

**A study of the Relationship between Student Performance at GCE
Advanced and CAPE Level and Prior Performance at the GCE
Ordinary and CSEC Level: Implications for a Change in
Educational Practice**

A Project

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ABSTRACT

A study of the Relationship between Student Performance at GCE Advanced and CAPE Level and Prior Performance at the GCE Ordinary and CSEC Level: Implications for a Change in Educational Practice

The study examined the extent to which performance at the CAPE/GCE A' Level could be predicted by prior performance at the CSEC/GCE O' Level. It utilized 438 student grades for CAPE/GCE A' Level for the years 2005 and 2006, along with the subjects' CSEC/GCE O' Level grades. When crosstabulations, bivariate correlations and regression analyses were applied to the data, it was found that the overall performance of the group at the CAPE/GCE A' Level had a low to moderate correlation with their prior CSEC/GCE O' Level results, but that the level of CSEC/GCE pass was a poor predictor of individual students' (subsequent) level of pass in CAPE/GCE A' Level.

The findings also revealed that CAPE scores correlated very weakly with each of the four other variables studied - age, gender, number of passes at CSEC level, having five or more passes in CSEC from a single sitting - suggesting that these variables were unreliable indicators of the students' future performance.

As these results call into question the practice in our schools and colleges of taking past performance as an index of future performance, the researcher, relying on the evidence of some of the literature, recommends that a policy which

seeks to identify students' weaknesses and to enhance their motivational and volitional levels would be better tools for predisposing them towards a high level of performance in the future.

KEY WORDS: Prior Attainment; Academic Performance; Screening;
 Cognate Course; Compatibilism in Education