

ABSTRACT

This study investigated Jamaican ninth graders' performance on science process skills and science knowledge tests and on an attitudes to science questionnaire in ROSE and Non-ROSE schools. The main study sample comprised 105 grade 9 students (ages 13-16) in intact classes taken from four schools. Two of the schools were located in urban areas (St. Andrew), while the other two were in rural locations (St. Thomas and Portland). In each location, grade 9 students using the ROSE Science Curriculum as well as grade 9 students not using the ROSE Curriculum were selected. The instruments used for this study were: a science process skills test (SPST) adapted by this researcher, a multiple choice item and matching type item standardized science content knowledge test (SCKT) and a science attitude questionnaire (SAQ). The main findings were:

- (a). The level of the students' science process skills was not satisfactory.
- (b). The level of the students' science content knowledge was not satisfactory.
- (c). The students' attitudes to science were satisfactory
- (d). There were no significant differences between the students' performance on SPST or SCKT based on gender, school type, school location, SEB and attitude.
- (e). There were no statistically significant relationships among students' performance on SPST and SCKT and their gender, school type, location, SEB and attitude.