

ABSTRACT

Teachers' Concerns About the CXC Additional Mathematics Innovation

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This study sought to investigate three teachers' concerns about the Caribbean Examinations Council (CXC) Additional Mathematics syllabus at a secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that the teachers held personal, task, and impact concerns regarding the innovation. They expressed concerns that the School-Based Assessment (SBA) component of the curriculum presented them with uncertainties and challenges, and that it could lead to the creation of a complex situation. They articulated a desire to be more informed about its scope, with a view to becoming better equipped to assist their students. Additionally, they were concerned about the availability of resources, as well as time constraints that might be placed on students to complete the SBA and on the teachers to complete the marking process in a timely manner. However, they believed that the SBA component could result in a positive perception of mathematics and its applications in real-life situations.

Keywords: Curriculum innovations; Mathematics education; Secondary school teachers; Teacher attitudes; CXC CAPE examinations; Mathematics teachers; Syllabuses; Concerns; Trinidad and Tobago