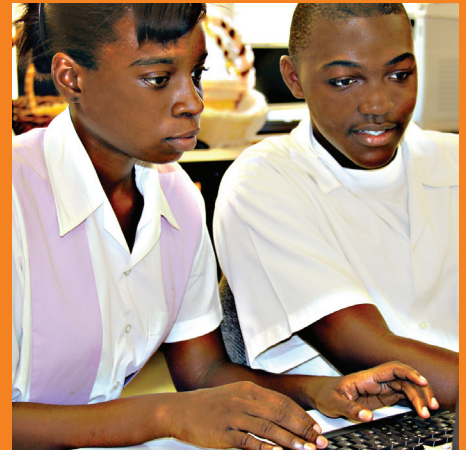




CARIBBEAN EXAMINATIONS COUNCIL (CXC)



# ANNUAL REPORT 2011



**(L to R)** STUDENTS FROM BELIZE AND ANTIGUA AND BARBUDA.

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**C. SAM / CXC**

▸ **OUR MISSION**

To provide the region with: syllabuses of the highest quality; valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests; services to educational institutions in the development of syllabuses, examinations and examinations' administration, in the most cost-effective way.

▸ **OUR VISION**

To assure the global human resource competitiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification.

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## CHAIRMAN'S STATEMENT ▶



▶ As I reflect on the past year of **CXC** operations, it is with a sense of satisfaction that I extend heartiest congratulations to Registrar Dr Didacus Jules and Pro-Registrar Mr Glenroy Cumberbatch and their wonderful team for another year of solid accomplishments. The Registrar has articulated a vision for repositioning **CXC** in the education landscape in the region and

internationally, and the organisation has been marching to an invigorated drum-beat that resonates throughout the region in classrooms, lecture rooms, board rooms and beyond. The Strategic Plan continues to guide the transformation of **CXC** into an ever more responsive entity that is also more entrepreneurial in its outlook.

There has also been a very concerted thrust into internationalisation, the latest buzzword. **CXC's** curriculum is rooted in the Caribbean but must also prepare students for national and regional tertiary education systems that are increasingly international in outlook as our global village shrinks through the use of new technologies and as people move across borders. Ensuring that the examinations and certification processes that we offer are of the highest quality and are acceptable internationally has therefore continued to be a major focus for **CXC**. The Registrar and his team continue to research the locations to which Caribbean students typically locate to explore articulation arrangements to ensure that our students are not disadvantaged with regard to entry into other academic institutions. Articulation arrangements are already in place with North American institutions to ensure that students receiving **CXC** certification can move seamlessly across continents to pursue higher education.

Diversifying revenue streams has been a major strategic focus as the current economic climate in the Caribbean is predictably unpredictable. **CXC** has had to become more entrepreneurial in its outlook, as traditional revenue streams are simply not able to meet all our costs. There is a complex supporting structure to the certification process that must be maintained and consistently reviewed and renewed to ensure quality and relevance. To bolster income, **CXC** has developed a business model that allows for leveraging the organisation's in-house intellectual assets to provide a variety of services to Governments and other stakeholders within the region.

None of this is possible without a stellar staff, staff willing to transform, to go the extra mile, to make a quantum leap into the future. Team **CXC** has been tremendous in embracing the changes that have been taking place within the organisation and to each of them I say a special thank you. The institution has served this region well since its establishment and is one about which we should be very proud. Equally important is building in flexibility to allow the organisation to adapt to changes, changes that are taking place very rapidly in the global education sector as learning and teaching are transformed by technology, and more and more, institutions are required to be more service oriented.

**CXC** is one of the shining examples of functional cooperation in the Caribbean. It is a collaborative effort among our Governments, through their Ministers and Permanent Secretaries; our many resource persons – markers, subject panellists; the amazing staff of **CXC**, at Headquarters in Barbados and at the Western Zone Office in Jamaica; and the people of the Caribbean who have supported our examinations for more than three decades.

I commend the report that follows to you. My warmest congratulations to the Registrar, Pro-Registrar and staff for all that they have accomplished and I look forward to much more in the years to come.

*E. Nigel Harris*

**PROFESSOR E. NIGEL HARRIS**  
Chairman

# REGISTRAR'S REVIEW ►



► For the past three years we have steadfastly sought to actualize the new vision for the Caribbean Examinations Council and as this 2011 Annual Report attests, we are beginning to see concrete manifestations.

In a very tangible sense, 2011 was the year when we crossed the threshold to justifiably call ourselves an IT-intelligent organization. There is now no department in **CXC** whose modus operandi has not been impacted by new technologies

and different smarter ways of working.

A major accomplishment has been the establishment of the free interactive learning portal – [www.notesmaster.com](http://www.notesmaster.com) – which will have tremendous strategic impacts on learning and teaching in the region in the coming period. Not only will it facilitate the emergence of the digital Caribbean classroom but, it will also be the platform for communities of learning and practice. The year 2012 will see the rollout of the next generation Notesmaster which will include the groups feature that will allow for the creation of virtual subject associations. Teachers of every subject across the entire region can join these communities of sharing and practice.

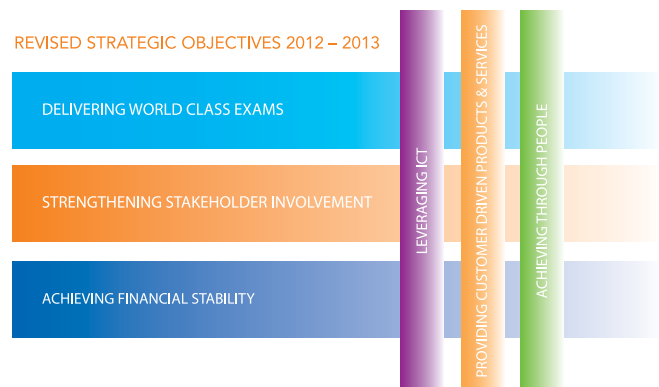
The pace of engagements for the top leadership of **CXC** in 2011 was grueling as we sought to complete the circuit of visits to every Participating Territory, meeting with Government leaders, Ministry of Education officials, principals, teachers, students and parents. A demonstration of our commitment to this was our visit to Saba with three students registered this year! The outreach to stakeholders has been an important priority as we sought to listen to their views of **CXC**, their criticisms and suggestions. We have also leveraged Internet and computer technologies in this outreach through webinars and live streaming of student forums in Guyana, Grenada and Barbados.

We have sought to promote a debate on rethinking education in the Caribbean at all levels and have succeeded in placing this on the agenda of policy makers. A seminal issue of the Caribbean Examiner on this theme generated much discussion and has even resulted in approaches from potential partners overseas such as the Illinois Institute of Technology. In the quest to take the discussion to the highest levels, we have done presentations to the Cabinet of Ministers of the Governments of St. Vincent and the Grenadines and Grenada. Identical presentations were also made to the Parliamentary Opposition in these countries with very positive results. In 2012, we will continue this outreach to all participating states.

Our vision of **CXC** as a truly pan-Caribbean organization is beginning to get traction with the expressions of interest by the Dutch-speaking Caribbean. St. Maarten, Saba and Curacao have expressed interest in becoming formal members and we are exploring the greater integration of Suriname. This development has necessitated a review of our governance and accession treaties – Council has

approved the submission of new legislative and governance instruments to Participating Territories that will make accession to membership easier and faster. While these processes are underway, we are preparing internally by strengthening staff foreign language capability in Dutch, Spanish and French using our Rosetta Stone licenses.

We are looking to the future with increased optimism. In mid October, construction work commenced on our new Headquarters building and we want to record our deep appreciation to the Government of Barbados for delivering on this commitment. For 2012-2013 we have established 3 main strategic objectives:



Cross cutting emphases will be continued leveraging of ICT, providing customer driven products and services and achieving through people (building capacity of staff, panel members and examiners).

Like the Chairman, I would like to express appreciation to the management and staff of **CXC** for rising to the challenge of the vision. We have come a long way and there is much more to be done on this journey, but the results of the work done to date and the positive feedback from stakeholders gives us much encouragement.

*Didacus Jules*

**DR DIDACUS JULES**  
Registrar

# INTRODUCTION ▶

▶ The 2011 Annual Report of the Caribbean Examinations Council (**CXC**) summarizes the major activities and accomplishments during the year. The report highlights the Council's success in administering its major examinations; it speaks to the accomplishments in each of the five Strategic Goals in 2011.

The performance of candidates in the examinations for the **Caribbean Secondary Education Certificate (CSEC)** and the **Caribbean Advanced Proficiency Examination (CAPE)** is discussed in detail, while highlights of the **Caribbean Certificate of Secondary Level Competence (CCSLC)** and the **Caribbean Vocational Qualification (CVQ)** are also given.

The region's most outstanding performers in **CSEC** and **CAPE** are featured prominently along with activities in all major areas of the Council's operations.

## Caribbean Certificate of Secondary Level Competence (CCSLC®)

- Seventy per cent of the entries achieved acceptable grades of Master and Competent. This compares with 63 per cent last year and 54 per cent in 2009. Sixteen and a half per cent of the entries achieved Master, the highest grade at **CCSLC**, while 54.30 per cent achieved Competent.
- Performance improved in four of the five subjects but declined in French.
- Candidate entries and subject entries declined this year with 19,678 candidates writing the examination and 49,063 subject entries submitted.
- Two syllabuses – Modern Languages and Social Studies are under review this year.
- The Integrated Science syllabus has been revised and will be distributed to schools in April/May 2012 for teaching in September 2012 and first examination in 2014.
- Two new texts, one for English and one for Mathematics were published by Nelson Thornes.

## Caribbean Secondary Education Certificate (CSEC®)

- Sixty-six per cent of the subject entries presented in the May/June sitting achieved Grades I to III this year, compared with 69 per cent last year.
- Forty-nine per cent of entries presented in the January sitting achieved Grades I to III, compared with 51 per cent in 2010.
- Performance in English A continues to improve with 67 per cent of entries achieving Grades I to III.
- Subject entries increased marginally this year, from 607,034 in 2010 to 610,713 this year.
- Six syllabuses are currently under review.
- Syllabuses for Office Administration and Physical Education and Sport were revised during the year. Both syllabuses will be distributed to schools in 2012 for commencement of teaching in September 2012 and first examination in May/June 2014.
- Results were released one week ahead of schedule.

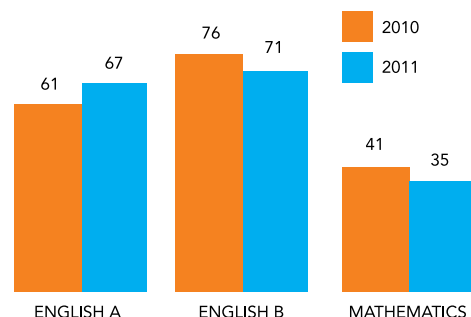
## Caribbean Advanced Proficiency Examination (CAPE®)

- Eighty-nine per cent of entries achieved acceptable grades.
- Candidate entries increased to 27,595 compared with 25,776 in 2010.
- Unit entries increased from 101,574 in 2010 to 108,380 entries this year.
- Drafts for four new syllabuses - Agricultural Science, Entrepreneurship Education, Recreation and Tourism Management and Performing Arts were developed this year. Work will continue to finalise the syllabuses and specimen papers in 2012. The syllabuses will be sent to SUBSEC in October 2012 for approval and will subsequently be distributed to schools in April 2013 for commencement of teaching in September 2013 and first examination in May/June 2014.
- Syllabuses for four subjects were revised during the year under review.
- The Sociology syllabus is currently under review. The proposed changes include a revision of the rationale, aim and changes to the structure and sequence of the modules.
- Results were released one week ahead of schedule.

## Caribbean Vocational Qualification (CVQ®)

- Antigua and Barbuda, St Vincent and the Grenadines and Trinidad and Tobago submitted candidates for the **CVQ** this year.
- **CVQs** were awarded in 20 disciplines. Among the most popular were Electrical Installation, Data Operation, Beauty Therapy, Crop Production and Carpentry.
- A total of 1,301 candidates were awarded transcripts for work completed, while 523 qualified for **CVQs**.

CSEC ENGLISH AND MATHEMATICS



# STRUCTURE OF THE COUNCIL ▶

## Legal Status

The Council was established in 1972, under Agreement by the Participating Governments in the English-speaking Caribbean to conduct such examinations as it may think appropriate and award certificates and diplomas on the results of any such examinations so conducted. The Council is empowered to regulate the conduct of any such examinations and prescribe the qualification requirements of candidates and the fees payable by them.

## Membership

The Council comprises the following members:

- (a) The Vice Chancellor of The University of the West Indies;
- (b) The Vice Chancellor of the University of Guyana;
- (c)
  - (i) Three representatives of the University of the West Indies appointed by the Vice Chancellor of the University of the West Indies, regard being given to the geographic dispersion of the campuses;
  - (ii) One representative of the University of Guyana appointed by the Vice Chancellor of the University of Guyana;
- (d)
  - (i) Two representatives appointed by each of the Participating Governments of Barbados, Guyana, Jamaica and Trinidad and Tobago and one representative appointed by each of the other Participating Governments;
  - (ii) One representative of the teaching profession appointed by each National Committee from among its members.

The Participating Countries are Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, and Turks and Caicos Islands.



Dr Marlene Cox of the University of Guyana, Mr Erwin Greaves of Barbados and Mr Alan Genitty of Belize at a SUBSEC meeting



Mrs Shirley Wahler, Chief Education Officer in the Cayman Islands and Mrs Jennifer Wallace-Lafond, Permanent Secretary in Dominica at a meeting of the Administrative and Finance Committee

## Committees of the Council

The Council has two main committees which help to carrying out its work in between the annual Council meetings - the Administrative and Finance Committee (AFC) and the Sub-Committee of the School Examinations Committee (SUBSEC). Both Committees meet twice yearly; the AFC deals with administrative, financial and human resource matters while SUBSEC deals with technical and examination issues.

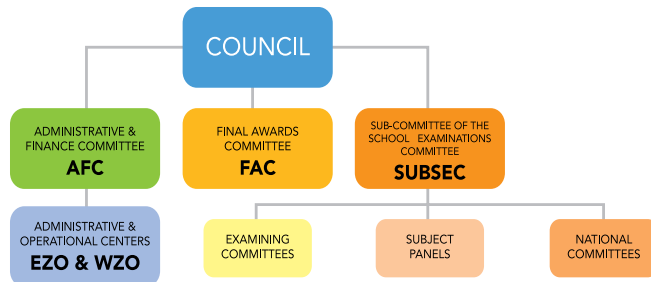
## Subject Panels

Subject panels are appointed by the School Examinations Committee to provide advice on all matters concerning **CXC** subject offerings. The panels are responsible for preparing syllabuses and recommending methods of testing. The panels also consider comments and suggestions on the syllabuses and examinations and recommends to SUBSEC desirable syllabus and examination modifications in light of those comments.

Subject panels normally consist of six members of the education profession, drawn from Participating Countries, but persons can be co-opted for special meetings. At least three members of the panel must be practising teachers of the subject.

Subject panels have continuing responsibility for reviewing the syllabuses and ensuring that the Council is kept abreast of the developments in curricula throughout the region. Panels also nominate persons from whom SUBSEC selects members of the Examining Committees.

## STRUCTURE OF THE COUNCIL (CONTINUED)



### Examining Committees

The members of the Examining Committees are responsible for the main work of examining, these include setting question papers, preparing mark schemes, and supervising the marking by Examiners and Assistant Examiners after the examinations have been written.

An Examining Committee consists of a Chief Examiner and Assistant Chief Examiners. Their main task is the setting of question papers — a task requiring both care and expertise and demanding rigorous security at all stages. Staff members of the Examinations Development and Production Division assist the committees.

### National Committees

A National Committee is established by each Participating Government in its territory and comprises representatives of a Ministry or Department of Education, the teaching profession, the universities in the area and the general community.

The Chairperson of a National Committee is normally an appointee by the Participating Government and selected from the membership of a National Committee.

### Administrative and Operational Centres

For operational purposes, the region is divided into two geographical areas — the Eastern Zone and the Western Zone. Administrative and Operational Centres (AOCs), one for each zone, have been established in Barbados and Jamaica.

The Council's Chief Executive Officer, the Registrar, is located at the Council's Headquarters.

The office in Jamaica has operational responsibility for the Western Zone. The Pro-Registrar, who is in charge of this centre, exercises functions delegated to the Western Zone Office in matters relating to all National Committees, the School Examinations Committee and its Sub-Committee (SUBSEC), subject panels, and syllabus formulation and review.



Mr Winston Crichlow, Barbados; Ms Astra Frank, Grenada and Ms Melcita Bovelle, Guyana at the Final Awards Committee meeting in February

# CERTIFICATION ▶

## CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) JANUARY SITTING 2011

### Administration of the Examination

Thirteen subjects were offered for the January sitting this year.

English B was offered for the first time for the January sitting of **CSEC** examinations this year. Approximately 818 candidates wrote the English A examination.

This year 27,349 candidates entered for the January examinations, compared with 54,866 candidates in 2010. Subject entries declined from 76,899 in 2010 to 59,043 entries this year.

Fifty-five per cent of the candidates who wrote the examination were in the 19 years and older age range.

### Performance of Candidates

Performance declined marginally when compared with that of 2010. Forty-nine per cent of entries achieved Grades I to III, compared with 51 per cent in 2010.

The performance on individual subjects is reported below.

#### BIOLOGY

Fifty-six per cent of the candidates achieved acceptable grades, Grades I-III, compared with 40 per cent in 2010. Candidate performance improved on the three papers, Paper 01, the Multiple Choice paper, Paper 02, the Structured Essay paper and Paper 032, the Alternate to the School Based Assessment. The Examining Committee noted that candidates had difficulties with the questions that assessed transport in both plants and animals, and genetics.

#### CHEMISTRY

There was a 73 per cent increase in the number of candidates writing all the required papers, compared with 2010.

This was the first January sitting where there were no optional questions. Thirty-one per cent of the candidates achieved Grades I-III down from 41 per cent in 2010 and 37 per cent in 2009. Some improvement was noted in candidates' responses to the question which focused on fundamental areas of the organic component of the syllabus, such as, structure and properties of functional groups. However, too many candidates seemed unprepared for the examination.

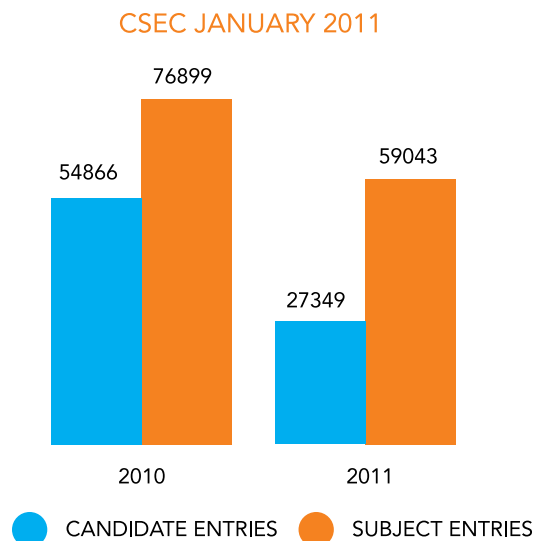
Candidates continue to exhibit inadequate knowledge of some of the required key concepts and terms in several areas. The performance on the question assessing chemistry involved in cooking was unsatisfactory.

Candidates wrote the Alternative Paper to the SBA for the second time. Some improvement was noted in the performance on qualitative analysis.

#### ENGLISH A

Performance in English A remained stable in January 2011. Fifty-four per cent of candidates achieved Grades I-III. This was consistent with overall performance in January 2010 when the percentage of candidates who achieved this level stood at 55 per cent. The percentage of candidates at the Grade I level increased to 9.13 in 2011 from 7.08 in 2010, and 7.7 in 2009.

There was significant improvement in the performance on Profile I, Understanding, and a more modest improvement on Profile II, Expression. In Paper 02, the questions set in the three sections generally elicited the expected levels of performance and there continues to be evidence of improvement in performance on the summary question in Section A.



## CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) JANUARY SITTING 2011 (CONTINUED)

### ENGLISH B

English B was offered for the first time for the January sitting of **CSEC** examinations this year. Approximately 818 candidates wrote the examination. Candidates' responses displayed a level of maturity, analysis and application of knowledge that was encouraging and which earned them the appropriate grades. Approximately 61 per cent of the candidates achieved Grades I-III.

Candidates' performance in Profile 1, Drama, was good and so too was performance in Profile 3, Prose. However, performance in Profile 2, Poetry, was very weak. It is suggested that candidates utilize the subject reports which are available on the **CXC** website to get a better understanding of what is required for poetry appreciation and be better prepared for the examination.

### HUMAN AND SOCIAL BIOLOGY

Fifty-one per cent of the candidates achieved Grades I-III, compared with 54 per cent in 2010. Performance improved on Paper 01, the Multiple Choice paper. The Examining Committee indicated that candidates were able to answer the question that related to genetics. However, the questions which required hands-on experience, proved difficult for candidates.

### INFORMATION TECHNOLOGY

Eight hundred and seven candidates wrote the January 2011 examination compared with 561 in January 2010. This was the second examination based on the revised syllabus, the first being the 2010 May/June examination. The revised syllabus is a combination of the former General and Technical Proficiencies. The new examination assessed three profiles: Theory, Productivity Tools, and Problem Solving and Programming. The examination used three papers to assess the three profiles: Paper 01, the Multiple Choice paper assessed all three profiles; Paper 02, the Structured Response paper assessed all three profiles and Paper 03/2, the Alternative to School Based Assessment assessed Productivity Tools and Problem Solving and Programming.

Thirty-two per cent of the candidates obtained Grades I-III compared with 64 per cent in January 2010 and 81 per cent in May/June 2010. However, any comparison must be made with caution because the January 2010 examination was based on the old syllabus which assessed Technical proficiency. Thus, the slump in the percentage of candidates who obtained Grades I-III for the January 2011 may be explained by this difference in syllabus orientations.

The areas of the syllabus that posed challenges to the January 2011 candidates are the same areas that have posed challenges in previous examinations and these are problem solving, programming, spreadsheet and database management.

### MATHEMATICS

This was the second examination since the revision of the syllabus and the first for the January population. Thirty-seven per cent of the candidates who wrote the examination in 2011 achieved Grades I-III compared with 45 per cent in January 2010. This decline was reflected in the performance on both Paper 01, the Multiple Choice paper, and Paper 02, the Extended Response paper.

Candidates' main areas of weakness were in the questions that tested content based on the optional objectives of the syllabus, as well as in content that tested Geometry, Algebra and Measurement in both the compulsory and optional objectives.

### OFFICE ADMINISTRATION

One thousand, two hundred and thirty-five candidates wrote the January 2011 examination compared with 1,682 in 2010. There was an overall improvement in performance. Seventy-seven per cent of candidates achieved Grades I-III compared with 51 per cent in 2010 and 75 per cent in 2009. Whereas candidate performance was comparable on Paper 01, the Multiple Choice paper and Paper 02, the Short Answer paper, improvement was most evident on Paper 03/2, the Alternative to the School Based Assessment which assesses Profile 2, Application.

### PRINCIPLES OF ACCOUNTS

Thirty-seven per cent of the candidates achieved Grades I-III compared with 46 per cent in January 2010 and 54 per cent in 2009. Performance on Paper 01, the Multiple Choice paper, and Paper 03/2, the Alternative to the School Based Assessment, was consistent with that of 2010 and 2009. However, there was a decline in performance on Paper 02, the Essay paper. While there was an improvement in performance on Profile 1, Knowledge, there was a decline in performance on Profile 2, Application, and Profile 3, Interpretation.

**PRINCIPLES OF BUSINESS**

Sixty-three per cent of the candidates achieved Grades I-III compared with 49 per cent in 2010 and 64 per cent in 2009. Performance on Paper 01, the Multiple Choice paper, was consistent with that of 2010 and 2009. There was an improvement on Paper 02, the Essay paper and Paper 03/2, the Alternative to the School Based Assessment. Candidates continue to experience challenges in responding to the questions which assess Profile 3, The Business Environment.

**PHYSICS**

One thousand and fifty-four candidates wrote the January 2011 examination compared with 1056 in 2010. There was an improvement in the overall performance of candidates on this year's examination. Forty-nine per cent of the candidates achieved Grades I-III compared with 39 per cent in 2010.

Candidates demonstrated improved performance in Profile 3, Experimental Skills.

**SOCIAL STUDIES**

This was the first January sitting in which the revised syllabus for Social Studies was examined. Candidates' overall performance improved with 70 per cent of them achieving Grades I-III compared with 64 per cent in 2010. This increase in the percentage of candidates at the acceptable Grades I-III was due to improved performance especially on Paper 01 and Paper 02.

While there was a significant improvement in Profile 1, Knowledge and Comprehension for all papers, there was a decline in performance at Grades A and B in Profile 2, Application, Evaluation and Problem Solving. There remains a general weakness in Profile 2 in Paper 02 where candidates failed to give detailed explanations and relevant examples although this is explicitly stated as a requirement in each question.

**SPANISH**

Performance on the 2011 January examination was below the level achieved in 2010. Sixty per cent of the candidates achieved Grades I-III compared with 69 per cent in January 2010. This decline was due to a less than satisfactory performance on Section III, Contextual Announcement/Contextual Dialogue, and Section IV, Reading Comprehension, of Paper 02, the Free Response paper, which assesses candidates' ability to write the language. Candidates' overall performance on Paper 01 (which assesses the listening and reading skills) and Paper 03 (which assesses the listening and speaking skills) was similar to what was achieved in 2010.

It is recommended that teachers and students of Spanish engage in more practice exercises specifically in the areas in which the reading and writing profiles are assessed.

# CERTIFICATION ▶

## CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC®) MAY/JUNE SITTING 2011

### Administration of the Examination

Thirty-four subjects were offered this year at the May/June sitting. The total number of candidates registered this year stood at 153,120 compared with 153,447 candidates in 2010.

The number of subject entries submitted this year passed the 610,000 mark. Six hundred and ten thousand, seven hundred and thirteen subject entries were submitted this year, compared with 606,034 in 2010.

More candidates registered for Mathematics than English A, 100,084 candidates registered for Mathematics compared with 98,708 candidates for English A.

### Performance of Candidates

Performance declined slightly this year with 66 per cent of the entries achieving Grades I–III, compared with 69 per cent of the entries who achieved similar grades in 2010.

Of the 34 subjects offered this year, performance improved in 10, declined in 21 and remained the same in three.

The performance on individual subjects is reported below.

#### AGRICULTURAL SCIENCE (SINGLE AWARD)

Candidate performance remained steady with approximately 91 per cent of the candidates achieving Grades I–III for two years in succession. Candidates performed best on Profile 1, The Business of Farming. However, candidates continued to experience difficulties with questions which assessed their knowledge of practical skills, particularly in relation to Profile 2, Crop Production.

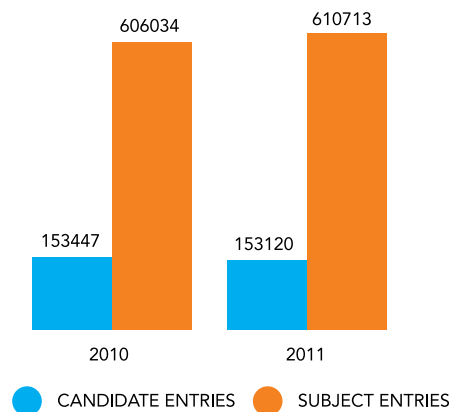
#### AGRICULTURAL SCIENCE (DOUBLE AWARD)

Approximately 93 per cent of the candidates achieved Grades I–III compared with 89 per cent in 2010. The Examining Committee reported a significant improvement on all examination papers, as well as on the three Profiles, the Business of Farming, Crop Production and Animal Production.

#### BIOLOGY

Seventy-three per cent of the candidates achieved Grades I–III compared with 75 per cent in 2010. Although performance on the questions that assessed knowledge of plant biology improved, the Examining Committee reported that candidates continued to display weak experimental skills, and to have difficulty manipulating biological terms and information.

CSEC MAY/JUNE 2011



### BUILDING CONSTRUCTION

#### OPTION 1: Woods

Seventy-six per cent of the candidates who wrote the examination in 2011 achieved Grades I–III compared with 83 per cent in 2010. This was mainly attributable to a decline in performance on Paper 02, the Structured and Essay paper. Candidate performance on Paper 01, the Multiple Choice paper and Paper 03, the School Based Assessment, was comparable with that of 2010. Performance on the profiles showed a decline on Profile 1 and Profile 2 when compared with 2010 while on Profile 3, candidates' performance was comparable with that of 2010.

#### OPTION 2: Construction

Eighty-three per cent of the candidates achieved Grades I–III compared with 80 per cent in 2010. While there was a decline in their performance on Paper 01, the Multiple Choice paper, candidates' performance on Paper 02, the Structured paper, was much improved over that of 2010. Performance on Paper 03, the School Based Assessment, was comparable with that of 2010. In terms of performance on the profiles, candidates improved on all three profiles.

### CARIBBEAN HISTORY

The revised syllabus in Caribbean History was examined for the first time in 2011. Generally, performance in the 2011 examinations was fair. Seventy-four per cent of the candidates achieved Grades I–III compared with 65 per cent in 2010. Candidates performed well in Section A of the syllabus, but displayed some deficits in knowledge of topics in Sections B and C.

While performance improved on Paper 02, generally candidates still needed to pay greater attention to the demands of the questions and exhibit a greater level of analysis and evaluation in questions which were specially designed to assess these abilities. Additionally, many candidates experienced difficulty with writing extended essays.

Performance declined on Paper 03/2, the Alternative to the School Based Assessment, as many candidates seemed not to possess the background knowledge required to engage fully with questions asked.

### CHEMISTRY

The performance in 2011 was below that of 2010. Sixty-four per cent of the candidates who wrote the 2011 examinations achieved Grades I–III compared with 70 per cent in 2010. Candidates continued to perform satisfactorily on the question requiring data analysis, knowledge of the mole, the periodic table, and drawing and interpreting graphs. Generally, candidates continued to find aspects of organic chemistry challenging, particularly polymers and knowledge of basic concepts including definitions.

Too many candidates performed below expectation on questions focusing on experiences that they should have gained through laboratory exercises. Candidates and teachers are encouraged to use the laboratory exercises to reinforce, illustrate or clarify theoretical concepts. Generally, greater attention to the planning and design skill in the laboratory exercises is required. Candidates also need to be more accurate in how they use the terms and language of Chemistry.

### CLOTHING AND TEXTILES

Eighty-one per cent of the candidates achieved Grades I–III in 2011 compared with 83 per cent in 2010. While performance on the School Based Assessment component of the examination continued to be satisfactory, candidates needed to focus on key words and phrases in questions on Papers 01 and 02. The ability to provide the sequential steps in critical procedures in the subject also proved challenging for candidates.

### ECONOMICS

Candidates' performance improved significantly when compared with that of 2010. Seventy-one per cent of the candidates achieved Grades I–III compared with 62 per cent in 2010. Candidates' performance improved slightly on Paper 01, the Multiple Choice paper and on Paper 02, the Structured Response paper. Candidates demonstrated a good understanding of basic economic concepts, but the majority had difficulty with application of knowledge and analysis of simple economic issues. The area of basic arithmetic calculations continued to pose a challenge for candidates.

### ELECTRICAL AND ELECTRONIC TECHNOLOGY

Forty-four per cent of the candidates achieved Grades I–III compared with 67 per cent in 2010. This poor performance was attributable to a decline in candidates' performance on both of the external papers, Paper 01, the Multiple Choice paper, and Paper 02, the Structured Response paper. Performance on the Paper 03, School Based Assessment, remained comparable with that of 2010.

### ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

There was a decline in performance in 2011 when compared with that of 2010. Eighty-five per cent of the candidates who wrote the examination achieved Grades I–III compared with 91 per cent in 2010. Generally, candidates exhibited weaknesses in following written instructions, in grammar and spelling. They demonstrated limited knowledge of the theoretical aspects of the syllabus, for example, technical terms, file extensions, professional documents and forms. This contributed to the generally below average performance on Paper 01. Candidates needed to focus more on the levels of speed and accuracy, factors which contributed to the unsatisfactory performance on Paper 02.

### ENGLISH A

Performance in English A remained stable in June 2011. Sixty-seven per cent of candidates achieved Grades I–III, consistent with overall performance in June 2010 when 66 per cent of the candidates achieved similar grades. There was a moderate improvement in performance on both Profile I, Understanding, and on Profile II, Expression. The questions set in the three sections of Paper 02 generally elicited moderate levels of performance, but weaknesses were observed in candidates' ability to organize ideas and use grammatical English in expressing these ideas.

### ENGLISH B

Approximately 71 per cent of the candidates achieved Grades I–III compared with 77 per cent in 2010. While performance on Profile 1, Drama, and Profile 3, Prose Fiction, was consistent with that of 2010, there was a significant decline in performance on Profile 2, Poetry. The Examining Committee has recommended that greater attention be paid to the teaching of poetry. It was also recommended that the subject report be consulted for feedback on the examination. There is still need for candidates to be taught to base their inferences on a careful reading of the evidence in the texts/excerpts as a whole, and to display meaning making strategies that come from thoughtful processing of the events described.

## CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) MAY/JUNE SITTING 2011 (CONTINUED)

### FOOD AND NUTRITION

Ninety-two per cent of the candidates achieved Grades I–III compared with 94 per cent in 2010. Candidates' performance on Paper 01, the Multiple Choice paper, and Paper 02, the Theory Paper, was comparable with that of 2010. However, there was improved candidate performance this year on Paper 03, the School Based Assessment.

### FRENCH

Seventy-five per cent of the candidates achieved Grades I–III in 2011 compared with 67 per cent in 2010. There were improved performances on all three papers — Paper 01, the Multiple Choice paper, which assessed listening and reading skills, Paper 02, the Free Response paper, which assessed candidates' ability to write the language and Paper 03, the oral, which assessed listening and speaking skills. General weaknesses centred on candidates' analytical skills.

### GEOGRAPHY

Candidates' performance on the 2011 examination remained consistent with that of 2010. For both years approximately sixty-five per cent of candidates achieved Grades I–III. While there was some improvement on Paper 02, candidates' performance on the compulsory Map Reading Skills question continued to be unsatisfactory. The performance on the School Based Assessment continued to be satisfactory while that on Paper 03/2, the Alternative to the School Based Assessment, showed some improvement. Preparation of sketch maps and formulation of research questions, on this paper, continued to be weak.

### HOME ECONOMICS MANAGEMENT

There was improvement in the overall performance for 2011. Approximately eighty-nine per cent of candidates achieved Grades I–III compared with eighty-six per cent in 2010. This improvement was seen on all three papers and all three profiles. Candidates' responses to question on Paper 02 show that there is greater understanding and application of the content.

### HUMAN AND SOCIAL BIOLOGY

Candidate performance declined in 2011 with approximately 63 per cent of the candidates achieving Grades I–III, compared with 68 per cent in 2010. Candidates experienced difficulties with the questions that required knowledge of diffusion, osmosis, active transport, and circulation of blood in the human body.

### INFORMATION TECHNOLOGY

This was the second May/June examination based on the revised syllabus. Performance declined slightly with seventy-nine per cent of candidates achieving Grades I–III compared with 84 per cent in 2010. Candidates performed better on Paper 01, Multiple Choice paper in 2011 but performance on

Paper 02, Structured Response paper, fell below that of 2010. Section III, Problem Solving and Programming continued to be an area of candidate weakness.

### INTEGRATED SCIENCE

Seventy-four per cent of the candidates achieved Grades I–III compared with 86 per cent in 2010. There was a decline in the candidates' performance on both Paper 01, the Multiple Choice paper, and Paper 02, the Theory paper. Candidates' performance on Paper 03, the School Based Assessment, was comparable with that of 2010.

### MATHEMATICS

Overall performance in 2011 declined when compared with that of 2010. Thirty-five per cent of the candidates who wrote the examination achieved Grades I–III compared with 41 per cent in 2010. The performance on Paper 01, the Multiple Choice paper, was consistent with that of 2010. However, there was a decline in the performance on Paper 02, the Extended Response paper, which may be primarily attributed to the performance on the optional section.

### MECHANICAL ENGINEERING TECHNOLOGY

Fifty-six per cent of the candidates who wrote the examination achieved Grades I–III compared with 65 per cent in 2010. This decline was attributable to an unsatisfactory performance by candidates on Paper 02, the Structured paper, on which candidates displayed weaknesses in their sketching ability and in their knowledge of various engineering components.

### MUSIC

There was a significant decline in candidate performance in 2011. Approximately 66 per cent of the candidates achieved Grades I–III compared with 72 per cent in 2010. This decline was evident more so in Profile 1, Listening and Appraising, and in Profile 2, Performing. The Examining Committee reported that the decline in performance was due mainly to the under-preparation of candidates.

### OFFICE ADMINISTRATION

There was a marked improvement in candidates' overall performance this year. Eighty-eight per cent of the candidates achieved Grades I–III compared with 71 per cent in 2010. While performances on Paper 01, the Multiple Choice paper, and Paper 03/1, the School Based Assessment were consistent with that of 2010, significant improvements were noted in candidates' performance on Paper 02, the Extended Response paper and Paper 03/1, the Alternative to the School Based Assessment.

### PHYSICAL EDUCATION AND SPORT

Performance was comparable with that of 2010 with ninety-eight per cent of candidates achieving Grades I–III in both

years. Performance on Paper 01, Theory, appears to suggest that candidates are not covering all aspects of the core topics in depth. Performance on Paper 02, the Practical examination, remained very stable over the two years.

#### PHYSICS

The overall performance of candidates this year was comparable with that of 2010. Seventy-four per cent of the candidates achieved Grades I–III compared with 75 per cent in 2010. Although candidates tended not to perform as well on those questions that involved a fair amount of mathematical manipulation, they continued to do much better on the practical skills component assessed in the School Based Assessment.

#### PRINCIPLES OF ACCOUNTS

The performance of candidates in 2011 is consistent with that of 2010. Sixty-six per cent of the candidates achieved Grades I–III compared with 65 per cent in 2010. There was an improvement in the performance of candidates on Paper 01, the Multiple Choice paper, and Paper 03/1, the School Based Assessment. However, there was a decline in the performance of candidates on Paper 032, the Alternative to the School Based Assessment.

#### PRINCIPLES OF BUSINESS

Seventy-eight per cent of the candidates achieved Grades I–III in 2011 compared with 80 per cent in 2010. While there was a decline in the performance of candidates on Paper 01, the Multiple Choice paper, there was a significant improvement in the performance of candidates on Paper 032, the Alternative to the School Based Assessment.

#### RELIGIOUS EDUCATION

Candidates' performance in this subject was comparable with that of 2010. In 2011, approximately 88 per cent of the candidates achieved Grades I–III compared with 90 per cent in 2010. There was an improvement in performance on the three profiles: Profile 1 (Knowledge), Profile 2 (Interpretation and Analysis) and Profile 3 (Application). However, at the Candidates continued to show improvement in their ability to interpret biblical principles and to apply those principles to very topical life situations. The Examining Committee recommended that further attention be given to training candidates in these two areas so that further improvements in performance could be achieved.

#### SOCIAL STUDIES

There was a decline in performance of candidates who wrote the 2011 examination. Seventy per cent of candidates achieved Grades I–III in 2011 compared with eighty per cent in 2010. This decline was most noticeable on Papers 01 and 02. There was improvement in candidates' performance on Paper 03/2 when compared with that of 2010.

#### SPANISH

Sixty-seven per cent of the candidates achieved Grades I–III compared with 64 per cent in June 2010. The improvement was due mainly to the better performance of candidates in Section IV (Reading Comprehension) of Paper 02, the Free Response paper, which assessed candidates' ability to write the language. Candidates' performance on Paper 01, the Multiple Choice paper, which assessed the listening and reading skills, and Paper 03 the oral, which assessed the listening and speaking skills, was comparable with that of 2010.

Candidates' performance on Paper 01, the Multiple Choice paper, which assesses the listening and reading skills, and Paper 03, the Oral, which assesses the listening and speaking skills, mirrored that of 2009.

#### TECHNICAL DRAWING

Overall performance in this examination declined in 2011. Seventy-one per cent of candidates achieved Grades I–III compared with 77 per cent in 2010. While candidates' performance on Paper 03/1, Building Drawing, and Paper 04, the School Based Assessment, was comparable with that of 2010, a decline in performance was most evident on Paper 02, Plane and Solid Geometry. The Examining Committee has recommended that candidates pay closer attention to areas such as line work, lettering, dimensioning, labelling and drawing to scale.

#### THEATRE ARTS

Overall performance in this subject was comparable with that of 2010. Approximately 87 per cent of the candidates achieved Grades I–III in 2011 compared with 89 per cent in 2010. There was significant decline in performance on Paper 01, the External examination. However, performance on Paper 02, Performance, and Paper 03, the School Based Assessment, improved. The Examining Committee has recommended that teachers provide greater support to the students in their preparation for the Paper 01 examination. Teachers should also access and utilize the subject report in their preparation for teaching.

#### VISUAL ARTS

This was the first examination for the revised syllabus. Overall performance in this examination improved in 2011. Approximately 67 per cent of the candidates achieved Grades I–III compared with 64 per cent in 2010. Candidates' performance on all the options improved. Candidates also performed quite well on the reflective journal which was introduced as a compulsory component for this examination.

# CERTIFICATION ▶

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) MAY/JUNE SITTING 2011

### Administration of the Examination

Forty-four Units were offered in 24 subjects for CAPE this year.

Candidate entries increased to 27,595 compared with 25,776 in 2010.

Unit entries increased from 101,574 in 2010 to 108,380 entries this year.

### Performance of Candidates

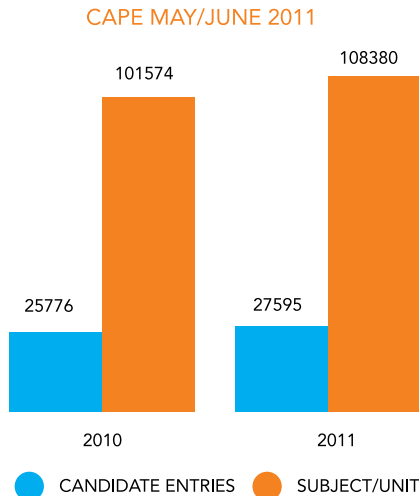
For the fourth consecutive year, overall performance at CAPE remained steady at 89 per cent of Unit entries achieving acceptable grades, I – V.

Performance declined in 21 Units, improved in 18 Units and remained the same in five Units.

Performance on individual Units is reported below.

#### ACCOUNTING

Ninety-six per cent of the candidates who wrote the Unit 1 examination achieved Grades I–V compared with 95 per cent in 2010. However, performance on all three modules, Module 1 (Accounting Theory), Module 2 (Preparation of Financial Statements) and Module 3 (Financial Reporting and Interpretation) fell slightly below what was achieved in 2010.



In Unit 2, eighty-eight per cent of candidates achieved Grades I–V compared with eighty-four per cent in 2010. Candidates appeared to have come to grips with much of the content in Module 1 (Costing Principles) leading to the improved performance this year over previous years. Performance in the School Based Assessment for the two Units over the two years remained stable.

#### APPLIED MATHEMATICS

Eighty-four per cent of the candidates who wrote the Unit 1 examination achieved Grades I–V compared with 78 per cent in 2010. However, there was a decline in the performance of candidates in Module 1 (Collecting and Describing Data) and in Module 2 (Managing Uncertainty). In Module 3 (Analysing and Interpreting Data) the performance was commendable.

In Unit 2, 89 per cent of the candidates achieved Grades I–V compared with 83 per cent in 2010. The standard of work displayed by most candidates in this examination was good. Performance in Module 1 (Discrete Mathematics) compared favourably with the same module in 2010, while Module 2 (Probability and Distribution) and Module 3 (Particle Mechanics) showed significant improvement.

#### ART AND DESIGN

In the Unit 1 examination, 99 per cent of the candidates achieved Grades I–V in 2011 compared with 100 per cent in 2010. In Unit 2, ninety-nine per cent of the candidates also achieved Grades I–V compared with 100 per cent in 2010. The standard of work submitted for the examination was not as high as in 2010. In Unit 1 Module 1, performance declined on the Cultural Studies paper, which tested candidates' knowledge of the linkages between art and design and the cultural aspects of the Caribbean.

For the School Based Assessment component some of the projects submitted in both Units 1 and 2 were very creative. However, the Production Pieces were generally not of the standard of the previous year.

#### BIOLOGY

In Unit 1, there was a decline in candidate performance with approximately 81 per cent of the candidates achieving Grades I–V compared with 84 per cent in 2010. There was a slight improvement in performance in Unit 2, with 96 per cent of the candidates achieving Grades I–V, compared with 94 per cent in 2010.

For both Units, a decline was evident mainly in the performance on Paper 02, the Structured Essay paper. Candidates were particularly challenged by the questions requiring critical thinking, application of knowledge, and practical skills.

#### CARIBBEAN STUDIES

Overall performance declined when compared with 2010. Eighty-four per cent of the candidates who wrote the examination in 2011 achieved Grades I–V compared with 97 per cent who achieved similar grades in 2010.

Candidates encountered challenges in defining some basic concepts that are integral to the study of Caribbean Studies. Module 2, which assesses candidates' understanding of Caribbean economic development, continues to pose challenges for candidates.

The quality and overall presentation of the research papers for the School Based Assessment component of the examination was satisfactory. However, candidates continued to encounter challenges with important skills that are essential to the research process.

#### CHEMISTRY

Eighty-one per cent of the candidates writing the 2011 Unit 1 examination achieved Grades I–V compared with eighty-five per cent in 2010. The candidates seemed to be least comfortable with Module 2, Kinetics and Equilibria.

The level of performance on Unit 2 in 2011 was comparable with 2010 with 91 per cent achieving Grades I–V compared with 92 per cent in 2010. Candidates appeared to be most comfortable with Module 3, Industry and the Environment. Too many candidates demonstrated weaknesses on questions which focus on experimental skills and experiences that they should have garnered through laboratory exercises. Planning and Design continues to present challenges to a significant number of candidates and teachers.

#### COMMUNICATION STUDIES

Overall performance in Communication Studies in 2011 was good. Approximately 95 per cent of candidates achieved Grades I–V compared with 96 per cent in 2010 and 2009. While performance on Paper 02 declined marginally, there was a slight improvement in Papers 01B and 032 and consistent performance in Papers 01A and 031. Weaknesses were observed in organization and expression skills in Paper 02.

#### COMPUTER SCIENCE

Eighty-seven per cent of candidates who wrote Unit 1 examination achieved Grades I–V compared with 75 per cent in 2010 and 83 per cent in 2009. This was due to a significant improvement in performance on Paper 02, the Essay paper. There was also a marked improvement in all three modules compared with 2010.

In Unit 2, eighty-seven per cent of the candidates achieved Grades I–V compared with 92 per cent in 2010 and 65 per cent in 2009. While there was an improvement in performance on Paper 01, this was offset by a slight decline in Paper 02 and a decline in the School Based Assessment. Candidate performance in Module 3 (Operating Systems and Computer Networks) was satisfactory. However, candidates experienced difficulty with some concepts in Module 1 (Data Structures) and Module 2 (Software Engineering).

#### ECONOMICS

The performance of candidates in Unit 1 was consistent with that of 2010. Eighty-seven per cent of the candidates achieved Grades I–V in 2011 compared with 86 per cent in 2010. There was a decline in the performance of candidates on Paper 032, the Alternative to the School Based Assessment. There was noticeable improvement in the performance of candidates on Module 2, Market Structure, Market Failure and Intervention.

The performance of candidates in Unit 2 was consistent with that of 2010. Eighty-seven per cent of the candidates achieved Grades I–V in 2011 compared with 86 per cent in 2010. There was an improvement in the performance of candidates on Paper 01, the Multiple Choice paper. However, there was a decline in the performance on the other three papers. Overall improved performance was noted in Module 1, Models of Macro economy and Module 2, Macro economic Problems and Policies.

#### ELECTRICAL AND ELECTRONIC TECHNOLOGY

Sixty-six per cent of the candidates achieved Grades I–V in Unit 1 in the 2011 examination compared with 42 per cent in 2010. Candidates' performance improved in both external papers, especially on Paper 02. Performance in Paper 01, the Short Answer paper and Paper 03, the School Based Assessment, remained comparable with that of 2010.

Eighty per cent of the candidates who wrote the examination in Unit 2 achieved Grades I–V compared with 63 per cent in 2010. This was attributable to the significant improvement in candidates' performance on Paper 02. Performance on Paper 01, the Short Answer paper and Paper 03, the School Based Assessment, remained comparable with that of 2010. Candidates' main area of weakness was in their mathematical or arithmetic competencies.

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE ) MAY/JUNE SITTING 2011 (CONTINUED)

### ENVIRONMENTAL SCIENCE

In Unit 1, overall performance was comparable with that of 2010 with 92 per cent of candidates achieving Grades I–V. However, there was a decline in the standard of the School Based Assessment due to the fact that the new guidelines for the School Based Assessment are not being interpreted and applied correctly in accordance with the new syllabus. In terms of module performance, candidates did best on Module 3 (Sustainable Use of Natural Resources), followed by Module 1 (Fundamental Ecological Principles) and then Module 2 (Human Population and the Environment).

In Unit 2, ninety-three per cent of the candidates achieved Grades I–V compared with 97 per cent in 2010. Similar to Unit 1, there was a decline in the standard of the School Based Assessment. The new guidelines for the Internal Assessment are not being interpreted and applied correctly in accordance with the new syllabus.

Candidates performed best on Module 1 (Agriculture and the Environment), followed by Module 2 (Energy and the Environment) and then Module 3 (Pollution and the Environment).

### FOOD AND NUTRITION

In Unit 1, overall performance was comparable with that of 2010 with 99 per cent of candidates achieving Grades I–V. Candidates' performance on the School Based Assessment improved. Candidates performed better on Module 1 (Principles of Nutrition and Health) and Module 2 (Food Selection and Meal Planning) than on Module 3 (Food Preparation and Service: Principles and Methods).

In Unit 2, overall performance was comparable with that of 2010 with 97 per cent of candidates earning Grades I–V. There was a decline in the candidates' performance on the School Based Assessment. Candidates performed better on Module 1 (Caribbean Food Ways and Food Systems) and Module 3 (Food Preparation and Service: Large Quantity and Commercial) than on Module 2 (Food Science and Technology).

### FRENCH

Ninety-six per cent of the candidates achieved Grades I–V in Unit 1 in the 2011 examination compared with 97 per cent in 2010. There was comparable performance on Paper 01, which assessed the aural skills, Paper 03, which assessed the literary skills and Paper 04, the oral paper. However, there was a decline on Paper 02, which assessed the reading and writing skills. Mean performance across Module 1 (L'individu, la famille et la vie journalière), Module 2 (La société et les affaires sociales) and Module 3 (L'environnement) was similar. Grammar, general vocabulary and essay writing skills posed the greatest challenges to candidates.

In Unit 2, while overall performance in 2011 was comparable with that of 2010, with 96 per cent and 98 per cent respectively achieving acceptable Grades I–V, there was an increase in the percentage of candidates achieving the two highest grades. With respect to the Modules, mean performance was comparable across Module 1 (L'actualité), Module 2 (La science et la technologie) and Module 3 (L'industrie, le commerce et l'économie).

### GEOGRAPHY

Ninety-three per cent of the candidates who wrote the Unit 1 examination achieved Grades I–V compared with 95 per cent in 2010.

Much improvement was observed in the performance on questions requiring map-reading and other practical skills. However, hydrological, fluvial, coastal and limestone environments continued to pose challenges to the majority of candidates. Greater attention is still required for some basic concepts, geographical terms, the language of geography and the new areas of the revised syllabus.

In Unit 2, ninety per cent of the candidates achieved Grades I–V compared with 94 per cent in 2010. It was particularly evident that candidates were unprepared for the new areas assessed in Module 3 of the revised syllabus.

Generally, improvement was noted in the quality of the School Based Assessments. There were fewer poor submissions but on the other hand, there were fewer excellent ones. Greater attention must be paid to the analysis of the data collected.

### GEOMETRICAL AND MECHANICAL ENGINEERING DRAWING

Sixty-nine per cent of the candidates who wrote the examination achieved Grades I–V in Unit 1 compared with 79 per cent in 2010. This decline was due mainly to a less than satisfactory performance on the Paper 01 tasks. There was a slight improvement on Paper 02, the extended response essays over that achieved in 2010 and comparable performance was noted on Paper 03 with what obtained in 2010 were unable to compensate for the unsatisfactory performance on Paper 01.

Eighty-nine per cent of candidates achieved Grades I–V in Unit 2 compared with 82 per cent in 2010. There was overall improvement on the two external papers and comparable performance on the School Based Assessment.

Candidates' main areas of weakness were their drawing skills, knowledge of engineering components and machine tools, materials and manufacturing processes as well as design ability. Candidates also had difficulty with ISO conventions and in the reading and interpretation of British Standards data sheets.

**HISTORY**

There was a decline in candidate performance in the Unit 1 examination when compared with 2010. Eighty per cent of the candidates achieved Grades I–V in 2011 compared with 85 per cent in 2010. Performance in Unit 2 improved. Eighty-nine per cent of the candidates achieved Grades I–V in 2011, compared with 84 per cent in 2010.

Candidates demonstrated a general understanding of key historical issues. However, some candidates were unable to demonstrate the standard of analytical and essay writing skills that are required at the advanced level.

In some instances, there was little evidence of adequate preparation of all aspects of the themes as stipulated in the syllabus. In other instances, candidates demonstrated very limited knowledge of several key topics in the course. Performance on the School Based Assessment component of the examination was satisfactory.

**INFORMATION TECHNOLOGY**

Overall performance in Unit 1 improved when compared with 2010. Approximately 89 per cent of the candidates achieved Grades I–V compared with 73 per cent in 2010. There was an improvement in performance on Paper 01, the Multiple Choice paper and Paper 02 the Extended Response paper. Additionally, there was general improvement in the candidates’ performance across all three modules.

Ninety-six per cent of the candidates who wrote the examination in Unit 2 achieved Grades I–V compared with 94 per cent in 2010. Whereas there was notable improvement in Paper 02, the Extended Response paper, there was a decline in performance on Paper 01, the Multiple Choice paper, and Paper 03/1, the School Based Assessment. With respect to the modules, while performance on Module 2 (Use of Information Technology Tools) and Module 3 (Social, Organization & Personal Issues) improved over 2010, performance on Module 1 (Information Management) declined.

**LAW**

Eighty-four per cent of the candidates who wrote the Unit I examination achieved Grades I–V compared with seventy-five per cent in 2010. This improvement was due mainly to a better performance by candidates on Paper 02. In terms of modules, there was also improved performance on Modules 01 and 02.

In Unit 2, eighty-eight per cent of the candidates achieved Grades I–V in 2011 compared with eighty-five per cent in 2010. While there was improvement on Paper 01 there was a noticeable decline in the performance of candidates on Paper 02.

For the first time, this year, candidates sat examinations in Paper 03/2. The performance was average, but commendable, these being the first examinations, suggesting that the prospects for this paper are bright. The work of the majority of candidates continued to be of a fairly high standard in the School Based Assessment, but there were stark examples of candidates whose work demonstrated that they had not fully applied themselves to doing the research and presenting their findings, as required by the syllabus.

There was a noticeable increase in the number of candidates who were able to apply legal concepts and to refer to cases in support of their answers. The main area of weakness continued to be the application of legal principles.

**LITERATURES IN ENGLISH**

Candidates’ performance in Unit 1 was comparable with what obtained in 2010. Approximately 95 per cent of the candidates achieved Grades I–V in 2011 compared with 97 per cent in 2010. Candidates continued to demonstrate greater analysis and application skills than seen in previous examinations. However, time management in the examination was seen as a factor which affected candidates’ performance in 2011. Many candidates wrote a great deal for their responses for Modules 1 and 2 and did not complete their response for Module 3 or wrote responses which were quite sketchy.

In Unit 2, the number of candidates achieving Grades I–V compared favourably with 2010. Approximately 94 per cent of the candidates achieved Grades I–V in 2011 compared with 96 per cent in 2010. While there was a marginal decline in performance on Modules 1 (Drama) and 3 (Prose Fiction), the decline was more significant on Module 2 (Poetry).

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE ) MAY/JUNE SITTING 2011 (CONTINUED)

**MANAGEMENT OF BUSINESS**

Eighty-eight per cent of the candidates who wrote the Unit 1 examination achieved Grades I–V compared with 81 per cent in 2010. There was an improvement in the performance of candidates on Paper 01, the Multiple Choice paper, Paper 02, the Essay paper and Paper 032, the Alternative to the School Based Assessment. The performance on Paper 031, the School Based Assessment, was consistent with that of previous years. Overall improved performance was also noted in the three modules, but particularly in Module 3, Business Finance and Accounting.

Ninety-seven per cent of candidates achieved Grades I–V compared with 95 per cent in 2010. There was an improvement in the performance of candidates on Paper 01, the Multiple Choice paper and especially Paper 02, the Essay paper. Performance on Paper 032, the Alternative to the School Based Assessment, was consistent with 2010. However, there was a decline in the performance on Paper 031, the School Based Assessment. Overall improved performance was also noted in the three modules, but particularly in Module 3, Small Business Management.

**PHYSICS**

In Unit 1, there was an improvement in performance. Ninety-four per cent of the candidates achieved Grades I–V as compared with 91 per cent in 2010. Candidates' performance improved across all three modules: Module 1 (Mechanics), Module 2 (Oscillations and Waves) and Module 3 (Thermal and Mechanical Properties of matter).

Ninety-two per cent of candidates who wrote the examination in Unit 2 achieved Grades I–V compared with 94 per cent in 2010. While performance on Module 3 (Atomic and Nuclear Physics) showed significant improvement, there was a decline in performance on Module 1 (Electricity and Magnetism) and Module 2 (A C Theory and Electronics). The following areas continue to prove challenging for candidates: Newton's First Law of Thermodynamics, differentiating between temperature and thermal energy and the physics of nuclear fission.

**PURE MATHEMATICS**

Sixty-six per cent of the candidates achieved Grades I–V in Unit 1 of the 2011 examination compared with 62 per cent in 2010. There was improved performance on Paper 01, the Multiple Choice paper, while there was a decline in Paper 02, the Extended Response paper. The performance on Paper 031, the Internal Assessment was consistent with 2010. With respect to the Modules, there was an improved performance on Module 1 (Basic Algebra and Functions), while there was a decline in the performance on Module 2 (Calculus 1) and Module 3 (Trigonometry and Plane Geometry).

In Unit 2, 81 per cent of the candidates achieved Grades I–V compared with 76 per cent in 2010. As with Unit 1, there was an improved performance on Paper 01, the Multiple Choice paper. The performance on Module 2 (Counting, Matrices and Complex Numbers) and Module 3 (Sequences, Series and Approximations) was comparable with 2010. However, there was a decline in the performance on Module 1 (Calculus 2).

**SOCIOLOGY**

Overall performance in both Units was consistent with performance in 2010. Eighty-nine per cent of candidates who wrote the Unit 1 examination achieved Grades I–V compared with 88 per cent in 2010. In Unit 2, 96 per cent of the candidates achieved Grades I–V in 2011 compared with 97 per cent in 2010.

There was a general improvement with the quality of performance at the higher grades. However, several candidates continued to face challenges in the analysis and evaluation of the main sociological theories and their application to the Caribbean context. Performance on the School-Based Assessment component of the examination was generally satisfactory.

**SPANISH**

Ninety-two per cent of the candidates achieved Grades I–V in Unit 1 in the 2011 examination compared with 93 per cent in 2010. In the external assessment papers, there was noticeable improvement in candidates' performance on Paper 02, which assessed the reading and writing skills. Performance remained comparable with that of 2010 on Paper 03, which assessed the literary skills and on Paper 04, the oral paper. However, there was a decline in performance on Paper 01, which assessed the aural skills.

Performance across the three Modules was comparable with what obtained in 2010.

In Unit 2, ninety-six per cent of candidates achieved Grades I–V, the same as in 2010. There was comparable performance with that of 2010 on Paper 01, which assessed the aural skills, Paper 03, which assessed the literary skills and Paper 04, the oral paper. Paper 02, which assessed the reading and writing skills, showed improved performance. While there was improvement in candidates' level of performance in Module 1, there was a decline in Module 3. However, performance in Module 2 showed comparability with that of last year. Candidates' main areas of weakness were listening skills in Unit 1 and literary analytical skills in both Units.

# OUTSTANDING PERFORMANCE ▶

## Caribbean Secondary Education Certificate (CSEC®)

Students from **Queen's College Guyana** dominated the **CSEC Regional Top Awards** this year. **Anuradha Dev** continued **Queen's College Guyana** dominance of the award for **Most Outstanding Candidate Overall** by achieving 15 Grade Is, with A Profiles in all subjects except one B Profile in Spanish. Anuradha achieved Grade I in Agricultural Science (Double Award), Biology, Caribbean History, Chemistry, English A, English B, Geography, Information Technology, Integrated Science, Mathematics, Physics, Social Studies, Spanish, Electronic Document Preparation and Management and Human and Social Biology.

Anuradha's performance also earned her the award for the Most Outstanding Candidate in the Sciences.

**Mariesa Jagnanan**, also of **Queen's College** won the award for the **Most Outstanding Candidate in Business Education**. Mariesa achieved Grade I in 15 subjects, including five Business Education subjects – Economics, Electronic Document Preparation and Management Office Administration, Principles of Accounts, Principles of Business. She also achieved Grade I in English A, English B, French, Geography, Information Technology, Integrated Science, Mathematics, Social Studies and Spanish.

**Nathan Benjamin Indarsingh**, **Queen's College** won the award for the **Best Short Story in the English A** examination. Nathan's short story was in response the stimulus in Question 5 – "A cold hand grasped his wrist as he slumped to his knees". The story is set in the deep rainforests of South America, where a group of prospectors are seeking gold.

The other awards went to students from **Belize, Jamaica and St Vincent and the Grenadines**.

**Jonas Sanchez**, a student of **Edward P Yorke High School in Belize** received the award for **Most Outstanding Candidate in Technical Vocational Education**. Jonas achieved Grade I in 13 subjects, four of which are Technical Vocational subjects - Building Technology (Woods), Mechanical Engineering Technology, Information Technology and Technical Drawing. He also achieved Grade I in Chemistry, English A, Integrated Science, Mathematics, Office Administration, Physics, Spanish, Electronic Document Preparation and Management and Human and Social Biology. He achieved Grade II in English B and Social Studies and Grade III in Visual Arts.



**ANURADHA DEV**  
Queen's College, Guyana  
Most Outstanding Candidate Overall  
Most Outstanding Candidate in Sciences



**MARIESA JAGNANAN**  
Queen's College, Guyana  
Most Outstanding Candidate  
in Business Education



**NATHAN BENJAMIN INDARSINGH**  
Queen's College, Guyana  
Best Short Story



**JONAS SANCHEZ**  
Edward P Yorke High School, Belize  
Most Outstanding Candidate in Technical  
Vocational Education

OUTSTANDING PERFORMANCE (CSEC ) (CONTINUED)

**River Providence** of the **Girls' High School in St Vincent and the Grenadines** received the award for the **Most Outstanding Candidate in the Humanities**. She achieved Grade I in 11 subjects, with all A Profiles except one B Profile in Information Technology. River achieved Grade I in five Humanities subjects - Caribbean History, English B, French, Geography and Social Studies. She also achieved Grade I in Biology, Chemistry, English A, Information Technology, Mathematics, Physics.

Two students from Jamaica were the recipients of the two awards for outstanding performance in Visual Arts. **Kemar Williams of Seaforth High School** copped the award for **Most Outstanding Candidate in 2-Dimensional Art**; the second consecutive year a student from Seaforth High School is winning this award. Kemar's winning piece is in the Painting and Mixed Media Expressive Form and depicts the theme "Spirit of the Caribbean". This composition was an outstanding response to the theme. It had immediate impact and portrayed the culture, lifestyle, appearance, architecture and flora and people of the Caribbean.

Kemar was skilful in the use of the media; both painting and collage techniques were employed. The composition was successful in the way he was able to integrate the collage elements with the painted aspects, it is quite difficult to tell where one ends and the other begins.

**Jodessi Thompson of St George's College, Jamaica** won the award for the **Most Outstanding Candidate in 3-Dimensional Art**. Jodessi produced a piece of work in the Sculpture and Ceramics Expressive Form entitled "**Decay**".

In the selection of the theme Jodessi equated the aging of the human face with the aging and decaying of a tree. The choice of material, in this case clay was appropriate to the task and he displayed a high level of skill in the manipulation of that material. There was a high level of skill in creating the features of the face; mouth, eyes and nose, and the texture of the tree trunk. The piece displayed a high level of success in the manipulation of design elements: line, texture, shape, mass and space. The texture of the tree trunk contrasts well with the smooth surface of the face. The piece was balanced and unified.

As a result of Anuradha's performance, Queen's College, Guyana will receive the **CSEC School of the Year** award. This is the sixth time in 10 years the school has won this award.



**RIVER PROVIDENCE**  
Girls' High School,  
St Vincent and the Grenadines  
Most Outstanding Candidate  
in the Humanities.



**KEMAR WILLIAMS**  
Seaforth High School, Jamaica  
Most Outstanding Candidate  
in 2-Dimensional Art



**JODESSI THOMPSON**  
St George's College, Jamaica  
Most Outstanding Candidate  
in 3-Dimensional Art

# OUTSTANDING PERFORMANCE ▶

## Caribbean Advanced Proficiency Examination (CAPE)

For the second consecutive year, a student from **Presentation College, San Fernando, Trinidad and Tobago** have won the **Dennis Irvine Award**, the prize for the **Most Outstanding Candidate Overall in the Caribbean Advanced Proficiency Examination (CAPE)**.

**Kerry Singh** copped the award with Grade I in 12 Units, all with As in the Module grades. Kerry achieved Grade I in Applied Mathematics Units 1 and 2, Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

This outstanding performance also earned Kerry awards in two other categories – **Most Outstanding Candidate in Natural Sciences** and **Most Outstanding Candidate in Mathematics**.

Kerry follows in the footsteps of Nicholas Sammy from the same school who won the award last year with Grade I in 14 Units.

**Shastri Ram of Presentation College, Chaguanas** received the award for the **Most Outstanding Candidate in Technical Studies**. Shastri achieved Grade I in eight Units - Applied Mathematics Units 1 and 2, Caribbean Studies, Communication Studies, Geometrical Engineering Drawing Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

**Samantha Khan**, a student of **St Augustine Girls' High School** was the recipient of the award for the **Most Outstanding Candidate in Modern Languages**. Samantha achieved Grade I in eight Units with all As in the Module grades. She achieved Grade I in Caribbean Studies, Communication Studies, French Units 1 and 2, Literatures in English Units 1 and 2 and Spanish Units 1 and 2.



**KERRY SINGH**  
Presentation College, San Fernando,  
Trinidad and Tobago  
Most Outstanding Candidate Overall  
Most Outstanding Candidate  
in Natural Sciences  
Most Outstanding Candidate  
in Mathematics



**SHASTRI RAM**  
Presentation College, Chaguanas  
Trinidad and Tobago  
Most Outstanding Candidate  
in Technical Studies



**SAMANTHA KHAN**  
St Augustine Girls' High School  
Trinidad and Tobago  
Most Outstanding Candidate  
in Modern Languages

OUTSTANDING PERFORMANCE (CAPE ) (CONTINUED)

**Lakshmi Girls' Hindu College** continues to dominate the award in Business Studies, as for the third consecutive year a student from that institution has won the award. **Shalini Singh** received the award for the **Most Outstanding Candidate in Business Studies** with Grade I in eight Units, all with A on the Module grade. These Units are Accounting Units 1 and 2, Caribbean Studies, Communication Studies, Economics Units 1 and 2 and Management of Business Units 1 and 2.

The award for the **Most Outstanding Candidate in Environmental Science** went to **Ivan Leonce of St Mary's College, Trinidad and Tobago** with Grade I in eight Units – Biology Units 1 and 2, Caribbean Studies, Communication Studies, Environmental Science Units 1 and 2 and Geography Units 1 and 2.

**Celeste Dass of St Joseph's Convent, San Fernando** received the award for the **Most Outstanding Candidate in Humanities** with Grade I in seven Units – Caribbean Studies, Communication Studies, History Unit 2, Literatures in English Units 1 and 2 and Sociology Units 1 and 2; and Grade II in History Unit 1.

**Jonathan Lym of Campion College, Jamaica** maintained the school's rich tradition of dominating the award for the **Most Outstanding Candidate in Information and Communication Technology** and averted the clean sweep by candidates from Trinidad and Tobago. He achieved Grade I in ten Units – Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Computer Science Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Unit 1 and 2.

**Presentation College, San Fernando, Trinidad and Tobago** received the award for the CAPE School of the Year for producing the **Most Outstanding Candidate Overall in 2011**.



**SHALINI SINGH**  
Lakshmi Girls' Hindu College  
Trinidad and Tobago  
Most Outstanding Candidate  
in Business Studies



**IVAN LEONCE**  
St Mary's College  
Trinidad and Tobago  
Most Outstanding Candidate  
in Environmental Science



**CELESTE DASS**  
St Joseph's Convent, San Fernando  
Trinidad and Tobago  
Most Outstanding Candidate  
in Humanities



**JONATHAN LYM**  
Campion College, Jamaica  
Most Outstanding Candidate  
in Information and Communication  
Technology

# OUTSTANDING PERFORMANCE ▶

## CARDI Award for Outstanding Performance in Agricultural Science

The Caribbean Agricultural and Research and Development Institute (CARDI) has partnered with **CXC** to offer an award to the Most Outstanding Candidate in Agricultural Science in the Region.

The winner of the award this year is **Teemattie Kumar of JC Chadisingh Secondary School in Guyana**.

Teemattie achieved Grade I in Agricultural Science (Double Award) with all A profiles. She achieved Grade I in seven other subjects – Human and Social Biology, Information Technology, Integrated Science, Mathematics, Principles of Accounts, Principles of Business and Social Studies, and Grade II in English A.

## US Embassy/CXC National Award for Outstanding Performance in CSEC

The United States Embassy in Barbados and **CXC** have partnered to offer awards for the Most Outstanding Candidate in each of the territories served by the embassy. The following are the recipients of the awards for 2011:

### Antigua and Barbuda

**Jia He of St Joseph Academy** won the award with Grade I in 14 subjects. Jia achieved Grade I in Biology, Caribbean History, Chemistry, English A, English B, Geography, Information Technology, Mathematics, Office Administration, Physics, Principles of Accounts, Principles of Business, Spanish and Technical Drawing.

### Barbados

**Therese Branch gave Harrison College** its second consecutive award following Jason Gaskin last year. Therese achieved Grade I in nine subjects – Caribbean History, English A, English B, French, Mathematics, Physics, Principles of Accounts, Principles of Business and Spanish.

### Dominica

**Isaac Alfred of The Castle Bruce Secondary School** broke the grip of St Mary's Academy on the award this year. Isaac achieved Grade I in 10 subjects. The subjects are; Biology, Electronic Document Preparation and Management, English A, Human and Social Biology, Information Technology, Mathematics, Physics, Principles of Accounts, Physical Education and Sport, Social Studies, Spanish and Technical Drawing.

### Grenada

**Westmoreland Secondary School** maintained the award in Grenada. This year Pavan Mahbubani won the award following in the footsteps of Carla Stroud in 2010. Pavan achieved 14 Grade Is all with A Profiles. The 14 subjects are; Biology, Caribbean History, Chemistry, English A, English B, French, Geography, Information Technology, Mathematics, Office Administration, Physics, Principles of Accounts, Principles of Business and Social Studies,

### St Kitts and Nevis

Julear Hobson of Basseterre High School copped the award this year with Grade I in 13 subjects. Julear achieved Grade I in Biology, Caribbean History, English A, English B, Food and Nutrition, French, Geography, Information Technology, Mathematics, and Physics.

### St Lucia

**Jarnickae Wilson of St Mary's College** received the award for St Lucia this year with Grade I in 13 subjects, all with A Profiles. Jamickae achieved Grade I in Biology, Caribbean History, Chemistry, Economics, English A, English B, French, Human and Social Biology, Information Technology, Mathematics, Physics, Principles of Accounts and Spanish.

### St Vincent and the Grenadines

**Kayrel Edwards of the St Vincent Girls' High School** won the award this year with 12 Grade Is. Kayrel achieved Grade I in Biology, Chemistry, English A, English B, French, Geography, Information Technology, Mathematics, Physics, Principles of Business, Social Studies and Spanish.

## Eric Williams CAPE History Prize

This award honours the former Prime Minister of Trinidad and Tobago, Dr Eric Williams, a world-renowned historian. Introduced in 2008, the award is donated by the Eric Williams Memorial Collection and is for the Most Outstanding Candidate in CAPE History over his/her two years of study. The recipient is required to achieve Grade I in both Units of CAPE History.

**Rebecca Khan of The Bishop's High School, Guyana** is the 2011 winner. She achieved Grade I in Unit 1 and Unit 2 with all As on the Module grades.

# STRATEGIC DIRECTION ▶

## ▶ PROGRESS ON GOALS FOR 2011 STRATEGIC GOAL 1

### IMPROVE THE IT INFRASTRUCTURE

#### Outcomes

The focus for the year was on improving the overall level of service delivery and operational efficiency. With the ratification of the Service Level Agreement (SLA) in February, the division clearly outlined the parameters for engagement with its internal customers.

On the public interface, the IT infrastructure was significantly strengthened during 2011 to support expansion of the web services. This was highlighted by:

- Improved performance of our registration and SBA data entry, though we did suffer some bottlenecks toward the end of the SBA capture.
- Individual candidate timetables and preliminary result slips being available online.
- Expansion of the ORS to accept Reviews and Queries.
- Enhancement to the markers portal to provide e-payment to over 80 per cent of markers.

## ▶ PROGRESS ON GOALS FOR 2011 STRATEGIC GOAL 2

### IMPROVE FINANCIAL MANAGEMENT AND INCREASE ACCOUNTABILITY

#### Outcomes

During the year under review, several initiatives were implemented to accomplish this objective. They include the following;

Meetings were held with all divisional Heads and their representatives to discuss the strategic direction of the budget. Seventy-five per cent of the 2012 submissions were made on time.

Some measure of improved accountability is evident. By the end of 2011, a system will be in place to address both accountability and more informed performance management reports;

Performance Management Reports are consistently posted on DocuShare by the 20<sup>th</sup> of the following month. In 2011 this represents an improvement over 2010, particularly so from the point of view of consistency. The introduction of technological solutions has resulted in efficiency gains and a reduction in processing time.

E-payments are being made to a small number of suppliers. Others are being persuaded to come on board.

E-payments were made to 94 per cent of examiners. These are from Jamaica, Barbados, Trinidad and Tobago, Guyana and St. Lucia. E-payments are also now made to all staff in respect of salaries and in respect of wages to a lesser extent.

Online processing of requisitions and purchase orders has been fully deployed. This has resulted in faster delivery of services, more efficient procurement process.

The full utilization of the markers portal to address recruitment, travel, accommodation arrangements and markers concerns significantly improved efficiency in the administration of the May/June marking and grading exercises.

The **CXC** website [www.CXC.org](http://www.CXC.org) now has E-commerce functionalities and transcript requests are now processed on-line.

Fixed Asset and Inventory Management Systems were made fully operational by year end.

The investment of the state-of-the-art digital printery is paying dividends. The printery continues to produce work of industry-standard quality in partnership with BBM (now PBS).

By mid-September 351,640 answer booklets were printed and finished according to the required specifications and of this quantity 212,300 had been wrapped and boxed.

This job was expected to be completed by the end of November 2011 (with the production of an additional 377,354 answer booklets, at a significant savings to the Council.

# STRATEGIC DIRECTION ►

## ► PROGRESS ON GOALS FOR 2011 STRATEGIC GOAL 3

### DEVELOP A PROTOCOL FOR PRODUCT DESIGN AND REALIZATION

#### Outcomes

The Syllabus and Curriculum Development Unit embarked on the development of a number of new products in 2011.

#### New CAPE Offerings

The process for developing four new CAPE syllabuses started in 2011 with the first Panel meeting for CAPE Agricultural Science, Entrepreneurship Education, Tourism and Recreation Management and Performing Arts held in September to October. These syllabuses will be finalised in 2012. The new CAPE products are designed to equip students with the skills to be entrepreneurs or to pursue further studies.

#### Caribbean Primary Exit Assessment (CPEA)

At the primary level, students pursue a curriculum that is intended to help them transition to secondary school where **CXC** examinations are the driving force in defining the curriculum. Therefore, **CXC**'s involvement in an exit assessment at the primary level seems quite natural. The Caribbean Primary Exit Assessment (**CPEA**) is an assessment of the key literacies required by all pupils exiting the primary school system. The focus of this assessment is on a set of literacies which are common to all primary curricula across the region and are necessary for pupils to optimize achievement in life as well as to achieve at higher levels of education. The first consultation with stakeholders was held in Barbados from 17-18 June 2011 which included participants from the 16 participating territories. The stakeholder groups represented at this consultation included teachers, school administrators, representatives from the Ministries of Education (both Curriculum and Measurement Officers) and parents.

#### Regional Examination for Nurse Registration (RENr)

A proposal has been submitted by **CXC** and accepted by the Regional Nursing Body (RNB) for a **CXC**'s joint management of the Regional Examination for Nurse Registration (RENr). A presentation on the RENr has also been made to the Caucus of Ministers of Health from the Region.

Given **CXC**'s track record in examinations development and administration, **CXC**'s involvement will assure the reliability and validity of the RENr. **CXC** will apply the same procedures that it currently uses to develop and administer examinations at the secondary level to assure quality in the management of professional certification.



Kevin Barrett, a Principal from St Kitts and Nevis making a presentation at the **CPEA** Stakeholders Seminar in Barbados

# STRATEGIC DIRECTION ▶

## ▶ PROGRESS ON GOALS FOR 2011 STRATEGIC GOAL 4

### IDENTIFY, MANAGE AND ENGAGE STAKEHOLDERS

#### Outcomes

During the year under review, stakeholder relationship management and engagement was given priority. The Council has done very well with regard to engagement of stakeholders and is in the process of putting a stakeholder management system in place with the assistance of an expert in this area. It is envisaged that this will be completed in 2012.

#### Social Media

During the year under review, the Council stepped up the use of social media tools to engage its stakeholders. Two webinars were held; the first on 27 April looked at preparatory issues for the examinations and the dos and don'ts of **CXC** examinations. The panel included representatives from EDPD and EAS. The second was hosted on 26 August in conjunction with Education USA Regional Office in Mexico and was targeted at universities and colleges in the US and Canada.

Using U-Stream TV, the Council has streamed live on the Internet all of its major activities for the year, including the launch of the **CCSLC** texts in Antigua and Barbuda and Barbados in June and the official release of the May/June 2011 CAPE and **CSEC** results in Antigua on 16 August.

The fan base on Facebook continues to grow and in September **CXC**'s active monthly users were approaching the 20,000 mark.

A regional stakeholders' seminar on the **CPEA** was hosted in Barbados in June to introduce stakeholders to the programme and to get their feedback. Stakeholders including parents, principals, curriculum officers, teachers' colleges, measurement officers and teachers participated.

Meetings were held with parents, principals, students, teachers and educators in Anguilla and Grenada, two of the territories piloting the **CPEA**.

Following the launch events for the **CCSLC** texts in Antigua and Barbuda and Barbados, meetings were held with stakeholders to discuss issues surrounding **CCSLC**.



**CXC** has embraced the media as a critical stakeholder and has made itself accessible to the media at all times. This relationship has assisted in increased media coverage and media appearances for **CXC** officers.



The use of publications continues to be an important means of communicating with our stakeholders. During the year, two issues of the **Caribbean Examiner** magazine were published and distributed. A handbook for the **CCSLC** and a brochure for the **CPEA** were also published and distributed to stakeholders.

## ▶ PROGRESS ON GOALS FOR 2011 STRATEGIC GOAL 5

### UPGRADE THE ITEM BANK

#### Outcomes

The Examinations Development and Production Division team engaged in a concerted drive to enhance the quantity and quality of the stock of items in the Item Bank. To this end, a series of item-writing workshops were conducted to train item writers and obtain items, while items were also solicited from item writers, trained previously by Examinations Development and Production Division officers.

At the end of September 2011 a total of **6,008** new multiple choice items and **335** new essay and short answer questions over **22** subjects had been received. A further **2,520** multiple choice and **300** essay and short answer questions were expected by the end of 2011.

In addition to generating items for the Council's Item Bank, these item-writing activities provide classroom teachers with training in assessment concepts in general and equip them with skills in writing quality multiple choice, essay and short answer questions.

#### Information Technology

The Information Systems Division continued its transformation agenda in keeping with corporate objectives for the year 2011. The focus for the year was on improving the overall level of service delivery and operational efficiency. With the ratification of the Service Level Agreement (SLA) in February, the division clearly outlined the parameters for engagement with its internal customers. Customer feedback surveys were also instituted to give some indicators of how we were perceived. While there are areas for fine tuning our protocols, we are happy with the progress made. In keeping with the continuous improvement drive started with the BRP in 2010, process maps for the IT functions were developed during the year. From the maps we plan to complete procedures and work instructions as necessary as we move into the New Year. This we anticipate will further improve our response to customer needs going forward.

On the public interface, we strengthened our IT infrastructure significantly during 2011 to support expansion of our web services. This was highlighted by:

- Improved performance of our registration and SBA data entry, though we did suffer some bottlenecks toward the end of the SBA capture.
- Individual candidate timetables and preliminary result slips being available online.
- Expansion of the ORS to accept Reviews and Queries.
- Enhancement to the markers portal to provide e-payment to over 80 per cent of markers.

As we weave the IT solutions seamlessly into our core services, we anticipate improved customer services and faster responses to our internal and external stakeholders. In the coming months, we expect to focus significant energies on the Caribbean Primary Exit Assessment (CPEA) and on further integration of our examinations development, processing and management systems. We will continue to refine our technology strategy and seek to further improve operational efficiency into 2012.

## NEW TECHNOLOGICAL APPLICATIONS ▶

2010 was the year of training and consolidation for the Information Systems Division. It was the year the user community began to master the technology deployed in the previous 18 months.

On the public side, the new website, [www.CXC.org](http://www.CXC.org) was launched, the online registration system (ORS) was fine-tuned, results were delivered electronically to centres via ORS, and the markers portal [www.CXC.org/markers](http://www.CXC.org/markers) was launched.

Internally, the new Human Resource Management application went live bringing HR transactions to staff's finger tips, immediately empowering the entire organization! Similarly, Examination Development and Production Division and Examinations Administration and Security Division took control of most of their processes and enjoyed the anticipated gains in operating efficiency during the June to August marking and grading exercises. Remote or mobile working was also welcomed, saving the all-night vigil while long-running processes kept the CPUs crunching; they were monitored from the comfort of one's home.

The end-users were not the only ones honing their skills. IT staff completed training and certifications in, Database Administration, Network Administration and Infrastructure, Project Management, E-Commerce, Information Security, Desktop Support and ITIL v3. In keeping with the thrust towards ISO 9000 certification, we strengthened our policy and procedures documents releasing the Information Security Policy and the Service Level Agreement for ratification.

Looking to 2011, the pace of transformation will not slow. Coming out of the Business Process Review of 2010 we anticipate significant changes to our core processes. A new enterprise engine will drive tighter integration of all our support systems, and seamless data flows will enable more timely responses to both internal and external customers. Self-help services are planned via web interfaces and in the not-too-distant future, 'exam-on-demand' will be a reality!

It has been a productive year for the Information Systems team; the seeds sown have begun bearing fruit and the IT-Intelligent organization is beginning to emerge; the journey continues.



## ARCHIVES & RECORDS MANAGEMENT ▶

### Going Electronic

With the introduction of an electronic records management system, the Archives and Records Management (ARM) Unit has started a new focus on its journey in managing the records of the Council. The Versatile system identified for this purpose is currently being used to facilitate file creation, and charge-out requests. The robustness of the system will eventually allow for the storage and retrieval at the item level as we aim to achieve maximum utilization of the system. Embracing new technologies such as DocuShare and Versatile will no doubt increase the capacity and speed at which documents, when created and received, are easily captured and made available for retrieval and access. Since Versatile's implementation, the Records team has been readily available to supplement the initial training previously delivered both by the Zaiso system consultant and by the AR (Records).

### Keeping Abreast

Records Unit has been continually attentive to the professional aspects of records management and administration at the local and international levels.

- This year Miss Heather Herbert of the Human Resources Division; Mrs Mildred Daniel, of the Archives and Records Management Unit; and Ms Michelle Belgrave (Temporary) of the Human Resources Division successfully completed the Certificate in Records Management summer programme conducted by The University of the West Indies, Cave Hill Campus.
- Members of the ARM Unit attended the annual conference of the Barbados Archives and Information Managers (BARIM) held at the Hilton Hotel in Barbados in April.

### Managing our records

In accordance with the 2008 ARM Policy, there is ongoing appraisal to assess the value of the information contained in the records stored at the Records Storage Centre. Vital records and records of evidential and research value are maintained into physical and/or electronic systems for future retrieval, access and use. Special effort was made to ensure that records lacking permanent value were systematically disposed in controlled environments. Dispositions scheduled for WZO and HQ were completed in March and July 2010 respectively.

Sheldine Robinson,  
Junior Systems  
Administrator ISD,  
speaking to a guest  
at the ISB conference  
about Notesmaster

# SYLLABUS DEVELOPMENT ACTIVITIES ▶



The Regional Security System (RSS) inaugural Education Committee Meeting was held in St Lucia on 3rd – 6th October 2011.  
L-R: Mr Gerard Phillip, AR/SCD; Inspector Christine Stanford, Chairperson – RSS Education Committee and Inspector Clifton Mayers, RSS Training Institute Manager

## CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC)

### SYLLABUSES UNDER REVIEW

#### Biology

The Review Committee at its meeting held in April 2011, revised the Rationale and Aims to reflect the attributes of the Ideal Caribbean Person, UNESCO's Pillars of Learning and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The General Objectives for all Sections were reviewed and refined. The Specific Objectives, Content/ Explanatory Notes, Suggested Practical Activities were clarified. In all sections of the syllabus, the fourth column was restructured to include the experimental skills to be assessed and renamed Skills and Interrelationships.

The revised draft syllabus comprises three sections namely, Section A, Living Organisms and the Environment; Section B, Life Processes and Disease; and Section C, Continuity and Variation instead of the five sections in the current syllabus. Suggested Teaching and Learning Activities were included in the three sections of the syllabus to help teachers cater to the different learning styles and to provide students with opportunities to research and expand their views of the biological world. The Suggestions for Teaching

the Syllabus were revised and a new section entitled The Practical Approach was included in the syllabus to encourage teachers to use the inquiry-based approach in the teaching of the syllabus. The list of Resources, glossary of examination terms, and Recommended Material List were revised.

A Working Committee was formed to review the format of Paper 03/1, the School Based Assessment in the pure sciences and Integrated Science. At its meeting held in June 2011, it was recommended that: (a) students should be assessed for SBA using the same profiles as outlined in the current syllabus by doing a minimum ten practical activities over the two-year period; (b) the practical activities must include the seven areas which were identified as essential to learning the subject namely Ecological study, Movement at the molecular level, Photosynthesis/respiration, Food tests, Germination, Nutrition and disease, and Genetics; (c) each of the five skills as identified in the current syllabus must be assessed at least two times over the two-year period; (d) for the skill Planning and Design, in Year 1, candidates would be expected to plan and design an activity (prepare a proposal) while in Year 2, candidates would be expected to plan, design and execute an activity, and prepare and submit a written report of the investigation; (e) candidates' scores should be submitted electronically at the end of Year 1 and Year 2; and (f) on-site moderation should be used for the moderation of the School Based Assessment.

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

### Chemistry

At its meeting held in May 2011, the Review Committee revised the Rationale and Aims to reflect the attributes of the Ideal Caribbean Person, UNESCO's Pillars of Learning and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The General Objectives for all Sections were reviewed and refined. The Specific Objectives, Content/ Explanatory Notes, Suggested Practical Activities were clarified. In all Sections of the syllabus, the fourth column was restructured to include the experimental skills to be to be assessed and renamed Skills and Interrelationships. It was recommended that the syllabus should comprise three Sections namely, Sections A, Principles of Chemistry; Section B, Organic Chemistry; and Section C, Inorganic Chemistry. Suggested Teaching and Learning Activities were included in the three sections of the syllabus to help teachers cater to the different learning styles. The Suggestions for Teaching the Syllabus were revised and a new section entitled The Practical Approach was included in the syllabus to encourage teachers to use the inquiry-based approach in the teaching of the syllabus. The list of Resources and the chemical and equipment List were revised.

A Working Committee was formed to review the format of Paper 03/1, the School Based Assessment in the pure sciences and Integrated Science. At its meeting held in June 2011, it was recommended that: (a) students should be assessed for SBA using the same profiles as outlined in the current syllabus by doing a minimum ten practical activities over the two-year period; (b) the practical activities must include the seven areas which were identified as essential to learning the subject namely Separation techniques, Acids, bases and salts, Redox reactions and electrolysis, Qualitative analysis, Volumetric analysis, Rates of reaction, and Energetics; (c) each of the four skills as identified in the current syllabus must be assessed at least two times over the two-year period; (d) for the skill Planning and Design, in Year 1, candidates would be expected to plan and design an activity (prepare a proposal) while in Year 2, candidates would be expected to plan, design and execute an activity, and prepare and submit a written report of the investigation; (e) candidates' scores should be submitted electronically at the end of Year 1 and Year 2; and (f) on-site moderation should be used for the moderation of the School Based Assessment.

### Electronic Document Preparation and Management

The Subject Panel for **CSEC** Electronic Document Preparation and Management (EDPM) completed the revision of the syllabus in March 2011. This was the first revision of the syllabus since its development in 2003 and first examination in 2005. The revision was warranted to maintain the currency and relevance of objectives and

content of the syllabus in the light of rapid advancements in information and communication technologies. The revision was made in cognizance of the fact that computerization has revolutionized the way documents are created, transmitted, stored and retrieved. The Panel sought to reposition the EDPM syllabus to appeal to students pursuing any discipline or career as computer-related skills and competencies acquired are interdisciplinary and are imperative both in the world of work and in the pursuit of further studies. The Panel retained and enhanced objectives in keyboard mastery and word processing to ensure that graduates maintain the competencies expected in the performance of clerical and administrative tasks.

The syllabus was restructured to place increased emphasis on the management of electronic documents, including issues related to the integrity, security and retention of files, and the traceability of document versions. Additionally, the Panel included objectives and content requirements to provide comprehensive understanding and practical competence in the productivity tools, including presentation, facilitating a base upon which candidates may attempt higher certification in ICT, such as the International Computer Driving License (ICDL). It is intended that the knowledge, skills and attitudes gained from the syllabus will promote personal growth, decision-making and problem-solving capabilities, and foster the development of disciplined and ethical individuals. The profile dimensions for assessing the syllabus were revised. A speed test, assessing candidate' typing speed and accuracy was introduced in Paper 02.

The requirements of the School Based Assessment were changed. Candidates are now expected to complete three electronic document preparation assignments, including electronic research, and prepare and compile a portfolio consisting of samples of various electronic documents produced. Exemplars of these assignments and requirements were provided for the guidance of candidates and teachers. The syllabus will be submitted to SUBSEC at its meeting in October 2011.

### Industrial Technology

The Industrial Technology Syllabus commenced review in 2008. The Draft syllabus which emanated from this first review was developed using the Competency Based Education, Training and Assessment methodology. The Panel review to complete the process was held in 2009. The new syllabus was withheld pending the development and approval of the TVET Policy Framework. This document was approved in April 2010 and will be utilized in a second Panel meeting, scheduled for 17 – 20 October 2011 to complete the syllabus. The syllabus will be submitted to SUBSEC in April 2012 and given its approval, it will be sent to schools in May-June 2013 for first examination in May-June 2015.

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

### Physics

The Review Committee at its meeting held in May 2011, revised the Rationale and Aims to reflect the attributes of the Ideal Caribbean Person, UNESCO's Pillars of Learning and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The General Objectives for all Sections were reviewed and refined. The Specific Objectives, Content/ Explanatory Notes, Suggested Practical Activities were clarified. In all sections of the syllabus, the fourth column was restructured to include the experimental skills to be to be assessed and renamed Skills and Interrelationships. The revised draft syllabus contains five sections instead of the six in the current syllabus. The five sections are Sections A, Mechanics; Section B, Thermal Physics and Kinetic Theory; and Section C, Waves; Section D, Electricity and Magnetism; and Section E, The Physics of the Atom. Suggested Teaching and Learning Activities were included in the three sections of the syllabus to help teachers cater to the different learning styles, and to provide students with opportunities to conduct research and utilize ICT tools. The Suggestions for Teaching the Syllabus were revised and a new section entitled The Practical Approach was included in the syllabus to encourage teachers to use the inquiry-based approach in the teaching of the syllabus. The list of Resources, glossary of examination terms and Recommended Material List were revised.

A Working Committee was formed to review the format of Paper 03/1, the School Based Assessment in the pure sciences and Integrated Science. At its meeting held in June 2011, it was recommended that: (a) students should be assessed for SBA using the same profiles as outlined in the current syllabus by doing a minimum ten practical activities over the two-year period; (b) the practical activities must include the seven areas which were identified as essential to learning the subject namely Pendulum; Momentum/Conservation of Energy; Specific Heat/Latent Heat Capacity; Refraction; Series and Parallel Circuits; IV Relationships; and Radioactive Decay (simulations); (c) each of the four skills as identified in the current syllabus must be assessed at least two times over the two-year period; (d) for the skill Planning and Design, in Year 1, candidates would be expected to plan and design an activity (prepare a proposal) while in Year 2, candidates would be expected to plan, design and execute an activity, and prepare and submit a written report of the investigation; (e) candidates' scores should be submitted electronically at the end of Year 1 and Year 2; and (f) on-site moderation should be used for the moderation of the School Based Assessment.

### Technical Drawing

The Technical Drawing Syllabus commenced review in 2009. The Draft syllabus which emanated from this first review was developed using the Competency Based Education, Training and Assessment methodology. The second review process was temporarily suspended consequent to the development and approval of the TVET Policy Framework. This document was approved in April 2010 and will be utilized by the Panel Committee, scheduled for 11 – 14 October 2011 to complete the syllabus. The syllabus will be submitted to SUBSEC in April 2012 and given its approval, it will be sent to schools in May-June 2013 for first examination in May-June 2015.

## REVISED SYLLABUSES

### Office Administration

The Subject Panel for **CSEC** Office Administration completed the revision of the syllabus in November 2010. This was the first revision of the syllabus since its development in 2002 and first examination in 2004. The revision was in response to a report from the Finance and Accounts Committee (FAC) which requested that a review of the Office Administration syllabus be undertaken at the earliest opportunity in order to ensure easier identification of the scope and breadth of the content to be examined, and to keep abreast of the changes in the office environment, with special focus on the use of technology. Significant developments in the use of Information and Communications Technology (ICT) in the modern office environment demand that the syllabus reflect these innovations.

The objectives and content of all sections of the syllabus were updated to include new and emerging computer-related technologies, Internet protocols and computer-driven hardware equipment. The syllabus requires that candidates acquire skills in applying ICT solutions to problems. In compliance with the mandate to infuse attributes of the Ideal Caribbean Person, the syllabus included objectives on ethical responsibility, positive work ethic, honesty and integrity in the workplace. The names of each Section as well as the job titles held by personnel in the office were brought in line with current industry standards and nomenclature.

Changes were made to the format of Paper 02 and Paper 03/2. Section 1 of Paper 02 would now consist of three compulsory questions covering Sections I–VII of the syllabus, while Section II would consist of four questions from which candidates must attempt three. The questions will be drawn from Sections VIII – XII of the syllabus. The requirements of the School Based Assessment were changed to allow students to report on a simulated office environment. A more concise Report is now required in which candidates undertake research into a named office environment, maintain a journal, show how the use of ICT impact operations in the office, and suggest ways in which the efficiency of the office can be improved using ICT. Copies of the syllabus will be distributed to schools in May 2012, for first examination in 2014.

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)



The first meeting of the Entrepreneurship Education Panel. (L-R) Dr John Andor, Mr Gerard Phillip, Ms Maria Brandon, Ms Maria Lashley, Dr Mauvalyn Bowen, Ms Lystra Stephens-James, Mr Sukrishnalall Pasha, Dr K'adamawe Knife

### Physical Education and Sport

The revised syllabus was approved by SUBSEC at its meeting in April 2011 and copies will be distributed to schools in May-June 2012, for first examination in May-June 2014.

The Rationale, Aims and General Objectives of the syllabus to reflect the attributes of the Ideal Caribbean Person, the UNESCO's Pillars of learning and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The Specific Objectives and Content were clarified and expanded to indicate the breadth and depth to which the knowledge and skills should be covered. The format of the Core was restructured to include two columns, that is, Specific Objectives and Content to allow for easier reading. Three additional sports were included in the syllabus. Boxing and taekwondo were added to Option A and softball/baseball was added to Option C of the syllabus since they were taught in schools in the region. All sports in all Options were reviewed and refined. A new mark scheme was written to assess Dance since the generic mark scheme used by class teachers to assess all practical skills for all sports could not effectively assess the Dance option. More career options were included as well as a glossary of examination terms. It was recommended that the format of Paper 01 should be changed so that Section A would comprise forty-five compulsory multiple-choice items and Section B five compulsory structured essay questions. It was further recommended that Paper 02 be assessed

by the External Examiner only and 30 marks be allocated to this paper. The structure of Paper 03, the School Based Assessment would remain the same.

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE®)

### NEWLY DEVELOPED SYLLABUSES

#### Agricultural Science

The meetings of Working Committee and the Panel for Agricultural Science were held in October 2011 to develop the first draft of the syllabus. A second Panel meeting was held in November 2011 to develop the specimen examination papers, keys and mark schemes. The first draft of the syllabus along with specimen examination papers, keys and mark schemes will be submitted to SUBSEC in April 2012, requesting approval to complete the development of the syllabus. If approval is granted, the second Panel meeting will be convened in May 2012, to complete the development of the syllabus. The final draft of the syllabus along with specimen examination papers, keys and mark schemes will be submitted to SUBSEC in October 2012, for approval. The approved syllabus and copies of the specimen examination papers, keys and mark schemes will be distributed to schools in May-June 2013, for first examination in May-June 2014.

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

### Entrepreneurship Education

Entrepreneurship Education seeks to empower students with the knowledge, skills and motivation towards entrepreneurial success in a variety of business settings. The syllabus focuses on the realization of opportunity and the acquisition of competencies and attitudes necessary to transform ideas into viable, sustainable enterprises. It would address fundamentals of entrepreneurial behaviour and thinking, and the unique entrepreneurial experience from the generating new business ideas through to the actual establishment of a business venture. The Working Committee and the Panel for Entrepreneurship Education held their first meeting in October 2011. A second meeting of the Panel was held in November 2011. At these meetings a first draft of the Entrepreneurship Education syllabus, as well as specimen examination papers, keys and mark schemes were developed. The first draft of the syllabus along with the specimen examination papers, keys and mark schemes will be submitted to SUBSEC in April 2012 for approval and mandate for continued development. A meeting to complete the development of the syllabus will be convened in May 2012. The final draft of the syllabus along with specimen examination papers, keys and mark schemes will be submitted to SUBSEC in October 2012 for approval. Should the syllabus be approved by SUBSEC it would be distributed to schools in May-June 2013, for first examination in May-June 2014.

### Performing Arts

The Panel meeting to develop the syllabus for Performing Arts was held in October 2011. The first draft of the syllabus along with specimen examination papers, keys and mark schemes will be submitted to SUBSEC in April 2012, requesting approval to complete the development of the syllabus. The syllabus aims to provide students with the skills necessary to make the most of career-specific training, to enter the world of work, to embark on research and publication, or to further develop their artistic expression. On completion of this syllabus, students should be able to: describe, interpret and evaluate performance events from a range of critical perspectives; develop practical and creative skills in projects within chosen areas such as acting, performing, designing; engage in performance based on an acquisition and understanding of appropriate performance vocabularies, skills, structures and working methods; and use appropriate computer-aided design technology and other multimedia-based performance-related software.

It is proposed that Unit 1 will consist of a core which will focus on the skills needed to develop as a performer, technician or administrator and Unit 2 will focus on the performance, production and delivery aspect of the chosen art form, namely Design, Drama, Dance and Music.

### UNIT 1: CORE: THE PERFORMING ARTS BUSINESS

Module 1: Developing Skills in the Performing Arts  
Module 2: Technical Support for Performance  
Module 3: Working in the Performing Arts

### UNIT 2: DESIGN

Module 1: Street Performance (festival culture)  
Module 2: Stage/Theatre Performance  
(concert, dance, award ceremony)  
Module 3: Screen Performance (film, video,  
docudrama or documentary, broadcast)

OR

### UNIT 2: DRAMA

Module 1: Street Performance (festival culture)  
Module 2: Stage/Theatre Performance (concert,  
dance, award ceremony)  
Module 3: Screen Performance (film, video,  
docudrama or documentary, broadcast)

OR

### UNIT 2: DANCE

Module 1: Street Performance  
Module 2: Stage/Theatre Performance  
Module 3: Screen Performance

OR

### UNIT 2: MUSIC

Module 1: Listening and Appraising  
Module 2: Performing  
Module 3: Composing

## RECREATION AND TOURISM MANAGEMENT

The Panel meeting to develop the syllabus for Recreation and Tourism Management was held in September 2011. The first draft of the syllabus along with specimen examination papers, keys and mark schemes will be submitted to SUBSEC in April 2012, requesting approval to complete the development of the syllabus. The syllabus aims to encourage creative and sustainable solutions to the economic, environmental, cultural and social impacts of recreation and tourism management on Caribbean society and to develop theoretical knowledge and practical skills in preparation for a career in recreation and tourism management industry

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

The proposed structure of the syllabus is as follows:

### UNIT 1: RECREATION MANAGEMENT

- Module 1: Recreation & Leisure in Contemporary Society
- Module 2: Recreation and Tourism Development
- Module 3: Sustainable Entrepreneurial Ventures in Recreation & Human Services

### UNIT 2: TOURISM MANAGEMENT

- Module 1: Trends and Issues in Hospitality, Leisure and Tourism Industry
- Module 2: Linkages with key Sectors
- Module 3: Contemporary and Innovative Marketing of Tourism Product

## AMENDED SYLLABUS

### Pure Mathematics

SUBSEC approved the syllabus at its meeting in April 2010 and copies will be distributed to schools in May-June 2012, for first examination in May-June 2013.

The Pure Mathematics Syllabus was amended as some topics from this syllabus were incorporated in the Additional Mathematics Syllabus. Reasoning and Logic were included in Unit 1, Module 1, as this would assist in stimulating students thought processes at the beginning of the course. Exponential and Logarithmic Functions were moved from Unit 2, Module 1 to Unit 1, Module 1 to create a more logical teaching sequence. In Unit 1, Module 2, Trigonometry and Plane Geometry was renamed Trigonometry, Geometry and Vectors as some of the Geometry was removed to Coordinate Geometry in the Additional Mathematics Syllabus. Three dimensional Vectors would now be taught at the CAPE level as the Additional Mathematics Syllabus dealt with two dimensional Vectors. The Specific Objectives and Content in Unit 1, Module 3 under the sub-topic Differential I were reviewed and refined as six Specific Objectives were removed to Additional Mathematics. Fewer adjustments were made to Unit 2 compared to Unit 1. The Complex Numbers was removed from Unit 2, Module 3 to Unit 2, Module 1 as it would create a better teaching sequence. A new sub-topic Differential Equation and Modeling was written for Unit 2, Module 3 as the knowledge and skills garnered from pursuing these topics were essential at this level and Module 3, Counting, Matrices and Complex Numbers was renamed Counting, Matrices and Differential Equations. New specimen papers, keys and mark schemes were developed for the amended syllabus.

## SYLLABUS UNDER REVIEW

### Sociology

The Review Committee, at its meeting held in May 2011, recommended that the Rationale and Aims of the syllabus be revised to emphasise and state explicitly the link between the syllabus and the creation of the "Ideal Caribbean Person". The structure of the syllabus and the sequence of the Modules and the inclusion of General and Specific Objectives were reorganised to reflect current sociological research and documentation. Unit 1 was renamed The Sociological Perspective so as to provide an essential foundation for students who were being introduced to Sociology for the first time. It also established that the sociological tradition was connected to the sociological perspectives as a point of departure for sociological understanding. Unit 2 was reorganised so as to capture issues relating to social development, social change and the scholarship relating to contemporary issues being engaged by the discipline. The revised Unit 2 Module 2, Crime and Deviance, captured issues of social order and social control so as to adequately treat with the issue of crime. The focus of the revised Module 3, Caribbean Social Issues: Poverty, Health and Environment, was made clearer and relevant to Caribbean social reality so as to better understand its interaction with the wider, global reality and the associated impacts and issues that were important to the changing reality of Caribbean Society.

The draft syllabus contains a revised Marking Criteria which will assist teachers in the assessment of the School Based Assessment assignment. The guidelines for Paper 03/2 were clarified and a Glossary of terms used in the Sociology examination was included in the syllabus document.

## REVISED SYLLABUSES

### Accounting

The CAPE Accounting Subject Panel completed the revision of the syllabus in November 2010. The Rationale was revised to clearly reflect the syllabus' distinction between Financial Accounting and Cost and Management Accounting in Units 1 and 2 respectively. The Aims were revised and expanded to include ethical consciousness and moral integrity in financial undertakings. In response to the concern expressed by SUBSEC, all references to the British Standard in the syllabus have been replaced with references to the International Accounting Standards (IAS) and the International Financial Reporting Standards for Small and Medium-sized Entities 2009 (IFRS for SMEs). These standards form the basis for the application of accounting principles and procedures and for the preparation and presentation of financial statements. The inclusion of these Standards into the syllabus is timely as they were recently published (2009) and are found specifically for small and medium-sized entities as are found in the Caribbean region. The syllabus introduces nomenclature

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

and references consistent with the new Standards (for example, Statement of Comprehensive Income replaces Income Statement). The Content was numerically aligned to each Specific Objective, and the scope of work to be covered for each topic was clarified and delimited. The number of questions in Paper 01 was reduced from fifty-four (54) to forty-five (45) to bring CAPE Accounting in line with other CAPE cognate subjects. Changes were made to the requirements of the School Based Assessment (SBA) for Unit 1. The mark allocation was redistributed and adjustments were made to the mark scheme. The SBA for Unit 2 was also adjusted, allowing for the administering of one 1½ hour test or two 45 minutes tests for each Module. Copies of the syllabus will be distributed to schools in May 2011, for first examination in May/June 2012.

### Caribbean Studies

The revised syllabus was approved by SUBSEC at its meeting in April 2011 for first examination in May-June 2013.

The Rationale of the syllabus was revised to emphasise and to state explicitly the link between the syllabus and the creation of the "Ideal Caribbean Person" as defined in the CARICOM document, The Caribbean Education Strategy (2000). The Specific Objectives and Content of the syllabus were revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. The Section, "Approaches to Teaching the Syllabus", was expanded to provide needed guidance to administrators and teachers. Module 2 was revised to include how the issues of Diaspora and Migration gave rise to, or not, a diasporic psyche and more themes for research were included in Module 3. The draft syllabus contains a revised Marking Criteria which will assist teachers in the assessment of the School Based Assessment assignment. Paper 03/2 was revised and a Glossary of terms used in the Caribbean Studies examination was included in the syllabus document.

### Management of Business

The Subject Panel for CAPE Management of Business completed the revision of the syllabus in October 2010. This was the first revision of the syllabus since its development in 2002 and first examination in 2004. The revision was warranted since there have been many significant developments in the socio-economic climate in which modern businesses operate since 2002. The revision, therefore, sought to bring the syllabus in line with current management principles and practices and to address managerial problems and challenges faced by businesses. The revised syllabus allows for students of the subject to acquire the core knowledge, skills and attitudes relevant to the management of a business. The Panel took cognizance of this and acknowledged that notwithstanding the need to apprise candidates of financial

management and the analysis of accounts, greater emphasis should be placed on business owners making decisions from a managerial perspective, rather than from the perspective of the accountant. To this end, the syllabus shifted the emphasis to the application of financial statements rather than on the preparation of these statements. There was a reduction in the number of objectives which were considered better suited to a study of Accounting. In Unit 1 Module 3, for example, several accounting procedures, such as the calculation of Final Accounts, were removed. Other topics deemed to be redundant were deleted, especially in Unit 1, Module 1. Other, more pertinent topics were introduced to reflect current theory and practice in Information and Communications Technology, Human Resource Management, Occupational Safety and Health, Production, Mergers, Change Management and Managerial decision-making. The requirements of the School Based Assessment were significantly changed to allow for candidates to attempt a project based on topics that embrace any one, two, or all three Modules within the Unit being assessed. Copies of the syllabus will be distributed to schools in June 2012 for first examination in May-June 2013.

### Modern Languages (French and Spanish)

SUBSEC approved the syllabuses at its meeting in April 2011 for first examination in May-June 2014.

The Rationale of the syllabuses was revised to emphasise and to state explicitly the link between the syllabuses and the creation of the "Ideal Caribbean Person". The Specific Objectives and Content of the syllabuses were reviewed and revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. Included in the syllabus documents are the mandatory requirement for School Based Assessment component for both Units of the syllabuses. In the School Based Assessment component for both syllabuses, the guidelines and sample questions were revised. The prescribed texts and themes were also identified. In Paper 02, the word limit for the essay was increased to 300/350 from 250/300 words and the time was increased from two hours to two hours ten minutes. The word limit for the essay in Paper 03 was also increased from 350/400 words to 450/500 words. A Glossary of Terms used in the French and Spanish examinations was included in the syllabus documents.

## SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

## CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC®)

### SYLLABUSES UNDER REVIEW

#### Modern Languages

At the Review Committee meeting held in May 2011, the Rationale, Aims and General Objectives of the syllabus were revised to reflect the attributes of the Ideal Caribbean Person. The Specific Objectives, Suggested Teaching and Learning Activities and Formative Assessment tasks of the syllabus were revised and clarified to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. The Sequence of the topics in Modules, 1, 2, 4 and 5 were reorganised and the Specific Objectives and related Content were included to reflect the changes made. A section on Recommended Approaches to Teaching the Syllabus was included to provide guidance to teachers about the optimal environment to implement the syllabus. The guidelines and revised marking criteria to assist teachers in the implementation and assessment of the School Based Assessment component were provided.

#### Social Studies

The Subject Panel for **CCSLC** Social Studies completed the revision of the syllabus in March 2011. This was the first revision of the syllabus since its development in 2006 and first examination in 2007. The revision of the syllabus was predicated on the premise that Social Studies is an integrated study of the social sciences and humanities to promote civic competence and is primarily concerned with the study of people, their activities and relationships as they interact with one another and with their physical and socio-cultural environment in an effort to meet their needs. The syllabus reflects objectives and content based upon four cornerstone paradigms: the candidate's concept and understanding of self; the development of civic competencies, attitudes and values to function as productive citizens; the appreciation of peoples, customs and institutions in the candidate's local and regional space; and the impact of globalization on the region. The revision therefore ensures that students are provided with instruction and experiences which promote human dignity, honesty, equality, co-operation, self-worth, national pride and self discipline, and which foster the development of productive, responsible, ideal Caribbean citizens. The concept of globalization was refocused towards an understanding of its impact on society and the economies of the Caribbean region. Candidates are asked to gain an appreciation of the need to adapt and respond to global changes, including climate change. Cognizant of the importance of tourism to several states of the region, the Panel included objectives that require candidates to appreciate

and understand global factors that impact on the tourism industry. Emphasis was placed on candidates' awareness of the impact of the Internet, electronic mail, e-commerce and the electronic media on their daily lives. The tasks for the School Based Assessment at the end of each Module were revised and the mark allocation of the SBA was changed to 50 per cent of the composite score to bring Social Studies in line with what obtains in all the other core **CCSLC** subjects. Copies of the syllabus will be distributed to schools in May 2012, for first examination in May-June 2014.

### REVISED SYLLABUS

#### Integrated Science

SUBSEC approved the syllabus at its meeting in April 2011 and copies will be distributed to schools in May-June 2012, for first examination in May-June 2014.

The Rationale, Aims and General Objectives of the syllabus were revised to reflect the attributes of the Ideal Caribbean Person, the UNESCO's Pillars of learning and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The Skills and Abilities to be assessed were reviewed and revised to ensure that the syllabus would provide the foundational skills to articulate with the **CSEC** sciences. Modules 1, 2 and 3 were rearranged to provide for a more logical teaching sequence. Topics which were of relevance to students at this level such as air pollution and its effect, natural disasters and more on the use of technology in the syllabus were included in the syllabus. The Specific Objectives, Content, Suggested Teaching and Learning Activities, and formative Assessment tasks were clarified and expanded. Suggested Teaching and Learning Activities, and the formative Assessment activities were reviewed and revised to ensure that they reflected a range of activities which catered to different learning styles. The School Based Assessment tasks were also reviewed and refined.

### CCSLC SITE VISITS

In pursuit of its commitment to provide support to teachers who deliver the Caribbean Certificate of Secondary Level Competence (**CCSLC**) programme to students, the Caribbean Examinations Council (**CXC**) continued its intervention initiative in 2011. **CCSLC** site visits were made to 33 schools in Jamaica, providing assistance and guidance to teachers preparing students for the examinations. The site visits were made to ensure quality assurance and compliance with the requirements as outlined by the Council in the **CCSLC** syllabuses. Special emphasis was placed on compliance with the requirements of the School Based Assessment.

# CAPACITY BUILDING ▶

## Teacher Training and Orientation

Teacher orientation workshops were held in five territories to introduce teachers across the region to revised syllabuses in 2011. Ministries of Education in the territories with the largest candidate populations were asked to co-host the workshops by providing a suitable venue and refreshments for local participants. Teacher orientation workshops were held in Antigua and Barbuda, Barbados, Guyana, Jamaica and Trinidad and Tobago. Antigua and Barbuda hosted one-day workshops for CAPE Accounting, Caribbean Studies, Management of Business, French and Spanish; for **CSEC** Office Administration and Physical Education and Sport and **CCSLC** Integrated Science. Barbados hosted workshops for **CCSLC** Integrated Science; **CSEC** Office Administration and Physical Education and Sport; and CAPE Accounting, Caribbean Studies, French, Spanish and Management of Business. Guyana hosted workshops for **CSEC** Office Administration and Physical Education and Sport and for CAPE Accounting, Caribbean Studies and Management of Business. Jamaica hosted workshops for the syllabus in **CCSLC** Integrated Science; **CSEC** syllabuses in Office Administration and Physical Education and Sport; and CAPE syllabuses in Accounting, Caribbean Studies, French, Spanish and Management of Business. Trinidad and Tobago hosted workshops for **CSEC** Office Administration and Physical Education and Sport and the CAPE Syllabuses in Management of Business, Accounting, French, Spanish and Caribbean Studies.

## Teacher Training Workshops

A CAPE Geometrical and Mechanical Engineering Drawing (GMED) workshop was held in Jamaica in collaboration with the University of Technology, Jamaica. The workshop aimed at the enhancement of delivery and assessment of the syllabus using a GMED teacher resource manual developed in 2009 for the purpose. Participants were given full access to the AutoCAD resources inclusive of the latest technology acquired by the University of Technology.

The Ministry of Education in Anguilla, Antigua and Barbuda, Barbados, Grenada, Guyana, Jamaica and Trinidad and Tobago were invited to participate in the workshop. Workshop participants included representatives from Anguilla, Antigua and Barbuda, Jamaica and Trinidad and Tobago.

## Item Writing

Measurement and Evaluation Officers conducted 11 training workshops in Item Writing for resource persons during the year under review. The workshops were hosted in four Participating Territories and 157 participants attended. Twelve subject areas were dealt with in the workshops.

In addition to Item Writing training, both Measurement and Syllabus Officers provided training for teachers in Anguilla and Grenada in assessment literacy for the **CPEA**. Approximately 300 teachers were trained during a one-week period.

## Training of CSEC Chiefs and Assistant Chiefs

Following the success of the first training workshop for CAPE Chiefs and Assistant Chief Examiners held last year, **CXC** hosted a similar workshop on 15 February for **CSEC** Chiefs and Assistant Chiefs who attended the Grading exercise for the January sitting.

The objectives of the workshop included introducing Chiefs and Assistant Chiefs to the major features of the **CXC** examination model; refining the format for Subject Reports which complements the features of the **CXC** examination model and reflects theories of learning; to give CEs an appreciation of the four approaches used by **CXC** for estimating reliability coefficients and be able to interpret and thereby enhance the size of the KR 20 for **CXC** Paper 01.

Among the topics covered in the one-day workshop were; **CXC** Examination Model, Reading and interpreting Edit Keys, ITMAN, QUESTIT analysis, reporting statistics in useful ways for grading, constructing an MTMM matrix and constructing essay examinations.

Dr Desmond Broomes, Measurement Consultant, led the workshop. Dr Gordon Harewood, SAR (EDPD), Dr Anthony Haynes, Leona Emtage, Nordia Weekes and Benita Byer ARs (EDPD) also facilitated the workshop.



Dr Desmond Broomes conducting training for **CSEC** Chiefs and Assistant Chiefs

# CORPORATE STRATEGY AND BUSINESS DEVELOPMENT ▶

The Corporate Strategy and Business Development (CSBD) directorate continues its mission by pursuing new business opportunities that will support **CXC's** transformation efforts, and coordinating strategic management initiatives.

During the year under review, a number of initiatives gathered momentum and some have produced results.

## BUSINESS DEVELOPMENT

In the area of Business Development, CSBD continued the implementation of projects to support **CXC's** core functions and products as follows:

### Syllabuses and Past Papers

**CXC** signed a contract with Ian Randle Publishers in 2009 for the production of all **CSEC®** and **CAPE®** syllabuses and past examination papers, and for distribution of these resource materials across all **CXC** Participating Territories. During 2011, syllabuses and past papers were distributed to 62 bookstores in 17 territories.

The Ian Randle partnership will assist candidates and teachers by giving them easy access to the full range of **CXC** syllabuses which include a sample examination paper and mark scheme.

### Study Guides and Textbooks

The partnership with Nelson Thornes Publishers produced its first fruits this year, with the publication and launch of texts for **CCSLC** Mathematics and English.

The textbooks were launched in June at events hosted in Barbados and Antigua and Barbuda. These are the first resource materials from the partnership between **CXC** and to be published. The books take an activity-based approach that matches the principles of competency-based assessment and addresses the core skills and content of the specific modules of the **CCSLC** syllabus.

Seven redesigned Self-Study Guides went on sale throughout the region in November. These are for **CSEC** Principles of Business and **CAPE** Accounting Units 1 and 2, Communication Studies, Caribbean Studies, and Economics Unit 1.

The materials provide a focused learning support resources for in-school and out-of-school candidates enrolled in **CXC** examinations. Their contents are organised to match the specific objectives, knowledge and core competencies outlined in the relevant syllabuses. Additional publications will be produced over the next four years up to 2015.

### Notesmaster.com

"A cross between Facebook and Wikipedia" – is how **CXC's** Registrar, Dr Didacus Jules described it as he signed the agreement to commence the official partnership between **CXC** and Notesmaster Ltd in August.

A free interactive learning portal, **www.notesmaster.com** provides a dedicated online resource for **CXC** examinations. It allows content in any media to be created/sourced and placed under the related areas of each syllabus by teachers, and freely accessed by students and parents. The portal harvests relevant, freely available open-source content from around the world including e-Learning Jamaica, National Open School of Trinidad and Tobago (NOSTT) and the KHAN ACADEMY.

Using the website, students can go directly to the syllabus being studied, click on the section and specific objective, and choose the material that helps them to understand the topic, whether it be a video, animation, text, photographs or quiz.

Teacher training and sensitization workshops started in September with a launch in St Kitts and Nevis, the first **CXC** Participating Territory to fully embrace the Notesmaster concept and originators of the preferred implementation model, dubbed 'The St Kitts Model'. Teacher training workshops were also held in St Vincent and the Grenadines in September and in Antigua and Barbuda in October.



Teachers in Antigua and Barbuda pose with their certificates after completing the Notesmaster training

## HEART Trust MOU

**CXC** and the Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA), Jamaica signed a Memorandum of Understanding on Monday, 18 July. The MOU will see the two organisations collaborating to redefine technical and vocational education and training (TVET).

Under the MOU, HEART Trust/NTA will work with **CXC** to provide expert services in Competence-Based Education and Training (CBET), and to train, verify and certify instructors and institutions doing the **Caribbean Vocational Qualification (CVQ®)**. HEART Trust/NTA will also be utilising the **Caribbean Certificate of Secondary Level Competence (CCSLC®)** as the foundational academic programme to support its own TVET offerings.



Dr Jules and Dr Carolyn Hayle, Executive Director of HEART Trust/NTA holding a copy of the MOU. Looking on are Dr Wayne Wesley (left) of HEART Trust/NTA and Mr Glenroy Cumberbatch (right) Pro Registrar of **CXC**

## RosettaStone Pilot

Foreign language skills should be boosted across the Caribbean as **CXC** and RosettaStone conduct a one-year pilot using online access to Rosetta Course Version 3 in five countries and approximately 130 schools. The pilot started in November and candidates will follow RosettaStone's proven immersion technique as they seek to become fluent in Arabic, Dutch, French, Hindi, Italian, Japanese, Korean, Mandarin, Portuguese or Spanish. Each individual license gave full access to all levels of a language at a **CXC** specially discounted price of US\$70.



Representatives from Rosetta Stone and Miranda Sealy (centre), Assistant Registrar, CSBD on a meeting with **CXC**

## CORPORATE STRATEGY

In the area of corporate strategy, CSBD continues to support other Divisions/Units, in conjunction with the Quality Assurance Unit, by coordinating the updating of policies and procedures, and the implementation plan from the Business Process Review completed in 2010. Training of all staff in preparing and using process maps was conducted to facilitate the development or refinement of 'As-Is' process maps across the organisation.

## Fundraising

Proposals for funding for various programmes were submitted to funding agencies and other corporate bodies for consideration in the latter half of the year. Evaluation of and feedback on these proposals is expected to be received in 2012.

## Intellectual Property

**CXC's** Intellectual Property Policy was modified to include an update on the terms and conditions for the granting of permission for use of **CXC's** copyrighted materials. The matter of conflict of interest among resource persons was also included.

In addition, in an effort to protect **CXC's** IP rights, the use of **CXC's** IP – copyright and trade marks – continued to be actively monitored for infringements and the appropriate action taken with the assistance of legal counsel as necessary. This resulted in reduced instances of copyright violations, as well as unauthorised and/or improper use of **CXC's** trademarks. As a result of these efforts, there has been an increase in requests from third parties for guidance on the use of **CXC's** trademarks.

Approximately 70 cease and desist requests, most of which were for the removal of copyrighted material and trademarks posted on the Internet, were successfully made; one case involving compensation to **CXC** is being handled by legal counsel. To date, none of these requests have been challenged by infringers.

The illegal use of copyrighted material and trademarks particularly on the Internet remains an immense challenge. However, the same vigilance will continue in the future to ensure continued protection of **CXC's** IP rights.

## CORPORATE STRATEGY AND BUSINESS DEVELOPMENT ▶

### The Agreement Establishing the Council

Proposed revisions are being made to the Agreement Establishing the Council to provide for the inclusion of a new category of associate membership and to simplify the accession processes through which additional territories can become members. Several of the Dutch-speaking territories have sought membership. This will facilitate regional inter-governmental and non-governmental agencies becoming part of the Council. During the process, the Agreement was reviewed in its entirety by legal counsel and several inconsistencies and omissions were identified. Revisions were therefore recommended to make the Agreement consistent with international treaty law and practice and also to address **CXC**'s present and future needs.

### New CXC Headquarters Building

The contract to construct the building was awarded to Innotech Services Ltd and ground breaking took place on 17 October 2011. It is expected that the building will be completed in August 2013.



Earth moving works started on **CXC**'s new Headquarters site in mid October

## ARCHIVES AND RECORDS MANAGEMENT ▶

The Archives and Records Management Unit's (ARMU) mission is to provide an information routing environment and records management services, that support and enhance the speedy delivery and access to information throughout the Council.

### Customers and Collaboration

- The ARMU celebrated Records and Information Management month in April 2011 by hosting an exhibition aimed at strengthening awareness for maintaining effective recordkeeping practices within Divisions and Units.
- A major highlight of the exhibition was the photographic presentation from numerous collections which documented past events, significant personnel, and activities that took place at the Council over the past 30 years.
- "I was required to scan and catalogue photographs of **CXC** staff dating from 1983 to present. It was first necessary to identify the individuals in the photographs as well as their position within this organization, which required assistance from other members of staff who were familiar with the people. It was interesting to see old photographs of various members of staff and attempt to identify them. The project also allowed me to gain a better understanding of the history of **CXC**, including the individuals who worked within the organization and different events hosted." Katrina Jacobs (Scanning assistant, ARMU project)
- The Unit achieved a marked increase (75-80 per cent) in the use of Versatile Web for incoming file requests and maximum usage internally for outward routing of files.
- Improved routing of mail/courier packages achieved by using internal technologies more effectively and strengthening the communication channels between FOM/EAS and ARMU for prompt pickup and delivery.

### Services Development

- ARMU provided one-on-one refresher training in the use of Versatile Web for staff with difficulties accessing the system. Additional assistance from the Team produced better outcomes for users such as greater confidence and manipulation of the Web module.
- Improved record capturing service achieved with the introduction of the records mail box. Internal customers may now route e-mails and attachments directly to ARMU for recording and maintaining.
- Team ARMU improved basic skills in Versatile ERMS. Benefits gained through webinar consultations with Zasio (external) and ISD (internal) supports.
- The ERMS should be functional and accessible to all staff by 2012. Access to ERMS will facilitate the prompt uploading and retrieval of scanned records.

# STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR ▶

## MEDIA EVENTS

### APRIL

- 11 **VISUAL ARTS EXHIBITION IN BELIZE**  
The Annual **CSEC** Visual Arts Exhibition was hosted in Belize at the historic House of Culture (Formerly the Governor's House) in Belize City.

The exhibition opened on Monday 11 April with an official opening ceremony which started at 10:00 am in the courtyard of the House of Culture. The ceremony was graced with the presence of Governor General His Excellency, Sir Colville Young, Honourable Patrick Faber, Minister of Education, Mr David Leacock, Chief Executive Officer, Mr Christopher Aird, Chief Education Officer, and 200 guests, mostly students and teachers.

Honourable Patrick Faber delivered the feature address at the opening ceremony and cut the ribbon with Governor General Sir Colville Young to officially open the exhibition.

### JUNE

- 20 **LAUNCH OF CCSLC TEXTS IN BARBADOS**  
**CXC** and Nelson Thornes Publishers hosted an event to officially launch the new **CCSLC** English and Mathematics texts in Barbados. Honourable Ronald Jones, Minister of Education and Human Resource Development in Barbados delivered the feature address. Dr Didacus Jules, Registrar of **CXC** and Wendy Rimmington, Nelson Thornes International Director also spoke at the event held at the Savannah Hotel. Representatives from secondary schools, bookstores, the ministry of education, National PTA and the media were invited. The launch was streamed live on U-Stream.

A meeting was held with **CCSLC** stakeholders following the launch of the new texts in Barbados.

- 22 **LAUNCH OF CCSLC TEXTS IN ANTIGUA AND BARBUDA (OECS)**

**CXC** and Nelson Thornes Publishers hosted an event to officially launch the new **CCSLC** English and Mathematics texts in the OECS in Antigua. Honourable Dr Jacqui Quinn-Leandro delivered the feature address. Glenroy Cumberbatch, **CXC** Pro Registrar, Ms Wendy Rimmington, Nelson Thornes International Director, Mrs Jacintha Pringles, Director of Education in Antigua and Barbuda and Mr Deryck Satchwell spoke at the launch. Representatives from ministries of education and teachers from the OECS attended the event.

### AUGUST

- 16 **OFFICIAL RELEASE OF MAY/JUNE RESULTS**  
The official release of results for the May/June 2011 sitting was hosted in Antigua and Barbuda. The press event was attended by Ministry of Education officials, principals, **CXC** resource persons in Antigua and Barbuda, education stakeholders and the media. Honourable Dr Jacqui Quinn-Leandro, Minister responsible for Education addressed the function. The event was streamed live on U-Stream.

## STAKEHOLDER ENGAGEMENT

### JANUARY

- 25 AR (PI and CS) participated in a panel discussion hosted by the Grenada Patron of Art Fund (PAF) on professions in the Arts.

### APRIL

- 27 **CXC HOSTED ITS FIRST WEBINAR**  
The hour-long broadcast on U-Stream looked at preparatory issues for the examinations and the dos and don'ts of **CXC** examinations. The panel included representatives from EDPD and EAS.

## STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)

### JUNE



Members of the Barbados Association of Principals of Public Secondary Schools (BAPPSS) in discussion with CXC

14 A team from CXC met with members of the Barbados Association of Principals of Public Secondary Schools (BAPPSS) to discuss the CCSLC and its implementation in Barbados.

#### 17 – 18 A REGIONAL STAKEHOLDERS' SEMINAR ON THE CPEA WAS HOSTED IN BARBADOS

During the two-day seminar, CXC presented the philosophical underpinnings and the assessment framework for the CPEA. Stakeholders including parents, principals, curriculum officers, teachers' college tutors, measurement officers and teachers participated in the seminar and gave useful feedback.

20 & 22 A meeting was held with CCSLC stakeholders following the launch of the new texts in Barbados and with representatives from the OECS following the launch in Antigua and Barbuda.

### JULY

8 – 22 During the marking period, a forum was established on the marking portal to receive feedback from markers on the exercise. Markers' concerns and issues were collated and addressed on the following working day in most instances. The portal proved very instructive in that it brought issues to CXC's attention in a timely manner.

### AUGUST

25 SAR (EDPD), Dr Gordon Harewood participated in a panel discussion hosted by the St Vincent and the Grenadines Community College. The discussion topic was "Test, assessments and examinations: how well does the way we assess our children serve their needs and the needs of the wider society?" Other members of the panel included representatives of the business community, the Ministry of Education and Dr Lucy Steward, consultant to the Ministry of Education in St Vincent and the Grenadines.



Zena Pamatali of the Trinidad and Tobago National Parent Teacher Association and Rowena Kall of the UTT at the CPEA Stakeholders Seminar

## STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)

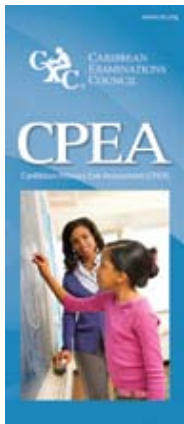
- 26 AR (PI and CS) in conjunction with Tim Wright, Regional Director for Education USA, based in Mexico, conducted a webinar entitled “Caribbean student mobility and **CXC** examination system.” The webinar was attended by representatives of colleges and universities from the US and Canada.

### SEPTEMBER

- 1 AR (EDPD) Stephenson Grayson made a presentation to teachers at the Deighton Griffith Secondary School in Barbados on the **CCSLC**.

### OCTOBER

- 3 – 5 The Pro Registrar and Dr Desmond Broomes (MED Consultant) visited Anguilla and provided training for the teachers and education officers on the **CPEA**. They also met with stakeholders to discuss the **CPEA** programme.



### PUBLICATIONS

During the year, a Handbook for the Caribbean Certificate of Secondary Level Competence (**CCSLC**) was published and distributed to stakeholders. A brochure on the Caribbean Primary Exit Assessment (**CPEA**) was published and distributed in September.

Two issues of the **Caribbean Examiner** magazine were published. The first issue, published in May, focused on **CVQ** and TVET while the second issue, published in October looked at ICT and E-Learning.

### PUBLIC RELATIONS ACTIVITIES

#### JANUARY

- 24 AR (PI and CS) delivered the feature address at the opening ceremony and prize-giving for the Patron of the Art Fund (PAF) Art Exhibition in Grenada.
- 26 AR (PI and CS) did an interview with **The Searchlight** newspaper in St Vincent and the Grenadines about **CXC**'s zero tolerance policy on the use of cellular phones in examinations.

#### MARCH

The **CCSLC** handbook was published and distributed to stakeholders.

#### APRIL

- 11 AR (PI and CS) along with Kirkland Smith, Visual Arts Teacher, St John's College, Belize made a television appearance on **Fus Ting Da Mawnin** on Wave TV Channel 7 Belize to speak about Visual Arts and the Visual Arts exhibition.

- 11 – 15 The Annual Visual Arts Exhibition was hosted in Belize at the historic House of Culture (Formerly the Governor's House) in Belize City.

- 20 & 22 **CXC** Participated in the Barbados Guidance Counsellors Association Career and Education Expo at the Sir Lloyd Erskine Sandiford Conference Centre.

- 27 AR (PI and CS) did an interview with **Newsday** newspaper in Trinidad and Tobago about the security of **CXC** examinations.



Suzan Boodoo-Murray of the Examinations Development and Production Division interacting with students during an information session with a church group in Barbados

- 29 Mrs Suzan Boodoo-Murray, AR (EDPD) gave a presentation on **CXC** examinations and examination preparation to the Bethel Methodist Church Youth Group, which was attended by parents, students and youth leaders.

## STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)

## MAY

- 6 CBC television and radio interviewed Mrs Susan Giles, SAR (EAS) about **CXC's** zero tolerance policy on the use of cellular phones in **CXC** examinations.
- 10 AR (PI and CS) did an interview with **Barbados Today** on the use of cellular phones in **CXC** examinations.
- 11 Mrs Dianne Medford, AR (EAS) and AR (PI and CS) gave an interview to **Attitude** magazine on **CXC's** zero tolerance policy on the use of cellular phones in examinations.



Cleveland Sam, AR (PI and CS), presenting a copy of the May issue of the **Caribbean Examiner** magazine to representatives of Education Credential Evaluators at the NAFSA Conference in Vancouver, Canada

- 27 The first issue of the **Caribbean Examiner** magazine for 2011 was published and distributed to stakeholders, including at the NAFSA Conference in Vancouver, Canada. The issue focused on TVET and **CVQ**.

## JUNE

- 20 **CXC** and Nelson Thornes Publishers hosted an event to officially launch the new **CCSLC** English and Mathematics texts in Barbados. Honourable Ronald Jones, Minister of Education and Human Resource Development in Barbados delivered the feature address. Dr Didacus Jules, Registrar of **CXC** and Wendy Rimmington, Nelson Thornes International Director also spoke at the event held at the Savannah Hotel. Representatives from secondary schools, bookstores, the ministry of education, National PTA and the media were invited. The launch was streamed live on U-Stream.

- 22 **CXC** and Nelson Thornes Publishers hosted an event to officially launch the new **CCSLC** English and Mathematics texts in the OECS in Antigua. Honourable Dr Jacqui Quinn-Leandro delivered the feature address. Glenroy Cumberbatch, **CXC** Pro Registrar, Ms Wendy Rimmington, Nelson Thornes International Director, Mrs Jacintha Pringles, Director of Education in Antigua and Barbuda and Mr Deryck Satchwell spoke at the launch. Representatives from ministries of education and teachers from the OECS attended the event.

The event was hosted at the City View Hotel in St John's Antigua and was streamed live on U-Stream.

AR (PI and CS) along with Wendy Rimmington of Nelson Thornes and Deryck Satchwell of Belize were guests on **Good Morning Antigua** television programme and spoke about the new **CCSLC** texts and the **CCSLC** programme.

- 22 A meeting was held with **CCSLC** stakeholders from Antigua and the OECS following the launch of the new texts.

## AUGUST

- 11 PI and CS did an interview with Wave Radio in Belize on the online release of results.
- 12 PI and CS did an interview with the **Jamaica Gleaner** about the 2011 **CSEC** and CAPE results.
- 15 The Registrar did an interview with RJR radio show **Beyond the Headlines** where the focus was on online results.
- 16 The official release of results for the May/June 2011 sitting was hosted in Antigua and Barbuda. The press event was attended by Ministry of Education officials, principals, **CXC** resource persons in Antigua and Barbuda, education stakeholders and the media. Honourable Dr Jacqui Quinn-Leandro, Minister responsible for Education addressed the function. The event was streamed live on U-Stream.
- 17 Interview with **Jamaica Observer** newspaper  
Interview with the National Communications Network in Guyana about issues surrounding online results.

Interview with **Newsday** newspaper of Trinidad and Tobago about issues surrounding online results.

- 18 Interview with Wave Radio in Belize about issues surrounding online results.
- Appearance on **Nationwide News Network** afternoon talk show to discuss results for 2011 May/June examination.
- 19 SAR (EAS) Susan Giles and AR (EDPD) Henderson Eastmond were guests on **Mornin' Barbados** television programme in Barbados to speak about **CXC** examinations and the release of online results.
- 22 The Registrar was a guest on **Independent Talk** with Ronnie Thwaites on Power 106 FM radio station in Jamaica to discuss examinations results and related issues.

## SEPTEMBER

- 4 The Registrar and PI and CS gave several interviews with media houses around the Caribbean in relation to an incorrect news story from St Lucia which suggested that there was a leak in a **CXC** examination. Interviews were conducted with Starcom Network, CBC radio, **The Nation Newspaper** in Barbados; RJR news in Jamaica; **Newsday** newspaper in Trinidad; Helen Television and **The Voice** Newspaper in St Lucia.
- 8 **CXC** published a half-page advertisement in two St Lucian newspapers refuting the news story from that country about a leak in one of **CXC's** examinations in a school in St Lucia.
- 15 The **CPEA** brochure was published and distributed to Ministries of Education.

## OCTOBER

- 4 Participated in the St Michael School (Barbados) career day activities.

## Social Media

Using social media has proven to be an effective strategy to engage teachers, markers, and candidates throughout the **CXC** Participating Territories and the Diaspora.

Through Facebook, **CXC** is able to effectively answer questions pertaining to exams, conduct surveys on specified topics, post content as it relates to education in the Caribbean, and formulate discussions around current trends in education. Facebook has also proven to be an effective customer service tool. It provides the avenue to closely monitor our service to our clients, identify concerns and expeditiously respond to queries. The **CXC** fan base has been actively growing. In early January we had mere 3,000 fans and as of October the number has grown over 17,000 fans.

**CXC** utilizes U-STREAM TV. This portal has been used by **CXC** to broadcast events live on the Internet. The Council will consistently provide live streaming, so that all stakeholders, regardless of geographical location, can view and participate in **CXC** events live or recorded online.

YouTube, another social media outlet where **CXC** has a presence, is used to provide video clips on some of **CXC's** activities. This year, we posted clips from various workshops, interviews, the annual Visual Arts exhibitions, and tips from several Local Registrars.

**www.CXC.org**, continues to be **CXC's** main presence in cyberspace. The website hosts forums on topics covering our examinations, blogs from the Registrar, and is used as a repository of reference materials for all stakeholder groups, including subject reports, examinations guidelines, timetables, conference presentation, publications, transcript request forms and moderation forms. Scores of questions are answered from the forums daily.

This year the site was given a major boost with the addition of e-commerce functionalities, which enables users to pay for some services using their credit card. This has made for a more efficient processing of transcript requests.

## STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)



Ms Cyndra Ramsundar of the Examinations Development and Production Division speaking to students at the Trinidad and Tobago College Fair

### University Relations

**CXC** continues to work closely with colleges and universities and other education-related institutions to ensure the full understanding of its examinations with a view to ensuring that students presenting the qualifications get the full benefits of those qualifications.

During the year, **CXC** interacted with the following schools Truman State University, New England Institute of Technology, Marquette University, Johnson and Wales University, University of Toronto, Saint Leo University, Lethbridge College, St John's University, Okanagan College, Union Institute and University, Pace University, Keiser University, Florida Institute of Technology, Berkley College and University of Missouri-Kansas City.

**CXC** has also been in contact with the Ministry of Education, Spain to facilitate a Caribbean student gaining entry into a university in Spain.

The Central Board of Secondary Education (CBSE) in India contacted **CXC** seeking information on its qualifications. A package of information was sent to the CBSE.

The Registrar presented a session at the 96<sup>th</sup> Annual Conference of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in Seattle, Washington, USA. His presentation was entitled "The Caribbean Education Landscape- Changes and Opportunities for Collaboration." The presentation was well received by those in attendance.

The Registrar and AR (PI and CS) attended the NAFSA International Conference in Vancouver, Canada in May/June. The Registrar presented on a panel with Kelly Conrad, Evaluator from Education Credential Evaluators (ECE) and the Lorna Parkins, Executive Director – Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP).

At the conference, meetings were held with several educational institutions including UK NARIC, Pace University, Truman College, Berkley College and Johnson and Wales University invited AR (PI and CS) to visit its Miami Campus and to participate in the culinary camp during the last week of July. During the visit, Mr Sam met with various university officials, toured the campus and participated in the annual culinary camp hosted for students wishing to pursue a career in the culinary arts.

During the college fairs in Guyana and Trinidad and Tobago, meetings were held with several colleges and universities with the view of establishing articulation agreements with them.



AR (PI and CS) speaking with a representative from Johnson and Wales University during the Trinidad and Tobago College Fair

## Press Releases and Statements

### JANUARY

- 31 **CXC** Appoints Two Senior Staff Members

### FEBRUARY

- 16 The Use of **CXC** Copyright and Trademarks
- 23 Informational Technology A Must-Professor Harris

### MARCH

- 1 English B results good for first January sitting

### APRIL

- 4 Belize to Host Visual Arts Exhibition

### MAY

- 20 Students have opportunity to become "Face" of **CXC**

### JUNE

- 16 Launch of **CCSLC** Texts

### AUGUST

- 10 **CXC** Goes E-Commerce
- 11 The availability of results online for the first time
- 16 Results for the 2011 May/June sitting of **CSEC** Results for the 2011 May/June sitting of **CAPE**
- 18 Press statement clarifying reports of candidates tampering with online results

### SEPTEMBER

- 3 Statement refuting news story from St Lucia about a leak in a **CXC** examination in St Lucia
- 21 **CXC** to host delegation from Zambian Examinations Council

### OCTOBER

- 7 **CXC** Officers to Speak at International Education Conference

## Visual Arts Exhibition

The 2011 **CXC CSEC** Visual Arts Exhibition was hosted by the Ministry of Education in Belize. The exhibition was held at the historic House of Culture (Former Governor's House) in Belize City, Belize from 11<sup>th</sup> to 15<sup>th</sup> April.

From 8<sup>th</sup> to 10<sup>th</sup> April, several art teachers along with representatives from the Ministry of Education and AR (PI and CS) worked to mount the exhibition.

The exhibition opened on Monday 11<sup>th</sup> April with an official opening ceremony which started at 10:00 am in the courtyard of the House of Culture. The ceremony was graced with the presence of Governor General His Excellency, Sir Colville Young, Honourable Patrick Faber Minister of Education, Mr David Leacock, Chief Executive Officer and Mr Christopher Aird, Chief Education Officer, and 200 guests, mostly students and teachers.



This student was among many who took on the challenge of drawing some of the pieces on display

## STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)

Honourable Patrick Faber delivered the feature address. Mr David Leacock, Chief Executive Officer in the Ministry of Education and Mr Alan Genitty, Deputy Chief Education Officer also spoke at the ceremony, while AR (PI and CS) delivered remarks on behalf of **CXC**. The speeches were punctuated by several cultural performances from students of various schools in Belize.

His Excellency, Sir Colville Young and Honourable Patrick Faber cut the ribbon to mark the official start of the exhibition. They and the other officials from the Ministry of Education were taken on a tour of the exhibition by Visual Art teacher Kirkland Smith.

The exhibition attracted mostly students from secondary schools, however, some schools made the exhibition one of the stops on their day trip to Belize City and several parents visited the exhibition in this way.

The exhibition ran daily from 8:30 am to 5:00 pm. One of the added features of this year's exhibition was the introduction of mini art classes for the students. They were provided with drawing paper, pencils, crayons and markers and given tips

on drawing and encouraged to attempt to reproduce some of the pieces on display.

A PowerPoint presentation featuring 100 pieces of art work was set up in one of the rooms. Visitors were taken through the slide show by one of the facilitators in an interactive question and answer format.

### Media Coverage

The exhibition benefited once again from media coverage. The week prior to the exhibition, Mr Juan Vargas, **CXC** Local Registrar and Mr Kirkland Smith, Visual Art teacher at St John's College were guests on Wave Television morning show. They discussed the up-coming exhibition and how Belize hopes to benefit.

On Monday 11<sup>th</sup> April AR (PI and CS) and Mr Smith were guests again on the same television show. This time, the discussion centred on the state of Visual Art as a subject and what careers students who pursue Visual Arts could aspire to.

The opening ceremony was covered by all the major media houses in Belize; radio, television and newspaper.



Students admiring a piece of work on display entitled 'Elaborate Headdress'

STAKEHOLDER RELATIONSHIP MANAGEMENT, MARKETING AND PR (CONTINUED)



Students of the Edward P Yorke High School dancing at the Visual Arts Exhibition Opening Ceremony



Honourable Patrick Faber, Minister of Education (centre), His Excellency Sir Colville Young, Governor General of Belize (left) and Mr David Leacock, CEO (right) cutting the ribbon to open the exhibition



Students looking at some of the craft items on display

# REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS ▶

## FEBRUARY

- 16 – 18 The Registrar attended The University of the West Indies, Mona Campus/Commonwealth Secretariat Conference, Jamaica. It was held under the theme "The Caribbean Community and the Commonwealth: Collective Responsibility in the 21st Century".
- 24 The Registrar was the feature speaker at the 8th Annual Dr Alister Francis Memorial Lecture hosted by Antigua State College.

## MARCH

- 13 – 16 The Registrar attended the American Association of Registrars and Admission Officers (AACRAO) Annual Conference in Seattle, Washington. The theme of the conference was "Fragmentation in the face of Globalization." The Registrar presented a paper entitled "The Caribbean Education Landscape - Changes and Opportunities for Collaboration."
- 18 The Registrar participated in The University of the West Indies Open Campus Council Meeting held in Dominica.
- 24 – 25 Along with Mr Rodney Payne, SAR (ISD) and Mr Verieux Mourillon, SAR (HR), the Registrar attended the Distinguished Leaders Conference (DLIC) hosted by Arthur Lok Jak School of Education at the St Augustine Campus of The University of the West Indies, Trinidad and Tobago



All smiles – Dr Jules greeting Honourable Jacqui Quinn-Leondro, Minister of Education in Antigua and Barbuda at the launch of the May/June results. Myrick Smith (left), CXC Local Registrar and Gordon George (right), CXC resource person are looking on

## APRIL



The Registrar poses with Honourable Sarah Wescot-Williams, Prime Minister of St Maarten during a courtesy call

- 12 – 13 The Registrar visited Saba and St Maarten with the Pro-Registrar and SAR (EAS) Mrs Susan Giles to discuss **CVQ** and other **CXC** initiatives.
- 27 – 30 The Registrar participated in the Cropper Foundation Regional Workshop for the Caribbean on Education for Sustainable Development held in Trinidad and Tobago

## MAY

- 10 – 11 The Registrar participated in a meeting looking at "Improving Relevance and Quality of Education in the OECS: A Focus on Curriculum and Skills/TVET" which was held in St Georges, Grenada.

Dr Jules presented a paper on **CXC's** plans to undertake curriculum reform in the technical subjects.

## REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS (CONTINUED)

24 – 26 Along with the Pro Registrar, Dr Jules attended the International Conference in Education under the theme, "Partners for Development: Sharing Good Practices in Education" hosted by the Foreign Ministry of Finland, Ministry of Education, Jamaica, COL and **CXC**. The conference was held in Montego Bay Jamaica.

Dr Jules presented a paper on the role of **CXC** in improving quality at the secondary school level in the region.

### JUNE

29 May –

4 June Along with AR (PI and CS) the Registrar attended the Association of International Educators (NAFSA), International Conference in Vancouver, Canada. The Registrar presented on a panel entitled "Development and Innovation: Creating a Portrait of Commonwealth Caribbean Education" in conjunction with Kelly Conrad of Education Credential Evaluators (ECE) and Lorna Parkins of the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP).

15 – 17 The Registrar attended the UWI School of Education Biennial Conference on Education in Ocho Rios, Jamaica. Dr Jules delivered the keynote address on the topic "Making a Difference through Education: Purpose, Policy and Practice."

22 – 24 The Registrar, SAR (EDPD) Dr Gordon Harewood and AR (EDPD) Mrs Maureen Grazette visited St Vincent and the Grenadines on invitation of the Ministry of Education.

The team held meetings with MOE officials, Cabinet, Parliamentary Opposition, principals, students and parents regarding the **CPEA/CCSLC/CVQ/SBA/ IAs/TAs and CXC Strategic Direction**.

### JULY

17 – 23 The Registrar attended the 23<sup>rd</sup> Biennial Conference of the Caribbean Association of Principals of Secondary Schools (CAPSS) held in Ocho Rios, Jamaica.



The Registrar sharing a light moment at the CAPSS meeting with Honourable Andrew Holness, then Minister of Education, now Prime Minister of Jamaica

### AUGUST

27 July –

4 August Dr Jules attended several meetings of CARICOM in Guyana. These included the CARICOM Heads of Government Meeting; Meeting of the Secretary General, CARICOM and Heads of Community Institutions and General Meeting of CARICOM, Associate Institutions and the United Nations.

10 – 14 The Registrar and AR (CSBD) visited London, UK for meetings and a presentation to Notesmaster Inc. A **CXC/Notesmaster** contract was also signed giving effect to the **CXC's** 10 per cent shareholding in Notesmaster and a seat on the company's board.



Signed and sealed – The Registrar shakes hand with Dean Dundas of Notesmaster following the signing of the agreement. Miranda Sealy, Assistant Registrar, CSBD and Jason Raymond of Notesmaster are looking on

15 – 16 The Registrar and a team comprising SAR (EAS), SAR (EDPD), AR (PI and CS) and AR (Webmaster) travelled to Antigua and Barbuda to attend a Press Conference which centred on the release of the 2011 results.

## REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS (CONTINUED)



The Registrar meeting with Honourable Baldwin Spencer, Prime Minister of Antigua and Barbuda at the VIP Lounge at the VC Bird International Airport

15 – 16 While in Antigua, the Registrar met with Honourable Baldwin Spencer, Prime Minister of Antigua and Barbuda at the VIP Lounge at the VC Bird International Airport.

16 – 20 The Registrar travelled to Trinidad and Tobago at the invitation of the **CXC** Chairman to attend The UWI Strategic Meeting, held at the St Augustine Campus of the UWI.

### SEPTEMBER

1 – 2 The Registrar along with AR (CSBD) and AR (Webmaster) visited St Kitts and Nevis for the launch of Notesmaster portal in that territory.

The Registrar also attended the Caribbean Court of Justice (CCJ) Inauguration Ceremony for the new President Sir Dennis Byron.

### OCTOBER

10 The Registrar and the Pro Registrar visited Grenada and met with the Cabinet and Parliamentary Opposition. During the meetings, they discussed **CXC's** strategic direction, **CCSLC**, **CPEA** and **CVQ**.

23 – 28 The Registrar and SAR (EAS) attended the 37<sup>th</sup> Annual Conference of the International Association for Educational Assessment (IAEA) in Manila, Philippines. The Registrar was a member of a panel which looked at the topic "Examination Boards: Looking into the Future. Mrs Giles presented a paper entitled "The Challenge of Managing Public Examinations in a Regional Collaboration Construct.



Susan Giles presenting IAEA Conference in the Philippines



The Registrar (4th from left) speaking on a panel at the IAEA Conference in the Philippines

## Staff Training and Development

Training of staff continues to provide a pivotal means of enhancing the development of skills, attitudes and behaviours required for **CXC** to achieve its strategic objectives and measures. Training was in the form of various internal and external workshops, seminars, conferences, as well as long and short-term courses in pursuit of both inaugural and continued studies geared towards both academic and professional development. Assistance to staff pursuing tertiary education at Headquarters and WZO continued to be provided by granting study and examination leave and flexible working hours.

The preliminary training focus for 2011 was sensitising staff to the new Performance Management Process which was implemented by LCI Inc., Human Resources consultants during the period 4 to 28 January. All staff at both HQ and WZO received intensive training with Ms Liza Bynoe, LCI Consultant, on the requirements for optimizing the performance management process.

**DR CAROL GRANSTON**, Senior Assistant Registrar (Syllabus and Curriculum Development), attended the forum Sustainability for Higher Education Institution: A Paradigm Shift, hosted by the Council of Community Colleges of Jamaica (CCCJ) from 5 to 7 January.

**MS AVA HENRY** and **MS KAMEKA HARRIS**, Accounts Clerks, Finance and Office Management (FOM), attended the Advanced Business Communication Workshop hosted by the Institute of Chartered Accountants of Jamaica (ICAJ) from 20 to 21 January 2011.

**MR LEIGHTON JOHNSON**, User Support Coordinator, Information Systems Unit (FOM), **MS MARJORIE LEWIS**, Senior Secretary, Administration (Pro-Registrar's Office) and **MS NADINE BELL-MORGAN**, Stenographer Clerk, Examinations Administration and Security (EAS) Division, attended the Business Writing Workshop hosted by Returns On (RO) Communications Jamaica, on 23 February.

In the area of professional development, the HR Division hosted a **CXC** Staff Summit at Alexander Court on 23 February.

Staff and Management issued with Blackberry handsets were trained by LIME in the use of the upgraded models at the NemWil office during 2 to 3 March.

**MS LA-RAINE CARPENTER**, Assistant Registrar - Editor, Examinations Development and Production Division (EDPD), attended the American Copy Editors Society (ACES) 15th National Conference in Phoenix, Arizona, USA, from 17 to 19 March.

**DR DIDACUS JULES**, Registrar, **MR GLENROY CUMBERBATCH**, Pro-Registrar (WZO), **MR ANDERSON MARSHALL**, Director, Corporate Services, **MR VERIEUX MOURILLON**, Senior Assistant Registrar, Human Resources (HR), **MR RODNEY PAYNE**, Senior Assistant Registrar, Information Systems Division (ISD) and **MRS MIRANDA SEALY**, Assistant Registrar (Acting), Corporate Strategy and Business Development (CSBD) (on own arrangement), attended the Distinguished Leadership Innovation Conference (DLIC) 2011, which featured Professor Michael E Porter, leading authority on competitiveness and development for growth. The conference was hosted by the Arthur Lok Jack Graduate School of Business, Trinidad and Tobago and held at the Hyatt Regency Trinidad on 25 March.

The staff of the Syllabus Department and **MS JULIANNE WILLIAMS**, Administrative Assistant, Executive Secretary (Pro-Registrar's Office), attended the Editing and Proof Reading Workshop conducted by **DR GORDON HAREWOOD**, Senior Assistant Registrar, Examinations Development and Production Division (EDPD), Headquarters, at the WZO on 1 April 2011.

**MRS SUZAN BOODOO-MURRAY**, Assistant Registrar (EDPD) and **MRS CHERYL STEPHENS**, Assistant Registrar, Syllabus and Curriculum Development (WZO), attended the American Educational Research Association (AERA) 2011 Annual Meeting held in New Orleans, Louisiana, USA from 8 to 12 April. **MRS BOODOO-MURRAY** also participated in the National Council on Measurement in Education (NCME) Pre-Conference Training Sessions which were held from 7 to 8 April.



Staff at Headquarters pose for the camera during the Day with a Difference bus ride

## TEAM CXC (CONTINUED)

**MRS CECILE GRAY-WEDDERBURN**, Accounts Clerk (FOM), **MRS SHERYL SHIRLEY-MCGREGOR**, Stenographer Clerk (Syllabus and Curriculum Development) and **MRS KAREN HAMILTON**, Examinations Clerk (EAS), attended the Supervising to Success forum hosted by Inforserv LMS from 19 to 20 April.

**MRS MEGAN VITORIA**, Business Analyst (ISD), earned PRINCE2 (“**PR**ojects **IN** **C**ontrolled **E**nvironments”) Foundation certification with Accrediting Professionals APMG-International in Port-of-Spain, Trinidad and Tobago, from 3 to 12 May.

**MRS SUSAN GILES**, Senior Assistant Registrar, Examinations Administration and Security (EAS) Division, **DR CAROL GRANSTON**, Senior Assistant Registrar, Syllabus and Curriculum Development (WZO) and **MR HENDERSON EASTMOND**, Assistant Registrar – Coordinator, Examinations Development and Production Division (EDPD), attended the International Study Programme (ISP) hosted by the Cambridge Assessment Network (CAN), in Cambridge, United Kingdom from 9 to 20 May.



Susan Giles, Senior Assistant Registrar, EAS and Nadine Bell-Morgan, Clerk at the Western Zone Office during the AFC meeting in April

**MR ANDERSON MARSHALL**, Director, Corporate Services and **MR VERIEUX MOURILLON**, Senior Assistant Registrar, Human Resources (HR), attended the 51<sup>st</sup> Annual General Meeting and Luncheon of the Barbados Employers’ Confederation (BEC) held at the Lloyd Erskine Sandiford Centre on 11 May.

The staff of the Finance and Office Management (FOM) Division participated in an in-house Team Effectiveness and Development Workshop conducted by **MR VERIEUX MOURILLON**, Senior Assistant Registrar, Human Resources (HR) at Alexander Court from 19 to 20 May.

**MRS SHARON CAMERON-BROWN** attended the Records & Archive Management Symposium hosted by the Library and Information Association of Jamaica (LIAJA) on 20 April 2011.



Members of Staff performing a role play during a customer services seminar

**MR GLENROY CUMBERBATCH**, Pro-Registrar (WZO), Dr Carol Granston and **MRS YVETTE DENNIS-MORRISON**, Senior Assistant Registrar and Administrative Assistant (Syllabus and Curriculum Development) respectively, attended the International Conference in Education held in Montego Bay, St James. The forum was a collaboration of **CXC**, the Ministry of Education and the Government of Finland and was held from 23 to 26 May.

A cadre of 38 key members of the Supporting and Ancillary Staff from across Divisions involved in the annual Marking process, participated in TVET-funded Customer Service Excellence training hosted by the National Initiative for Service Excellence (NISE). Skills attained included delivering reliable Customer Service, alternative approaches at problem solving, developing customer relations and giving a positive impression of self and the organisation. Training was held at the NISE offices, Harbour Industrial Park, St Michael during the period 25 May to 3 June.

Quality Assurance training conducted by Dr Yolande Wright, Senior Assistant Registrar, Quality Assurance (QA), advanced to level Q103 across Divisions during the period 1 to 16 June.

Staff of the Archives and Records Management Unit (Office of the Registrar), attended the Barbados Association of Records and Information Management (BARIM) Business Symposium 2011, “Records and Information Management (RIM): What Can It Do For You?” at The Savannah Hotel on 3 June 2011.

## TEAM CXC (CONTINUED)

**MS SIMONE PASMORE**, Webmaster (Office of the Registrar), attended "Digital Marketing for Marketing Professionals: Catching the Digital Wave" programme at the Arthur Lok Jack Graduate School of Business, Trinidad and Tobago, from 8 to 9 June 2011.

**MRS MILDRED DANIEL**, Records Supervisor (Archives and Records Management Unit, Office of the Registrar), pursued Part II of the Certificate in Records Management programme at The University of the West Indies, Cave Hill Campus from 13 June to 22 July.

Twenty staff members from across Divisions received certification and recertification in First Aid at the Heart and Stroke Foundation of Barbados, during the period 23 and 24 June 2011.

**MS HEATHER HERBERT**, Senior Secretary, Human Resources (HR) attended the Society for Human Resource Management (SHRM) 63<sup>rd</sup> Annual Conference and Exposition held in Las Vegas, USA from 26 to 29 June.

**MR GLENROY CUMBERBATCH**, Pro-Registrar (WZO), **DR CAROL GRANSTON**, Senior Assistant Registrar, Syllabus and Curriculum Development (WZO) and **MS CHARLOTTE LEWIS**, Assistant Registrar (EDPD) attended the Caribbean Mind, Brain and Education (MBE) Summer Institute hosted by ESP Consultants Caribbean Inc at The University of the West Indies Cave Hill Campus from the 19 to 23 July.

**MR LEIGHTON JOHNSON**, User Support Coordinator, Information Systems Unit (ISD), attended the Real World Tech-ITIL V3 Foundations Training and Examination conducted by Real World Technology Training and Solutions, Kingston, from 14 to 16 September.

**DR YOLANDE WRIGHT**, Senior Assistant Registrar, Quality Assurance (QA) attended the International Organization for Standardization (ISO)-sponsored Regional Conformity Assessment Workshop on Management System Certification Practices hosted by the Barbados National Standards Institution (BNSI). The workshop formed one of the activities within the framework of the ISO Action Plan for developing countries 2011-2015, with specific focus on output three regarding improving awareness on the role, benefits and use of International Standards. The workshop was held at the Courtyard Marriot, Barbados, from 12 to 14 September.

**MS EVA GORDON**, Office Manager (FOM), attended the Performance Maximizing Leadership seminar hosted by HR Dynamix Limited on 28 September.

**MRS SHEREE DESLANDES**, Acting Assistant Registrar, Corporate Services and **MRS CECILE GRAY-WEDDERBURN**, Accounts Clerk (FOM), attended the Practice Management Workshop hosted by the Institute of Chartered Accountants of Jamaica (ICAJ), on 28 and 30 September.

**MRS SHEREE DESLANDES** also attended the Annual International Financial Reporting Standards (IFRS) Update 2011 hosted by KPMG on 29 September.

**MRS CHERRYL STEPHENS**, Assistant Registrar (Syllabus and Curriculum, Development, attended the Rex Nettleford Arts Conference Jamaica hosted by Edna Manley College from 12 to 14 October.

**MS HEATHER SOBERS**, Senior Secretary, Examinations Development and Production Division (EDPD), attended the Barbados Employers' Confederation (BEC) Stepping into Supervision and Management Seminar held at the Amaryllis Beach Resort, Barbados from 28 to 30 September.

**DR DIDACUS JULES**, Registrar and **MRS SUSAN GILES**, Senior Assistant Registrar, Examinations Administration and Security (EAS) Division, attended the 37th Annual International Association for Educational Assessment (IAEA) Conference. Mrs Giles presented a paper entitled "The Challenge of Managing Public Examinations in a Regional Collaboration Construct". The conference was held in Manila, Philippines from 23 to 28 October.

Dr Jules participated in a Plenary Panel discussion on "Examination Boards: Looking Towards The Future" together with the heads of the Singapore Education Assessment Board, the CITO Institute for Educational Measurement (Netherlands), the Educational Testing Services (USA), the National Institute for Testing & Evaluation (Israel) and the Examinations Council of Zambia.

**CXC** acquired five LyndaPro software licences assigned to **DR DIDACUS JULES**, Registrar, **MS SIMONE PASMORE**, Webmaster and **MS PATRICIA CLARKE**, Senior Secretary, the Registrar's Office, **MR WAYNE MORGAN**, Senior Clerk, Item Bank (EDPD) and **MS PAULA NICHOLLS**, Senior Secretary (EAS, including complimentary Administrative License with full access to library and exercise files.

## TEAM CXC (CONTINUED)

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### FAREWELL

This year the Council said farewell to five staff members who left the employ of the Council. They are:

**Ms Susan Harris,**  
Clerk/Typist (EAS),  
resigned effective 22 April

**Ms Monique Cragwell,**  
Clerk/Typist (Temporary),  
(HR), effective 29 April

**Mr Guy Hewitt,**  
Director (CSBD),  
with effect from 6 May

**Ms Sandra Burnett,**  
Receptionist (Temporary),  
with effect from 10 June

**Mr Henderson Eastmond,**  
Assistant Registrar – Coordinator (EDPD),  
resigned effective 31 October

### PROMOTIONS AND RE-ASSIGNMENTS

**Ms Patricia Clarke**  
Senior Secretary (Registrar's Office)  
Retroactive to 1 May 2010

**Ms Andrea Gooding**  
Administrative Assistant (EAS)  
1 January

**Mr Rodney Payne**  
Senior Assistant Registrar (ISD)  
1 February

**Ms Amril Gittens**  
Administrative Assistant (Registrar's Office)  
1 August 2011

### NEW STAFF

**CXC** welcomed a number of new staff members this year. They are as follows:

**Mr Verieux Mourillon**  
Senior Assistant Registrar (HR) 1 February

**Ms Antonya Taylor**  
Receptionist/ Customer Services Representative 1 July

### EMPLOYEE AWARDS

The Council will honour the following long-service staff members in 2011 for their dedication and commitment:

#### Headquarters

#### 5 YEARS OF SERVICE

Mrs Benita Byer  
Mrs Juliette Taylor  
Ms Michelle Graham

#### 10 YEARS OF SERVICE

Ms Cyndra Ramsundar  
Ms Sherry Brathwaite  
Mr Wayne Morgan  
Dr Yolande Wright

#### 15 YEARS OF SERVICE

Ms Anita Sealy

#### 20 YEARS OF SERVICE

Ms Andrea Gooding  
Ms Anette Quimby  
Mr Carson Darlington  
Mrs Miranda Sealy

#### 30 YEARS OF SERVICE

Ms Margaret Nurse  
Mrs Susan Giles  
Mr Carlisle George (Trinidad and Tobago)

#### 35 YEARS OF SERVICE

Ms Deborah Chase  
Mrs Valerie Gilkes

## TEAM CXC (CONTINUED)

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### Western Zone Office

#### **5 YEARS OF SERVICE**

Mr Richard Clarke  
Mrs Karen Hamilton

#### **15 YEARS OF SERVICE**

Ms Cecil Gray-Wedderburn  
Ms Marjorie Lewis  
Ms Cheryl Stephens

#### **20 YEARS OF SERVICE**

Mrs Sharon Cameron-Brown

#### **30 YEARS OF SERVICE**

Mrs Violet Dwyer

## RETIREES

#### **Mrs Wendy Patrick**

Executive Administrative Assistant (Office of Registrar)  
31 January

#### **Mrs Pamela Archer**

Temporary Clerk-Typist (EDPD)  
effective 1 April

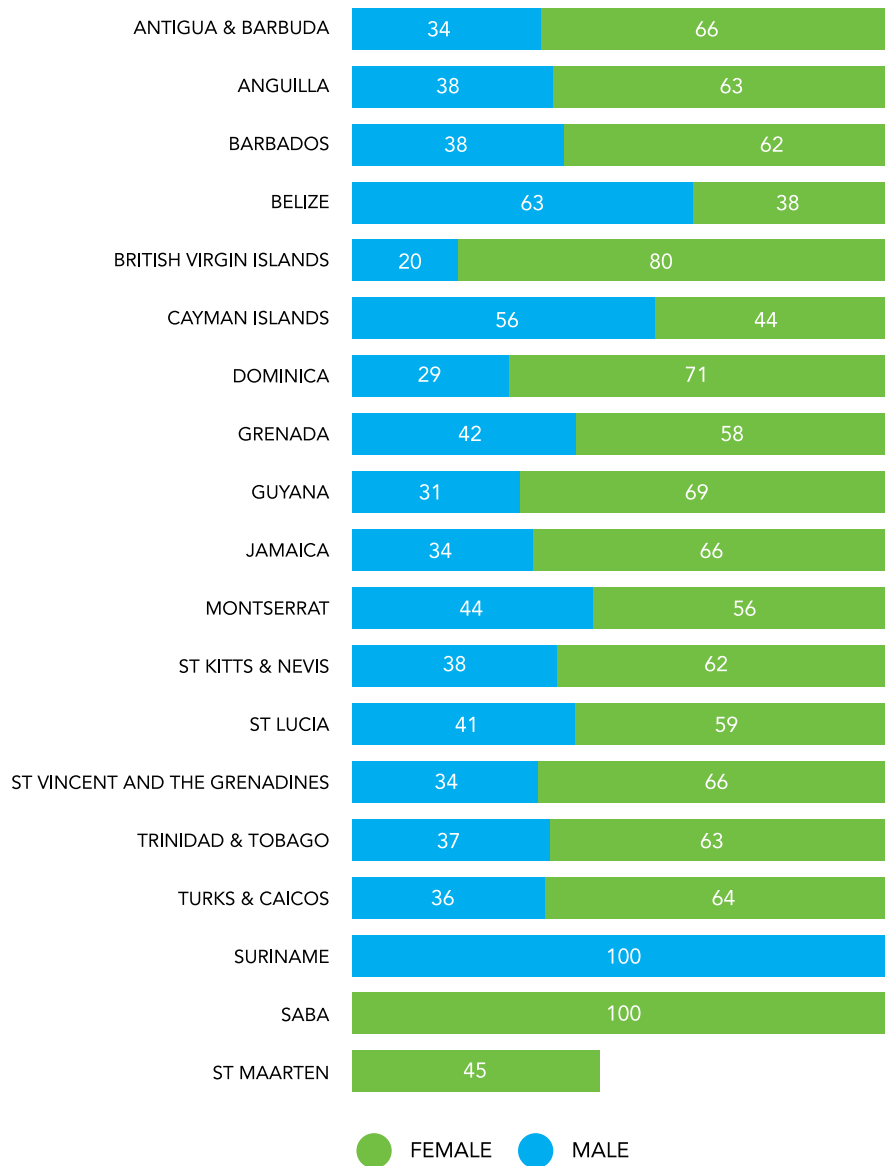
#### **Mrs Gloria Balram**

Compositor (EDPD),  
effective 30 April

# APPENDIX ONE

## CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

### CSEC JANUARY 2011 CANDIDATE ENTRIES BY TERRITORY AND BY GENDER



# APPENDIX ONE

## CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

### CSEC JANUARY SITTING: A COMPARISON OF 2010 AND 2011 CANDIDATE ENTRIES BY TERRITORY

Territory	2010		2011		DIFF 2010-2011	
	No.	%	No.	%	No.	%
<b>Participating Territories</b>						
Antigua and Barbuda	467	1.31	446	1.63	-21	-4.50
Anguilla	100	0.28	96	0.35	-4	-4.00
Barbados	1,730	4.86	1,535	5.61	-195	-11.27
Belize	4	0.01	24	0.09	20	500.00
British Virgin Islands	8	0.02	5	0.02	-3	-37.50
Cayman Islands	79	0.22	221	0.81	142	179.75
Dominica	106	0.30	109	0.40	3	2.83
Grenada	282	0.79	170	0.62	-112	-39.72
Guyana	582	1.64	667	2.44	85	14.60
Jamaica	7,714	21.68	6,404	23.40	-1310	-16.98
Montserrat	26	0.07	18	0.07	-8	-30.77
St Kitts and Nevis	321	0.90	247	0.90	-74	-23.05
Saint Lucia	1,065	2.99	1,026	3.75	-39	-3.66
St Vincent and the Grenadines	265	0.74	223	0.81	-42	-15.85
Trinidad and Tobago	22,540	63.34	15,948	58.29	-6592	-29.25
Turks and Caicos	289	0.81	210	0.77	-79	-27.34
<b>External Territories</b>						
Saba	1	0.00	1	0.00	0	0.00
St Maarten	6	0.02	11	0.04	5	83.33
Suriname			1	0.00		
<b>TOTAL</b>	<b>35,585</b>	<b>100.00</b>	<b>27,362</b>	<b>100.00</b>	<b>-8224</b>	<b>-23.11</b>

# APPENDIX ONE

## CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

### REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS JANUARY SITTING - 2010 AND 2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES						OTHER*	CUMULATIVE GRADES		
				I	II	III	IV	V	VI		I-II	I-III	
Biology	2010	2,210	1,433	No.	13	117	440	567	283	13	777	130	570
				%	0.91	8.16	30.70	39.57	19.75	0.91		9.07	39.78
Biology	2011	2,028	1,397	No.	34	220	528	446	162	7	631	254	782
				%	2.43	15.75	37.80	31.93	11.60	0.50		18.18	55.98
Chemistry	2010	801	566	No.	21	57	154	162	169	3	235	78	232
				%	3.71	10.07	27.21	28.62	29.86	0.53		13.78	40.99
Chemistry	2011	1,443	983	No.	24	103	177	238	377	64	460	127	304
				%	2.44	10.48	18.01	24.21	38.35	6.51		12.92	30.93
English (A)	2010	23,040	18,102	No.	1,285	3,190	5,468	5,690	2,411	58	4,938	4,475	9,943
				%	7.10	17.62	30.21	31.43	13.32	0.32		24.72	54.93
English (A)	2011	15,637	13,160	No.	1,233	2,327	3,598	4,191	1,763	48	2,477	3,560	7,158
				%	9.37	17.68	27.34	31.85	13.40	0.36		27.05	54.39
English (B)	2011	1,245	821	No.	202	202	97	164	136	20	424	404	501
				%	24.60	24.60	11.81	19.98	16.57	2.44		49.21	61.02
Human & Social Biology	2010	5,156	3,037	No.	56	418	1,165	1,004	386	8	2,119	474	1,639
				%	1.84	13.76	38.36	33.06	12.71	0.26		15.61	53.97
Human & Social Biology	2011	4,163	2,623	No.	66	381	893	880	392	11	1,540	447	1,340
				%	2.52	14.53	34.04	33.55	14.94	0.42		17.04	51.09
Information Technology	2010	626	561	No.	46	132	180	137	62	4	65	178	358
				%	8.20	23.53	32.09	24.42	11.05	0.71		31.73	63.81
Information Technology	2011	1,290	808	No.	32	71	151	340	214	-	482	103	254
				%	3.96	8.79	18.69	42.08	26.49	0.00		12.75	31.44
Mathematics	2010	22,353	16,964	No.	1,119	2,047	4,497	4,519	4,502	280	5,389	3,166	7,663
				%	6.60	12.07	26.51	26.64	26.54	1.65		18.66	45.17
Mathematics	2011	17,248	13,711	No.	775	1,315	3,023	3,769	4,587	242	3,537	2,090	5,113
				%	5.65	9.59	22.05	27.49	33.45	1.77		15.24	37.29

# APPENDIX ONE

## CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

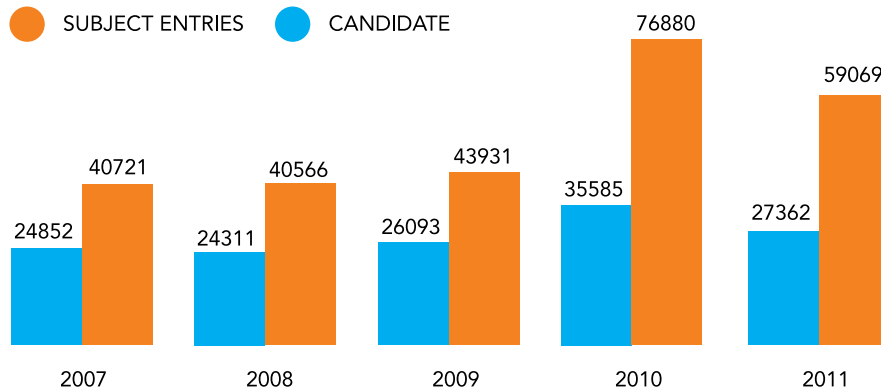
### REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS JANUARY SITTING - 2010 AND 2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES						OTHER*	I-II	CUMULATIVE GRADES I-III	
				I	II	III	IV	V	VI				
Office Administration	2010	2,766	1,683	No.	43	261	555	477	345	2	1,083	304	859
				%	2.55	15.51	32.98	28.34	20.50	0.12		18.06	51.04
Office Administration	2011	1,934	1,235	No.	105	361	485	209	73	2	699	466	951
				%	8.50	29.23	39.27	16.92	5.91	0.16		37.73	77.00
Physics	2010	1,667	1,054	No.	57	107	244	336	283	27	613	164	408
				%	5.41	10.15	23.15	31.88	26.85	2.56		15.56	38.71
Physics	2011	1,518	1,063	No.	88	162	270	351	185	7	455	250	520
				%	8.28	15.24	25.40	33.02	17.40	0.66		23.52	48.92
Principles of Accounts	2010	1,625	963	No.	45	100	220	268	323	7	662	145	365
				%	4.67	10.38	22.85	27.83	33.54	0.73		15.06	37.90
Principles of Accounts	2011	2,386	1,425	No.	64	141	319	398	488	15	961	205	524
				%	4.49	9.89	22.39	27.93	34.25	1.05		14.39	36.77
Principles of Business	2010	6,013	3,853	No.	36	475	1,363	1,076	882	21	2,160	511	1,874
				%	0.93	12.33	35.38	27.93	22.89	0.55		13.26	48.64
Principles of Business	2011	4,273	2,854	No.	119	642	1,027	703	354	9	1,419	761	1,788
				%	4.17	22.49	35.98	24.63	12.40	0.32		26.66	62.65
Social Studies	2010	7,614	4,933	No.	222	975	1,979	934	806	17	2,681	1,197	3,176
				%	4.50	19.76	40.12	18.93	16.34	0.34		24.27	83.06
Social Studies	2011	4,977	3,324	No.	226	915	1,193	684	303	3	1,653	1,141	2,334
				%	6.80	27.53	35.89	20.58	9.12	0.09		34.33	70.22
Spanish	2010	1,193	633	No.	138	136	166	109	79	5	560	274	440
				%	21.80	21.48	26.22	17.22	12.48	0.79		43.29	69.51
Spanish	2011	927	627	No.	75	141	166	126	111	8	300	216	382
				%	11.96	22.49	26.48	20.10	17.70	1.28		34.45	60.93
TOTAL	2010	76,870	54,923	No.	3,128	8,143	16,857	15,536	10,800	459	21,947	11,271	28,128
				%	5.70	14.83	30.69	28.29	19.66	0.84		20.52	51.21
TOTAL	2011	57,824	43,210	No.	2,841	6,779	11,830	12,335	9,009	416	14,614	9,620	21,749
				%	6.57	15.69	27.38	28.55	20.85	0.96		22.26	50.33

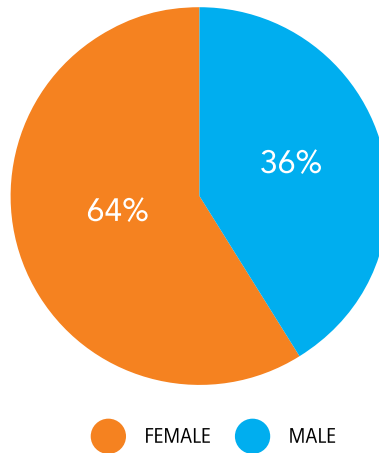
# APPENDIX ONE

## CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

CSEC JANUARY SITTING: REGIONAL ENTRIES 2007 – 2011



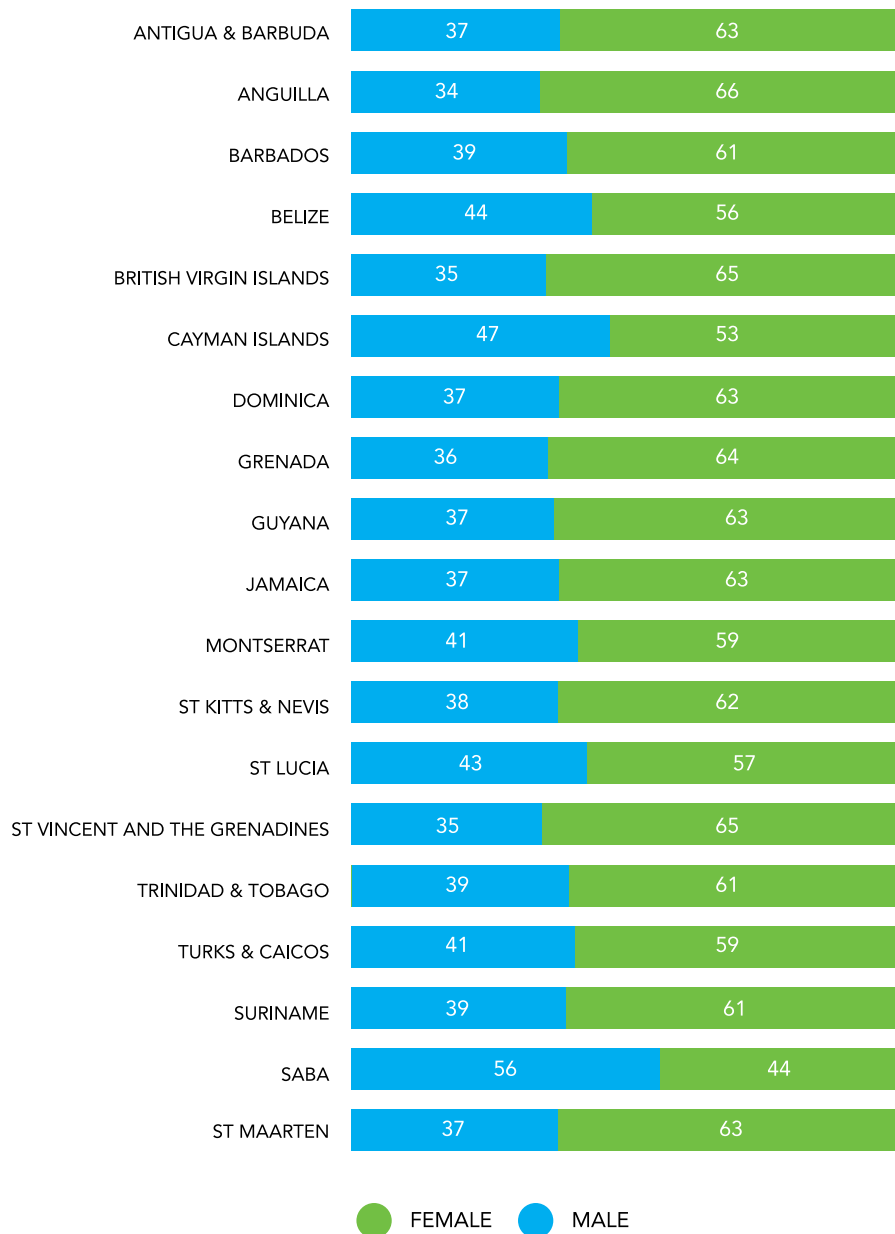
CSEC 2011 TOTAL CANDIDATE ENTRIES BY GENDER



# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

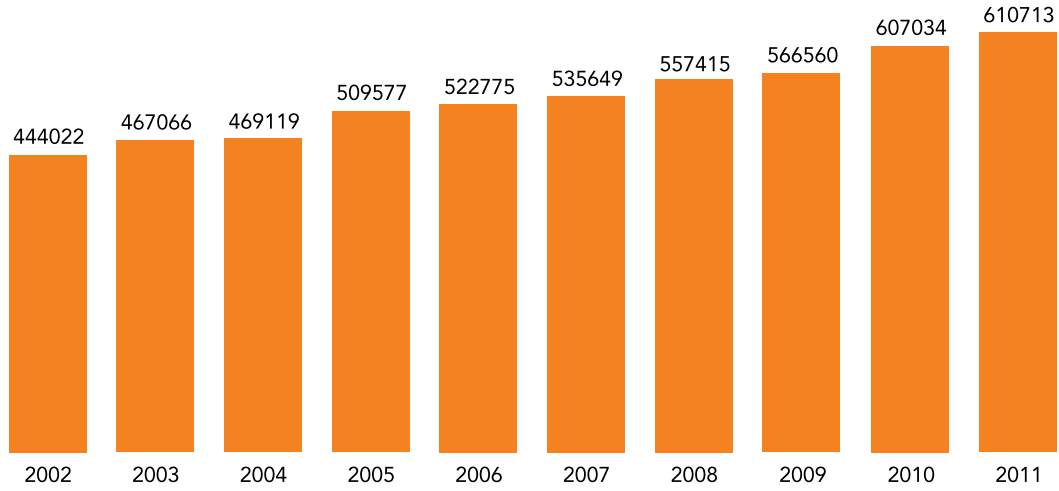
CSEC MAY/JUNE 2011 CANDIDATE ENTRIES BY TERRITORY AND BY GENDER



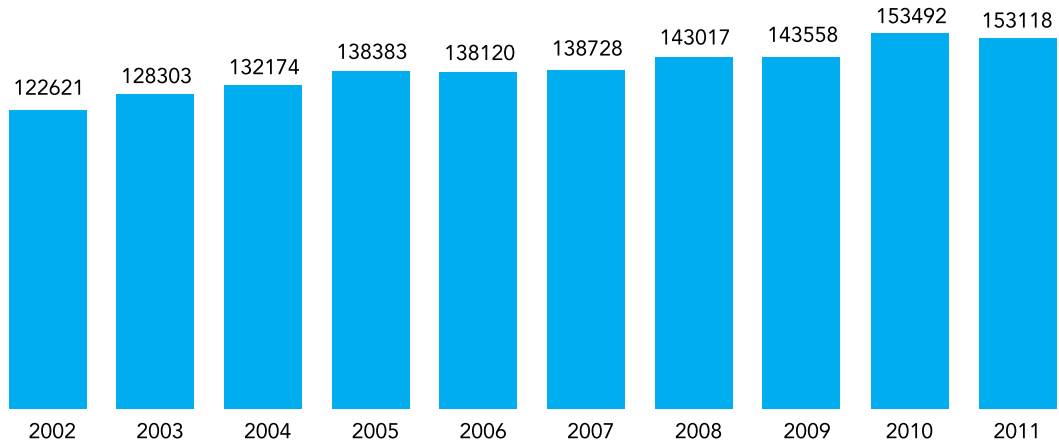
# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CSEC GENERAL/TECHNICAL PROFICIENCIES SUBJECT ENTRIES 2002 – 2011



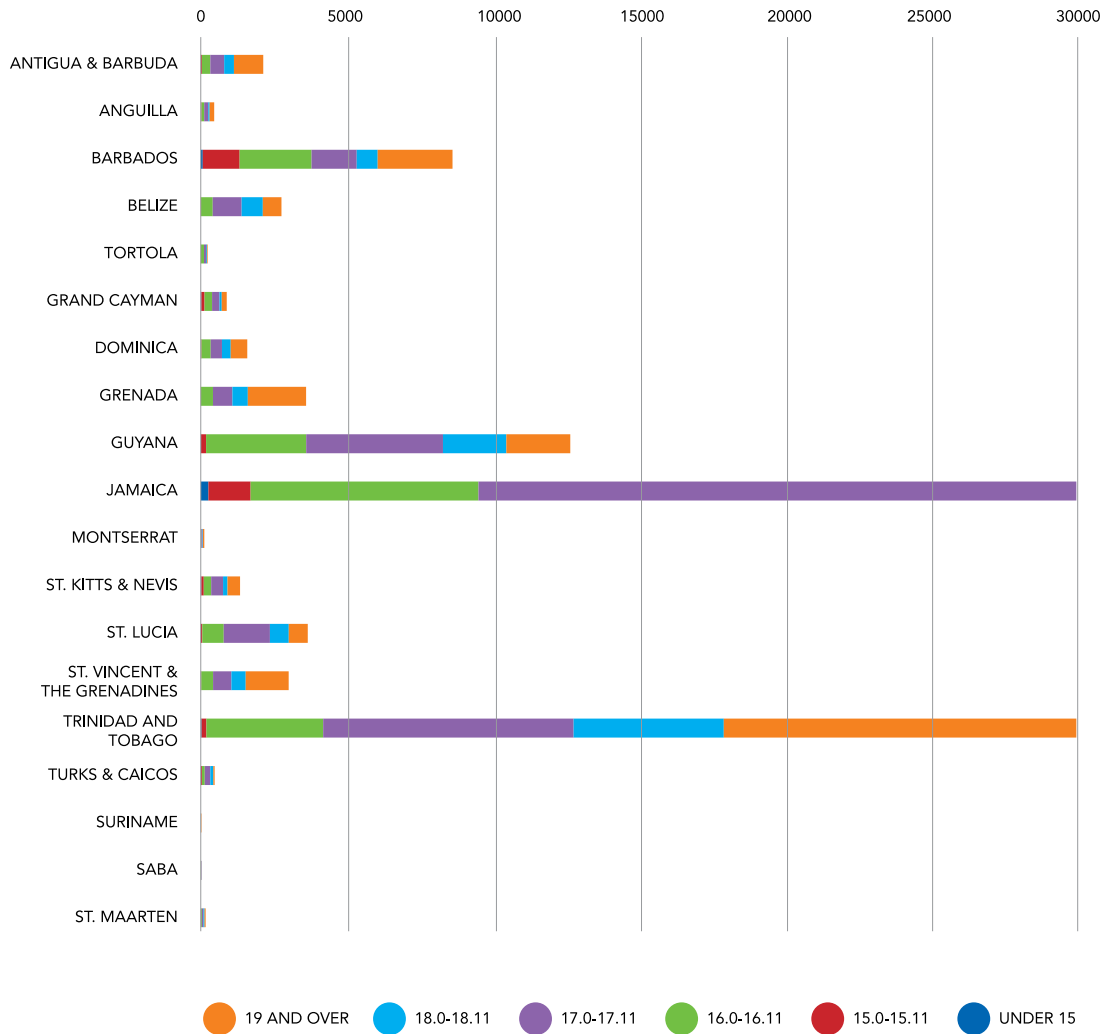
CSEC MAY/JUNE SITTING: CANDIDATE ENTRIES 2002 – 2011



# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CSEC MAY/JUNE 2011 CANDIDATE ENTRIES BY TERRITORY AND AGE GROUP



# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

## REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2010 AND 2011

SUBJECT	PROF	YEAR	CANDS ENTRY	CANDS WRITING EXAM	GRADES							CUMULATIVE GRADES			
					I	II	III	IV	V	VI	I-II	I-III	I-IV		
Agricultural Sc. SA	General	2011	7,417	6,902	No.	947	2,984	2,346	518	106	1	515	3,931	6,277	6,795
					%	13.72	43.23	33.99	7.51	1.54	0.01	56.95	90.94	98.45	
	General	2010	6,936	6,457	No.	652	2,914	2,334	438	112	7	479	2,598	4,702	5,361
					%	10.10	45.13	36.15	6.78	1.73	0.11	40.24	72.82	83.03	
Agricultural Sc. DA	General	2011	2,078	1,991	No.	631	694	529	134	3	0	87	1,325	1,854	1,988
					%	31.69	34.86	26.57	6.73	0.15	0.00	66.55	93.12	99.85	
	General	2010	2,063	1,987	No.	279	691	791	223	3	0	76	970	1,761	1,984
					%	14.04	34.78	39.81	11.22	0.15	0.00	48.82	88.63	99.85	
Biology	General	2011	16,123	15,281	No.	2,487	3,711	4,968	2,714	1,386	15	842	6,198	11,166	13,880
					%	16.28	24.29	32.51	17.76	9.07	0.10	40.56	73.07	90.83	
	General	2010	15,293	14,162	No.	1,564	3,701	5,377	2,476	1,039	5	1,131	5,265	10,642	13,118
					%	11.04	26.13	37.97	17.48	7.34	0.04	37.18	75.14	92.63	
Building Technology: Construction	Technical	2011	2,101	1,884	No.	639	757	172	274	42	0	217	1,396	1,568	1,842
					%	33.92	40.18	9.13	14.54	2.23	0.00	74.10	83.23	97.77	
	2010	1,918	1,696	No.	500	669	196	288	43	0	222	1,169	1,365	1,653	
				%	29.48	39.45	11.56	16.98	2.54	0.00	68.93	80.48	97.46		
Building Technology: Woods	Technical	2011	2,582	2,184	No.	204	967	498	413	95	7	398	1,171	1,669	2,082
					%	9.34	44.28	22.80	18.91	4.35	0.32	53.62	76.42	95.33	
	2010	2,361	1,937	No.	348	843	422	266	55	3	424	1,191	1,613	1,879	
				%	17.97	43.52	21.79	13.73	2.84	0.15	61.49	83.27	97.01		
Caribbean History	General	2011	11,985	10,745	No.	966	2,999	3,996	1,976	805	3	1,240	3,965	7,961	9,937
					%	8.99	27.91	37.19	18.39	7.49	0.03	36.90	74.09	92.48	
	2010	12,582	11,326	No.	550	2,520	4,333	2,394	1,499	30	1,256	3,070	7,403	9,797	
				%	4.86	22.25	38.26	21.14	13.24	0.26	27.11	65.36	86.50		
Chemistry	General	2011	14,792	13,589	No.	1,610	2,371	4,698	3,419	1,473	18	1,203	3,981	8,679	12,098
					%	11.85	17.45	34.57	25.16	10.84	0.13	29.30	63.87	89.03	
	2010	13,543	12,442	No.	1,609	2,512	4,545	2,750	1,023	3	1,101	4,121	8,666	11,416	
				%	12.93	20.19	36.53	22.10	8.22	0.02	33.12	69.65	91.75		
Clothing & Textiles	General	2011	2,536	2,383	No.	171	831	929	372	80	0	153	1,002	1,931	2,303
					%	7.18	34.87	38.98	15.61	3.36	0.00	42.05	81.03	96.64	
	2010	2,533	2,316	No.	148	812	970	306	80	0	217	960	1,930	2,236	
				%	6.39	35.06	41.88	13.21	3.45	0.00	41.45	83.33	96.55		

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

### REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2010 AND 2011

SUBJECT	PROF	YEAR	CANDS ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI				I-II	I-III
Economics	General	2011	4,333	4,009	No.	354	1,009	1,469	778	392	7	324	1,363	2,832	3,610
		%	8.83	25.17	36.64	19.41	9.78	0.17					34.00	70.64	90.05
Electrical and Electronic Technology	Technical	2011	3,912	3,526	No.	132	779	658	1,521	400	36	386	911	1,569	3,090
		%	3.74	22.09	18.66	43.14	11.34	1.02					25.84	44.50	87.63
Electronic Document Preparation and Management	General	2011	12,617	11,154	No.	1,867	3,773	3,847	1,080	548	39	1,463	5,640	9,487	10,567
		%	16.74	33.83	34.49	9.68	4.91	0.35					50.56	85.05	94.74
English (A)	General	2011	98,744	91,406	No.	16,652	20,101	24,500	20,752	8,443	958	7,338	36,753	61,253	82,005
		%	18.22	21.99	26.80	22.70	9.24	1.05					40.21	67.01	89.72
English (B)	General	2011	20,257	19,506	No.	4,920	6,076	2,871	3,192	2,090	357	751	10,996	13,867	17,059
		%	25.22	31.15	14.72	16.36	10.71	1.83					56.37	71.09	87.46
Food & Nutrition	General	2011	10,583	10,099	No.	1,642	4,473	3,148	716	119	1	484	6,115	9,263	9,979
		%	16.26	44.29	31.17	7.09	1.18	0.01					60.55	91.72	98.81
French	General	2011	3,601	3,452	No.	516	932	1,141	590	269	4	149	1,448	2,589	3,179
		%	14.95	27.00	33.05	17.09	7.79	0.12					41.95	75.00	92.09
Geography	General	2011	13,597	12,320	No.	494	2,975	4,633	3,087	1,120	11	1,277	3,469	8,102	11,189
		%	4.01	24.15	37.61	25.06	9.09	0.09					28.16	65.76	90.82
Geography	General	2010	13,288	12,109	No.	555	2,816	4,662	3,157	916	3	1,179	3,371	8,033	11,190
		%	4.58	23.26	38.50	26.07	7.56	0.02					27.84	66.34	92.41

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

## REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2010 AND 2011

SUBJECT	PROF	YEAR	CANDS ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI	I-II	I-III	I-IV		
Home Economics: Management	General	2011	6,221	5,905	No.	508	2,752	2,009	554	82	0	316	3,260	5,269	5,823
					%	8.60	46.60	34.02	9.38	1.39	0.00	55.21	89.23	98.61	
	2010	6,054	5,712	No.	306	2,365	2,230	685	126	0	342	2,671	4,901	5,586	
				%	5.36	41.40	39.04	11.99	2.21	0.00	46.76	85.80	97.79		
Human and Social Biology	General	2011	33,400	28,709	No.	5,192	6,642	6,307	8,283	2,251	34	4,691	11,834	18,141	26,424
					%	18.08	23.14	21.97	28.85	7.84	0.12	41.22	63.19	92.04	
	2010	31,568	26,824	No.	4,474	5,957	7,764	6,834	1,743	52	4,744	10,431	18,195	25,029	
				%	16.68	22.21	28.94	25.48	6.50	0.19	38.89	67.83	93.31		
Information Technology	General	2011	26,599	23,180	No.	2,190	6,876	9,255	4,245	612	2	3,419	9,066	18,321	22,566
					%	9.45	29.66	39.93	18.31	2.64	0.01	39.11	79.04	97.35	
	2010	25,724	21,542	No.	2,620	7,595	7,808	3,049	465	5	4,182	10,215	18,023	21,072	
				%	12.16	35.26	36.25	14.15	2.16	0.02	47.42	83.66	97.82		
Integrated Science SA	General	2011	22,832	20,447	No.	1,573	5,852	7,678	4,019	1,271	54	2,385	7,425	15,103	19,122
					%	7.69	28.62	37.55	19.66	6.22	0.26	36.31	73.86	93.52	
	2010	22,694	19,739	No.	1,602	7,197	7,982	2,425	510	23	2,955	8,799	16,781	19,206	
				%	8.12	36.46	40.44	12.29	2.58	0.12	44.58	85.01	97.30		
Mathematics	General	2011	101,269	89,977	No.	6,226	8,733	16,673	17,788	36,002	4,555	11,292	14,959	31,632	49,420
					%	6.92	9.71	18.53	19.77	40.01	5.06	16.63	35.16	54.93	
	2010	100,108	88,373	No.	7,028	10,428	18,817	18,383	30,768	2,949	11,735	17,456	36,273	54,656	
				%	7.95	11.80	21.29	20.80	34.82	3.34	19.75	41.05	61.85		
Mechanical Engineering Technology	Technical	2011	2,050	1,737	No.	158	474	331	676	96	2	313	632	963	1,639
					%	9.10	27.29	19.06	38.92	5.53	0.12	36.38	55.44	94.36	
	2010	2,204	1,787	No.	296	522	348	506	108	7	417	818	1,166	1,672	
				%	16.56	29.21	19.47	28.32	6.04	0.39	45.78	65.25	93.56		
Music	General	2011	826	591	No.	26	152	213	126	73	1	235	178	391	517
					%	4.40	25.72	36.04	21.32	12.35	0.17	30.12	66.16	87.48	
	2010	808	557	No.	23	147	233	102	44	8	251	170	403	505	
				%	4.13	26.39	41.83	18.31	7.90	1.44	30.52	72.35	90.66		
Office Administration	General	2011	19,398	16,925	No.	3,812	5,354	5,848	1,587	317	7	2,473	9,166	15,014	16,601
					%	22.52	31.63	34.55	9.38	1.87	0.04	54.16	88.71	98.09	
	2010	20,061	17,298	No.	1,732	4,231	7,628	2,996	707	4	2,763	5,963	13,591	16,587	
				%	10.01	24.46	44.10	17.32	4.09	0.02	34.47	78.57	95.89		

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

### REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2010 AND 2011

SUBJECT	PROF	YEAR	CANDS ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Physical Education and Sports	General	2011	7,041	6,098	No.	2,476	2,344	1,121	146	11	0	943	4,820	3,465	1,267
					%	40.60	38.44	18.38	2.39	0.18	0.00		79.04	56.82	20.78
	General	2010	5,643	4,946	No.	2,294	1,833	718	94	7	0	697	4,127	4,845	4,939
					%	46.38	37.06	14.52	1.90	0.14	0.00		83.44	97.96	99.86
Physics	General	2011	13,003	11,891	No.	2,459	2,823	3,501	2,337	720	51	1,112	5,282	8,783	11,120
					%	20.68	23.74	29.44	19.65	6.05	0.43		44.42	73.86	93.52
	General	2010	12,417	10,977	No.	2,359	2,698	3,179	2,061	642	38	1,440	5,057	8,236	10,297
					%	21.49	24.58	28.96	18.78	5.85	0.35		46.07	75.03	93.81
Principles of Accounts	General	2011	26,355	22,375	No.	3,397	4,700	6,642	5,072	2,493	71	3,980	8,097	14,739	19,811
					%	15.18	21.01	29.68	22.67	11.14	0.32		36.19	65.87	88.54
	General	2010	27,985	23,350	No.	3,393	4,742	6,942	5,141	2,951	181	4,635	8,135	15,077	20,218
					%	14.53	20.31	29.73	22.02	12.64	0.78		34.84	64.57	86.59
Principles of Business	General	2011	38,035	33,593	No.	3,932	10,535	11,530	5,238	2,337	21	4,442	14,467	25,997	31,235
					%	11.70	31.36	34.32	15.59	6.96	0.06		43.07	77.39	92.98
	General	2010	38,354	33,360	No.	3,733	11,053	11,799	4,767	1,927	81	4,994	14,786	26,585	31,352
					%	11.19	33.13	35.37	14.29	5.78	0.24		44.32	79.69	93.98
Religious Education	General	2011	4,152	3,768	No.	670	1,581	1,046	420	51	0	384	2,251	3,297	3,717
					%	17.78	41.96	27.76	11.15	1.35	0.00		59.74	87.50	98.65
	General	2010	4,224	3,782	No.	712	1,661	1,019	358	32	0	442	2,373	3,392	3,750
					%	18.83	43.92	26.94	9.47	0.85	0.00		62.74	89.69	99.15
Social Studies	General	2011	53,447	46,957	No.	2,446	11,654	18,704	10,106	4,035	12	6,490	14,100	32,804	42,910
					%	5.21	24.82	39.83	21.52	8.59	0.03		30.03	69.86	91.38
	General	2010	52,991	45,713	No.	3,234	15,296	18,337	6,517	2,309	20	7,278	18,530	36,867	43,384
					%	7.07	33.46	40.11	14.26	5.05	0.04		40.54	80.65	94.91
Spanish	General	2011	14,464	12,976	No.	2,470	2,902	3,394	2,070	1,869	271	1,488	5,372	8,766	10,836
					%	19.04	22.36	26.16	15.95	14.40	2.09		41.40	67.56	83.51
	General	2010	15,071	13,465	No.	2,242	2,844	3,438	2,489	2,227	225	1,606	5,086	8,524	11,013
					%	16.65	21.12	25.53	18.48	16.54	1.67		37.77	63.30	81.79
Technical Drawing	General	2011	9,220	7,569	No.	919	2,326	2,104	1,604	614	2	1,651	3,245	5,349	6,953
					%	12.14	30.73	27.80	21.19	8.11	0.03		42.87	70.67	91.86
	General	2010	9,315	7,516	No.	1,193	2,526	2,076	1,348	369	4	1,799	3,719	5,795	7,143
					%	15.87	33.61	27.62	17.94	4.91	0.05		49.48	77.10	95.04

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

### REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2010 AND 2011

SUBJECT	PROF	YEAR	CANDS ENTRY	CANDS WRITING EXAM	GRADES							CUMULATIVE GRADES			
					I	II	III	IV	V	VI	I-II	I-III	I-IV		
Theatre Arts	General	2011	1,277	1,026	No.	95	436	367	97	31	0	251	531	898	995
					%	9.26	42.50	35.77	9.45	3.02	0.00		51.75	87.52	96.98
	2010	998	619	No.	86	268	191	57	17	0	379	354	545	602	
					%	13.89	43.30	30.86	9.21	2.75	0.00		57.19	88.05	97.25
Visual Arts	General	2011	5,253	3,926	No.	210	770	1,449	1,147	348	2	1,327	980	2,429	3,576
					%	5.35	19.61	36.91	29.22	8.86	0.05		24.96	61.87	91.09
	2010	5,900	4,490	No.	134	807	2,163	1,071	300	15	1,410	941	3,104	4,175	
					%	2.98	17.97	48.17	23.85	6.68	0.33		20.96	69.13	92.98
TOTAL	General	2011	601,455	538,750	No.	71,858	129,361	156,916	104,167	69,951	6,497	62,705	201,219	358,135	462,302
					%	13.34	24.01	29.13	19.33	12.98	1.21		37.35	66.48	85.81
		2010	596,658	528,614	No.	70,438	134,249	160,454	97,027	61,613	4,833	68,044	204,687	365,141	462,168
					%	13.33	25.40	30.35	18.35	11.66	0.91		38.72	69.08	87.43
	Technical	2011	10,645	9,331	No.	1,133	2,977	1,659	2,884	633	45	1,314	4,110	5,769	8,653
					%	12.14	31.90	17.78	30.91	6.78	0.48		44.05	61.83	92.73
		2010	10,376	8,814	No.	1,395	3,097	1,754	2,107	438	23	1,562	4,492	6,246	8,353
					%	15.83	35.14	19.90	23.91	4.97	0.26		50.96	70.86	94.77

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2011

SUBJECT	PROF	SEX	Candidate Entry	Cands Writing Exam	GRADE						OTHER*
					I	II	III	IV	V	VI	
Electrical and Electronic Technology	T	M	3,602	3,239	117 3.61	699 21.58	610 18.83	1,402 43.28	377 11.64	34 1.05	363
	T	F	310	287	15 5.23	80 27.87	48 16.72	119 41.46	23 8.01	2 0.70	23
	T	T	3,912	3,526	132 3.74	779 22.09	658 18.66	1,521 43.14	400 11.34	36 1.02	386
Electronic Document Preparation and Management	G	M	4,097	3,579	391 10.92	1,111 31.04	1,377 38.47	428 11.96	250 6.99	22 0.61	518
	G	F	8,520	7,575	1,476 19.49	2,662 35.14	2,470 32.61	652 8.61	298 3.93	17 0.22	945
	G	T	12,617	11,154	1,867 16.74	3,773 33.83	3,847 34.49	1,080 9.68	548 4.91	39 0.35	1,463
English (A)	G	M	40,349	37,288	5,221 14.00	7,403 19.85	9,567 25.66	9,589 25.72	4,822 12.93	686 1.84	3,061
	G	F	58,395	54,118	11,431 21.12	12,698 23.46	14,933 27.59	11,163 20.63	3,621 6.69	272 0.50	4,277
	G	T	98,744	91,406	16,652 18.22	20,101 21.99	24,500 26.80	20,752 22.70	8,443 9.24	958 1.05	7,338
English (B)	G	M	6,254	5,956	938 15.75	1,744 29.28	972 16.32	1,197 20.10	897 15.06	208 3.49	298
	G	F	14,003	13,550	3,982 29.39	4,332 31.97	1,899 14.01	1,995 14.72	1,193 8.80	149 1.10	453
	G	T	20,257	19,506	4,920 25.22	6,076 31.15	2,871 14.72	3,192 16.36	2,090 10.71	357 1.83	751
Food & Nutrition	G	M	1,902	1,778	174 9.79	711 39.99	660 37.12	195 10.97	38 2.14	- 0.00	124
	G	F	8,681	8,321	1,468 17.64	3,762 45.21	2,488 29.90	521 6.26	81 0.97	1 0.01	360
	G	T	10,583	10,099	1,642 16.26	4,473 44.29	3,148 31.17	716 7.09	119 1.18	1 0.01	484
French	G	M	1,001	943	106 11.24	211 22.38	319 33.83	203 21.53	103 10.92	1 0.11	58
	G	F	2,600	2,509	410 16.34	721 28.74	822 32.76	387 15.42	166 6.62	3 0.12	91
	G	T	3,601	3,452	516 14.95	932 27.00	1,141 33.05	590 17.09	269 7.79	4 0.12	149
Geography	G	M	6,906	6,187	193 3.12	1,406 22.73	2,436 39.37	1,617 26.14	529 8.55	6 0.10	719
	G	F	6,691	6,133	301 4.91	1,569 25.58	2,197 35.82	1,470 23.97	591 9.64	5 0.08	558
	G	T	13,597	12,320	494 4.01	2,975 24.15	4,633 37.61	3,087 25.06	1,120 9.09	11 0.09	1,277
Home Econ. Management	G	M	927	840	32 3.81	339 40.36	328 39.05	114 13.57	27 3.21	- 0.00	87
	G	F	5,294	5,065	476 9.40	2,413 47.64	1,681 33.19	440 8.69	55 1.09	- 0.00	229
	G	T	6,221	5,905	508 8.60	2,752 46.60	2,009 34.02	554 9.38	82 1.39	- 0.00	316
Human and Social Biology	G	M	9,541	8,278	1,401 16.92	1,864 22.52	1,660 20.05	2,467 29.80	866 10.46	20 0.24	1,263
	G	F	23,859	20,431	3,791 18.56	4,778 23.39	4,647 22.74	5,816 28.47	1,385 6.78	14 0.07	3,428
	G	T	33,400	28,709	5,192 18.08	6,642 23.14	6,307 21.97	8,283 28.85	2,251 7.84	34 0.12	4,691

\* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2011

SUBJECT	PROF	SEX	Candidate Entry	Cands Writing Exam	GRADE						OTHER*
					I	II	III	IV	V	VI	
Agricultural Sc. SA -	G	M	3,531	3,225	394 12.22	1,350 41.86	1,124 34.85	301 9.33	55 1.71	1 0.03	306
	G	F	3,886	3,677	553 15.04	1,634 44.44	1,222 33.23	217 5.90	51 1.39	- 0.00	209
	G	T	7,417	6,902	947 13.72	2,984 43.23	2,346 33.99	518 7.51	106 1.54	1 0.01	515
Agricultural Sc. DA	G	M	897	848	262 30.90	319 37.62	219 25.83	48 5.66	- 0.00	- 0.00	49
	G	F	1,181	1,143	369 32.28	375 32.81	310 27.12	86 7.52	3 0.26	- 0.00	38
	G	T	2,078	1,991	631 31.69	694 34.86	529 26.57	134 6.73	3 0.15	- 0.00	87
Biology	G	M	6,003	5,656	892 15.77	1,375 24.31	1,820 32.18	1,035 18.30	526 9.30	8 0.14	347
	G	F	10,120	9,625	1,595 16.57	2,336 24.27	3,148 32.71	1,679 17.44	860 8.94	7 0.07	495
	G	T	16,123	15,281	2,487 16.28	3,711 24.29	4,968 32.51	2,714 17.76	1,386 9.07	15 0.10	842
Building Technology: Construction	T	M	1,817	1,624	549 33.81	660 40.64	151 9.30	224 13.79	40 2.46	- 0.00	193
	T	F	284	260	90 34.62	97 37.31	21 8.08	50 19.23	2 0.77	- 0.00	24
	T	T	2,101	1,884	639 33.92	757 40.18	172 9.13	274 14.54	42 2.23	- 0.00	217
Building Technology: Woods	T	M	2,363	1,992	177 8.89	865 43.42	472 23.69	383 19.23	88 4.42	7 0.35	371
	T	F	219	192	27 14.06	102 53.13	26 13.54	30 15.63	7 3.65	- 0.00	27
	T	T	2,582	2,184	204 9.34	967 44.28	498 22.80	413 18.91	95 4.35	7 0.32	398
Caribbean History	G	M	4,234	3,678	226 6.14	972 26.43	1,481 40.27	725 19.71	273 7.42	1 0.03	556
	G	F	7,751	7,067	740 10.47	2,027 28.68	2,515 35.59	1,251 17.70	532 7.53	2 0.03	684
	G	T	11,985	10,745	966 8.99	2,999 27.91	3,996 37.19	1,976 18.39	805 7.49	3 0.03	1,240
Chemistry	G	M	5,907	5,348	680 12.72	938 17.54	1,853 34.65	1,290 24.12	579 10.83	8 0.15	559
	G	F	8,885	8,241	930 11.29	1,433 17.39	2,845 34.52	2,129 25.83	894 10.85	10 0.12	644
	G	T	14,792	13,589	1,610 11.85	2,371 17.45	4,698 34.57	3,419 25.16	1,473 10.84	18 0.13	1,203
Clothing & Textiles	G	M	205	178	4 2.25	41 23.03	65 36.52	56 31.46	12 6.74	- 0.00	27
	G	F	2,331	2,205	167 7.57	790 35.83	864 39.18	316 14.33	68 3.08	- 0.00	126
	G	T	2,536	2,383	171 7.18	831 34.87	929 38.98	372 15.61	80 3.36	- 0.00	153
Economics	G	M	1,693	1,546	111 7.18	388 25.10	590 38.16	311 20.12	145 9.38	1 0.06	147
	G	F	2,640	2,463	243 9.87	621 25.21	879 35.69	467 18.96	247 10.03	6 0.24	177
	G	T	4,333	4,009	354 8.83	1,009 25.17	1,469 36.64	778 19.41	392 9.78	7 0.17	324

\* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2011

SUBJECT	PROF	SEX	Candidate Entry	Cands Writing Exam	GRADE						OTHER*
					I	II	III	IV	V	VI	
Information Technology	G	M	11,914	10,145	977 9.63	2,950 29.08	3,965 39.08	1,957 19.29	294 2.90	2 0.02	1,769
	G	F	14,685	13,035	1,213 9	3,926 30	5,290 41	2,288 18	318 2	- -	1,650
	G	T	26,599	23,180	2,190 9.45	6,876 29.66	9,255 39.93	4,245 18.31	612 2.64	2 0.01	3,419
Integrated Science SA	G	M	9,976	8,619	644 7.47	2,602 30.19	3,144 36.48	1,590 18.45	605 7.02	34 0.39	1,357
	G	F	12,856	11,828	929 7.85	3,250 27.48	4,534 38.33	2,429 20.54	666 5.63	20 0.17	1,028
	G	T	22,832	20,447	1,573 7.69	5,852 28.62	7,678 37.55	4,019 19.66	1,271 6.22	54 0.26	2,385
Mathematics	G	M	39,673	35,368	2,618 7.40	3,636 10.28	6,602 18.67	6,641 18.78	13,731 38.82	2,140 6.05	4,305
	G	F	61,596	54,609	3,608 6.61	5,097 9.33	10,071 18.44	11,147 20.41	22,271 40.78	2,415 4.42	6,987
	G	T	101,269	89,977	6,226 6.92	8,733 9.71	16,673 18.53	17,788 19.77	36,002 40.01	4,555 5.06	11,292
Mech. Eng Technology	T	M	1,925	1,620	146 9.01	459 28.33	326 20.12	646 39.88	41 2.53	2 0.12	305
	T	F	125	117	12 10.26	15 12.82	5 4.27	30 25.64	55 47.01	- 0.00	8
	T	T	2,050	1,737	158 9.10	474 27.29	331 19.06	676 38.92	96 5.53	2 0.12	313
Music	G	M	397	258	9 3.49	64 24.81	90 34.88	59 22.87	35 13.57	1 0.39	139
	G	F	429	333	17 5.11	88 26.43	123 36.94	67 20.12	38 11.41	- 0.00	96
	G	T	826	591	26 4.40	152 25.72	213 36.04	126 21.32	73 12.35	1 0.17	235
Office Administration	G	M	5,570	4,869	860 18	1,448 30	1,854 38.08	568 11.67	134 2.75	5 0.10	701
	G	F	13,828	12,056	2,952 24.49	3,906 32.40	3,994 33.13	1,019 8.45	183 1.52	2 0.02	1,772
	G	T	19,398	16,925	3,812 22.52	5,354 31.63	5,848 34.55	1,587 9.38	317 1.87	7 0.04	2,473
Physical Education and Sports	G	M	4,482	3,815	1,602 41.99	1,438 37.69	674 17.67	97 2.54	4 0.10	- 0.00	667
	G	F	2,559	2,283	874 38.28	906 39.68	447 19.58	49 2.15	7 0.31	- 0.00	276
	G	T	7,041	6,098	2,476 40.60	2,344 38.44	1,121 18.38	146 2.39	11 0.18	- 0.00	943
Physics	G	M	7,126	6,354	1,245 19.59	1,412 22.22	1,897 29.86	1,308 20.59	461 7.26	31 0.49	772
	G	F	5,877	5,537	1,214 21.93	1,411 25.48	1,604 28.97	1,029 18.58	259 4.68	20 0.36	340
	G	T	13,003	11,891	2,459 20.68	2,823 23.74	3,501 29.44	2,337 19.65	720 6.05	51 0.43	1,112
Principles of Accounts	G	M	8,958	7,485	1,036 13.84	1,476 19.72	2,225 29.73	1,767 23.61	945 12.63	36 0.48	1,473
	G	F	17,397	14,890	2,361 15.86	3,224 21.65	4,417 29.66	3,305 22.20	1,548 10.40	35 0.24	2,507
	G	T	26,355	22,375	3,397 15.18	4,700 21.01	6,642 29.68	5,072 22.67	2,493 11.14	71 0.32	3,980

\* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

# APPENDIX TWO

## CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

### CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2011

SUBJECT	PROF	SEX	Candidate Entry	Cands Writing Exam	GRADE						OTHER*
					I	II	III	IV	V	VI	
Principles of Business	G	M	13,679	11,988	1,227 10.24	3,786 31.58	4,168 34.77	1,947 16.24	851 7.10	9 0.08	1,691
	G	F	24,356	21,605	2,705 12.52	6,749 31.24	7,362 34.08	3,291 15.23	1,486 6.88	12 0.06	2,751
	G	T	38,035	33,593	3,932 11.70	10,535 31.36	11,530 34.32	5,238 15.59	2,337 6.96	21 0.06	4,442
Religious Education	G	M	1,479	1,303	122 9.36	554 42.52	429 32.92	173 13.28	25 1.92	- 0.00	176
	G	F	2,673	2,465	548 22.23	1,027 41.66	617 25.03	247 10.02	26 1.05	- 0.00	208
	G	T	4,152	3,768	670 17.78	1,581 41.96	1,046 27.76	420 11.15	51 1.35	- 0.00	384
Social Studies	G	M	20,544	17,735	640 3.61	3,868 21.81	7,187 40.52	4,184 23.59	1,849 10.43	7 0.04	2,809
	G	F	32,903	29,222	1,806 6.18	7,786 26.64	11,517 39.41	5,922 20.27	2,186 7.48	5 0.02	3,681
	G	T	53,447	46,957	2,446 5.21	11,654 24.82	18,704 39.83	10,106 21.52	4,035 8.59	12 0.03	6,490
Spanish	G	M	4,511	3,968	788 19.86	830 20.92	964 24.29	667 16.81	597 15.05	122 3.07	543
	G	F	9,953	9,008	1,682 18.67	2,072 23.00	2,430 26.98	1,403 15.58	1,272 14.12	149 1.65	945
	G	T	14,464	12,976	2,470 19.04	2,902 22.36	3,394 26.16	2,070 15.95	1,869 14.40	271 2.09	1,488
Technical Drawing	G	M	7,961	6,491	727 11.20	1,932 29.76	1,820 28.04	1,444 22.25	566 8.72	2 0.03	1,470
	G	F	1,259	1,078	192 17.81	394 36.55	284 26.35	160 14.84	48 4.45	- 0.00	181
	G	T	9,220	7,569	919 12.14	2,326 30.73	2,104 27.80	1,604 21.19	614 8.11	2 0.03	1,651
Theatre Arts	G	M	353	256	19 7.42	106 41.41	85 33.20	32 12.50	14 5.47	- 0.00	97
	G	F	924	770	76 9.87	330 42.86	282 36.62	65 8.44	17 2.21	- 0.00	154
	G	T	1,277	1,026	95 9.26	436 42.50	367 35.77	97 9.45	31 3.02	- 0.00	251
Visual Arts	G	M	2,682	1,859	66 3.55	318 17.11	665 35.77	623 33.51	187 10.06	- 0.00	823
	G	F	2,571	2,067	144 6.97	452 21.87	784 37.93	524 25.35	161 7.79	2 0.10	504
	G	T	5,253	3,926	210 5.35	770 19.61	1,449 36.91	1,147 29.22	348 8.86	2 0.05	1,327
OVERALL TOTAL	G	M	232,752	205,841	23,605 11.47	46,592 22.63	60,240 29.27	42,633 20.71	29,420 14.29	3,351 1.63	26,911
	G	F	368,711	332,917	48,255 14.49	82,773 24.86	96,678 29.04	61,534 18.48	40,531 12.17	3,146 0.94	35,794
	G	T	601,463	538,758	71,860 13.34	129,365 24.01	156,918 29.13	104,167 19.33	69,951 12.98	6,497 1.21	62,705
	T	M	9,707	8,475	989 11.67	2,683 31.66	1,559 18.40	2,655 31.33	546 6.44	43 0.51	1,232
	T	F	938	856	144 16.82	294 34.35	100 11.68	229 26.75	87 10.16	2 0.23	82
	T	T	10,645	9,331	1,133 12.14	2,977 31.90	1,659 17.78	2,884 30.91	633 6.78	45 0.48	1,314
TOTAL	OVERALL TOTAL	M	242,459	214,316	24,594 11.48	49,275 22.99	61,799 28.84	45,288 21.13	29,966 13.98	3,394 1.58	28,143
		F	369,649	333,773	48,399 14.50	83,067 24.89	96,778 29.00	61,763 18.50	40,618 12.17	3,148 0.94	35,876
		T	612,108	548,089	72,993 13.32	132,342 24.15	158,577 28.93	107,051 19.53	70,584 12.88	6,542 1.19	64,019

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2010-2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	CUMULATIVE GRADES						
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	I-VI	
Accounting Unit 1	2011	2780	2588	No.	413	508	700	621	226	96	24	192	413	921	1621	2242	2468	2564
				%	15.96	19.63	27.05	24.00	8.73	3.71	0.93		15.96	35.59	62.64	86.63	95.36	99.07
2010	2583	2353	No.	551	578	632	318	180	72	22	230	551	1129	1761	2079	2259	2331	
			%	23.42	24.56	26.86	13.51	7.65	3.06	0.93		23.42	47.98	74.84	88.36	96.01	99.07	
Applied Mathematics Unit 1	2011	641	581	No.	145	80	70	87	105	75	19	60	145	225	295	382	487	562
				%	24.96	13.77	12.05	14.97	18.07	12.91	3.27		24.96	38.73	50.77	65.75	83.82	96.73
2010	501	445	No.	95	52	66	51	82	71	28	56	95	147	213	264	346	417	
			%	21.35	11.69	14.83	11.46	18.43	15.96	6.29		21.35	33.03	47.87	59.33	77.75	93.71	
Art and Design Unit 1	2011	267	240	No.	90	83	47	13	5	2	0	27	90	173	220	233	238	240
				%	37.50	34.58	19.58	5.42	2.08	0.83	0.00		37.50	72.08	91.67	97.08	99.17	100.00
2010	261	240	No.	116	65	52	6	1	0	0	21	116	181	233	239	240	240	
			%	48.33	27.08	21.67	2.50	0.42	0.00	0.00		48.33	75.42	97.08	99.58	100.00	100.00	
Biology Unit 1	2011	4594	4289	No.	498	735	791	785	661	685	134	305	498	1233	2024	2809	3470	4155
				%	11.61	17.14	18.44	18.30	15.41	15.97	3.12		11.61	28.75	47.19	65.49	80.90	96.88
2010	4261	4047	No.	792	778	702	584	563	492	136	214	792	1570	2272	2856	3419	3911	
			%	19.57	19.22	17.35	14.43	13.91	12.16	3.36		19.57	38.79	56.14	70.57	84.48	96.64	
Caribbean Studies Unit 1	2011	10902	10364	No.	1151	2103	2703	2080	1745	491	91	538	1151	3254	5957	8037	9782	10273
				%	11.11	20.29	26.08	20.07	16.84	4.74	0.88		11.11	31.40	57.48	77.55	94.38	99.12
2010	10259	9778	No.	1650	2512	2653	1621	1075	251	16	481	1650	4162	6815	8436	9511	9762	
			%	16.87	25.69	27.13	16.58	10.99	2.57	0.16		16.87	42.56	69.70	86.28	97.27	99.84	
Chemistry Unit 1	2011	4702	4432	No.	658	733	919	680	617	700	125	270	658	1391	2310	2990	3607	4307
				%	14.85	16.54	20.74	15.34	13.92	15.79	2.82		14.85	31.39	52.12	67.46	81.39	97.18
2010	4812	4497	No.	919	705	939	570	686	580	98	315	919	1624	2563	3133	3819	4399	
			%	20.44	15.68	20.88	12.68	15.25	12.90	2.18		20.44	36.11	56.99	69.67	84.92	97.82	
Communication Studies Unit 1	2011	15074	14091	No.	1920	2936	3314	3004	2149	687	81	983	1920	4856	8170	11174	13323	14010
				%	13.63	20.84	23.52	21.32	15.25	4.88	0.57		13.63	34.46	57.98	79.30	94.55	99.43
2010	13796	12935	No.	2009	3187	3241	2426	1540	450	82	861	2009	5196	8437	10863	12403	12853	
			%	15.53	24.64	25.06	18.76	11.91	3.48	0.63		15.53	40.17	65.23	83.98	95.89	99.37	
Computer Science Unit 1	2011	1142	1023	No.	43	106	215	243	278	101	37	119	43	149	364	607	885	986
				%	4.20	10.36	21.02	23.75	27.17	9.87	3.62		4.20	14.57	35.58	59.34	86.51	96.38
2010	1173	1010	No.	15	62	158	230	291	198	56	163	15	77	235	465	756	954	
			%	1.49	6.14	15.64	22.77	28.81	19.60	5.54		1.49	7.62	23.27	46.04	74.85	94.46	
Economics Unit 1	2011	3651	3344	No.	183	546	758	796	615	352	94	307	183	729	1487	2283	2898	3250
				%	5.47	16.33	22.67	23.80	18.39	10.53	2.81		5.47	21.80	44.47	68.27	86.66	97.19
2010	3527	3180	No.	227	490	698	676	651	352	86	347	227	717	1415	2091	2742	3094	
			%	7.14	15.41	21.95	21.26	20.47	11.07	2.70		7.14	22.55	44.50	65.75	86.23	97.30	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2010-2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	CUMULATIVE GRADES						
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	I-VI	
Electrical and Electronics Tech Unit 1	2011	131	102	No.	1	7	11	20	28	29	6	29	1	8	19	39	67	96
				%	0.98	6.86	10.78	19.61	27.45	28.43	5.88		0.98	7.84	18.63	38.24	65.69	94.12
	2010	163	135	No.	0	1	2	10	41	65	16	28	0	1	3	13	54	119
				%	0.00	0.74	1.48	7.41	30.37	48.15	11.85		0.00	0.74	2.22	9.63	40.00	88.15
Environmental Science Unit 1	2011	1614	1425	No.	179	308	325	284	225	93	11	189	179	487	812	1096	1321	1414
				%	12.56	21.61	22.81	19.93	15.79	6.53	0.77		12.56	34.18	56.98	76.91	92.70	99.23
	2010	1358	1261	No.	129	280	314	263	200	60	15	97	129	409	723	986	1186	1246
				%	10.23	22.20	24.90	20.86	15.86	4.76	1.19		10.23	32.43	57.34	78.19	94.05	98.81
Food & Nutrition Unit 1	2011	489	443	No.	22	116	187	94	19	5	0	46	22	138	325	419	438	443
				%	4.97	26.19	42.21	21.22	4.29	1.13	0.00		4.97	31.15	73.36	94.58	98.87	100.00
	2010	350	321	No.	5	78	126	86	22	4	0	29	5	83	209	295	317	321
				%	1.56	24.30	39.25	26.79	6.85	1.25	0.00		1.56	25.86	65.11	91.90	98.75	100.00
French Unit 1	2011	249	233	No.	50	71	52	29	22	8	1	16	50	121	173	202	224	232
				%	21.46	30.47	22.32	12.45	9.44	3.43	0.43		21.46	51.93	74.25	86.70	96.14	99.57
	2010	302	282	No.	70	83	57	45	20	6	1	20	70	153	210	255	275	281
				%	24.82	29.43	20.21	15.96	7.09	2.13	0.35		24.82	54.26	74.47	90.43	97.52	99.65
Geography Unit 1	2011	1351	1257	No.	22	97	255	431	366	82	4	94	22	119	374	805	1171	1253
				%	1.75	7.72	20.29	34.29	29.12	6.52	0.32		1.75	9.47	29.75	64.04	93.16	99.68
	2010	977	911	No.	15	82	194	334	238	48	0	66	15	97	291	625	863	911
				%	1.65	9.00	21.30	36.66	26.13	5.27	0.00		1.65	10.65	31.94	68.61	94.73	100.00
Geometrical and Mechanical Engineering Drawing Unit 1	2011	558	506	No.	6	36	65	86	154	113	46	52	6	42	107	193	347	460
				%	1.19	7.11	12.85	17.00	30.43	22.33	9.09		1.19	8.30	21.15	38.14	68.58	90.91
	2010	513	464	No.	8	35	86	71	140	104	20	49	8	43	129	200	340	444
				%	1.72	7.54	18.53	15.30	30.17	22.41	4.31		1.72	9.27	27.80	43.10	73.28	95.69
History Unit 1	2011	1790	1664	No.	10	64	289	467	495	294	45	126	10	74	363	830	1325	1619
				%	0.60	3.85	17.37	28.06	29.75	17.67	2.70		0.60	4.45	21.81	49.88	79.63	97.30
	2010	1712	1568	No.	17	126	292	462	434	218	19	144	17	143	435	897	1331	1549
				%	1.08	8.04	18.62	29.46	27.68	13.90	1.21		1.08	9.12	27.74	57.21	84.89	98.79
Information Technology Unit 1	2011	1251	1121	No.	21	88	269	336	282	102	23	130	21	109	378	714	996	1098
				%	1.87	7.85	24.00	29.97	25.16	9.10	2.05		1.87	9.72	33.72	63.69	88.85	97.95
	2010	1278	1100	No.	0	7	69	270	443	246	65	178	0	7	76	346	789	1035
				%	0.00	0.64	6.27	24.55	40.27	22.36	5.91		0.00	0.64	6.91	31.45	71.73	94.09
Law Unit 1	2011	1114	984	No.	101	188	242	101	189	117	46	130	101	289	531	632	821	938
				%	10.26	19.11	24.59	10.26	19.21	11.89	4.67		10.26	29.37	53.96	64.23	83.43	95.33
	2010	1122	973	No.	68	109	206	119	226	179	66	149	68	177	383	502	728	907
				%	6.99	11.20	21.17	12.23	23.23	18.40	6.78		6.99	18.19	39.36	51.59	74.82	93.22

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2010-2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	CUMULATIVE GRADES					
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	I-VI
Literatures in English Unit 1	2011	2396	2205	No. 57	304	628	752	356	99	9	191	57	361	989	1741	2097	2196
				% 2.59	13.79	28.48	34.10	16.15	4.49	0.41		2.59	16.37	44.85	78.96	95.10	99.59
	2010	1777	1632	No. 39	260	573	511	196	52	1	145	39	299	872	1383	1579	1631
				% 2.39	15.93	35.11	31.31	12.01	3.19	0.06		2.39	18.32	53.43	84.74	96.75	99.94
Management of Business Unit 1	2011	5596	5166	No. 109	499	1167	1510	1278	541	62	430	109	608	1775	3285	4563	5104
				% 2.11	9.66	22.59	29.23	24.74	10.47	1.20		2.11	11.77	34.36	63.59	88.33	98.80
	2010	4971	4504	No. 23	201	787	1177	1438	736	142	467	23	224	1011	2188	3626	4362
				% 0.51	4.46	17.47	26.13	31.93	16.34	3.15		0.51	4.97	22.45	48.58	80.51	96.85
Pure Mathematics Unit 1	2011	5880	5369	No. 761	655	597	706	800	1020	830	511	761	1416	2013	2719	3519	4539
				% 14.17	12.20	11.12	13.15	14.90	19.00	15.46		14.17	26.37	37.49	50.64	65.54	84.54
	2010	6034	5557	No. 839	620	525	706	759	1023	1085	477	839	1459	1984	2690	3449	4472
				% 15.10	11.16	9.45	12.70	13.66	18.41	19.52		15.10	26.26	35.70	48.41	62.07	80.48
Physics Unit 1	2011	3392	3208	No. 532	644	610	620	591	198	13	184	532	1176	1786	2406	2997	3195
				% 16.58	20.07	19.01	19.33	18.42	6.17	0.41		16.58	36.66	55.67	75.00	93.42	99.59
	2010	3181	2977	No. 299	444	563	684	727	252	8	204	299	743	1306	1990	2717	2969
				% 10.04	14.91	18.91	22.98	24.42	8.46	0.27		10.04	24.96	43.87	66.85	91.27	99.73
Sociology Unit 1	2011	5705	5120	No. 94	512	1196	1531	1214	501	72	585	94	606	1802	3333	4547	5048
				% 1.84	10.00	23.36	29.90	23.71	9.79	1.41		1.84	11.84	35.20	65.10	88.81	98.59
	2010	5168	4712	No. 61	410	1054	1484	1151	487	65	456	61	471	1525	3009	4160	4647
				% 1.29	8.70	22.37	31.49	24.43	10.34	1.38		1.29	10.00	32.36	63.86	88.29	98.62
Spanish Unit 1	2011	740	690	No. 144	146	175	105	70	47	3	50	144	290	465	570	640	687
				% 20.87	21.16	25.36	15.22	10.14	6.81	0.43		20.87	42.03	67.39	82.61	92.75	99.57
	2010	821	769	No. 122	164	188	132	105	53	5	52	122	286	474	606	711	764
				% 15.86	21.33	24.45	17.17	13.65	6.89	0.65		15.86	37.19	61.64	78.80	92.46	99.35
Accounting Unit 2	2011	2328	2211	No. 290	373	399	369	418	274	88	117	290	663	1062	1431	1849	2123
				% 13.12	16.87	18.05	16.69	18.91	12.39	3.98		13.12	29.99	48.03	64.72	83.63	96.02
	2010	2355	2213	No. 289	384	459	420	381	208	72	142	289	673	1132	1552	1933	2141
				% 13.06	17.35	20.74	18.98	17.22	9.40	3.25		13.06	30.41	51.15	70.13	87.35	96.75
Applied Mathematics Unit 2	2011	235	218	No. 64	40	42	26	21	22	3	17	64	104	146	172	193	215
				% 29.36	18.35	19.27	11.93	9.63	10.09	1.38		29.36	47.71	66.97	78.90	88.53	98.62
	2010	204	196	No. 39	29	36	27	32	25	8	8	39	68	104	131	163	188
				% 19.90	14.80	18.37	13.78	16.33	12.76	4.08		19.90	34.69	53.06	66.84	83.16	95.92
Art and Design Unit 2	2011	217	204	No. 106	60	26	5	4	3	0	13	106	166	192	197	201	204
				% 51.96	29.41	12.75	2.45	1.96	1.47	0.00		51.96	81.37	94.12	96.57	98.53	100.00
	2010	158	148	No. 98	33	14	3	0	0	0	10	98	131	145	148	148	148
				% 66.22	22.30	9.46	2.03	0.00	0.00	0.00		66.22	88.51	97.97	100.00	100.00	100.00
Biology Unit 2	2011	3042	2933	No. 778	808	641	406	169	120	11	109	778	1586	2227	2633	2802	2922
				% 26.53	27.55	21.85	13.84	5.76	4.09	0.38		26.53	54.07	75.93	89.77	95.53	99.62
	2010	2798	2680	No. 699	696	553	373	208	113	38	118	699	1395	1948	2321	2529	2642
				% 26.08	25.97	20.63	13.92	7.76	4.22	1.42		26.08	52.05	72.69	86.60	94.37	98.58

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2010-2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	CUMULATIVE GRADES						
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	I-VI	
Chemistry Unit 2	2011	3283	3147	No.	948	652	579	380	289	267	32	136	948	1600	2179	2559	2848	3115
				%	30.12	20.72	18.40	12.07	9.18	8.48	1.02		30.12	50.84	69.24	81.32	90.50	98.98
Computer Science Unit 2	2011	585	546	No.	12	41	111	171	138	47	26	39	12	53	164	335	473	520
				%	2.20	7.51	20.33	31.32	25.27	8.61	4.76		2.20	9.71	30.04	61.36	86.63	95.24
Economics Unit 2	2011	2569	2432	No.	216	382	494	514	515	257	54	137	216	598	1092	1606	2121	2378
				%	8.88	15.71	20.31	21.13	21.18	10.57	2.22		8.88	24.59	44.90	66.04	87.21	97.78
Electrical and Electronics Tech Unit 2	2011	76	65	No.	2	3	4	14	29	11	2	11	2	5	9	23	52	63
				%	3.08	4.62	6.15	21.54	44.62	16.92	3.08		3.08	7.69	13.85	35.38	80.00	96.92
Environmental Science Unit 2	2011	1166	1057	No.	199	231	244	179	125	67	12	109	199	430	674	853	978	1045
				%	18.83	21.85	23.08	16.93	11.83	6.34	1.14		18.83	40.68	63.77	80.70	92.53	98.86
Food & Nutrition Unit 2	2011	314	285	No.	23	92	94	47	21	7	1	29	23	115	209	256	277	284
				%	8.07	32.28	32.98	16.49	7.37	2.46	0.35		8.07	40.35	73.33	89.82	97.19	99.65
French Unit 2	2011	222	215	No.	43	59	47	27	31	8	0	7	43	102	149	176	207	215
				%	20.00	27.44	21.86	12.56	14.42	3.72	0.00		20.00	47.44	69.30	81.86	96.28	100.00
Geography Unit 2	2011	741	703	No.	6	40	115	257	226	57	2	38	6	46	161	418	644	701
				%	0.85	5.69	16.36	36.56	32.15	8.11	0.28		0.85	6.54	22.90	59.46	91.61	99.72
Geometrical and Mechanical Engineering Drawing Unit 2	2011	305	272	No.	2	19	65	73	83	29	1	33	2	21	86	159	242	271
				%	0.74	6.99	23.90	26.84	30.51	10.66	0.37		0.74	7.72	31.62	58.46	88.97	99.63
Geometrical and Mechanical Engineering Drawing Unit 2	2010	312	281	No.	5	16	41	60	95	55	9	31	5	21	62	122	217	272
				%	1.78	5.69	14.59	21.35	33.81	19.57	3.20		1.78	7.47	22.06	43.42	77.22	96.80

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2010-2011

SUBJECT	YEAR	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	CUMULATIVE GRADES						
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	I-VI	
History Unit 2	2011	1223	1171	No.	28	128	324	288	271	116	16	52	28	156	480	768	1039	1155
				%	2.39	10.93	27.67	24.59	23.14	9.91	1.37		2.39	13.32	40.99	65.58	88.73	98.63
	2010	1319	1261	No.	23	134	297	328	280	166	33	58	23	157	454	782	1062	1228
				%	1.82	10.63	23.55	26.01	22.20	13.16	2.62		1.82	12.45	36.00	62.01	84.22	97.38
Information Technology Unit 2	2011	592	523	No.	1	32	149	200	120	12	9	69	1	33	182	382	502	514
				%	0.19	6.12	28.49	38.24	22.94	2.29	1.72		0.19	6.31	34.80	73.04	95.98	98.28
	2010	496	452	No.	0	15	96	166	146	28	1	44	0	15	96	166	146	28
				%	1.53	6.87	17.56	23.66	34.35	13.74	2.29		0.00	3.32	21.24	36.73	32.30	6.19
Law Unit 2	2011	874	815	No.	53	131	203	76	171	137	44	59	53	184	387	463	634	771
				%	6.50	16.07	24.91	9.33	20.98	16.81	5.40		6.50	22.58	47.48	56.81	77.79	94.60
	2010	704	648	No.	81	114	172	70	114	79	18	56	81	195	367	437	551	630
				%	12.50	17.59	26.54	10.80	17.59	12.19	2.78		12.50	30.09	56.64	67.44	85.03	97.22
Literatures in English Unit 2	2011	1557	1503	No.	33	215	478	470	210	88	9	54	33	248	726	1196	1406	1494
				%	2.20	14.30	31.80	31.27	13.97	5.85	0.60		2.20	16.50	48.30	79.57	93.55	99.40
	2010	1342	1266	No.	57	215	420	396	123	49	6	76	57	272	692	1088	1211	1260
				%	4.50	16.98	33.18	31.28	9.72	3.87	0.47		4.50	21.48	54.66	85.94	95.66	99.53
Management of Business Unit 2	2011	3728	3459	No.	354	776	1076	784	375	82	12	269	354	1130	2206	2990	3365	3447
				%	10.23	22.43	31.11	22.67	10.84	2.37	0.35		10.23	32.67	63.78	86.44	97.28	99.65
	2010	3532	3277	No.	192	520	860	892	583	202	28	255	192	712	1572	2464	3047	3249
				%	5.86	15.87	26.24	27.22	17.79	6.16	0.85		5.86	21.73	47.97	75.19	92.98	99.15
Pure Mathematics Unit 2	2011	2979	2773	No.	518	460	427	420	435	349	164	206	518	978	1405	1825	2260	2609
				%	18.68	16.59	15.40	15.15	15.69	12.59	5.91		18.68	35.27	50.67	65.81	81.50	94.09
	2010	2966	2792	No.	514	376	342	431	411	464	254	174	514	890	1232	1663	2074	2538
				%	18.41	13.47	12.25	15.44	14.72	16.62	9.10		18.41	31.88	44.13	59.56	74.28	90.90
Physics Unit 2	2011	2177	2079	No.	377	358	420	414	348	148	14	98	377	735	1155	1569	1917	2065
				%	18.13	17.22	20.20	19.91	16.74	7.12	0.67		18.13	35.35	55.56	75.47	92.21	99.33
	2010	2230	2130	No.	295	308	460	533	400	129	5	100	295	603	1063	1596	1996	2125
				%	13.85	14.46	21.60	25.02	18.78	6.06	0.23		13.85	28.31	49.91	74.93	93.71	99.77
Sociology Unit 2	2011	3600	3364	No.	100	490	#####	#####	538	111	7	236	100	590	1619	2708	3246	3357
				%	2.97	14.57	30.59	32.37	15.99	3.30	0.21		2.97	17.54	48.13	80.50	96.49	99.79
	2010	3314	3113	No.	82	511	1012	1000	430	73	5	201	82	593	1605	2605	3035	3108
				%	2.63	16.42	32.51	32.12	13.81	2.35	0.16		2.63	19.05	51.56	83.68	97.49	99.84
Spanish Unit 2	2011	559	536	No.	112	149	125	77	55	16	2	23	112	261	386	463	518	534
				%	20.90	27.80	23.32	14.37	10.26	2.99	0.37		20.90	48.69	72.01	86.38	96.64	99.63
	2010	553	528	No.	80	131	149	84	64	19	1	25	80	211	360	444	508	527
				%	15.15	24.81	28.22	15.91	12.12	3.60	0.19		15.15	39.96	68.18	84.09	96.21	99.81
TOTAL	2011	108381	100956	No.	11475	17104	22677	21667	17082	8666	2285	7425	11475	28579	51256	72923	90005	98671
				%	11.37	16.94	22.46	21.46	16.92	8.58	2.26		11.37	28.31	50.77	72.23	89.15	97.74
	2010	101642	94656	No.	11716	16216	20958	19255	15694	8198	2619	6986	11716	27932	48890	68145	83839	92037
				%	12.38	17.13	22.14	20.34	16.58	8.66	2.77		12.38	29.51	51.65	71.99	88.57	97.23

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2011

Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	
				I	II	III	IV	V	VI	VII		
Accounting Unit 1	M	942	868	No.	116	152	246	223	87	37	7	74
				%	13.36	17.51	28.34	25.69	10.02	4.26	0.81	
	F	1838	1720	No.	297	356	454	398	139	59	17	118
				%	17.27	20.70	26.40	23.14	8.08	3.43	0.99	
	T	2780	2588	No.	413	508	700	621	226	96	24	192
				%	15.96	19.63	27.05	24.00	8.73	3.71	0.93	
Applied Mathematics Unit 1	M	352	319	No.	90	45	33	42	52	46	11	33
				%	28.21	14.11	10.34	13.17	16.30	14.42	3.45	
	F	289	262	No.	55	35	37	45	53	29	8	27
				%	20.99	13.36	14.12	17.18	20.23	11.07	3.05	
	T	641	581	No.	145	80	70	87	105	75	19	60
				%	24.96	13.77	12.05	14.97	18.07	12.91	3.27	
Art and Design Unit 1	M	109	100	No.	28	41	22	5	3	1	0	9
				%	28.00	41.00	22.00	5.00	3.00	1.00	0.00	
	F	158	140	No.	62	42	25	8	2	1	0	18
				%	44.29	30.00	17.86	5.71	1.43	0.71	0.00	
	T	267	240	No.	90	83	47	13	5	2	0	27
				%	37.50	34.58	19.58	5.42	2.08	0.83	0.00	
Biology Unit 1	M	1564	1454	No.	185	233	270	276	212	223	55	110
				%	12.72	16.02	18.57	18.98	14.58	15.34	3.78	
	F	3030	2835	No.	313	502	521	509	449	462	79	195
				%	11.04	17.71	18.38	17.95	15.84	16.30	2.79	
	T	4594	4289	No.	498	735	791	785	661	685	134	305
				%	11.61	17.14	18.44	18.30	15.41	15.97	3.12	
Caribbean Studies Unit 1	M	4300	4053	No.	337	652	933	950	862	255	64	247
				%	8.31	16.09	23.02	23.44	21.27	6.29	1.58	
	F	6602	6311	No.	814	1451	1770	1130	883	236	27	291
				%	12.90	22.99	28.05	17.91	13.99	3.74	0.43	
	T	10902	10364	No.	1151	2103	2703	2080	1745	491	91	538
				%	11.11	20.29	26.08	20.07	16.84	4.74	0.88	
Chemistry Unit 1	M	1856	1735	No.	267	298	368	250	239	262	51	121
				%	15.39	17.18	21.21	14.41	13.78	15.10	2.94	
	F	2846	2697	No.	391	435	551	430	378	438	74	149
				%	14.50	16.13	20.43	15.94	14.02	16.24	2.74	
	T	4702	4432	No.	658	733	919	680	617	700	125	270
				%	14.85	16.54	20.74	15.34	13.92	15.79	2.82	
Communication Studies	M	5685	5237	No.	499	817	1130	1265	1084	385	57	448
				%	9.53	15.60	21.58	24.16	20.70	7.35	1.09	
	F	9389	8854	No.	1421	2119	2184	1739	1065	302	24	535
				%	16.05	23.93	24.67	19.64	12.03	3.41	0.27	
	T	15074	14091	No.	1920	2936	3314	3004	2149	687	81	983
				%	13.63	20.84	23.52	21.32	15.25	4.88	0.57	
Computer Science Unit 1	M	732	654	No.	29	64	135	152	175	74	25	78
				%	4.43	9.79	20.64	23.24	26.76	11.31	3.82	
	F	410	369	No.	14	42	80	91	103	27	12	41
				%	3.79	11.38	21.68	24.66	27.91	7.32	3.25	
	T	1142	1023	No.	43	106	215	243	278	101	37	119
				%	4.20	10.36	21.02	23.75	27.17	9.87	3.62	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION  
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2011

Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	
				I	II	III	IV	V	VI	VII		
Economics Unit 1	M	1341	1210	No.	36	170	284	300	237	144	39	131
				%	2.98	14.05	23.47	24.79	19.59	11.90	3.22	
	F	2310	2134	No.	147	376	474	496	378	208	55	176
				%	6.89	17.62	22.21	23.24	17.71	9.75	2.58	
	T	3651	3344	No.	183	546	758	796	615	352	94	307
				%	5.47	16.33	22.67	23.80	18.39	10.53	2.81	
Electrical and Electronic Tech Unit 1	M	122	95	No.	1	7	10	19	26	26	6	27
				%	1.05	7.37	10.53	20.00	27.37	27.37	6.32	
	F	9	7	No.	0	0	1	1	2	3	0	2
				%	0.00	0.00	14.29	14.29	28.57	42.86	0.00	
	T	131	102	No.	1	7	11	20	28	29	6	29
				%	0.98	6.86	10.78	19.61	27.45	28.43	5.88	
Environmental Science Unit 1	M	606	524	No.	54	96	142	110	89	30	3	82
				%	10.31	18.32	27.10	20.99	16.98	5.73	0.57	
	F	1008	901	No.	125	212	183	174	136	63	8	107
				%	13.87	23.53	20.31	19.31	15.09	6.99	0.89	
	T	1614	1425	No.	179	308	325	284	225	93	11	189
				%	12.56	21.61	22.81	19.93	15.79	6.53	0.77	
Food & Nutrition Unit 1	M	49	45	No.	0	7	19	16	2	1	0	4
				%	0.00	15.56	42.22	35.56	4.44	2.22	0.00	
	F	440	398	No.	22	109	168	78	17	4	0	42
				%	5.53	27.39	42.21	19.60	4.27	1.01	0.00	
	T	489	443	No.	22	116	187	94	19	5	0	46
				%	4.97	26.19	42.21	21.22	4.29	1.13	0.00	
French Unit 1	M	59	52	No.	6	11	11	11	8	4	1	7
				%	11.54	21.15	21.15	21.15	15.38	7.69	1.92	
	F	190	181	No.	44	60	41	18	14	4	0	9
				%	24.31	33.15	22.65	9.94	7.73	2.21	0.00	
	T	249	233	No.	50	71	52	29	22	8	1	16
				%	21.46	30.47	22.32	12.45	9.44	3.43	0.43	
Geography Unit 1	M	660	600	No.	7	26	99	213	202	51	2	60
				%	1.17	4.33	16.50	35.50	33.67	8.50	0.33	
	F	691	657	No.	15	71	156	218	164	31	2	34
				%	2.28	10.81	23.74	33.18	24.96	4.72	0.30	
	T	1351	1257	No.	22	97	255	431	366	82	4	94
				%	1.75	7.72	20.29	34.29	29.12	6.52	0.32	
Geom. and Mech. Eng. Draw. Unit 1	M	490	441	No.	5	33	56	71	137	100	39	49
				%	1.13	7.48	12.70	16.10	31.07	22.68	8.84	
	F	68	65	No.	1	3	9	15	17	13	7	3
				%	1.54	4.62	13.85	23.08	26.15	20.00	10.77	
	T	558	506	No.	6	36	65	86	154	113	46	52
				%	1.19	7.11	12.85	17.00	30.43	22.33	9.09	
History Unit 1	M	487	447	No.	0	9	57	112	163	89	17	40
				%	0.00	2.01	12.75	25.06	36.47	19.91	3.80	
	F	1303	1217	No.	10	55	232	355	332	205	28	86
				%	0.82	4.52	19.06	29.17	27.28	16.84	2.30	
	T	1790	1664	No.	10	64	289	467	495	294	45	126
				%	0.60	3.85	17.37	28.06	29.75	17.67	2.70	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION  
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2011

Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	
				I	II	III	IV	V	VI	VII		
Information Technology Unit 1	M	584	512	No.	8	32	103	154	154	50	11	72
				%	1.56	6.25	20.12	30.08	30.08	9.77	2.15	
	F	667	609	No.	13	56	166	182	128	52	12	58
				%	2.13	9.20	27.26	29.89	21.02	8.54	1.97	
	T	1251	1121	No.	21	88	269	336	282	102	23	130
				%	1.87	7.85	24.00	29.97	25.16	9.10	2.05	
Law Unit 1	M	298	252	No.	18	51	68	22	51	29	13	46
				%	7.14	20.24	26.98	8.73	20.24	11.51	5.16	
	F	816	732	No.	83	137	174	79	138	88	33	84
				%	11.34	18.72	23.77	10.79	18.85	12.02	4.51	
	T	1114	984	No.	101	188	242	101	189	117	46	130
				%	10.26	19.11	24.59	10.26	19.21	11.89	4.67	
Literatures in English Unit 1	M	459	404	No.	9	43	91	135	92	28	6	55
				%	2.23	10.64	22.52	33.42	22.77	6.93	1.49	
	F	1937	1801	No.	48	261	537	617	264	71	3	136
				%	2.67	14.49	29.82	34.26	14.66	3.94	0.17	
	T	2396	2205	No.	57	304	628	752	356	99	9	191
				%	2.59	13.79	28.48	34.10	16.15	4.49	0.41	
Management of Business Unit 1	M	1980	1796	No.	28	136	362	516	522	210	22	184
				%	1.56	7.57	20.16	28.73	29.06	11.69	1.22	
	F	3616	3370	No.	81	363	805	994	756	331	40	246
				%	2.40	10.77	23.89	29.50	22.43	9.82	1.19	
	T	5596	5166	No.	109	499	1167	1510	1278	541	62	430
				%	2.11	9.66	22.59	29.23	24.74	10.47	1.20	
Pure Mathematics Unit 1	M	2982	2687	No.	379	318	270	331	409	515	465	295
				%	14.10	11.83	10.05	12.32	15.22	19.17	17.31	
	F	2898	2682	No.	382	337	327	375	391	505	365	216
				%	14.24	12.57	12.19	13.98	14.58	18.83	13.61	
	T	5880	5369	No.	761	655	597	706	800	1020	830	511
				%	14.17	12.20	11.12	13.15	14.90	19.00	15.46	
Physics Unit 1	F	2024	1893	No.	317	351	359	358	355	142	11	131
				%	16.75	18.54	18.96	18.91	18.75	7.50	0.58	
	M	1368	1315	No.	215	293	251	262	236	56	2	53
				%	16.35	22.28	19.09	19.92	17.95	4.26	0.15	
	T	3392	3208	No.	532	644	610	620	591	198	13	184
				%	16.58	20.07	19.01	19.33	18.42	6.17	0.41	
Sociology Unit 1	M	1621	1405	No.	16	77	246	429	408	203	26	216
				%	1.14	5.48	17.51	30.53	29.04	14.45	1.85	
	F	4084	3715	No.	78	435	950	1102	806	298	46	369
				%	2.10	11.71	25.57	29.66	21.70	8.02	1.24	
	T	5705	5120	No.	94	512	1196	1531	1214	501	72	585
				%	1.84	10.00	23.36	29.90	23.71	9.79	1.41	
Spanish Unit 1	M	175	155	No.	24	30	43	28	17	13	0	20
				%	15.48	19.35	27.74	18.06	10.97	8.39	0.00	
	F	565	535	No.	120	116	132	77	53	34	3	30
				%	22.43	21.68	24.67	14.39	9.91	6.36	0.56	
	T	740	690	No.	144	146	175	105	70	47	3	50
				%	20.87	21.16	25.36	15.22	10.14	6.81	0.43	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION  
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2011

Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	
				I	II	III	IV	V	VI	VII		
Accounting Unit 2	M	762	718	No.	78	106	119	126	151	98	40	44
				%	10.86	14.76	16.57	17.55	21.03	13.65	5.57	
	F	1566	1493	No.	212	267	280	243	267	176	48	73
				%	14.20	17.88	18.75	16.28	17.88	11.79	3.22	
	T	2328	2211	No.	290	373	399	369	418	274	88	117
				%	13.12	16.87	18.05	16.69	18.91	12.39	3.98	
Applied Mathematics Unit 2	M	147	136	No.	42	24	30	21	8	10	1	11
				%	30.88	17.65	22.06	15.44	5.88	7.35	0.74	
	F	88	82	No.	22	16	12	5	13	12	2	6
				%	26.83	19.51	14.63	6.10	15.85	14.63	2.44	
	T	235	218	No.	64	40	42	26	21	22	3	17
				%	29.36	18.35	19.27	11.93	9.63	10.09	1.38	
Art and Design Unit 2	M	82	76	No.	36	17	14	5	3	1	0	6
				%	47.37	22.37	18.42	6.58	3.95	1.32	0.00	
	F	135	128	No.	70	43	12	0	1	2	0	7
				%	54.69	33.59	9.38	0.00	0.78	1.56	0.00	
	T	217	204	No.	106	60	26	5	4	3	0	13
				%	51.96	29.41	12.75	2.45	1.96	1.47	0.00	
Biology Unit 2	M	1015	970	No.	264	257	215	138	53	39	4	45
				%	27.22	26.49	22.16	14.23	5.46	4.02	0.41	
	F	2027	1963	No.	514	551	426	268	116	81	7	64
				%	26.18	28.07	21.70	13.65	5.91	4.13	0.36	
	T	3042	2933	No.	778	808	641	406	169	120	11	109
				%	26.53	27.55	21.85	13.84	5.76	4.09	0.38	
Chemistry Unit 2	M	1307	1232	No.	370	254	230	149	120	100	9	75
				%	30.03	20.62	18.67	12.09	9.74	8.12	0.73	
	F	1976	1915	No.	578	398	349	231	169	167	23	61
				%	30.18	20.78	18.22	12.06	8.83	8.72	1.20	
	T	3283	3147	No.	948	652	579	380	289	267	32	136
				%	30.12	20.72	18.40	12.07	9.18	8.48	1.02	
Computer Science Unit 2	M	408	376	No.	10	26	65	117	100	36	22	32
				%	2.66	6.91	17.29	31.12	26.60	9.57	5.85	
	F	177	170	No.	2	15	46	54	38	11	4	7
				%	1.18	8.82	27.06	31.76	22.35	6.47	2.35	
	T	585	546	No.	12	41	111	171	138	47	26	39
				%	2.20	7.51	20.33	31.32	25.27	8.61	4.76	
Economics Unit 2	M	933	879	No.	72	132	193	189	177	99	17	54
				%	8.19	15.02	21.96	21.50	20.14	11.26	1.93	
	F	1636	1553	No.	144	250	301	325	338	158	37	83
				%	9.27	16.10	19.38	20.93	21.76	10.17	2.38	
	T	2569	2432	No.	216	382	494	514	515	257	54	137
				%	8.88	15.71	20.31	21.13	21.18	10.57	2.22	
Electrical and Electronic Tech Unit 2	M	69	60	No.	2	2	4	14	27	9	2	9
				%	3.33	3.33	6.67	23.33	45.00	15.00	3.33	
	F	7	5	No.	0	1	0	0	2	2	0	2
				%	0.00	20.00	0.00	0.00	40.00	40.00	0.00	
	T	76	65	No.	2	3	4	14	29	11	2	11
				%	3.08	4.62	6.15	21.54	44.62	16.92	3.08	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION  
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2011

Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*
				I	II	III	IV	V	VI	VII	
Environmental Science Unit 2	M	427	377	No. 61 % 16.18	80 21.22	94 24.93	68 18.04	45 11.94	24 6.37	5 1.33	50
	F	739	680	No. 138 % 20.29	151 22.21	150 22.06	111 16.32	80 11.76	43 6.32	7 1.03	59
	T	1166	1057	No. 199 % 18.83	231 21.85	244 23.08	179 16.93	125 11.83	67 6.34	12 1.14	109
Food & Nutrition Unit 2	M	38	36	No. 3 % 8.33	9 25.00	14 38.89	7 19.44	1 2.78	2 5.56	0 0.00	2
	F	276	249	No. 20 % 8.03	83 33.33	80 32.13	40 16.06	20 8.03	5 2.01	1 0.40	27
	T	314	285	No. 23 % 8.07	92 32.28	94 32.98	47 16.49	21 7.37	7 2.46	1 0.35	29
French Unit 2	M	52	48	No. 8 % 16.67	9 18.75	8 16.67	8 16.67	11 22.92	4 8.33	0 0.00	4
	F	170	167	No. 35 % 20.96	50 29.94	39 23.35	19 11.38	20 11.98	4 2.40	0 0.00	3
	T	222	215	No. 43 % 20.00	59 27.44	47 21.86	27 12.56	31 14.42	8 3.72	0 0.00	7
Geography Unit 2	M	394	367	No. 1 % 0.27	17 4.63	47 12.81	134 36.51	126 34.33	40 10.90	2 0.54	27
	F	347	336	No. 5 % 1.49	23 6.85	68 20.24	123 36.61	100 29.76	17 5.06	0 0.00	11
	T	741	703	No. 6 % 0.85	40 5.69	115 16.36	257 36.56	226 32.15	57 8.11	2 0.28	38
Geom. and Mech. Eng. Draw. Unit 2	M	267	238	No. 2 % 0.84	17 7.14	60 25.21	64 26.89	68 28.57	26 10.92	1 0.42	29
	F	38	34	No. 0 % 0.00	2 5.88	5 14.71	9 26.47	15 44.12	3 8.82	0 0.00	4
	T	305	272	No. 2 % 0.74	19 6.99	65 23.90	73 26.84	83 30.51	29 10.66	1 0.37	33
History Unit 2	M	309	290	No. 3 % 1.03	28 9.66	71 24.48	64 22.07	81 27.93	35 12.07	8 2.76	19
	F	914	881	No. 25 % 2.84	100 11.35	253 28.72	224 25.43	190 21.57	81 9.19	8 0.91	33
	T	1223	1171	No. 28 % 2.39	128 10.93	324 27.67	288 24.59	271 23.14	116 9.91	16 1.37	52
Information Technology Unit 2	M	263	227	No. 0 % 0.00	9 3.96	47 20.70	86 37.89	70 30.84	8 3.52	7 3.08	36
	F	329	296	No. 1 % 0.34	23 7.77	102 34.46	114 38.51	50 16.89	4 1.35	2 0.68	33
	T	592	523	No. 1 % 0.19	32 6.12	149 28.49	200 38.24	120 22.94	12 2.29	9 1.72	69
Law Unit 2	M	229	202	No. 7 % 3.47	22 10.89	55 27.23	14 6.93	49 24.26	44 21.78	11 5.45	27
	F	645	613	No. 46 % 7.50	109 17.78	148 24.14	62 10.11	122 19.90	93 15.17	33 5.38	32
	T	874	815	No. 53 % 6.50	131 16.07	203 24.91	76 9.33	171 20.98	137 16.81	44 5.40	59

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION  
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Subject	SEX	CANDS ENTRY	CANDS WRITING EXAMS	GRADES							OTHER*	
				I	II	III	IV	V	VI	VII		
Literatures in English Unit 2	M	281	264	No.	2	27	62	83	51	36	3	17
				%	0.76	10.23	23.48	31.44	19.32	13.64	1.14	
	F	1276	1239	No.	31	188	416	387	159	52	6	37
				%	2.50	15.17	33.58	31.23	12.83	4.20	0.48	
	T	1557	1503	No.	33	215	478	470	210	88	9	54
				%	2.20	14.30	31.80	31.27	13.97	5.85	0.60	
Management of Business Unit 2	M	1328	1212	No.	88	237	372	303	168	37	7	116
				%	7.26	19.55	30.69	25.00	13.86	3.05	0.58	
	F	2400	2247	No.	266	539	704	481	207	45	5	153
				%	11.84	23.99	31.33	21.41	9.21	2.00	0.22	
	T	3728	3459	No.	354	776	1076	784	375	82	12	269
				%	10.23	22.43	31.11	22.67	10.84	2.37	0.35	
Pure Mathematics Unit 2	M	1476	1351	No.	269	204	196	192	213	171	106	125
				%	19.91	15.10	14.51	14.21	15.77	12.66	7.85	
	F	1503	1422	No.	249	256	231	228	222	178	58	81
				%	17.51	18.00	16.24	16.03	15.61	12.52	4.08	
	T	2979	2773	No.	518	460	427	420	435	349	164	206
				%	18.68	16.59	15.40	15.15	15.69	12.59	5.91	
Physics Unit 2	M	1325	1258	No.	238	193	251	238	228	101	9	67
				%	18.92	15.34	19.95	18.92	18.12	8.03	0.72	
	F	852	821	No.	139	165	169	176	120	47	5	31
				%	16.93	20.10	20.58	21.44	14.62	5.72	0.61	
	T	2177	2079	No.	377	358	420	414	348	148	14	98
				%	18.13	17.22	20.20	19.91	16.74	7.12	0.67	
Sociology Unit 2	M	944	865	No.	10	69	239	321	180	43	3	79
				%	1.16	7.98	27.63	37.11	20.81	4.97	0.35	
	F	2656	2499	No.	90	421	790	768	358	68	4	157
				%	3.60	16.85	31.61	30.73	14.33	2.72	0.16	
	T	3600	3364	No.	100	490	1029	1089	538	111	7	236
				%	2.97	14.57	30.59	32.37	15.99	3.30	0.21	
Spanish Unit 2	M	128	118	No.	22	28	25	21	16	5	1	10
				%	18.64	23.73	21.19	17.80	13.56	4.24	0.85	
	F	431	418	No.	90	121	100	56	39	11	1	13
				%	21.53	28.95	23.92	13.40	9.33	2.63	0.24	
	T	559	536	No.	112	149	125	77	55	16	2	23
				%	20.90	27.80	23.32	14.37	10.26	2.99	0.37	
<b>TOTAL</b>	M	41661	38238	No.	4047	5466	7768	8350	7532	3886	1189	3423
				%	10.58	14.29	20.31	21.84	19.70	10.16	3.11	
	F	66720	62718	No.	7428	11638	14909	13317	9550	4780	1096	4002
				%	11.84	18.56	23.77	21.23	15.23	7.62	1.75	
	T	108381	100956	No.	11475	17104	22677	21667	17082	8666	2285	7425
				%	11.37	16.94	22.46	21.46	16.92	8.58	2.26	

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### CAPE SITTING: A COMPARISON OF 2009 AND 2010 CANDIDATE ENTRIES BY TERRITORY

Territory	2010		2011		DIFF 2010-2011	
	No.	%	No.	%	No.	%
Antigua and Barbuda	506	1.96	580	2.10	74	14.62
Anguilla	87	0.34	118	0.43	31	35.63
Barbados	1253	4.86	1353	4.90	100	7.98
Belize	178	0.69	134	0.49	-44	-24.72
Dominica	21	0.08	34	0.12	13	61.90
Grenada	630	2.44	680	2.46	50	7.94
Guyana	474	1.84	627	2.27	153	32.28
Jamaica	12323	47.79	13339	48.33	1015	8.24
Montserrat	41	0.16	41	0.15	0	0.00
St Kitts and Nevis	636	2.47	731	2.65	95	14.94
Saint Lucia	57	0.22	62	0.22	5	8.77
St Vincent and the Grenadines	727	2.82	906	3.28	179	24.62
Trinidad and Tobago	8851	34.33	8992	32.58	141	1.59
<b>TOTAL</b>	<b>25784</b>	<b>100.00</b>	<b>27597</b>	<b>100.00</b>	<b>1812</b>	<b>7.03</b>

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

### CAPE CANDIDATE ENTRIES BY TERRITORY AND BY AGE GROUPS: MAY-JUNE 2011

TERRITORIES	UNDER 15	15.0-15.11	16.0-16.11	17.0-17.11	18.0-18.11	19 AND OVER	TOTAL
Antigua and Barbuda			8	105	195	272	580
Anguilla				14	47	57	118
Barbados			60	449	523	321	1353
Belize				12	46	76	134
Dominica				2	3	29	34
Grenada			1	135	243	301	680
Guyana			7	215	278	127	627
Jamaica	2	8	120	1715	6100	5394	13339
Montserrat				9	10	22	41
St Kitts & Nevis			3	119	283	326	731
St Lucia			3		7	52	62
St Vincent and the Grenadines			5	206	320	375	906
Trinidad and Tobago		3	37	1545	3883	3524	8992
TOTAL	2	11	244	4526	11938	10876	27597
	0.01	0.04	0.88	16.41	43.28	39.43	100.05

# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▸

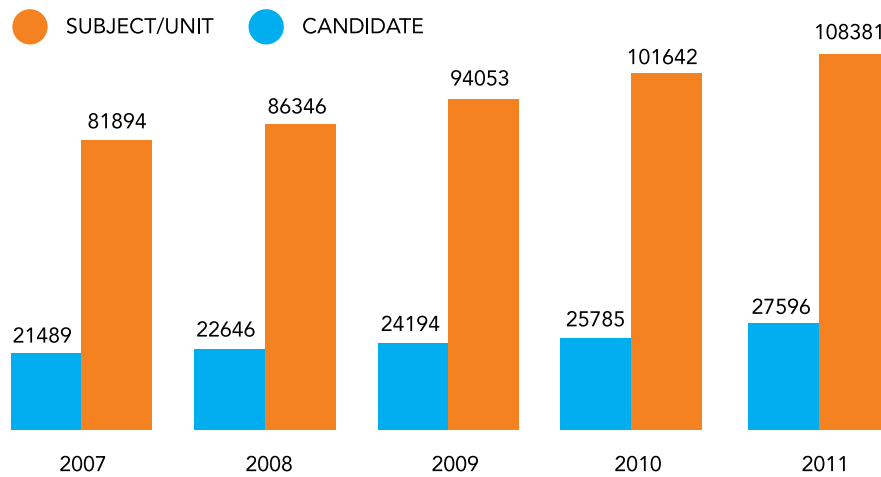
### CAPE CANDIDATE ENTRIES BY GENDER AND TERRITORY: MAY–JUNE 2011

TERRITORIES	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Antigua and Barbuda	238	41.03	342	58.97	580	2.10
Anguilla	40	33.90	78	66.10	118	0.43
Barbados	534	39.47	819	60.53	1353	4.90
Belize	52	38.81	82	61.19	134	0.49
Dominica	8	23.53	26	76.47	34	0.12
Grenada	184	27.06	496	72.94	680	2.46
Guyana	244	38.92	383	61.08	627	2.27
Jamaica	5064	37.97	8275	62.03	13339	48.33
Montserrat	22	53.66	19	46.34	41	0.15
St Kitts and Nevis	222	30.37	509	69.63	731	2.65
Saint Lucia	20	32.26	42	67.74	62	0.22
St Vincent and the Grenadines	304	33.55	602	66.45	906	3.28
Trinidad & Tobago	3543	39.40	5449	60.60	8992	32.58
<b>TOTAL</b>	<b>10475</b>	<b>37.96</b>	<b>17121</b>	<b>62.04</b>	<b>27597</b>	

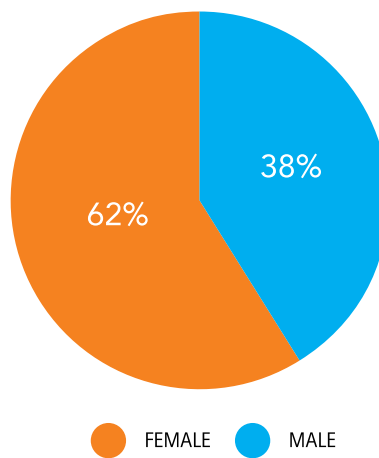
# APPENDIX THREE

## CAPE ENTRY AND PERFORMANCE DATA ▶

CAPE MAY/JUNE SITTING: REGIONAL ENTRIES 2007 – 2011



CAPE 2011 TOTAL CANDIDATE ENTRIES BY GENDER



# APPENDIX FOUR

## MEMBERSHIP OF COUNCIL 2011 ▶

---

### THE UNIVERSITY OF THE WEST INDIES

Professor E. Nigel Harris (Chairman)

Professor Hazel Simmons-McDonald  
Pro-Vice Chancellor and Principal  
Open Campus

Sir Hilary Beckles  
Pro-Vice Chancellor and Principal

Professor Alvin Wint  
Pro-Vice Chancellor, UWI Board of Undergraduate

### UNIVERSITY OF GUYANA

Professor Lawrence Carrington  
Vice Chancellor

Dr Marlene Cox  
Deputy Vice Chancellor

### ANGUILLA

Mrs Chanelle Petty-Barrett  
Permanent Secretary  
Education, Library Services, Sport, Youth and Culture

Ms Rhonda Connor  
Chief Education Officer

### ANTIGUA AND BARBUDA

Mrs Yvette Samuel  
Principal  
Antigua Girls' High School

### BARBADOS

Mrs Cecile Humphrey  
Permanent Secretary (Ag)

Mr Laurie King  
Chief Education Officer (Ag)

Mr Winston Crichlow  
Principal  
Harrison College

### BELIZE

Mr David Leacock  
Chief Executive Officer

Ms Salome Tillett  
Principal  
St Catherine Academy

### BRITISH VIRGIN ISLANDS

Dr Marcia Potter  
Chief Education Officer (Ag)

Mrs Connie George  
Deputy Principal (Academic Affairs)  
Elmore Stoutt High School

### CAYMAN ISLANDS

Mrs Shirley Wahler  
Chief Education Officer

Mr Adrian Jones  
Principal  
Cayman Brac High School

### DOMINICA

Mrs Jennifer Wallace-Lafond  
Permanent Secretary

Mrs Alicia Jean-Jacques  
Principal  
Dominica Grammar School

### GRENADA

Mrs Arlene Buckmire-Outram  
Permanent Secretary

Mrs Rholda Quamina  
Principal  
Bishops College

### GUYANA

Mr Pulandar Kandhi  
Permanent Secretary

Ms Doodmattie Singh  
Assistant Chief Education Officer (Ag)

Roopchand Persuad

## MEMBERSHIP OF COUNCIL 2011 (CONTINUED)

---

### JAMAICA

Ms Barbara Allen  
Senior Director  
Planning and Development Division

Mrs Grace-Ann McLean  
Chief Education Officer

Mr Ruel Reid  
Principal  
Jamaica College

### MONTSERRAT

Mrs Daphne Cassell  
Permanent Secretary

Mr Glen Francis  
Director of Education

### ST KITTS AND NEVIS

Mrs Ionie Liburd-Willett  
Permanent Secretary

Mrs Carlene Henry-Morton  
Deputy Principal  
Basseterr High School

### ST LUCIA

Dr Rufina Frederick  
Permanent Secretary

Mr Terrence Fernelon  
Principal  
Babonneau Secondary School

### ST VINCENT AND THE GRENADINES

Ms Lou-Anne Gilchrist  
Chief Education Officer (Ag)

Mrs Andrea Bowman  
Headmistress  
Girls' High School

### TRINIDAD AND TOBAGO

Mrs Kathleen Thomas  
Permanent Secretary (Ag)

Ms Sherida Rahman  
Principal  
Moruga Composite School

### TURKS AND CAICOS ISLANDS

Ms Sonia Williams  
Under Secretary

Mr David Bowen  
Principal  
Majorie Basden High School

### CO-OPTED

Sir Roy Augier  
Sir Keith Hunte  
Sir Kenneth Hall

# APPENDIX FIVE

## SCHOOL EXAMINATIONS COMMITTEE (SEC) ▶

---

Membership of the School Examinations Committee:

### THE UNIVERSITY OF THE WEST INDIES

Professor E. Nigel Harris  
Chairman of Council

Professor Hazel Simmons-McDonald  
Pro-Vice Chancellor and Principal  
Open Campus

### UNIVERSITY OF GUYANA

Dr Marlene Cox  
Deputy Vice Chancellor

### ANGUILLA

Ms Colleen A Horsford  
Local Registrar/Education Officer  
Assessment, Measurement and Testing

Mrs Ingrid Lake  
Principal  
Albena Lake Hodge Comprehensive School

### ANTIGUA AND BARBUDA

Mrs Yvette Samuel  
Principal  
Antigua Girls' High School

### BARBADOS

Mr Erwin Greaves  
Deputy Chief Education Officer (Ag)

Mr Winston Crichlow  
Principal  
Harrison College

Mr Laurie King  
Chief Education Officer (Ag)

### BELIZE

Mr Christopher Aird  
Chief Education Officer

Mr Deryck Satchwell  
Deputy Director (Ag)  
Tertiary, Post-Secondary Education  
and Adult and Continuing Education

### BRITISH VIRGIN ISLANDS

Dr Marcia Potter  
Chief Education Officer (Ag)

Mrs Erma C Vanterpool  
Principal  
Claudia Creque Educational Centre

### CAYMAN ISLANDS

Mrs Shirley Wahler  
Chief Education Officer

Ms Lyneth Monteith  
Deputy Principal  
John Gray High School

### DOMINICA

Windith Henderson  
Senior Education Officer

Mrs Andra Christian  
Principal  
St Martin Secondary School

### GRENADA

Mrs Andrea Phillip  
Deputy Chief Education Officer

Mr Phillip Thomas  
Principal  
Grenada Boys Secondary School

### GUYANA

Mr Pulandar Kandhi  
Permanent Secretary

Ms Doodmattie Singh  
Assistant Chief Education Officer (Ag)

Ms Jackie Benn  
Principal  
New Amsterdam Multilateral School

### JAMAICA

Mrs Grace Ann Mclean  
Chief Education Officer

Mr Ruel Reid  
Principal  
Jamaica College

## CARIBBEAN EXAMINATIONS COUNCIL HEADQUARTERS (CONTINUED)

---

### **MONTserrat**

Miss Yasmin White  
Education Officer and Local Registrar

Mrs Cherlyn Hogan  
Vice Principal  
Government Secondary School

### **ST KITTs AND NEVIS**

Mrs Geraldine Julius  
National Examinations Registrar

Mr Edson Elliott  
Principal  
Charlestown Secondary School

### **ST LUCIA**

Ms Philomene Alexander  
Chief Education Officer (Ag)

Mr Rowan Seon  
Principal  
St Mary's College

### **ST VINCENT AND THE GRENADINES**

Ms Lou-Anne Gilchrist  
Chief Education Officer (Ag)

Mr Frank Jones  
Principal  
St Vincent Grammar School

### **TRINIDAD AND TOBAGO**

Mrs Sharon Mangroo  
Chief Education Officer

Ms Sherry-Ann Rollocks-Hackett  
Principal  
Speyside High School

### **TURKS AND CAICOS ISLANDS**

Mr Edgar Howell  
CEO/Director of Education

Mr David Bowen  
Principal  
Majorie Basden High School

### **CO-OPTED**

Sir Roy Augier  
Sir Keith Hunte

# APPENDIX SIX

## MEMBERSHIP OF THE SUB-COMMITTEE OF THE SCHOOL EXAMINATIONS COMMITTEE (SUBSEC) ▶

---

Membership of SUBSEC for 2011 is as follows:

### THE UNIVERSITY OF THE WEST INDIES

Prof. Hazel Simmons-McDonald  
Pro-Vice Chancellor and Principal, The Open Campus

### UNIVERSITY OF GUYANA

Dr Marlene Cox  
Deputy Vice Chancellor

### BARBADOS

Mr Erwin Greaves  
Deputy Chief Education Officer (Ag)

### BELIZE

Mr Christopher Aird  
Chief Education Officer

### BRITISH VIRGIN ISLANDS

Dr Marcia Potter  
Chief Education Officer (Ag)

### GUYANA

Ms Melcita Bovell (until September 2011)  
Assistant Chief Education Officer (Ag) (Secondary Education)

Ms Doodmattie Singh (from October 2011)  
Assistant Chief Education Officer (Ag)

### JAMAICA

Mrs Grace Ann Mclean  
Chief Education Officer

### ST LUCIA

Ms Philomene Alexander  
Chief Education Officer (Ag)

### ST VINCENT AND THE GRENADINES

Ms Lou-anne Gilchrist  
Chief Education Officer (Ag)

### TRINIDAD AND TOBAGO

Mrs Sharon Mangroo  
Chief Education Officer

### CO-OPTED

Sir Keith Hunte

# APPENDIX SEVEN

## MEMBERSHIP OF THE ADMINISTRATIVE AND FINANCE COMMITTEE ▶

---

Membership of AFC for 2011 is as follows:

### ANGUILLA

Mrs Chanelle Petty-Barrett  
Permanent Secretary

### BARBADOS

Mr Curtis Pilgrim (to June 2011)  
Deputy Permanent Secretary (Ag)

Mrs Adrienne Jones (from October 2011)  
Senior Administration Officer

### CAYMAN ISLANDS

Mrs Shirley Wahler  
Chief Education Officer

### GUYANA

Mr Pulandar Kandhi  
Permanent Secretary

### JAMAICA

Ms Barbara Allen  
Senior Director  
Planning and Development Division

### TRINIDAD AND TOBAGO

Mr Maurice Suite (to April 2011)  
Permanent Secretary

Ms Kathleen Thomas (from October 2011)  
Permanent Secretary

### TURKS AND CAICOS ISLANDS

Dr Beatrice Fulford  
Permanent Secretary

### CO-OPTED

Sir Kenneth Hall  
Sir Keith Hunte

# APPENDIX EIGHT

## MEMBERSHIP OF THE FINAL AWARDS COMMITTEE ▶

---

Membership of FAC for 2011 is as follows:

### ANTIGUA AND BARBUDA

Mrs Jacintha Pringle  
Chief Education Officer

### BARBADOS

Mr Winston Crichlow  
Principal  
Harrison College

### GRENADA

Ms Astra Frank  
District Education Officer

### GUYANA

Ms Melcita Bovell  
Assistant Chief Education Officer (Ag)  
(Secondary Education)

### JAMAICA

Mrs Grace McLean  
Chief Education Officer

### MONTSERRAT

Miss Yasmin White  
Education Officer and Local Registrar

### ST KITTS AND NEVIS

Mrs Lorna-Queeley-Connor

### TRINIDAD AND TOBAGO

Ms Angela Iloo  
Principal  
Holy Faith Convent

### CO-OPTED

Sir Roy Augier

# APPENDIX NINE

## LOCAL REGISTRARS ▶

---

### ANGUILLA

Colleen Horsford

### ANTIGUA AND BARBUDA

Myrick Smith

### BARBADOS

Erwin Greaves

### BELIZE

Juan Vargas

### BRITISH VIRGIN ISLANDS

Jillian Douglas-Phillip

### CAYMAN ISLANDS

Delores Thompson

### DOMINICA

Catherine Daniel

### GRENADA

Horace Persaud

### GUYANA

Sauda Kadir

### JAMAICA

Hector Stephenson

### MONTSERRAT

Yasmin White

### SABA

Hemmie voin Xanten

### ST LUCIA

Philomene Alexander

### ST KITTS AND NEVIS

Geraldine Julius

### ST MAARTEN

Yvette Halley

### ST VINCENT AND THE GRENADINES

Gwenette Cambridge

### TRINIDAD AND TOBAGO

Joann Bailey-Clarke

### TURKS AND CAICOS ISLANDS

Robert Newman



CXC Local Registrars pose with the Registrar and Mrs Susan Giles, Senior Assistant Registrar, Examinations Administration and Security Division following their meeting

# APPENDIX TEN

## MEMBERSHIP OF THE SUBJECT PANELS (CSEC) ▶

### SUBJECTS

### PANELS

#### Additional Mathematics

#### Dr Angela Shirley (Trinidad and Tobago) – Convenor

Ms Pauline Lobban (Jamaica)  
Mr Patrick Cadogan (Barbados)  
Mr Javed Samuel (St Lucia)  
Mr Albert Collins (Antigua and Barbuda)  
Mr Mahadeo Deokinandan (Guyana)

#### Agricultural Science

(Single Award and Double Award)

#### Dr Majeed Mohamed (Trinidad and Tobago) – Convenor

Mrs Yvonne Blair-McIntosh (Guyana)  
Mr Norman Yarru (Jamaica)  
Mr Carson Bancroft (Barbados)  
Mr Oswald Joseph (Antigua and Barbuda)  
Mr Addison Warner (St Kitts and Nevis)

#### Biology

#### Dr Grace Sirju-Charran (Trinidad and Tobago) – Convenor

Mr Elvis Nuñez (Belize)  
Mrs Charmaine Foster (Barbados)  
Mrs Allison Peart (Jamaica)  
Mrs Yvonne Chichester (Guyana)  
Mr Andre McAulay (Dominica)

#### Business Education

- Principles of Accounts
- Principles of Business
- Electronic Document Preparation and Management

#### Mrs Joylyn Breedy (Guyana) – Convenor

Ms Edlena Adams (St. Vincent and the Grenadines)  
Ms Judith Carter (Antigua and Barbuda)  
Mrs Florence Harrigan (Anguilla)  
Mrs Joan Johnson (Jamaica)  
Mrs Christine Mathurin (St. Lucia)  
Mr Courtney Senhouse (Barbados)

#### Caribbean History

#### Dr Henderson Carter (Barbados) – Convenor

Mr Dane Morton-Gittens (Trinidad and Tobago)  
Mrs Angela Stennett (Jamaica)  
Ms Anne Thompson (Guyana)  
Ms Angela Black (Antigua and Barbuda)  
Mrs Brenda Armstrong (Belize)

#### Chemistry

#### Ms Beverly Myers (Jamaica) – Convenor

Mrs Cheryl McDonald (Guyana)  
Ms Patricia Murray (Barbados)  
Ms Farishazad Nagir (Trinidad and Tobago)  
Mr Alec Duncan (Grenada)  
Mrs Juanita Hunte-King (St Vincent and the Grenadines)

## MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (CONTINUED)

### SUBJECTS

### PANELS

#### Economics

#### **Mrs Paula Wright (Jamaica) – Convenor**

Mrs Pamela Shaw (Antigua and Barbuda)  
Ms Judy Reid (Barbados)  
Mrs Odette O’Neil-Kerr (Trinidad and Tobago)  
Mr Higinio Tzul (Belize)  
Mr Frank Jordan (Guyana)

#### Electronic Document Preparation and Management

#### **Ms Ann Wallace (Barbados) – Convenor**

Miss Marcia Thomas (Guyana)  
Ms Venus King (Trinidad and Tobago)  
Mrs Janice Latty-Morrison (Jamaica)  
Mrs Cathy Augier-Gill (St Lucia)  
Mrs Odette Woodye-Palacio (Belize)

#### English A and English B

#### **Ms Daphine Simon (Jamaica) – Convenor**

Ms Pauline Millar (Barbados)  
Mrs Desryn Collins (Antigua and Barbuda)  
Mrs Ingrid Fung (Guyana)  
Mr Deryck Satchwell (Belize)  
Mrs Mala Morton-Gittens (Trinidad and Tobago)

#### Expressive Arts

- Music

#### **Ms Joan Tucker (Jamaica) – Convenor**

Mrs Marion Byron (Antigua and Barbuda)  
Mrs Petronilla Deterville (St. Lucia)  
Mrs Joy Knight-Lynch (Barbados)  
Mrs Patrice Cox-Neaves (Trinidad and Tobago)  
Mrs Joan Bacchus-Xavier (Trinidad and Tobago)

- Theatre Arts

#### **Mrs Naomi Adonis-Woodsley (Trinidad and Tobago) – Convenor**

Mr Kendell Hippolyte (St. Lucia)  
Mrs Yvette Simmons-Jemmott (Barbados)  
Mr Marlon Williams (Jamaica)  
Ms Shaundel Phillips (Guyana)  
Mr Victor Edwards (Trinidad and Tobago)

- Visual Arts

#### **Prof. Doris Rogers (Guyana) – Convenor**

Dr Victor Agard (Barbados)  
Ms Velma Batson-Mills (Barbados)  
Mr Norris Iton (Trinidad and Tobago)  
Mr Bernard E. Richardson (Antigua and Barbuda)  
Mrs Pearline Williams (Jamaica)

#### Geography

#### **Dr Michelle Mycoo (Trinidad and Tobago) – Convenor**

Dr Mark Bynoe (Guyana)  
Mrs Claudette Charles (Trinidad and Tobago)  
Mrs Karen Radcliffe (Jamaica)  
Ms Jeanette Ottley (Barbados)  
Mr Sinclair Leitch (Antigua and Barbuda)

## MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (CONTINUED)

## SUBJECTS

## PANELS

**Home Economics**

- Home Economics: Management
- Clothing and Textiles
- Food and Nutrition

**Mrs Daphne Samuels (Jamaica) – Convenor**

Mrs Jennifer Athill (Antigua and Barbuda)  
 Mrs Penelope Harris (Guyana)  
 Mrs Hedda Phillips-Bynoe (Barbados)  
 Mrs Norma Maynard (St. Lucia)  
 Mrs Joycelyn Richardson (Anguilla)  
 Mrs Beatrice Davis (St. Vincent and the Grenadines)  
 Ms Kathleen Richards (Trinidad and Tobago)

**Human and Social Biology****Dr Dalip Ragoobirsingh (Jamaica) – Convenor**

Miss Pamela Hunte (Barbados)  
 Mrs Barbara Williams (St. Kitts)  
 Miss Oneilia Alexis (Trinidad and Tobago)  
 Miss Doreen Dealy (Guyana)  
 Mrs Chrisilla Daniel (Turks and Caicos Islands)

**Industrial Technology**

- Building Technology
  - Option I - Woods
  - Option II - Construction
- Mechanical Engineering Tech
- Electrical & Electronic Tech

**Mr Fitzroy Richards (Trinidad and Tobago) – Convenor**

Miss Sandra Berry (Turks and Caicos Islands)  
 Mr John Satney (St. Lucia)  
 Dr Noel Brown (Jamaica)  
 Mr Andy Moore (Guyana)  
 Mr Noel Harvey (Belize)  
 Mr Ronald Greenaway (Antigua and Barbuda)  
 Mr Robert Lewis (Barbados)

**Information Technology****Mrs Pauline Francis-Cobley (Barbados) – Convenor**

Mr Dinesan Deepak (St. Kitts and Nevis)  
 Mrs June Moe-Ashby (Barbados)  
 Dr Michael Hosein (Trinidad and Tobago)  
 Miss Cheverlyn Williams (Montserrat)  
 Mr Ian McGowan (Jamaica)

**Integrated Science****Ms Denise Hernandez (Trinidad and Tobago) – Convenor**

Mr Winston Massiah (Barbados)  
 Mrs Bernadette Nichols (St. Lucia)  
 Mrs Marsha Russell (Jamaica)  
 Mrs Sharon Patterson-Bourne (Guyana)  
 Mr Victor Joseph (Antigua and Barbuda)

**Mathematics****Mr Steven Khan (Trinidad and Tobago) – Convenor**

Mr Albert Collins (Antigua and Barbuda)  
 Mrs Ava Brown-Mothersill (Jamaica)  
 Mrs Rajwantie Permaul (Guyana)  
 Mr Alfredo Mai (Belize)  
 Mr Patrick Cadogan (Barbados)

## MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (CONTINUED)



### SUBJECTS

### PANELS

#### Modern Languages

#### Mr Sydney Bartley (Jamaica) – Convenor

Mrs Melva Persico (Guyana)  
Ms Ariola Pasos (Belize)  
Mr John d’Auvergne (St. Lucia)  
Mr Noel Gittens (Barbados)  
Mrs Marcelle Sosa (Trinidad and Tobago)  
Dr Paulette Ramsay (Jamaica)

#### Office Administration

#### Mrs Sylma Finisterre (St. Lucia) – Convenor

Ms Charon Maxime (Trinidad and Tobago)  
Ms Ann Marie Benjamin (Jamaica)  
Miss Angela Jackson (Barbados)  
Ms Marcia Thomas (Guyana)  
Mrs Karol Burgess (Trinidad and Tobago)

#### Physical Education and Sport

#### Dr Joyce Graham-Royal (Jamaica) – Convenor

Ms Andrea Nichols (Barbados)  
Mr Nicholas Fraser (Guyana)  
Mr Pierre James (Antigua and Barbuda)  
Mr Hance Richards (St Kitts and Nevis)  
Mr Mark Mungal (Trinidad and Tobago)

#### Physics

#### Dr Shirin Haque (Trinidad and Tobago) - Convenor

Mr Jason Lanza (Belize)  
Mr Owen Madden (Jamaica)  
Mr Marvin Lee (Guyana)  
Ms Yvette Mayers (Barbados)  
Mr Lancelot Caesar (Turks and Caicos Islands)

#### Religious Education

#### Mr Kenneth Runcie (Jamaica) – Convenor

Mrs Pauline Raymond (Jamaica)  
Sister Marilyn James (Grenada)  
Mrs Aurea Honore (Trinidad and Tobago)  
Mr Verden Blease (Belize)  
Rev. Paul A. Douglas-Walfall (Barbados)

#### Social Studies

#### Mr Stephenson Brathwaite (Barbados) – Convenor

Ms Annie Greaves (St. Lucia)  
Mr Leroy Hill (Anguilla)  
Ms Sharon De La Rosa (Trinidad and Tobago)  
Ms Lenna Williams (Jamaica)  
Mrs Selestine La Rose (Guyana)

#### Technical Drawing

#### Mrs Estellita Rene (St Lucia)

Mr Everette Riley (Jamaica)  
Mr Frank Archer (Barbados)  
Mr Ohomine Sobers (Guyana)  
Mr David Davis (Trinidad and Tobago)  
Mr Kevin Baker (Turks and Caicos)

# APPENDIX ELEVEN

## MEMBERSHIP OF THE SUBJECT PANELS (CAPE) ▶

### SUBJECTS

### PANELS

#### Accounting

#### Mr Donley Carrington (Barbados) - Convener

Mr Lesley Burrows (Trinidad and Tobago)  
Mrs Ethne Richardson (Anguilla)  
Ms Jacqueline Chung (Jamaica)  
Ms Joylyn Breedy (Guyana)

#### Agricultural Science

#### Dr Francis Davis (Trinidad and Tobago) - Convener

Ms Marcia Marville (Barbados)  
Mr Jomo Tobin (Guyana)  
Ms Suzette Johnson (Jamaica)  
Mr Addison Warner (St Kitts and Nevis)

#### Applied Mathematics/ Pure Mathematics

#### Prof Charles Cadogan (Barbados) - Convener

Dr Leopold Perriott (Belize)  
Mr Kenneth Baisden (Trinidad and Tobago)  
Mr Mahadeo Deokinandan (Guyana)  
Mrs Janice Steele (Jamaica)  
Mrs Gaile Gray-Phillip (St Kitts and Nevis)  
Mr Andres Ramirez (Belize)

#### Art and Design

#### Mr Kenwyn Crichlow (Trinidad and Tobago) - Convener

Mr Christopher Cozier (Trinidad and Tobago)  
Ms Denyse Menard-Greenidge (Barbados)  
Dr Nadine Scott (Jamaica)  
Ms Josepha Tamayo Valz (Guyana)

#### Biology

#### Dr Hyacinth Fields (Barbados) - Convener

Mrs Veronica Alleyne (Barbados)  
Mrs Linda Atwaroo-Ali (Trinidad and Tobago)  
Mr Godfrey Williams (Jamaica)  
Miss Jewel Liddell (Guyana)

#### Caribbean Studies

#### Dr John Campbell (Trinidad and Tobago) - Convener

Mr Sherwin Fraser (Guyana)  
Mr John Beckford (Jamaica)  
Dr Henderson Carter (Barbados)  
Ms Decima Hamilton (St Vincent and the Grenadines)

#### Chemistry

#### Dr Dow Maharaj (Trinidad and Tobago) - Convener

Miss Jennifer Murray (Jamaica)  
Miss Juliane Pasos (Belize)  
Mr Raymond Ramsaroop (Guyana)  
Mrs Valerie Moseley (Barbados)

#### Communication Studies

#### Dr Kathryn Shields-Brodber (Jamaica) - Convener

Ms Heather Murphy (Trinidad and Tobago)  
Ms Silvana Woods (Belize)  
Mrs Winifred Marshall-Ellis (Guyana)  
Mr Ishmael Daniel (Barbados)

## MEMBERSHIP OF THE SUBJECT PANELS (CAPE) (CONTINUED)

### SUBJECTS

### PANELS

#### Computer Science and Information Technology

#### **Dr John Charlery (Barbados) - Convenor**

Mr Sean Thorpe (Jamaica)  
Ms Tessa Oudkerk (Anguilla)  
Mr Randolph Clarke (Barbados)  
Mr Rayman Khan (Guyana)  
Miss Rhonda Alexander (Antigua and Barbuda)

#### Economics

#### **Mr Rodney Romany (Trinidad and Tobago) - Convenor**

Dr Cyril Solomon (Guyana)  
Ms Mitzie Reid (Jamaica)  
Mr Hugh Heyliger (St. Kitts and Nevis)  
Ms Sandra Butcher (Barbados)

#### Electrical and Electronic Technology

#### **Dr Chandrabhan Sharma (Trinidad and Tobago) - Convenor**

Dr Frederick Isaac (St Lucia)  
Mr Andrew C. Isaacs (Jamaica)  
Mr Collin Basdeo (Guyana)  
Mrs Paula Ferguson (Trinidad and Tobago)

#### Entrepreneurship Education

#### **Dr Mauvalyn Bowen (Jamaica) – Convenor**

Mrs Lystra Stephens-James (Trinidad and Tobago)  
Mrs Marcia Brandon (Barbados)  
Mr Sukrishnalall Pasha (Guyana)  
Mrs Maria Lashley (St Lucia)

#### Environmental Science

#### **Prof Dale Webber (Jamaica) - Convenor**

Mr Oliver Dragon (Grenada)  
Miss Farishazad Nagir (Trinidad and Tobago)  
Mrs Jillian Orford (Barbados)  
Dr Paulette Bynoe (Guyana)

#### Food and Nutrition

#### **Ms Cynthia Rennie (Trinidad and Tobago) - Convenor**

Ms Roxanne Benjamin-Hoppie (Guyana)  
Dr Pauline Samuda (Jamaica)  
Dr Antonia Coward (Barbados)  
Ms Juanita James (Antigua and Barbuda)

#### Geography

#### **Prof David Barker (Jamaica) - Convenor**

Dr Mark Bynoe (Guyana)  
Mr Kevin Malcolm (St. Vincent and the Grenadines)  
Ms Janice Richards (Trinidad and Tobago)  
Ms Jeanette Ottley (Barbados)

#### Geometrical and Mechanical Engineering Drawing

#### **Mr Derrick Edwards (Trinidad and Tobago) - Convenor**

Mr Maurice Fletcher (Jamaica)  
Mr Cecil E. Ford (Belize)  
Mr Austin Sankies (Guyana)  
Mr Alphonso White (Barbados)

## MEMBERSHIP OF THE SUBJECT PANELS (CAPE) (CONTINUED)

**SUBJECTS****PANELS****History****Prof Verene Shepherd (Jamaica) - Convenor**

Dr Janice Mayers (Barbados)  
 Mrs Ingrid Lake (Anguilla)  
 Miss Cecilia McAlmont (Guyana)  
 Mrs Theresa Neblett-Skinner (Trinidad and Tobago)

**Law****Mr Jefferson Cumberbatch (Barbados) - Convenor**

Mr Ramesh Rajkumar (Guyana)  
 Mr Damian Barrett (Jamaica)  
 Ms Michelle Beckles (Trinidad and Tobago)  
 Ms Naeisha John (Grenada)

**Literatures in English****Ms Grace Leyow (Jamaica) - Convenor**

Ms Gem Rohlehr (Guyana)  
 Ms Marva Lashley (Barbados)  
 Mrs Rita Celestine-Carty (Anguilla)  
 Dr Carol Andrews-Redhead (Trinidad and Tobago)

**Management of Business****Mr Fatai Akinkuole (Belize) – Convenor**

Ms Lilith Wilson (Jamaica)  
 Dr Jeannine Comma (Barbados)  
 Mr Hector Edwards (Guyana)  
 Mr Siddique Barkarr (Trinidad and Tobago)

**Modern Languages****Dr Beverley-Anne Carter (Trinidad and Tobago) - Convenor**

Mrs Taneisha Ingleton (Jamaica)  
 Mr Thomas Chase (Grenada)  
 Mrs Peggy Durant (Barbados)  
 Mrs Ingrid Kemchand-Shah (Trinidad and Tobago)  
 Ms Janet Ramsey (Antigua and Barbuda)

**Performing Arts****Mr Rawle Gibbons (Trinidad and Tobago) – Convenor**

Mr Henry Muttoo (Cayman Islands)  
 Miss Neila-Ann Ebanks (Jamaica)  
 Ms Hazel B Franco (Trinidad and Tobago)  
 Dr Paloma Mohamed (Guyana)  
 Mr Roger O Gittens (Barbados)  
 Mr Michael Cherrie (Trinidad and Tobago)

**Physics****Dr Joseph Skobla (Jamaica) - Convenor**

Mrs Joyce Crichlow (Trinidad and Tobago)  
 Mr John Lockhart (Trinidad and Tobago)  
 Mr Lomer Rock (Barbados)  
 Mr Dwight DeFreitas (St Vincent and the Grenadines)

**Recreation and Tourism Management****Dr Mechelle Best (Barbados) – Convenor**

Mrs Camille Robertson (Guyana)  
 Miss Fabia Lamm (Jamaica)  
 Miss Shirlene Nibbs (Antigua and Barbuda)  
 Miss Shaneil Sandy (Trinidad and Tobago)

**Sociology****Prof Christine Barrow (Barbados) - Convenor**

Mrs Maria Bartholomew (Grenada)  
 Mrs Juliet Jones (Jamaica)  
 Dr Nasser Mustapha (Trinidad and Tobago)  
 Mr Berkley Stewart (Guyana)

# APPENDIX TWELVE

## MEMBERSHIP OF THE SUBJECT PANELS (CCSLC) ▶

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### SUBJECTS

### PANELS

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#### English

#### **Mrs Novelette McLean-Francis (Jamaica) - Convenor**

Mr Deryck Satchwell (Belize)  
Ms Vanessa John (Anguilla)  
Ms Cornella Caines (St. Kitts and Nevis)  
Ms Pauline Millar (Barbados)

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#### Social Studies

#### **Mrs Sonia Robinson-Glanville (Jamaica) - Convenor**

Ms Grace Lewis-Antoine (Guyana)  
Ms Annie Greaves (St. Lucia)  
Ms Sharon De La Rosa (Trinidad and Tobago)  
Mrs Maureen Adams (St. Kitts & Nevis)

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#### Modern Languages

#### **Mrs Elsie Liburd-Brandy (St. Kitts & Nevis) - Convenor**

Mr Leonard Robinson (St Lucia)  
Mrs Shirlyn Theodore-Phillip (Dominica)  
Mrs Diana Patricia Wilson (Barbados)  
Miss Pamela Benjamin (Grenada)

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#### Integrated Science

#### **Mr Winston Forrest (Jamaica) - Convenor**

Miss Pamela Hunte (Barbados)  
Mrs Germaine Tillett (Belize)  
Mrs Andrea Otto (Antigua and Barbuda)  
Mrs Joselyn Theophile-Richardson (Anguilla)

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#### Mathematics

#### **Mr Kenneth Holder (St. Vincent and the Grenadines) - Convenor**

Mrs Kisha Francis-Forrest (Jamaica)  
Mrs Princess Hutchinson (St. Kitts and Nevis)  
Mrs Grace Smith (Barbados)  
Mrs Rosette Joseph (Antigua and Barbuda)

# APPENDIX THIRTEEN

## STAFF OF THE COUNCIL ▶

### OFFICE OF THE REGISTRAR

Registrar

**Dr Didacus Jules**

Director, Corporate Strategy and Business Development

**VACANT**

Director, Corporate Services

**Mr Anderson Marshall**

Senior Assistant Registrar (Quality Assurance)

**Dr Yolande Wright**

Assistant Registrar (Public Information/ Customer Service)

**Mr Cleveland Sam**

Assistant Registrar (Webmaster)

**Ms Simone Pasmore**

Executive Administrative Assistant

**Ms Amril Gittens** (Promoted from Administrative Assistant, Finance and Office Management Division on 1 August 2011)

Senior Secretary (Upgraded from Clerk/Typist)

**Ms Patricia Clarke** (Promoted from Clerk, Registrar's Office retroactive to 1 May 2010 as a result of upgrade of substantive Clerk/Typist post)

### CORPORATE STRATEGY AND BUSINESS DEVELOPMENT UNIT

Assistant Registrar (Business Development Officer)

**Mrs Miranda Sealy**

(Temporarily reassigned from Assistant Registrar, Examinations Administration and Security Division)

Administrative Assistant

**VACANT**

Senior Secretary

**Mrs Jackie Niles-Squires**

### RECORDS AND ARCHIVES MANAGEMENT UNIT

Assistant Registrar (Archivist/Records Manager)

**Mrs Lucia Lewis-Casimir**

Records Supervisor

**Mrs Mildred Daniel**

Clerks

**Ms Kath-Ema Armstrong**

**Mrs Jacqueline Chase-Marshall**

**Ms Katrina Jacobs** (Temporary)

**Ms Anita Sealy**

### FINANCE AND OFFICE MANAGEMENT DIVISION

Senior Assistant Registrar (Temporary)

Currently filled by Acting Appointment

Assistant Registrar (Chief Accountant)

**Mrs Marine Hall-Edey**

(Acting as Senior Assistant Registrar, Temporary)

Assistant Registrar (Management Accountant)

**Mr Sean Wilson**

Office Manager

**Mrs Emsy Walkes Sealy**

Administrative Assistant

**Mrs Stephnian Marshall**

Administrative Assistant (Temporary)

**VACANT**

Senior Secretary

**Ms Anette Quimby** (Acting)

Senior Clerks

**Mrs Genoise Bowen**

**Mrs Donna Davis**

Clerks

**Mrs Lynn-Marie Austin-Thorne**

**Mr Dorian Beckles**

**Ms Pamela Brathwaite**

**Mrs Sharon Dowrich**

**Ms Kemba Gordon**

**Ms Julie Hurley** (Temporary)

**Ms Jenevese Jackson**

**Mrs Paula Millar**

**Mrs Sherene Rollock**

Clerk (Temporary)

**Ms Michelle Hinds** (Temporary)

Receptionist/Customer Services Representative

**Ms Antonya Taylor** (from 1 July 2011)

## STAFF OF THE COUNCIL (CONTINUED)

Messenger/Drivers

**Mr Norman Austin**  
**Mr Carson Darlington**  
**Mr Adrian Gooding**  
**Mr Dale Roachford**

Messenger/Office Attendants

**Mr Konrad Cadogan**  
**Mr Kenrick Zepradine**

Watchmen

**Mr Aricosta Layne** (Temporary)  
**Mr Shirland Scantlebury**

Office Attendants

**Ms Michelle Graham**  
**Ms Chelidonia Norville** (Temporary)  
**Ms Odette Smith**

Guard (Temporary)

**Mr Antonio Johnson**

Relief Maid/Cleaners

**Ms Carol-Ann Bowen**  
**Ms Maria Harewood**  
**Ms Marjorie Hunte**

### EXAMINATIONS ADMINISTRATION AND SECURITY DIVISION

Senior Assistant Registrar

**Mrs Susan Giles**

Assistant Registrars

**Mr Anthony Alleyne**  
**Ms Dedra Bartlett** (Temporary)  
**Mrs Dianne Medford**  
**Mrs Sandra Thompson**

Administrative Assistants

**Ms Andrea Gooding** (Promoted from Clerk/Typist, Examinations Administration and Security Division on 1 January 2011)

**Mrs Edwina Griffith**  
**Mrs Hazel Larrier**

Senior Secretary

**Ms Paula Nicholls**

Senior Clerks

**Mrs Rose Brathwaite**  
**Ms Andrea Callender**  
**Mrs Esther Leacock**

Clerks

**Ms Ramona Alleyne**  
**Mrs Avonda Foster**  
**Ms Carol-Ann Gill**  
**Mrs Karene Holder** (formerly Graham)  
**Mrs Ingrid Lovell**  
**VACANT**

Clerk/Typists

**Ms Lisa Boyce**  
**Ms Marva Lashley**  
**Ms Christine Victor**

### INFORMATION SYSTEMS DIVISION

Information Systems Manager

**Mr Rodney Payne**  
(Promoted from Network Administrator on 1 February 2011)

Assistant Registrar (Business Analyst)

**Mrs Megan Vitoria**

Assistant Registrar (Network Administrator)

**VACANT**

Assistant Registrars (Analyst/Programmers)

**Mr Mark Wilson**  
**Mr André Blair**

Assistant Registrar

**Mr Keone James**

Junior Systems Administrator

(New Technical Administrative Assistant post; formerly Administrative Assistant)

**Mrs Sheldine Robinson**

Junior Network Administrator (Temporary)

**Ms Sherry Brathwaite**

Analyst Programmer (Temporary; based at WZO)

**Mr Delroy Gilzene**

IT Technical Writer/Project Support

(formerly Computer Operator)

**Ms Deborah Haynes**

User Support Coordinator

**Ms Danielle Reeves** (Temporary)

Junior Technical Assistant

(formerly Assistant Computer Operator)

**Mr John King** (Temporary)

## STAFF OF THE COUNCIL (CONTINUED)

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### EXAMINATIONS DEVELOPMENT AND PRODUCTION DIVISION

Senior Assistant Registrar

**Dr Gordon Harewood**

Assistant Registrars (Team Coordinators)

**VACANT**

**Mr Stephenson Grayson**

**Dr Anthony Haynes**

Assistant Registrars

**Dr John Andor**

**Mrs Suzan Boodoo-Murray** (formerly Boodoo)

**Ms Benita Byer**

**Ms Brendalee Cato**

**Mrs Leona Emtage**

**Mrs Donna Giles**

**Mrs Maureen Gazette**

**Dr Mary Grace-Anne Jackman**

**Ms Charlotte Lewis**

**Ms Cyndra Ramsundar**

**Mrs Nordia Weekes**

Assistant Registrar (Editor)

**Ms La-Raine Carpenter**

Administrative Assistants

**Ms Deborah Chase**

**Mrs Valerie Gilkes**

Administrative Assistant (Secure Records Keeper)

**Mrs Margaret Nurse**

Senior Secretaries

**Mrs Andrea Gill-Mason**

**Ms Susan Lewis**

**Ms Heather Sobers**

Senior Clerk (Item Bank)

**Mr Wayne Morgan**

Item Bank Clerks

**Ms Maria Foster** (formerly Stoute)

**Mrs Donna Austin-Layne** (Temporary)

Technical Assistant/Printer

**Mr Hensley Hinkson**

Artist/Technical Assistant

**Mr Christopher Bannister**

Graphic Compositors

**Ms Dionne Hunte**

**Ms Sharon Brathwaite**

Printery Operators

**Mr Noel Stephens**

**Mr Frankey Worrell**

Compositors

**VACANT**

**VACANT**

**Mrs Greta Forde**

**Ms Paula Graham**

**Ms Janelle Hooper**

Stenotypist

**VACANT**

Clerk/Typists

**VACANT**

**VACANT**

**Ms Shanna Bailey**

(Temporarily Promoted to Composer)

**Ms Juliette Taylor**

(Temporarily Reassigned from Human Resources)

**Ms Melissa Daniel** (Temporary)

### HUMAN RESOURCES DIVISION

Senior Assistant Registrar

**Mr Verieux Mourillon** (from 1 February 2011)

Assistant Registrar

**Mrs Roslyn Harewood-Blackman** (formerly Harewood)

Administrative Assistant

**Mrs Michelle Harewood**

Senior Secretary

**Ms Heather Herbert**

Clerk

**Ms Michelle Belgrave** (Temporary) (Also on partial

temporary assignment to Archives and Records

Management Unit from 1 May to 31 December 2011)

Clerk/Typist

**Mrs Anjanette Forde-Hinds**

## STAFF OF THE COUNCIL (CONTINUED)

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### WESTERN ZONE OFFICE

#### PRO-REGISTRAR'S OFFICE

Pro-Registrar

**Mr Glenroy Cumberbatch**

Administrative Assistant, Executive Secretary

**Ms Julianne Williams**

Senior Secretary, Administration

**Ms Marjorie Lewis**

#### HUMAN RESOURCES UNIT

Administrative Assistant

**Mrs Judith Taylor**

#### FINANCE AND OFFICE MANAGEMENT DIVISION

Assistant Registrar, Corporate Services (Temporary)

Currently filled by Acting Appointment

#### ACCOUNTS UNIT

Accounting Officer

**Mrs Sheree Deslandes**

(Acting as Assistant Registrar, Corporate Services)

#### ACCOUNTS CLERKS

**Mrs Cecile Gray-Wedderburn**

**Ms Kameka Harris**

**Ms Ava Henry**

#### OFFICE MANAGEMENT UNIT

Office Manager

**Ms Eva Gordon**

Stenographer Clerk

**Ms Tegra Bruce**

Receptionist

**Ms Arana Thompson**

Messenger/Drivers

**Mr Richard Clarke**

**Mr Michael Grant**

Messenger/Office Attendant

**VACANT**

Office Attendant

**Mrs Violet Dwyer**

Office Assistant

**Ms Beverlyn Henry**

### RECORDS AND ARCHIVES MANAGEMENT UNIT

Senior Clerk, Records

**Mrs Sharon Cameron-Brown**

### INFORMATION SYSTEMS UNIT

User Support Coordinator

**Mr Leighton Johnson**

### ADMINISTRATION UNIT

Stenographer Clerk

**VACANT**

### EXAMINATIONS ADMINISTRATION

#### AND SECURITY DIVISION

Assistant Registrar

**Ms Eleanor McKnight**

Administrative Assistant

**Ms Keeshan Collinder** (resigned effective 22nd October)

Currently filled by Acting Appointment effective 1st November 2011)

Examinations Clerk

**Mrs Karen Hamilton**

Stenographer Clerk

**Mrs Nadine Bell-Morgan**

### SYLLABUS AND CURRICULUM DIVISION

Senior Assistant Registrar

**Dr Carol Granston**

Assistant Registrars

**Mrs Alsian Brown-Perry**

**Mr Gerard Phillip**

**Mrs Elaine Shakes**

**Mrs Cheryl Stephens**

Administrative Assistant

**Mrs Yvette Dennis-Morrison**

Compositor

**VACANT**

Stenographer Clerk

**Mrs Sheryl Shirley-McGregor**

(Acting as Administrative Assistant, EAS)

Stenographer Clerk

**Ms Natawyah Smith-Kelly** (formerly Smith)







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