section, that is, a total of THREE questions.

4. EACH question is worth 25 marks.

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

SECTION A

MODULE 1 – SOCIOLOGICAL CONCEPTS, PERSPECTIVES AND METHODS

Answer ONE question from this section.

1. Assess the extent to which the Creole Society theory is relevant to an understanding of any TWO elements of culture in Caribbean society. Support your answer with reference to acculturation and interculturation in a **named** Caribbean society.

[25 marks]

2. Assess the extent to which a longitudinal approach is useful for the study of **either** HIV/AIDS **or** teenage pregnancy in the Caribbean.

[25 marks]

SECTION B

MODULE 2 – SOCIAL INSTITUTIONS: FAMILY, RELIGION, EDUCATION

Answer ONE question from this section.

3. Assess the extent to which the feminist perspective is applicable to an understanding of the female role in the family in contemporary Caribbean society.

[25 marks]

4. Assess the contribution of the Marxist perspective on education to an understanding of the function of educational systems in Caribbean society.

[25 marks]

GO ON TO THE NEXT PAGE

SECTION C

MODULE 3 – SOCIAL STRATIFICATION

Answer ONE question from this section.

5. Colour, ethnicity and gender are MAJOR factors which have influenced patterns of social mobility and the stratification system in Caribbean society.

Examine this statement with reference to TWO of the major factors as they relate to **either** patterns of social mobility **or** the stratification system in a **named** Caribbean society.

[25 marks]

6. With reference to a **named** Caribbean society, discuss Karl Marx's perspective on class and class relationships.

[25 marks]

END OF TEST

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

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UNIT 1 – Paper 02

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SECTION A
MODULE 1: SOCIOLOGICAL CONCEPTS, THEORIES AND METHODS

Question **1**

Relevance of Creole Society Approach to an understanding of the elements of culture in the Caribbean society.

Overview of expected response

This question is based on the Creole Society theory as articulated by E.K. Brathwaite and candidates are expected to demonstrate a knowledge and understanding of the theory. This theory attempts to capture the dynamic nature of culture in Caribbean society. It addresses the shortcomings of the Plural Society theory which views the Caribbean as largely static. Candidates should discuss adaptation, retention, power relationships and the hierarchical nature of Caribbean society. The process of creolization involving acculturation and interculturation should also be discussed. Candidates are also expected to illustrate how The "Creole Society" theory could be applied to an understanding of at least two (2) elements of culture in the Caribbean.

Candidates should conclude by assessing the re1evance of the "Creole Society" approach noting its strengths and weaknesses. They may conclude that the Creole Society Approach is limited in its relevance to the elements of culture and may propose that it has failed to explain cultural diversity and therefore excludes a number of other ethnic groups within Caribbean society.

Knowledge and Understanding   (8 marks)

Candidates are expected to demonstrate awareness/knowledge/understanding of the Creole Society Model of Caribbean society.

1.   The assumptions of The Creole Society approach founded by Kamau Brathwaite are as follows:

   • Caribbean culture has evolved to its present state due to cultural adaptation, interaction and survival, retention

   • Cultural relationships reflect dominance (white) and subservience (black)

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- Cultures are polarized as superior/respectable/acceptable (whites) vs unacceptable/inferior blacks

- There is a colour/class hierarchy of Caribbean social structure

- The nature and role of acculturation are dependent on the existing relationships of dominance and subservience as well as links with lands of ethnic origin

- In most cases, however acculturation occurred among the Creole population who viewed the superior/ dominant class as the ideal to aspire to.

2. Knowledge of the elements of culture [in a named Caribbean Society] - beliefs, language, food, dress, music, values {i.e. types of material or non-material cultural elements).

3. (i) The process of Acculturation - a process in which contacts between different cultural groups lead to the acquisition of new cultural patterns by the subordinate groups.

   (ii) The process of Inter-culturation — a process in which contacts between different cultural groups lead to the adoption of elements of cultural patterns/forms from each other, i.e. Sharing between cultures of their/elements.

   (111) Eurocentric- the perception that Europe, its people, institutions and cultures are superior to other cultures.

Interpretation and Application   **(10 marks)**

Candidates are expected to

1. Illustrate how The "Creole Society" approach could be applied to an understanding of at least two (2) elements of culture as they discuss the processes of Acculturation and Interculturation in the society they have chosen/identified.

2. Discuss/point out whether or not there was interaction between the various elements of culture across cultural groups leading to change or acquisition of new cultural patterns by subordinate groups (Acculturation).

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Discuss (point out) whether or not there was practical or symbiotic exchange of cultural traits among groups (Interculturation).

Analysis and Evaluation   (7 marks)

Candidates should be able to conclude on:

- the applicability/re1evance of the "Creole Society" approach noting its strength in focusing on the presence of dominant/superior cultural patterns vis-à-vis subservient/inferior cultural patterns in society. Candidates should refer to the persistence of such dominance through travel, modern technology and the electronic media and the impact on their cultural patterns in the Caribbean.

- They can also conclude that the dominant cultural patterns have remained largely Eurocentric. Additionally, they may allude to the weakness of the approach in its failure to accommodate cultural diversity as against the Cultural dichotomy in its elaboration. Thus other cultural groups are excluded in its explanation of the Caribbean cultural reality.

Total 25 marks

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SECTION A
MODULE 1: SOCIOLOGY, CULTURE AND IDENTITY

Question **2**

The usefulness of the longitudinal approach for the study of HIV/AIDS or teenage pregnancy in the Caribbean.

Overview of expected response

Candidates are expected to demonstrate a knowledge and understanding of the longitudinal approach to research and the ethical and practical considerations involved. They should be able to discuss advantages and disadvantages of this approach and the types of study to which it is most suitable. They should discuss the implications of this approach particularly as it relates to sensitive issues such as HIVAIDS or teenage pregnancy.

In their assessment they may refer to other approaches but conclude that this approach is more suitable to the study of HIV/AIDS or teenage pregnancy since it offers the possibility for a more in depth and broader understanding of these issues.

Candidates should be able to conclude on the difficulties in pursuing longitudinal studies in investigating the issues concerned and assess the advantages or disadvantages of longitudinal research generally. Candidates should be able to evaluate longitudinal research and provide a rationale for or against its usefulness.

Knowledge and Understanding   **(8 marks)**

Candidates are expected to demonstrate awareness/knowledge/ understanding of:

- Longitudinal studies i.e. studies of a large sample over a relatively lengthy period of time would be mainly quantitative, however, qualitative methods may also be used (or multi-method).

- Ethical and practical considerations to doing their study.

  For example: Ethical – confidentiality privacy issues, anonymity and consent.

  Practical – magnitude of the problem/issue, sample size, cost and time.

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- HIVAIDS or teenage pregnancy as an issue for investigation using longitudinal studies, thus providing a justification with reference to the sciences of data, data collection techniques and conceptualization of the study.

Interpretation and Application   (10 marks)

Candidates are expected to:

- Provide an assessment of the longitudinal approach by elaborating on its usefulness for the study of either HIV/AIDS or Teenage Pregnancy with a focus on a Caribbean society they are familiar with.

- Outline the nature/magnitude of the problem/issue and provide a rationale for or against the usefulness of a longitudinal approach to the study of the problem selected.

Rationale for usefulness of approach:

- Validity of data is enhanced since conclusions are drawn from analysis of a large amount of data using multi-methods over a period of time

- Large samples may be used

- Greater diversity may be accommodated in the sample for both issues to be investigated

- Also for HIV/AIDS, data collected from those who may die may be invaluable. While for Teenage Pregnancy – the relevant subjects can be tracked over time providing invaluable information on various aspects of this issue

- Ethical and practical considerations can also be noted

- Useful for measuring attitudinal change over time

Rationale against usefulness of approach:

- Reliability – due to the length of time the study may be difficult to replicate

- Original sample size – this may be difficult to attain due to death, migration and reluctance of subjects to participate in study

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- Subjectivity – objectivity may be lost over time

- The study may also become irrelevant due to time

- Other ethical and practical considerations can also be noted

Analysis and Evaluation   (7 marks)

Candidates should be able to conclude on:

The difficulties in pursuing longitudinal studies on any of the issues because of their nature and impact on society and on those affected.

However, they may note the relevance to providing a deeper understanding of a problem or issue. Thus, the benefits of such studies may outweigh the costs or disadvantages.

Total 25 marks

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SECTION B
MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, EDUCATION

Question **3**

The extent to which the feminist perspective is applicable to an understanding of the female role in the family in contemporary Caribbean society

Overview of expected response

Candidates are expected to outline the main feminist perspective on family. They should be able to discuss the extent to which this perspective helps to explain the changing role of women in contemporary Caribbean society. To this end an understanding of the traditional role of Caribbean women can be contrasted with the present role of Caribbean women. They may conclude that the feminist perspective may be linked to these changing roles or offer an alternative perspective to explain the role of females in Contemporary Caribbean society.

Knowledge and Understanding   [8 marks]

Candidates should be able to demonstrate an understanding of the feminist perspective on family. Mention should be made of: the inevitability of male dominance, the economic contribution made by women, the power relationships within families, the general disadvantages of women and benefits to men. Reference may be made to the leading feminist theorists such as Ann Oakley (1974) and Margaret Benston (1969).

Candidates may also discuss the changing role of Caribbean women over time as a result of educational, political and economic empowerment of women.

Interpretation and Application   [10 marks]

Candidates are expected to explain and elaborate on the feminist perspective and the extent to which this perspective can be applied to the Caribbean. Mention should be made of the following:

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- The historical role of women in the family which highlights the exploitative relationship in the home, the domestic role of women, the dominant authority figure of the man and the subjection of women to domestic abuse.

- The progression of Caribbean women from the traditional to present day. Mention can also be made of the matrifocal family where the household is female headed and authority is in the hands of the woman. Mention can also be made of the marginal role of males and the dependence on women to play the role of both mother and father.

- The contrast in the role of women in traditional and contemporary Caribbean society to show the changes that has taken place within family structures that cannot be explained by the feminist perspective.

- The problems women face in present day Caribbean society as a result of antiquated laws related to the Family (e.g. problems with respect to child maintenance).

Analysis and Evaluation   [7 marks]

Candidates should be able to conclude whether the feminist approach has applicability to the Caribbean. They should include in their analysis whether this perspective is it applicable to the Caribbean society because males are seen as the dominant sex in Caribbean family structures regardless of ethnicity, etc., or whether women's roles have changed as a result of other factors such as educational, economic and political opportunities.

They may also conclude that the implication that all women are exploited is overstated. Mention may therefore be made of the independent role of women especially women who are educated, economically and politically empowered.

Based on the analysis given, candidates may also conclude that another theoretical perspective offer a better explanation on the role of the female in contemporary Caribbean societies.

Total 25 marks

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SECTION B
MODULE 2: SOCIAL INSTITUTIONS: FAMILY, RELIGION, EDUCATION

Question **4**

Assess the contribution of the Marxist perspective on education to an understanding of the function of educational systems in Caribbean society.

Overview of expected response

Candidates are expected to demonstrate a knowledge and understanding of the Marxist perspective on education as well as educational systems in Caribbean societies. They should be able to discuss how the Marist perspective can be applied to issues related to education.

In their assessment they may propose that other perspectives such as the functionalist or interactionist better explain educational systems in the Caribbean. They should be able to conclude whether or not the Marxist perspective has helped to explain the structure and workings of educational systems in the Caribbean.

Knowledge and Understanding   [8 marks]

Candidates should be able to demonstrate an understanding of the Marxist perspective on education, they may utilize specific theorists such as Bowles and Gintis to explain this perspective.

They should be able to demonstrate an understanding of-

- The economic system and as a means of transmitting ruling class values and ideologies.
- The hidden curriculum
- The fragmentation of the curriculum
- The alienation and the manipulation of students.

Candidates should demonstrate knowledge of the structure and workings of educational systems in the Caribbean.

Other perspectives may be contrasted with the Marxist perspective to explain the functions of educational systems in the Caribbean.

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Interpretation and Application   [10 marks]

Candidates are expected to elaborate on how the Marxist perspective contributes to understanding educational systems in Caribbean societies. They should be able to identify and discuss:

- The role of the hidden curriculum as it relates to education in the Caribbean.

- The manipulation and alienation of students in school which prepare them for a similar alienation in the workforce.

- The link between the fragmented curriculum in schools and the economic system where work is also fragmented and meaningless to the worker.

- The correlation between the views of the Marxian perspective and educational development in the Caribbean. This would include an emphasis on the role of education in relation to the economic system and to be more precise educational systems which reflect the power of the ruling class.

Analysis and Evaluation   [7 marks]

Candidates should be able to conclude based on the analysis of the evidence whether or not the Marxist perspectives can help in an understanding of educational systems in the Caribbean. They may allude to the weaknesses of this approach and suggest that another perspective is better suited to explain the functions of educational systems in Caribbean society.

Total 25 marks

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SECTION C
MODULE 3: SOCIAL STRATIFICATION

Question **5**

Ways in which colour ethnicity and gender have influenced patterns of social mobility or stratification system in a named Caribbean society.

Overview of expected response

Candidates are expected to demonstrate a general understanding of the pattern of social mobility <u>or</u> the stratification system in a named Caribbean society. Historical and/or contemporary knowledge of the society must be noted. Also, they should be able to specifically define/describe or outline their understanding of any two of the three factors viz. colour, ethnicity and gender. In examining the statement candidates are expected to elaborate on how two of the factors have been evident in the pattern of social mobility <u>or</u> stratification system in the society of which they have good knowledge regarding the two social processes.

They may also incorporate any knowledge of relevant sociological perspectives in their examination of the statement. Finally, in their evaluation they can conclude on the relevance of the factors chosen, to the corresponding process and whether or not they may be useful to an understanding of their influence on the social processes in a historical context rather than in contemporary Caribbean society.

Knowledge and Understanding   [8 marks]

In demonstrating knowledge and understanding, candidates should be able to define/ describe/ outline what is gender, colour or ethnicity (any two) and social mobility <u>or</u> stratification system. They should also have historical and/or contemporary knowledge of the Caribbean society they have chosen.

- gender – refers to social characteristics differentiating male and female

- colour – refers to biological characteristics of skin colour and may relate to colour caste ascriptive criteria of differentiation

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- ethnicity – refers to the cultural and social features of particular groups e.g. language shared, history, religion and cultural tradition. It is often used interchangeably with race.

- social mobility – refers to the movement of individuals and groups between social classes or strata in society e.g. this could be upward or downward (vertical), intergenerational or intragenerational

- stratification system – refers to the division of society into a pattern of layers or strata made up of a hierarchy of unequal social groups. Such a system may be open or closed (achievement oriented or ascriptively oriented respectively) impacting on social mobility. The inequalities are often based on wealth and income, occupation and status, social class, political power, religion, race/ ethnicity, gender and age. Knowledge of a relevant sociological perspective such as Caribbean society models or other social issues (the role of education, etc.) is acceptable for this evaluation.

Interpretation and Application **[10 marks]**

The examination of the statement must focus on an understanding of any two of the three factors identified and how they relate to one of the two social processes – the stratification system or social mobility. They must relate this to the historical and/or contemporary context of the society they have chosen as follows:

(i) Colour and the Stratification System

- This can be related to the plantation legacy of slavery and indentureship re the persistence of a colour caste system where those of lighter skin colour occupy the upper strata and those of darker skin colour the lower strata in the stratification system. This is very closed stratification system

Or

- Colour and Social Mobility

A similar discourse as in the stratification system with emphasis on little or no opportunity for mobility which is based on ascriptive criteria-colour.

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(ii) <u>Gender and the Stratification System</u>

- Society is viewed as patriarchal where there is male dominance and female subordination. Mention can be made of the feminist perspective in explaining male dominance.

- Gender stratification is mostly evident in employment and specific occupations which relate to status in the stratification system.

<div align="center"><u>or</u></div>

<u>Gender and Social Mobility</u>

- women experience less upward mobility than men despite legislation reforms and equality of opportunity policies

- despite males and females having similar qualifications women may not be/ are not upwardly mobile as men – some reasons offered relate to career interruptions due to pregnancy, childcare or legislation which continue to favour a patriarchal system where women may only be able to move occupationally from skilled non-manual positions.

(iii) <u>Ethnicity and the Stratification System</u>

– Like colour, this can be related to the plantation legacy in Caribbean society and the extent to which ethnicity (used interchangeably with race) and colour has formed part of a closed stratification system during slavery and indenture ship – where the Europeans (whites) were the upper classes vis-à-vis the slaves or indentureds whether captive Africans; indentured Indians, Chinese, Portuguese etc.

– The issue of institutional and racial prejudice relating to employment

– The issue of ethnicity and occupational status that has been an aspect of Caribbean society

<div align="center">OR</div>

<u>Ethnicity and Social Mobility</u>

Candidates can pursue a similar examination as in the discussion on colour which relate to a particular historical context but may or may not be relevant to the contemporary society.

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However, they may note issues of discrimination relating to employment and the persistence of the relationship between occupation and status as well as acquisition of wealth and ethnicity which impact on social mobility. The issue of adapting/employing variations of affirmative action can be explored.

Analysis and Evaluation   [7 marks]

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

Total 25 marks

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SECTION C
MODULE 3: SOCIAL STRATIFICATION

Question **6**

Karl Marx's perspective on class and class relationships with reference to a named Caribbean society.

Overview of expected response

Candidates are expected to have a general understanding of social stratification in the Caribbean and its related concepts. More specifically, they should be able to discuss the Marxian perspective of class and class relations within the context of the Caribbean.

In their responses, candidates should define the relevant concepts, outline and explain the Marxian perspective and explain the general manifestation of these in the Caribbean.

Knowledge and Understanding   [8 marks]

Candidates should be able to demonstrate an understanding of:

- the Marxian class structure (proletariat and bourgeois)

- class, class relations and the economic relations in terms of the distribution of land, labour and capital in a named Caribbean society

Interpretation and Application   [10 marks]

Candidates should elaborate on the Marxian class structure with reference to the relations of power. They should be able to identify and discuss experiences in a named Caribbean society which reflect the perspectives of Karl Marx and George Beckford.

Theoretical perspective:

Marxian class structure: Two classes in society

- The bourgeois class: owners of the means of production – land, labour and capital

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- The proletariat: the working class (under class) – lack of ownership of the means of production except labour (over which they have no control)
- Reference to the lumpen proletariat may also be used/introduced
- The role of other agencies/institutions of power in maintaining the status quo such as the media and political parties.

Reference: George Beckford – Plantation Societies

Caribbean Application:

Candidates should be able to make the relevant application/linkage between the views of Marx and contemporary Caribbean realities such as:

- Powerful families who have over generations controlled the means of production (transfer of wealth)
- Multinational corporations control fundamental economic organizations of government and the private sector
- The lack of limited access of the working class to conventional avenues for achieving success.

Analysis and Evaluation   [7 marks]

Candidates should be able to conclude, from their analysis, the view that a Marxian perspective brings to understanding the relations of power within the named Caribbean society.

Candidates should also be able to assess the extent to which the Marxist perspective has failed to address emergent complexities regionally and internationally.

Total 25 marks

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UNIT 1 - Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.

2. Answer ALL questions.

3. Each question is worth 20 marks.

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

SECTION A

INSTRUCTIONS

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

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

– The Role of the Father in the Family

– Increasing Violence in Schools

– Male Underachievement

– Gender Discrimination

– Religious Intolerance

– Marginalization of the Lower Class

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

1. **INTRODUCTION**

   (a)   List ONE general and THREE specific objectives of your study.

   [5 marks]

   (b)   **In no more than TEN lines**, write a statement of the problem for this study. The statement should include the nature and scope of the problem and the rationale for your study.

   [3 marks]

   (c)   Suggest a title for your study with reference to your general objective.

   N.B. The title should be no more than FIFTEEN words in length, highlighting the key variables of the study.

   [2 marks]

   (d)   (i)   State THREE reasons why a literature review is important in a study.

   [6 marks]

   (ii)   Outline the steps you would take to conduct your literature review.

   [4 marks]

   Total 20 marks

2. **DATA COLLECTION**

(a) Research Design

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

(i) Quantitative research only

(ii) Qualitative research only

(iii) Both quantitative research and qualitative research

[6 marks]

(b) Data Collection Technique

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

– Questionnaires

– Interviews

– Participant observation

– Analysis of secondary data, for example, documents

– Any other suitable data collection technique

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

[4 marks]

(c) Research Instrument

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

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

[10 marks]

Total 20 marks

3.   **ANALYSIS AND CONCLUSION**

(a)   Analysis of Data

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

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

[6 marks]

(b)   Discussion and Conclusion

(i)   Describe ONE of your possible findings.

[2 marks]

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

[2 marks]

(c)   Significance of the Research

Briefly explain why you consider your study important or useful.

[5 marks]

(d)   Bibliography

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

[5 marks]
Total 20 marks

END OF TEST

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

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<u>Question **1**</u>

INTRODUCTION

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

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

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

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

[5 marks]

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

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

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

Poor statement of problem, weak and unclear
1 mark

(c)   The title for the study clearly stated

[**2 marks**]

Title unclear/inadequate   **1 mark**

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

(ii)   How would you conduct your literature review?

(i)   Reasons for doing literature review:

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

   ii)   standing on the shoulders of the other researchers;

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<u>Question **1** cont'd</u>

        iii) clarifying own ideas and understanding by exploring
             what others have done before;

        iv)   to be pointed in the directions where own research
             may be most fruitful, interesting, meaningful;

Clear and complete justification	**2 marks each**
Limited justification	**1 mark each**

[6 marks]

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

Correct, clear and complete outline	**4 marks**
Reasonably correct, clear and complete	**3 marks**
Limited outline	**2 marks**
Sketchy unclear outline	**1 mark**

[4 marks]

Total 20 marks

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<u>Question **2**</u>

DATA COLLECTION

(a)   Research Design.

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

(i)   Quantitative research in preference to Qualitative Research

   or

(ii)   Qualitative research in preference to Quantitative Research

   or

Both Quantitative and Qualitative Research

Reasons may include:

Quantitative:

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

Qualitative:

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

Both:

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

Correct, clear and complete explanation   2 marks each
Limited explanation   1 mark each

[6 marks]

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<u>Question **2** cont'd</u>

(b) Data collection techniques

Choose one of the following data collection techniques.

- Questionnaires

- Interviews

- Participant Observation

- Secondary Data, for example, documents

- Or any other suitable technique.

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

(i)   type of study (design)

(ii)   objectives of study

(iii) accessing the source of data

(iv)   time to conduct study

(v)   cost of study

Correct, clear and complete explanation   2 marks each
Limited explanation   1 mark each

[4 marks]

(c) Research Instrument

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

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

[10 marks]

Total 20 marks

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Question **3**

ANALYSIS AND CONCLUSIONS

(a) Analysis of data

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

For presentation Data and Analysis of Data

Correct, clear and complete explanation	**3 marks for each area**
Satisfactory explanation	**2 marks for each area**
Limited explanation	**1 mark for each area**

[6 marks]

(b) Discussion and Conclusion

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

Clear description	**2 marks**
Imprecise statements	**1 mark**

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

For each correct factor	**1 mark**

Any **two**: accuracy or authenticity of data or data sources; research instruments (reliability); researcher bias, sampling method etc.

(c) Significance of the research

Clear and complete explanation	**[5marks]**
Reasonably clear and complete explanation	**4 marks**
Clear explanation	**3 marks**
Limited explanation	**2 marks**
Sketchy unclear explanation	**1 mark**

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

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Question **3** cont'd

(d) Bibliography

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

Clear and accurate bibliographic details in the following order:

Author's name (surname and initials)
Title of publication
Year of publication (in brackets) or after publisher's name
                   after author's name
Place of publication
Publisher's name (Appropriate details if source is <u>Internet article or website</u>) <u>URL, title, date of access</u>

Each item in the correct order   (5 x 1 mark)   [5 marks]
Each item provided but not in the right order   3 marks
3 to 4 items in the wrong order   2 marks
1 to 2 items in the wrong order   1 mark

                                     Total 20 marks

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

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

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

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

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

Sample Answer

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

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

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

1. A population pyramid is used to show

    (A)   the crude birth rate
    (B)   rapid population growth
    (C)   net migration of a population
    (D)   a population's age and sex composition

2. Which of the following represent population control measures?

    I.   Education
    II.   Legislation
    III.   Urbanisation

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

3. In a Caribbean territory with a population of 240 000, there are twice as many dependants as workers. The dependency ratio in this territory is

    (A)   15 : 65
    (B)   80 : 160
    (C)   200 : 100
    (D)   240 : 100

4. Which of the following are population theories?

    I.   Malthusian Theory
    II.   World System Theory
    III.   Demographic Transition Theory

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

5. Which of the following are indicators of the Human Development Index?

    (A)   Lifestyle
    (B)   Migration
    (C)   Life Expectancy
    (D)   Dependency Ratio

6. In analysing development, which of the following BEST describes the role of the periphery in its relation to the core? The periphery

    (A)   is independent of the core
    (B)   produces a number of cores
    (C)   supplies raw materials to the core
    (D)   provides finished products to the core

7. Which of the following population measures can be expressed by a negative value?

(A) Life expectancy
(B) Natural increase
(C) Natural decrease
(D) Infant mortality rate

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

Men - Women
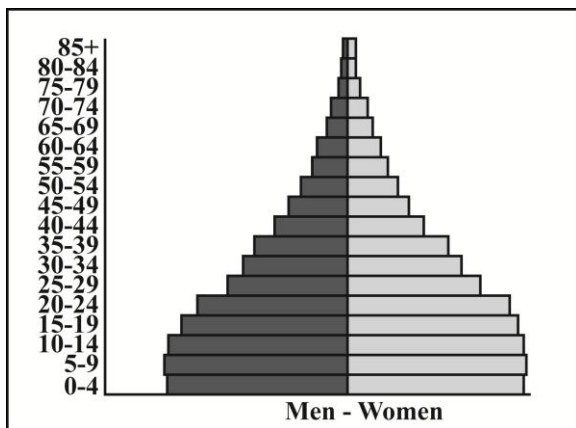
8. This pyramid can be classified as

(A) stable
(B) stationary
(C) expansive
(D) contractive

9. A country with a population structure similar to the one above would be characterised by

(A) low birth rates
(B) a long life expectancy
(C) a low standard of living
(D) a low cost of living

10. A country with the population structure above is MOST likely to be

(A) a less developed country
(B) an industrialised country
(C) a more developed country
(D) a country with sustainable development

11. Which of the following are characteristics of a concave population pyramid?

(A) A young population and a large base
(B) A young population and a small base
(C) An ageing population with a large base
(D) An ageing population with a small base

12. Which of the following theories argues that as nations achieve similar levels of economic development they become more alike in their organization of social life?

(A) Dependency
(B) Convergence
(C) World System
(D) Modernization

13. Urbanization is LEAST likely to result in

(A) a lack of basic amenities
(B) increased job opportunities
(C) congestion and pollution in the city centre
(D) poor housing and the development of slum areas

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14. "The total amount of goods and services produced by a country" is the MOST accurate definition of

(A) Total Exports
(B) Gross National Product (GNP)
(C) Gross Domestic Product (GDP)
(D) Gross National Product (GNP) per Capita

15. Which of the following theoretical perspectives suggested the planned parenthood method of birth control?

(A) Marxist
(B) Malthusian
(C) Neo-Malthusian
(D) Demographic Transition

16. One of the reasons for the prevalence of crime in society is that criminal behaviour is learnt. The MAIN proponent of this thesis is

(A) T. Hirschi
(B) A. Cohen
(C) H. Becker
(D) E. H. Sutherland

17. According to the Interactionist perspective on crime, 'moral entrepreneurs' are certain groups in society who devise laws

(A) to benefit society
(B) to suit their own needs
(C) based on value consensus
(D) based on the norms of society

18. Which of the following theories is associated with the view that a deviant act only becomes deviant when society considers it so?

(A) Conflict Theory
(B) Labelling Theory
(C) Functionalist Theory
(D) Differential Opportunity Theory

19. Some Caribbean youth turn to drug trafficking to realise their goals. Robert Merton views this phenomenon as

(A) ritualism
(B) rebellion
(C) conformity
(D) innovation

20. For which of the following reasons does society view crime as more serious than deviance?

I. Deviance leads to retreatism.
II. Crime can cause physical and mental injury.
III. Crime breaks a norm of what is sacred, moral or right.

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

21. The process of education helps to provide the BEST linkage between the individual and the

(A) school
(B) family
(C) society
(D) workplace

22. The family, education and religion function as means of social control by

(A) debating the norms and values of society
(B) expecting adherence to the norms and values of society
(C) applying formal sanctions to reinforce the norms and values of society
(D) applying informal sanctions to reinforce the norms and values of society

23. Although Lambroso is credited as a pioneer in the study of crime, his theory has been highly disputed. This is because his work was significantly influenced by

(A) cultural research
(B) economic research
(C) biological research
(D) environmental research

24. According to Robert Merton's strain theory on crime and deviance, which of the following is a non-deviant behaviour response?

(A) Ritualism
(B) Innovation
(C) Retreatism
(D) Conformity

25. Which of the following crimes is NOT usually captured in the official crime statistics?

(A) Battery
(B) Burglary
(C) Larceny
(D) Prostitution

26. Which of the following crimes BEST represents trans-national crimes in the Caribbean?

I.   Human trafficking
II. Consumption of narcotics
III. Illicit trading of arms

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

27. Crime statistics suggest that, in the Caribbean, crime is

(A) usually high in rural areas
(B) usually highest in the centre of the city
(C) usually highest at the periphery of the city
(D) never high at the centre or periphery of the city

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28. Which of the following can be used to measure the social consequences of crime?

I.   The number of prisoners who are of working age
II. The number of persons who die as a result of crime
III. The number of persons accessing social services as a result of domestic violence

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

29. Karl Marx's theory of crime suggested that the criminal class is the

(A) proletariat
(B) bourgeoisie
(C) lumpen proletariat
(D) lumpen bourgeoisie

30. One dysfunction of crime and deviance is that they

(A) serve to generate employment
(B) create budgetary shifts in the allocation of public resources
(C) symbolize those forms of behaviour which attract negative sanctions
(D) symbolize those behaviours which promote positive alternatives

31. The organization which formulated the 'basic needs' approach to the development of poverty alleviation is the

(A) World Bank
(B) United Nations
(C) International Monetary Fund
(D) International Labour Organization

32. Which type of poverty is defined as an individual's inability to afford what others in society consider necessary?

(A) Critical
(B) Relative
(C) Absolute
(D) Subjective

33. Which of the following influences climate change in the Caribbean?

(A) Deforestation
(B) Reforestation
(C) Hillside terracing
(D) Proper farming practices

34. Which of the following theoretical perspectives attributes the MAJOR cause of ill health to the one's social class?

(A) Conflict
(B) Consensus
(C) Interactionist
(D) Cultural Deprivation

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35. According to the Cultural Deprivation theory, inequalities in health are due to the

(A) low incomes of the poor
(B) cultural habits of all groups
(C) health-damaging behaviour of the poor
(D) an increasing incidence of lifestyle diseases

36. The difference between the concepts 'morbidity' and 'mortality' is that 'morbidity' refers to

(A) old age and mortality refers to death
(B) death and mortality refers to illness
(C) illness and mortality refers to old age
(D) illness and mortality refers to death

37. Which of the following environmental factors was responsible for the displacement of the Montserratian people?

(A) Volcano
(B) Tornado
(C) Hurricane
(D) Earthquake

38. Which of the following statements about climate change are TRUE?

I. Carbon is produced for sale in every forest-dependent society.
II. Rising sea levels pose an increasing threat to islands and low coastal areas.
III. Increased emissions of greenhouse gases contribute to global warming.

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

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

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

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

39. Which of the following conclusions can be derived from the data in the table?

(A) More females are likely to die of diabetes than males.
(B) More males are likely to die of diabetes than females.
(C) Obesity is more prevalent among males than females.
(D) More females have died of hypertension in the 1990s than in the1980s.

40. Which of the following interventions are useful in combatting the NCDs?

I. Involvement in daily physical recreational activities
II. Food service sector taking into account diverse nutritional needs
III. Continued use of sugar-and-fat-containing foods from food sector

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

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

    I. Category of the poor
    II. Capable of combating deprivation
    III. Incapable of combating deprivation

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

42. A vulnerable group comprises

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

Items 43 - 45 refer to the situation below.

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

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

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

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

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

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

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

END OF TEST

CAPE SOCIOLOGY UNIT 2
SPECIMEN PAPER 01 – Master Data Sheet

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

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

SOCIOLOGY

SPECIMEN PAPER

UNIT 2 - Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions in THREE sections.

2. Each section contains TWO questions.

3. You MUST answer ONE question from EACH section, that is, a total of THREE questions.

4. EACH question is worth 25 marks.

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

SECTION A

MODULE 1 – POPULATION AND DEVELOPMENT

Answer ONE question from this section.

1. With reference to a **named** Caribbean country, discuss the extent to which food security is an appropriate population policy.

[25 marks]

2. Assess the relevance of **either** the Malthusian theory **or** the Neo-Malthusian theory to population issues in a **named** Caribbean society.

[25 marks]

SECTION B

MODULE 2 – CRIME AND DEVIANCE

Answer ONE question from this section.

3. Discuss THREE feminist criticisms of the positivist and contemporary perspectives on crime and deviance.

[25 marks]

4. Discuss the view that criminals in Caribbean societies are products of the policing and court systems and not products of their social backgrounds. Support your position with reference to ONE of the sociological perspectives on crime.

[25 marks]

SECTION C

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

Answer ONE question from this section.

5.   People no longer die from "diseases of poverty" but because of their lifestyles.

      Assess this statement with reference to an appropriate sociological perspective and TWO lifestyle diseases.

                                                                                      [25 marks]

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

      Discuss this statement with reference to an environmental disaster in a **named** Caribbean society.

                                                                                      [25 marks]

END OF TEST

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

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UNIT 2 – Paper 02

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

Question **1**

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

Overview of expected response

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

Knowledge and Understanding   [8 marks]

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

Interpretation and Application   [10 marks]

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

- The impact of land use policies in the territory on food security. Candidates should demonstrate an analysis of the allotment of land to industry, housing, social amenities, for example.
- The effect of the size and topography of the territory on its ability to achieve food security.

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- Candidates should analyse the effect of government policy as it relates to food security. This analysis also relates to the effect of a not having an established policy.
- Analyse the relationship between population size and food security.
- The impact of the territory's historical relationship with agriculture and its possible impact on the feasibility of food security.
- The threat of natural disasters on the territory's ability to sustain food security
- The ability to achieve food security in a sustainable manner. This includes issues such as soil conservation, pests and disease control and innovative production technique/ use of new technologies.
- The impact of migration. How do changes in population size and structure affect food security?
- Cost associated with food security including the ability to import the necessary foods when they are required by the society.
- Ensuring that imported food items are of acceptable quality and safe to eat.
- Educating the population on basic nutritional needs in order to ensure that public support is given to policy.
- The adoption of a regional approach to food security in order to minimise associated costs.

Analysis and Evaluation   **[7 marks]**

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

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

                                        Total 25 marks

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SECTION A
MODULE 1: POPULATION AND DEVELOPMENT

Question **2**

The relevance of the Malthusian and Neo-Malthusian theories to population issues in a named Caribbean society.

Overview of expected response

Candidates are expected to identify the strengths and weaknesses or advantages and disadvantages of using either the Malthusian or Neo-Malthusian perspective to demonstrate an understanding of a significant population issue in a named Caribbean society. Thus, they will be able to conclude on the relevance of the perspective they have identified to the issues and the context i.e. the society.

Thus, candidates are expected to demonstrate understanding of significant population issues prevalent in a named Caribbean society and the related impacts. They should also be able to elaborate on the key assumptions/foci of the perspective to be assessed.

They should be able to focus on the temporal, developmental and contextual dimensions as they assess the perspective and arrive at a conclusion on its applicability as it pertains to the issues which may or may not be amenable to its full explanation.

Knowledge and Understanding [8 marks]

Candidates should demonstrate knowledge and understanding of the following:

EITHER

(i)   The Malthusian theory focuses on:

(a)   moral restraint
(b)   food supply
(c)   the negative effects of overpopulation
(d)   population control

OR

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(ii) The Neo-Malthusian approach focuses on:

      (a) planned parenthood
      (b) selective breeding
      (c) population control

Candidates should focus on at least one of the theories.

Interpretation and Application   **[10 marks]**

Candidates should demonstrate knowledge and understanding of the significant population issues in a named Caribbean society:

For example, HIV/AIDS (as a general issue across all Caribbean societies); overpopulation (Barbados), large-scale migration brain drain,(Guyana); forced migration due to natural disaster (Montserrat); poverty and disaster (Haiti); other issues such as aging, malnutrition, morbidity and mortality rates as well as life expectancy can be examined as significant issues in certain Caribbean societies.

They are expected to elaborate upon relevant population issues and state whether or not they can be addressed by the selected perspective.

Analysis and Evaluation   **[7 marks]**

Candidates must conclude on the relevance or irrelevance (applicability or inapplicability) of either perspective, having assessed their respective applicability (temporally, contextually, developmentally) to explain significant population issues in the Caribbean. The strengths and weaknesses or advantages and disadvantages of the selected perspective should be discussed.

Total 25 marks

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SECTION B
MODULE 2: CRIME AND DEVIANCE

Question **3**

The feminist criticisms of the positivist and contemporary perspectives on crime and deviance

Overview of expected response

Candidates are expected to demonstrate a general understanding of the main criticism engaged by the feminist perspective to evaluate the positivistic and contemporary approaches to the study of crime and deviance.

Essentially, the feminist perspective has criticized both the traditional and contemporary schools of thought as paradigms that reflect a male-stream approach to the study of deviance and crime. The feminist approach suggests that because of the lack of focus on women, they recognize men as the more productive actors or members of society. Thus, as criminals they (men) require treatment to facilitate their reintegration into the mainstream productive and social sectors of society such as schools/education, business/economics, leadership, government /politics, recreational and other, such like agencies which are manifestly recognized as important contributors the balancing of society.

On the other hand, the traditional approach to the reintegration of women offenders placed emphasis on the agencies/ institutions of family and religion. Therefore the main thrust of the feminist critique is that the needs of women and the contributing factors to women criminality are disproportionately acknowledged when compared to men. Both the positivistic and contemporary approaches have neglected women crime -doers as group that require robust integrative attention and intervention to enable their engagement as citizens or actors within the mainstream productive sectors of society. Rather, many of the prevailing contemporary approaches view women who are involved in various forms of deviance and crime, as a special group, who should be prepared for family life in order to attain social recognition as productive contributors to society.

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In addition, wherever female offenders are given recognition as a group, this is done without a critical examination of the significance of women's historical, socio-cultural and economic conditions such educational and religious experiences, social status, power and class, among others. Also, there is virtually, little, if any, attempt to disaggregate the behaviour and experiences of women beyond the sex role paradigm.

Knowledge and Understanding [8 marks]

Candidates should be able to demonstrate knowledge and understanding of three criticisms which have emerged from the feminist perspective.

These may be cited as:

1.   The theorizing of female deviance through the biological perspective to suggest that their most important contribution to society is defined or conditioned by their reproductive role.

2.   Classical criminology suggests that people have free will to choose conventional behaviour. People commit crimes because of greed; and this is controlled by the deterrence of fear and criminal sanction.

3.   Positivism focuses on the relevance of racism and sex snobbery with respect to biological and genetic factors.

4.   The Chicago school rejected the earlier schools of thought but is accused of making racial assumptions about crime.

5.   Anomie theory led by Durkheim and Merton took on some aspects of gender but there were still some aspects of profiling based on the sex role discourses. Merton saw crime as more oriented to the poor but failed to consider the historical and socio-cultural conditions and experiences of women.

6.   Sub-cultural theories represent a synthesis of the Chicago school but attempted to explain and understand deviance in terms of adherence to distinctive cultural patterns. The excessively schematic quality of this body of theory held that societies were clearly layered and categorized into classes, sectors, age-groups and sex roles. Overall, especially in Cohen's work, this body of theory loomed in ideas about stable ascendancy to the dominant behaviour by suggesting that achievement-oriented behaviour which is generally exhibited by the middle class serves as a cultural gravity to which every member of the lower regime of classes is

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pulled. None could escape its clutches. Though in line with Merton's of theory of anomie, it asserts that those most embroiled in the system's imperfections could kick against it in various ways. Yet, there was no sought after understanding of female deviance beyond sex role analysis and sex crimes.

7. Sutherland's theory of differential association emphasised white collar crimes but paid no attention to women, perhaps because of the patriarchal view that women as a group belonged to the informal sectors of work and their social rather than economic space was the home. Thus, because of their domestication they were incapable of participation in white collar or economic crimes.

8. The main assumption of labelling theory suggests that people who are labelled are powerless. Women are the subjects of all sorts of labels that suggest weakness and incapacity as individuals. The sex role identity assigned to women would therefore suggest that they are only capable of being perpetrators and victims of sex crimes.

9. Radical theory is an extension of labelling theory. It emphasises the power of the State by challenging the State in terms of criminal justice but this perspective failed because it did not take into consideration the hegemony of masculinity as ideology within the state. This led to its neglect of women's rights and the affirmation of cultural sexism.

10. Rational choice theory examined the rise of the new right thought by highlighting how the new right is linked to the classical school. Its emphasis is on getting tough on crime. It views the poor as the main vulnerable group and the compendium of criminality that require serious sanction. However, this school failed to direct attention to the need to disaggregate the constructs of poverty and gender throughout its discourse on penology.

11. Many prevailing policies and attitudes towards women criminality and deviant behaviour suggest that they (women) tended to be irrational, compulsive and slightly neurotic. Thus adolescent girls tend to face much higher risk of institutionalization when compared with their male counterparts. Early regimes such as the Holloway prison in Great Britain, and Girl Schools of the Commonwealth Caribbean also provide historical evidence which confirm this tendency. A review of these institutions reveals that they were lacking in remedial capacity for skills and/or entrepreneurial development; and their main emphases have been traditionally aligned to the counselling of female offenders.

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12. The unconstructed notions about women has lent to the undue prominence of women criminality as one of sexual deviance, whereas in research, policy and programming, prostitution and rape are studied excessively often to the detriment of women as a group. This is the case since both traditional and contemporary research tend to infer women as a clientele or as precipitators, at times even suggesting protection of the male perpetrator. Also, research in these areas in the Commonwealth Caribbean, in particular, has consistently ignored the potential and occurrence of sex crimes against women by women or against men by men; and similarly, those of boys and girls.

In general, traditional and contemporary theories suggest that women have an incapacity for violence/violent crimes; and more for crimes that endear cunningness, deviousness and deceit.

Interpretation and Application   **[10 marks]**

The feminist perspective aims to present an alternative approach to the traditional and contemporary approaches to the study of deviance and crime by mainstreaming rather than male-streaming the significance of gender, while simultaneously emphasising the need for a disaggregated framework.

Candidates should identify at least three (3) perceived main deficiencies founded in the traditional and contemporary perspectives based on the criticisms offered by the feminist perspective, and thereafter elaborate on these.

Candidates should use available crime statistics to contest the inference that women are incapable of participation in violence. Reference may also be made to the involvement of women in crime fighting and military or paramilitary organizations to debunk the suggestion of female inferiority.

Candidates can also cite new interventions such as skill training, entrepreneurial and other empowerment activities which are currently available in penal organizations that accommodate women and men; and compare the effectiveness of these as part of the corrective processes for responding to contemporary deviant and criminal behaviour.

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Analysis and Evaluation   **[7 marks]**

Candidates should be able to recognize and conclude that the traditional and contemporary perspectives of deviance and crime tend to be generally male-streamed and therefore often elitist and patriarchal.
Candidates should be able to assess the deficiencies of the positivistic and cotemporary approaches to the study of deviance and crime; and demonstrate how these contribute to an inadequate understanding and response to crime nationally, regionally or internationally.

                              Total 25 marks

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SECTION B
MODULE 2: CRIME AND DEVIANCE

Question **4**

Criminals in Caribbean societies are products of the policing and court systems and not products of their social backgrounds.

Overview of expected response

Generally, candidates will be expected to outline at least ONE sociological perspective (either one social structural or one social action). They will be expected to identify a Caribbean society from which they may outline anecdotal evidence or statistical evidence to agree or disagree with the view stated in a theoretical context. They should be able to determine whether the view offered is applicable to Caribbean society.

Knowledge and Understanding   **[8 marks]**

Candidates are expected to demonstrate understanding of the following:-

   (i)   Structural and social action theories on crime viz Functionalist, Conflict and Labelling Theories, respectively.

Functionalists view criminals as products of their social background (Robert Merton, Albert Cohen)

-     Social groups who lack the opportunity to achieve cultural goals valued in society use alternative means e.g. "innovators" who share the goals of society to accumulate wealth but lack the conventional means to do so thus turning to drug dealing, robbery etc.

-     Young adolescents unable to participate fully in their society and gain status in conventional ways seek to do so through the development of a delinquent subculture.

Conflict (Chambliss, Sutherland and Miller)

-     Crime is exclusively a working-class phenomenon

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- Predominance of working-class crimes simply reflect the workings of the agencies of social control

- The police and court can be seen as acting in the interest of the ruling class and the law is applied in the interest of these classes.

- Crime is seen as a form of resistance to capitalism

Labelling Theory (Interactionist) (Becker, Cicourel, Stan Cohen)

- Offenders are perceived as such by the agents of social control

- Police and courts treat people differently according to their social background

- Women are treated differently from men

- Certain social groups are incriminated more than others

Interpretation and Application [10 marks]

Candidates should be able to discuss at least ONE of the perspectives with reference to crime, the police and the courts, social background of criminals (working class, young males).

They should be able to use anecdotal or statistical evidence to support their position.

Analysis and Evaluation [7 marks]

They can conclude that the various sociological perspectives to crime in terms of either police and the courts or social background are lacking and that a full sociological explanation has to try and take account of both structure and action.

Total 25 marks

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

Question **5**

People no longer die from diseases of poverty but because of their lifestyles.

Overview of expected response

Candidates are expected to demonstrate an understanding of "diseases of poverty" as well as of "lifestyles". Specifically, they are expected to demonstrate knowledge of two health and lifestyle diseases and a sociological perspective on health and illness. They should be able to indicate that there is no universal agreement about what constitutes health and illness thus they are relative concepts based on era/period, culture, social class, ethnic group, gender and region in which one lives. They should be able to conclude, with the use of a sociological assessment (using one sociological perspective on health and illness) of two lifestyle diseases whether or not today we no longer die from "diseases of poverty" that characterized earlier eras/periods but because of our lifestyles.

Knowledge and Understanding   [8 marks]

Candidates should be able to demonstrate knowledge and understanding of the following:

- Different cultures and even different social groups within a culture have different ideas about what constitutes "good health" and illness.
- Definitions of health are dependent upon what set of ideas dominate a particular era/period or culture.
- Definitions of health and illness are socially constructed by the bio-medical elite.
- Diseases of poverty – health and illness situations during a particular era, for example, mental illness, tuberculosis, chickenpox, scabies, cholera, dysentery.
- Lifestyle diseases, for example, diabetes, hypertension, obesity

N.B. The cultural deprivationist – blames the behavioural habits and values of victims or their culture; feminist – blames gender-role socialisation and working class definitions of masculinity in a patriarchal society; conflict (Marxist) blames the organisation of capitalism. Any one of these perspectives may be utilized in support of a stated position.

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Interpretation and Application [10 marks]

Candidates should be able to elaborate on any of the following:

- That, for example, mental illness across cultures and in specific era has not always been seen as a medical condition. At various stages it has been seen as caused by poverty, possession by evil spirits and as lack of moral fibre.
- That definitions of health and illness have been used in certain cultures to control both homosexuality and political dissent
- There is an increasing medicalization of human behaviour e.g. alcoholism, smoking, poor diet, obesity, learning difficulties, sexual preferences and problems and pregnancy have all come to be defined as medical problems
- Males consult doctors less because it is culturally expected thus women who consult doctors often (re pregnancy, contraception, menopause etc.) are viewed as more ill than men despite their mortality is less than males. It is also culturally expected that men be more tolerant of pain than women. What passes for overwork and exhaustion in men is viewed as stress or depression in women
  OR
- Alternatively health and illness may be portrayed as a chance occurrence, punishment because of sin and wrong doing, natural environmental factors or physiological and anatomical deficiencies (genetic – DNA requiring gene therapy) with pertinent evidence.
- People's sedentary lifestyles where they do less physical activity because of modern technology, equipment, motor vehicles, lots of hours spent with the computer, TV or driving; eating habits and tastes, for example, fast foods; indulgence in the permissive and liberal social values, for example, substance abuse as leisure and entertainment activities.

Analysis and Evaluation [7 marks]

Candidates should be able to conclude based on the analyses of the evidence whether or not today we no longer die from diseases of poverty that characterized earlier eras/periods but because of our lifestyles.

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More so they should summarize and conclude whether or not conditions of health and illness based on the lifestyle among a group depend upon social class or gender or ethnic group and region where one lives or a product of biological, environmental, other scientific and supernatural factors. They may even conclude that the diseases of poverty are still prevalent in contemporary society and people die of them as well as the lifestyle diseases.

Total 25 marks

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SECTION C
MODULE 3: CARIBBEAN SOCIAL ISSUES – POVERTY, HEALTH AND ENVIRONMENT

Question **6**

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

Overview of expected response

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

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

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

Knowledge and Understanding   **[8 marks]**

Candidates should demonstrate knowledge and understanding of:

- Anomie or state of normlessness which refers to a situation in society where there is a breakdown in the functioning of the normative system thus routine values and rules are rejected or not observed and the society and its members are at extreme risk of collapse or social chaos. (Consensus).

- Environmental disasters in the Caribbean – their social nature, extent, sociological effects and interventions, for example, floods, hurricanes, volcanoes, earthquakes; effects – depopulation or population displacement, mortality, morbidity, social transformation, for example; interventions – emergency measures - for example, evacuation, construction of shelters, counselling, health, feeding.

- Prominent institutions of social order and control during such events – the environmental disaster management agency, the uniformed para-military and military services, the media and disaster relief agencies such as the Red Cross/Crescent.

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Interpretation and Application   **[10 marks]**

Candidates' responses must elaborate on the following:

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

Analysis and Evaluation   **[7 marks]**

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

Total 25 marks

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SOCIOLOGY

SPECIMEN PAPER

UNIT 2 - Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.

2. Answer ALL questions.

3. Each question is worth 20 marks.

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

SECTION A

INSTRUCTIONS

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

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

– Pollution and Social Behaviour

– Lifestyle Diseases and Socialization

– Poverty and Poor Health

– Youth Crimes and the Effectiveness of Social Control Mechanisms

– Natural Disasters and Population Change

– Poverty Alleviation Strategies and Social Development

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

1. **INTRODUCTION**

   (a) List ONE general and THREE specific objectives of your study.

   [5 marks]

   (b) **In no more than TEN lines**, write a statement of the problem for this study. The statement should include the nature and scope of the problem and the rationale for your study.

   [3 marks]

   (c) Suggest a title for your study with reference to your general objective.

   N.B. The title should be no more than FIFTEEN words in length, highlighting the key variables of the study.

   [2 marks]

   (d) (i) State THREE reasons why a literature review is important in a study.

   [6 marks]

   (ii) Outline the steps you would take to conduct your literature review.

   [4 marks]

   Total 20 marks

2. **DATA COLLECTION**

(a)   Research Design

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

(i)   Quantitative research only

(ii)   Qualitative research only

(iii)   Both quantitative research and qualitative research

[6 marks]

(b)   Data Collection Technique

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

– Questionnaires

– Interviews

– Participant observation

– Analysis of secondary data, for example, documents

– Any other suitable data collection technique

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

[4 marks]

(c)   Research Instrument

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

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

[10 marks]

Total 20 marks

3. ANALYSIS AND CONCLUSION

(a) <u>Analysis of Data</u>

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

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

[6 marks]

(b) <u>Discussion and Conclusion</u>

    (i)   Describe ONE of your possible findings.

[2 marks]

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

[2 marks]

(c) <u>Significance of the Research</u>

Briefly explain why you consider your study important or useful.

[5 marks]

(d) <u>Bibliography</u>

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

[5 marks]
Total 20 marks

END OF TEST

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

Procedures for Holistic Marking: Sociology Paper 2

A. <u>Review</u>

1. Review the descriptions of the qualities to be assessed.

2. Review the scoring rubrics (the scale which indicates the marks to be awarded for the specified level of performance on each quality).

3. Review the overall quality standards, which show the range of marks associated with the categories of responses ranging from excellent to unsatisfactory.

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

B. <u>Read</u>

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

Category 1/2 – the response should earn in the range of 22 – 25 marks
Category 3/4 – the response should earn in the range of 16 – 21 marks
Category 5/6 – the response should earn in the range of 10 – 15 marks
Category 7 – the response should earn in the range of 00 – 09 marks

C. <u>Reread</u>

Reread each response more carefully in order to further divide each broad category into two more discriminating subcategories. You will find that most of the responses that at first (rapid) reading you place in Category 1/2 (22–25 marks) will tend to be rated highly in terms of Knowledge and Understanding and Interpretation and Application. Therefore, focus on the **Analysis Evaluation** qualities to discriminate among these responses.
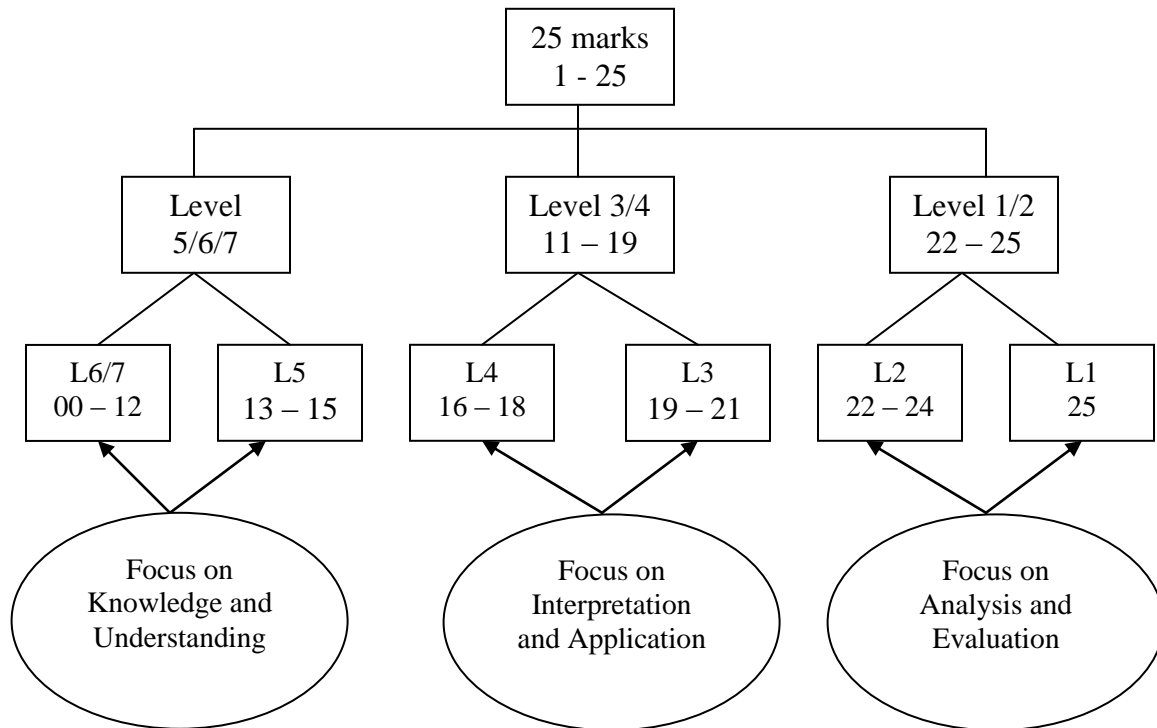
The responses that you place in Category 3/4 will tend to be strong in Knowledge and Understanding and tend to be relatively restricted in the qualities of Analysis and Evaluation. Focus on **Interpretation and Application** to discriminate among the responses that you place in Category 3/4.

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

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

Level 1 response – one judged to be **exemplary/outstanding** will earn a total of 25 marks

Level 2 response – one judged to be **excellent** will earn a total of   22 – 24 marks

Level 3 response – one judged to be **very good** will earn a total of   19 – 21 marks

Level 4 response – one judged to be **good** will earn a total of   16 – 18 marks

Level 5 response – one judged to be **satisfactory** will earn a total of   13 – 15 marks

Level 6 response – one judged to be **limited** will earn a total of   10 – 12 marks

Level 7 response – one judged to be **unsatisfactory** will earn a total of   00 – 09 marks

The following diagram may help you to conceptualize the process:

```
                          ┌──────────────┐
                          │   25 marks   │
                          │    1 - 25    │
                          └──────────────┘
           ┌──────────────────────┼──────────────────────┐
   ┌──────────────┐      ┌──────────────┐       ┌──────────────┐
   │    Level     │      │  Level 3/4   │       │  Level 1/2   │
   │   5/6/7      │      │   11 – 19    │       │   22 – 25    │
   └──────────────┘      └──────────────┘       └──────────────┘
```

L6/7	L5	L4	L3	L2	L1
00 – 12	13 – 15	16 – 18	19 – 21	22 – 24	25

Focus on Knowledge and Understanding

Focus on Interpretation and Application

Focus on Analysis and Evaluation

D. **Remember**

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

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

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

1. Be aware of your own prejudices, which often interfere with fair marking. These prejudices usually relate to the number of facts and concepts contained in the essay, the neatness and careful appearance of the essay, and the punctuation and grammatical and spelling correctness of the essay.

2. All examiners tend to drift from the agreed standard as they engage in marking script after script over long periods of time. This may be caused by fatigue, distractions in the marking location, loss of concentration etc.

3. Further, when you mark a 'weak' response immediately after marking a set of 'strong' responses you may tend to award relatively lower marks to the weak script.

4. On the other hand, when you mark a 'strong' response immediately after marking a set of 'weak' responses you may tend to award relatively high marks to the strong script.

5. Mark positively. Assess the adequacy or correctness or appropriateness or relevance of the candidate's response in terms of the mark scheme and scoring rubrics and reward the candidate's response accordingly.

6. You must NOT try to fit the candidate's response to YOUR concept of the 'correct' essay. You must assess the response in terms of the extent to which it is meaningful, demonstrates understanding of the information tested and present clear, logical arguments.

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

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

Explanation of the Qualities to be Assessed

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