

Caribbean Examinations Council

# ANNUAL REPORT

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**Caribbean Examinations Council**

*Annual Report*

**2004**

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## *Mission Statement*

### **Our Mission is 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 examination administration,  
in the most cost-effective way.

## INTRODUCTION

This report summarizes the major activities and accomplishments of the Caribbean Examinations Council (CXC) in 2004. It highlights new initiatives and outcomes in the administration and promotion of CXC examinations, provision of technical assistance to Participating Territories, and improvements in the Council's information systems and public relations activities. The report also provides information on staffing, finance and membership and responsibilities of the policy-making bodies of the Council.

2. The major activities and achievements of the Council for 2004 are given below.

(I) Caribbean Advanced Proficiency Examination (CAPE)

- Revised syllabuses for 15 subjects
- Increased candidates entries
- Increased Unit entries
- Three Participating Territories offered candidates for the first time
- Improved overall performance
- Printing of Study Guides to support seven subjects
- Regional and international recognition of the CAPE certificate by more tertiary level institutions

(II) Caribbean Secondary Education Certificate (CSEC)

- Introduction of two new subjects - Human and Social Biology and Economics
- Revised syllabuses for two subjects and amendments for seven subjects
- Introduction of Certificate in Business Studies
- Hosting of a successful Visual Arts Exhibition in Guyana
- Increased candidate entries for both the January and May/June examinations
- Publishing of Self-Study Guides for four subjects

### STRATEGIC GOALS

3. The Council developed a Strategic Plan for the period 2002-2004 through a consultative process. A Committee comprising persons from all Divisions and staff from Western Zone Office (WZO) contributed to

the preparation of the Plan under the guidance of the Pro-Registrar at the WZO and the Registrar at Headquarters.

4. The 13 strategic goals of the Council for 2002-2004 and the major outcomes of the work programmes during 2004 are summarised below.

### Strategic Goal 1

5. *Develop and review syllabuses for the Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination (CAPE) which reflect the cultural and social identity of the region and take account of curriculum reform initiatives of Participating Territories. These will provide the context for widening the range of examinations while ensuring that regional and international standards are met and for rationalising the examination offerings.*

### Outcomes

#### CSEC

6. A new syllabus for Human and Social Biology was developed and distributed to schools for teaching in September for first examination in May/June 2005.

7. Revised syllabuses for Geography and Religious Education were approved by SUBSEC at its April meeting. These will be issued to schools in May 2005 for teaching from September for first examination in May/June 2007.

8. A new syllabus in Economics was completed and approved by SUBSEC. The syllabus will be issued to schools in May 2005 for teaching from September 2005 and examination from 2007.

9. Amendments to the School Based Assessment (SBA) were made in seven syllabuses - Business Education, Caribbean History, Home Economics, Industrial Technology, Information Technology, Social Studies and Theatre Arts.

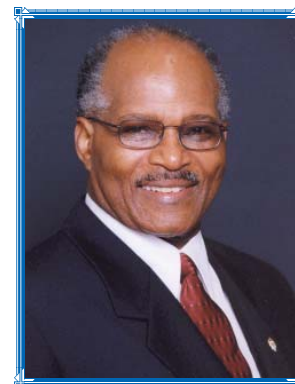
10. The syllabus for Office Procedures was revised and renamed Office Administration. The syllabus was issued to schools in June, for teaching in September 2004 and examination from 2006.

#### CAPE

11. The revision of eight syllabuses was completed and the revised syllabuses were distributed to schools.

12. Amendments were made to the Internal Assessment for 14 subjects.

## CHAIRMAN'S STATEMENT



I wish to thank the many resource persons from across the region and the staff for the successful implementation of the Council's policies and programmes in 2004. This year the Council benefited, in particular, from two Special Committees which were established to assist the Council in ensuring that assessment demands are realistic and in exploring new roles for the Council as educational needs of Participating Territories change. A Business Plan was developed. It focuses on the consolidation of the Council's products and services and on developmental work that will be required to increase the Council's responsiveness to national and regional imperatives.

This year we also saw the strength of regional cooperation as members of the CARICOM family came together to assist those countries that suffered from the hurricanes. The damage to schools and the interruption of classes, especially for students taking examinations, were of concern to all of us. A priority in the countries affected was the reopening of schools and I wish to extend best wishes to our colleagues in the education sector in their efforts to ensure that schools are functional as soon as possible.

My appreciation to the staff and to the CXC family and best wishes for 2005.

Professor The Honourable Kenneth Hall  
Chairman

## INTRODUCTION TO ANNUAL REPORT



I am pleased to present the 2004 Annual Report. Some of the highlights of the year were the completion of testing of the new Examinations Processing System, the expansion of electronic registration; the development of two new subjects for the Caribbean Secondary Education Certificate (CSEC) examinations; a significant increase in the number of candidates taking the Caribbean Advanced Proficiency Examinations (CAPE); and adjustments in the internal assessment for CAPE. The Council was also able to release results early for both CSEC and CAPE examinations.

The achievement of targets in the work programme and the successful implementation of Council's mandates are due to the work of a committed staff and the assistance provided by many resource persons across the region. I wish to express my appreciation for the work done during the year.

I also join other members of the CXC family in extending best wishes to the students and our education colleagues in the countries that experienced hurricane damage this year.

Dr Lucy Steward  
Registrar

33. CAPE and CSEC examination timetables, press releases, list of self-study guides and prices and some subject reports were posted on the CXC website.

#### **Strategic Goal 5**

34. Conduct affairs with fiscal responsibility and prudent management so that business operations will generate an operating surplus.

#### **Outcomes**

35. Prudent management of finances is a priority. Treasury management is effected by developing cash forecasts on a continuing basis, monitoring actual cash flow on a weekly basis and planning for significant cash outlays. Cash in excess of short-term requirements is invested at the best rate available for the time being considered. Also the currencies in which Council transacts business are monitored on a daily basis and action is taken as necessary in order to mitigate any foreign currency exposure.

36. By monitoring expenditure closely and planning for significant outlays, the Council was able to manage its working capital by forecasting cash requirements on a weekly basis and investing excess cash at the best available rates.

37. Special examination assignments were completed for territories and the Council continues to explore other possible contracts.

38. Other cost containment measures included revising grading procedures, discontinuation of subjects with small entries and using technology where it is appropriate and cost-effective, for example, using teleconferencing for the annual meeting with the Local Registrars in the Participating Territories.

#### **Strategic Goal 6**

39. Implement technological enhancements for improved efficiency.

#### **Outcomes**

40. During 2004, the Electronic Registration application was implemented in 13 territories. New territories implementing Electronic Registration were Antigua and Barbuda, British Virgin Islands, Montserrat, and the Turks and Caicos Islands. Plans to visit two additional territories were suspended due to hurricane Ivan.

41. The second phase of the Electronic Document Management System (EDMS) project was completed during 2004. This phase included the storage of examination results for the years 1994 to 2003. CXC

now has ready access electronically to its historical data for the examinations held from June 1979 to June 2003.

42. The testing of the new Examination Processing System (EPS) continued during 2004 with a Parallel Run on the May/June 2004 CAPE and CSEC examinations. The analysis of the Parallel Run was completed by the end of September 2004.

#### **Strategic Goal 7**

43. Facilitate capacity building by enhancing competencies among staff and other persons involved in the work of the Council.

#### **Outcomes**

44. The training policy which was prepared in 2003 was revised and amended during this year. Full implementation of the plan is expected by 2005.

45. In April, two officers from the Measurement and Evaluation Division, Mrs Brendalee Cato and Ms Cyndra Ramsundar attended the joint annual conference of the American Educational Research Association (AERA) and the National Council on Measurement in Education in San Diego, USA.

46. Two Support Staff members, Mr Frankey Worrell from the Production Division and Mrs Andrea Gill-Mason from the Measurement and Evaluation Division attended training in Supervisory Management.

47. Three Support Staff members also completed training in Customer Relations and three Ancillary Staff members received training in Customer Relations and Business Etiquette.

#### **Strategic Goal 8**

48. Identify and provide consultancy services to governments, institutions and the private sector.

#### **Outcomes**

49. The Council provided technical assistance to one Participating Territory in the development of syllabuses for use at the lower secondary level. The Council also continued to provide services to two countries in the provision of examinations for entry to secondary education and to two countries in the analysis of data for similar national examinations.

#### **Strategic Goal 9**

50. Develop and institute measures for a safe and healthy working environment.

#### **Strategic Goal 2**

13. Develop and administer high-quality examinations to an increased percentage of persons within and out of institutions and deliver the results in a timely and cost-effective manner.

#### **Outcomes**

##### **CSEC**

14. A total of 132 174 candidates and 469 119 subject entries were received for the May/June CSEC examinations this year. This represents an increase of almost 4000 candidates compared with 2003.

15. The results of CSEC examinations were released on time on August 16 and 17.

16. There was an increase in the number of candidates writing the January CSEC examinations. Nineteen thousand, two hundred and twenty-eight (19 228) candidates sat the examinations. This represents an eight percent increase over 2003.

##### **CAPE**

17. CAPE continues to grow. Both candidate entries and Unit entries increased by over 30 percent when compared with entries for 2003.

18. The number of candidates registering for the examinations increased from 7 336 in 2003 to 9 620 this year. The number of Unit entries also increased, from 23 145 in 2003 to 30 829 this year.

19. Fourteen territories submitted candidates for CAPE offerings. These are Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, Trinidad and Tobago and Turks and Caicos Islands and St Vincent and the Grenadines.

20. CAPE results were released on August 9, two days earlier than in 2003.

#### **Strategic Goal 3**

21. Review, develop and implement procedures for improving internal efficiency utilising change management procedures and best practices.

#### **Outcomes**

22. The design of a new staff development programme which is more focused on in-house training in order to reinforce the strategic goals of the organisation and the corporate culture required for improved performance.

23. Creation of a Business Development Unit to strengthen the capacity of the organisation to generate additional revenue through new business. This is to be achieved largely through the development and provision of new products and services by CXC.

#### **Strategic Goal 4**

24. Establish and strengthen links with stakeholders in order to ensure the provision of relevant services and products.

#### **Outcomes**

25. The Registrar and other staff visited several Participating Territories and met with government officials and representatives of various stakeholder groups during the year under review.

26. The first issue of the CXC magazine The Caribbean Examiner for the year was published in February and was distributed to stakeholders.

27. In an effort to make resource materials more accessible to Participating Territories, the Council has entered into arrangements with bookstores in Grenada, Guyana, Trinidad and Tobago and St Vincent and the Grenadines to sell syllabuses and resource materials.

28. An Art Exhibition highlighting CSEC Visual Arts pieces, including Regional Top Award pieces was held in collaboration with the Ministry of Education, Guyana, from May 10 to 14.

29. The Council continued its good working relationship with the Kiwanis Club of Kingston and participated in the Club's Annual CXC Rally held on January 23rd.

30. Queries and requests for information from various stakeholders were given prompt and accurate responses. These included mailing syllabuses to universities in the United States, Canada and Europe and sending CAPE and CSEC booklets, flyers and past papers as requested.

31. Participating Territories, the University of Guyana, the University of the West Indies and the teaching profession were represented at two special meetings which the Council convened. The first was to examine implications of Universal Secondary Education and the second to examine the issues related to School Based/Internal Assessment.

32. Through the web mail, the Council provided prompt feedback to customers and stakeholders on various issues including procedures for queries, and obtaining certifying statements, syllabuses and past papers.

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

### Administration of the Examinations

74. The Council administered CSEC examinations in January in 11 subjects, 10 at General Proficiency and one at Technical Proficiency.

75. In the 2004 January sitting, 19 228 candidates sat the examinations, an eight percent increase over 2003. The number of subject entries also increased from 27 070 in 2003 to 30 069. This represents a 10 percent increase.

### Performance of Candidates

76. Data on the January entries and performance are given in Appendix 1 a summary of performance on each subject is given below.

77. The overall performance of candidates declined marginally with 61.5 percent achieving Grades I to III compared with 65 percent in 2003. Performance improved in six subjects.

### Biology

78. Performance in Biology showed marked improvement over the performance in 2003. In 2004, 65 percent of candidates who wrote the examination achieved Grades I to III, compared with 56 percent in 2003. Candidates displayed a good grasp of the biological concepts and principles. However, they often did not clearly identify the specific facts and concepts that were to be applied in solving a given task. This limitation was evident in Paper 02 which consisted of structured questions. Some candidates seemed unfamiliar with certain basic laboratory experiments which each candidate would be expected to have conducted.

### Chemistry

79. The number of candidates who achieved Grades I to III was approximately the same as in 2003. Overall, candidates showed evidence of inadequate preparation for the 2004 examination. Candidates continued to experience difficulties in writing balanced chemical equations and in extracting data to perform calculations. They demonstrated improvement in experimental skills through their performance in quantitative analysis and planning and design.

### English A

80. In comparison with January 2003, when 36 percent of the candidates achieved Grade III or higher, 54

percent of candidates writing the examination in January 2004 achieved Grades I to III. Candidates performed better on all aspects of the examination, with improved performance especially evident in Section Two of Paper 02, the questions that tested comprehension skills.

### Information Technology

81. Forty-one percent of the candidates who wrote the January 2004 examination achieved Grades I to III compared with 47 percent in January 2003. Some improvement in performance was recorded for the Theory paper (Paper 01). The questions testing Fundamentals of Hardware and Software, and Applications and Implications were well done. However, many candidates did not attempt the requisite number of questions assessing programming. Candidates were able to transfer data easily between the word processing and spreadsheet packages in the practical paper (Paper 02) but many experienced difficulty in using a database source in a mail merge and were unable to produce summary information in a database report. Candidates' responses to the questions on the Alternative to SBA (Paper 03/2) indicated inadequate basic skills in word processing, spreadsheets and database management.

### Principles of Accounts

82. The overall performance of candidates who wrote the Principles of Accounts examination in January 2004 declined when compared with the performance of those who took the examination in January 2003. In January 2003, 55 percent of the candidates achieved Grades I to III while 52 percent achieves Grades I to III in 2004.

83. Candidates demonstrated major strengths in their ability to define and explain accounting terms and concepts, to prepare Appropriation and Current Accounts and to calculate annual depreciation using different methods.

84. On the other hand, it was evident from the work presented that some candidates lacked knowledge of accounting procedures related to Company Accounts and bank overdrafts on the Bank Reconciliation Statement, and were unable to differentiate between long-term and short-term liabilities as well as between capital and recurrent expenditure.

### Outcomes

51. The Health and Safety Committee convened regular meetings and a Health and Safety Plan was developed.

52. A new extractor fan was installed in the Printery to improve air circulation.

53. Extension of the dark room was also completed to improve the conditions of the work environment in Production.

54. Additional air purifiers were also installed at Headquarters and at the Western Zone Office.

### Strategic Goal 10

55. Obtain and furnish building for CXC operations.

56. The Council continues to dialogue with the Ministries of Education in Barbados and Jamaica to identify permanent accommodation for its administrative and operational centres in these territories.

### Strategic Goal 11

57. Institute systems for continuous monitoring of implementation of Strategic Plan.

### Outcomes

58. The Plan is systematically monitored through divisional work plans and divisional performance and financial reports. In addition, the Strategic Planning Committee met during the year to review progress in implementing the Plan.

59. A Business Plan for 2005 - 2007 which builds on the successes and advances the strategic goals of the 2002 - 2004 Strategic Plan, was developed with contribution from all divisions and from the Strategic Planning Committee.

### Strategic Goal 12

60. Develop and maintain sound human resource management programmes.

### Outcomes

61. In continuing the review of its policies, the Staff Rules were revised.

62. The Council continues to strengthen its human resource capacity as it seeks to expand its operations. A Business Development Officer will be recruited following approval for the establishment of a Business Development Unit, to identify and develop new business opportunities for the Council.

63. A booklet on staff benefits was prepared to provide up-to-date information to all staff.

64. On-going meetings were held between management and staff representatives to discuss matters of relevance and address issues of concern to staff.

### Strategic Goal 13

65. Enhance the profile of the Council.

### Outcomes

66. The Council published a Technical Services booklet which was distributed to funding agencies, educational institutions and other stakeholders.

67. The Council published and distributed one issue of the The Caribbean Examiner magazine.

68. Two Assistant Registrars, Measurement and Evaluation Division, Mrs Brendalee Cato and Ms Cyndra Ramsundar attended the joint Annual Conference of the American Educational Research Association and The National Council on Measurement in Education in April in San Diego, USA.

69. The Council was listed in this year's Yearbook of International Organisations and the Registrar and Pro-Registrar are also listed in the Who's Who in International Organisations.

70. The Registrar gave the feature address at the Jamaica Association of Principals of Secondary Schools CXC Awards ceremony held on 12 March.

71. The Registrar also made a presentation to members of the Trinidad and Tobago Chamber of Commerce on June 9.

72. The Registrar and Pro-Registrar attended the IAEA Annual Conference held in Philadelphia in June.

73. The Registrar made a presentation at the Annual Convention of the Jamaica Employers' Federation which was held from May 20-23 in Ocho Rios, Jamaica.

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

92. The Council offered 31 subjects in the examinations for CSEC this year; 13 at Basic and General Proficiencies, four at Technical Proficiency only, 13 at General Proficiency only, one at Technical Proficiency only and one subject at General and Technical Proficiencies.

93. Candidates' entries passed the 130 000 mark this year for the first time, with 132 174 candidates taking the examinations. This represents an increase of 3 876 candidates compared with 2003. There was, however, a slight decline in the number of subject entries. This year 486 652 entries were received compared with 487 460 in 2003.

94. English Language and Mathematics remained the subjects with the most entries although there was a decline in the number of entries in both subjects. English received 85 780 compared with 87 918 in 2003, while Mathematics received 84 786 entries compared with 92 653 entries last year. These were followed by Social Studies (38 641), Principles of Business (37 085), Principles of Accounts (29 864), English Literature (17 724) and Office Procedures (17 606) entries.

### Performance of Candidates

95. The performance of candidates in this year's CSEC examinations was marginally lower than that of 2003.

96. Sixty percent of the subject entries presented for General Proficiency achieved Grades I to III, while last year 61 percent achieved similar Grades. Of the entries for Technical Proficiency this year, 60.7 percent achieved Grades I to III, compared with 66 percent in 2003.

97. Performance at Basic Proficiency continues to decline with 29 percent of entries achieving Grades I to III, compared with 34 percent in 2003 and 37 percent in 2002.

98. In 12 of the 33 subjects offered, more than 80 percent of the candidates achieved Grades I to III.

99. Data on subject entries and performance are given in Appendix 2 and a summary of performance on each subject is given below.

### Agricultural Science (Double Award)

100. Eighty-one percent of the candidates achieved Grades I to III in 2004 compared with 78 percent in

2003. Candidates continued to experience difficulties in applying knowledge of agricultural principles and practices. They performed satisfactorily on questions assessing knowledge of Soil Science and Crop Science.

### Agricultural Science (Single Award)

101. Candidates' performance remained stable in 2004 for Option A, Crops and Soils, with 87 percent of the candidates achieving Grades I to III. For Option B, Animal Science, 91 percent of the candidates achieved Grades I to III in 2004, compared with 93 percent in 2003. In both options, candidates performed satisfactorily on questions assessing knowledge of Livestock Science. They continued to experience difficulties in applying knowledge of agricultural principles and practices.

### Biology

102. The performance in this examination declined in 2004. The number of candidates who achieved Grades I to III decreased from 68 percent in 2003 to 62 percent in 2004. Candidates performed poorly on questions requiring the application of practical skills and manipulation of biological information - most notably in Paper 02, the structured paper. Performance remained stable in Paper 03, the essay paper, as well as in the School Based Assessment where teachers once again applied mark schemes in a consistent manner and candidates demonstrated acceptable levels of performance in most skills.

### Building Technology: Option I - Woods

103. There was an improvement in the overall performance of candidates in this examination in 2004, when compared with the performance of those who wrote the examination in 2003. In 2004, 88 percent of the candidates achieved Grades I to III, compared with 79 percent in 2003. This increase in performance was evident in Paper 03 - School Based Assessment (Practical) in particular, and to a lesser extent, Paper 02 - essay questions on theory and practice. Performance on Paper 01, which consisted of multiple choice questions, remained the same.

104. The major weaknesses continued to be candidates' inability to respond appropriately to Question 1 - Drawing and Design, and to express themselves in writing and/or sketching on Paper 02.

85. Performance in Paper 03/2 (Alternative to SBA) continued to improve but the percentage of candidates achieving a satisfactory score on this paper was still relatively low.

### Principles of Business

86. Eighty-five percent of the candidates achieved Grades I to III, compared with 72 percent in 2003. Candidates' performance declined on Paper 01, the multiple-choice paper. There was significant improvement on Paper 02, the structured paper, and Paper 03/2, the alternative to the School Based Assessment. There were notable improvements in the performance of candidates on Profile 2, Production and Marketing, and Profile 3, Finance and Introduction to Economics. However, performance on Profile 1, Organizational Principles, declined compared with performance on this profile in 2003.

### Mathematics

87. Fifty-seven percent of the candidates achieved Grades I to III, compared with 54 percent in 2003. Candidates' performance improved on Paper 01, the multiple choice paper. Performance on Paper 02, the structured paper, was consistent with that in 2003. In general, candidates performed satisfactorily on questions assessing Number Theory, Algebra and Sets. However, they performed poorly on questions assessing Measurement, Geometry and Graphs. Many candidates continued to demonstrate a lack of mastery of the topics tested in the optional section of Paper 02, most notably Relations, Functions and Graphs.

### Office Procedures

88. Eighty-one percent of the candidates achieved Grades I to III compared with 72 percent in January 2003. There were improved responses to questions on the Accounts Office, Job Exploration and Office

Orientation. However, candidates experienced difficulties with the application of mathematical skills in questions on the Sales Office. This weakness was also reflected in the presentation of data which was required in the Alternative to the School Based Assessment.

### Physics

89. Performance in the General Proficiency Physics examination in 2004 showed a modest improvement over that of 2003, with 58 percent of the candidates achieving Grades I to III this year in comparison with 56 percent in 2003. The improvement was due largely to a better performance on Paper 01 (Multiple Choice) and Paper 03 (Laboratory). The performance on Paper 02 (Structured Questions) was on par with that of January 2003.

### Social Studies

90. Seventy-eight percent of the candidates who wrote the January 2004 examination achieved Grades I to III compared with 69 percent in January 2003. Candidates performed satisfactorily on all papers. However, many responses to the essay questions on Paper 02 were exceedingly lengthy because of the inclusion of irrelevant information. The responses of some candidates to questions on Paper 03/2 were indicative of a lack of understanding of critical concepts in research methodology.

### Spanish

91. Seventy-three percent of the candidates achieved Grades I to III in the January 2004 examination. Improved performance was noted in Paper 02 in which the writing skill is tested. In particular, candidates' responses in the essay and expanded paragraph showed some improvement over last year. Candidates continued to show an acceptable standard of performance in the oral communication component of this examination.

### **French (General)**

120. Seventy-two percent of the candidates achieved Grades I to III in the 2004 examination at the General Proficiency. Candidates continued to perform well in Paper 03, which tested their ability to understand and speak the language. While there has been evidence of very good writing skills demonstrated in the written components of Paper 02, there is scope for improvement in the reading skills tested in Paper 01.

### **French (Basic)**

121. At the Basic Proficiency, the performance of candidates showed a decline in 2004, compared with the fairly good performance in 2003. Fifty-eight percent of the candidates achieved Grades I to III, compared with 79 percent in 2003. Candidates showed ability to comprehend the language; however, many candidates were still unable to cope well with the demands of writing tasks.

### **Geography**

122. The overall performance in Geography in 2004 declined slightly in comparison with performance in 2003. At the General Proficiency, 58 percent of candidates achieved Grades I to III, a decrease of approximately three percent compared with 2003.

123. Many candidates failed to demonstrate the required competence in map work and in the practical skills required for fieldwork. Generally, however, there was some improvement in the quality of the work submitted for School Based Assessment.

124. At the Basic Proficiency, 22 percent of candidates achieved Grades I to III in 2004, a decrease of approximately 15 percent compared with 2003.

### **Home Economics Management**

125. The revised syllabus in Home Economics Management was offered for examination for the first time in 2004. Candidates' performance improved, with approximately 96 percent of the candidates achieving Grades I to III, compared with 87 percent in 2003.

126. Candidates continued to experience difficulty in responding to command and key words in questions. While some candidates were able to provide comprehensive and informed responses to questions, many simply listed information tangentially related to the topics without reference to the specific questions asked.

127. Candidates demonstrated much creativity in the School Based Assessment component of the examination.

### **Information Technology**

128. At the General Proficiency, 76 percent of the candidates achieved Grades I to III in 2004 compared with 68 percent in 2003. At the Technical Proficiency the percentage of candidates achieving Grades I to III in 2004 decreased to 56 percent from 63 percent in 2003. Candidates again performed poorly on questions assessing programming skills at the Technical Proficiency.

### **Integrated Science**

129. Performance in the General Proficiency examination improved in 2004. Eighty percent of the candidates achieved Grades I to III, compared with 77 percent in 2003. At the Basic Proficiency, however, the percentage of candidates achieving Grades I to III declined from 58 percent in 2003 to 39 percent in 2004. The decline was demonstrated primarily in Paper 02, the structured paper. At the General and Basic proficiencies, there was a notable decline in the standard of the candidates' laboratory work presented for the School Based Assessment.

### **Mathematics**

130. Thirty-five percent of the candidates who sat the General Proficiency examination in 2004 achieved Grades I to III compared with 40 percent in 2003, while 20 percent of the candidates who sat the Basic Proficiency examination achieved Grades I to III compared with 29 percent in 2003. The performance of candidates improved on Paper 01 and declined on Paper 02 in both the Basic and General Proficiency examinations. Candidates continued to perform poorly on questions requiring higher-order skills, such as application of knowledge.

### **Mechanical Engineering Technology**

131. The overall performance of candidates in this examination increased when compared with the performance of those who wrote this examination in 2003. In 2004, 79 percent of the candidates achieved Grades I to III, compared with 74 percent in 2003. This increase in performance was evident in Paper 02 - Essay question on Theory and Practice.

132. There was a slight decline in performance on Paper 01 - Multiple Choice and Paper 03 - School Based Assessment. The major concerns continue to be candidates' poor performance on and non-submission of the written assignment for School Based Assessment, and their inability to respond appropriately to the Drawing and Design question.

### **Building Technology: Option II - Construction**

105. There was a significant decline in the overall performance of candidates in this examination in 2004, when compared with the performance of those who wrote the examination in 2003. In 2004, 52 percent of the candidates achieved Grades I to III compared with 76 percent in 2003.

106. This decline in performance may be attributed in part to candidates' inability to respond appropriately to the questions on Paper 02 - essay questions on Drawing and Design, theory and practice. The main contributory factor, however, was candidates' poor performance on the written assignment component of the School Based Assessment and the large number of candidates who did not submit their written assignments.

### **Caribbean History**

107. Approximately 63 percent of candidates who wrote the 2004 General Proficiency examination achieved Grades I to III, compared with 74 percent in 2003. Performance in the Basic Proficiency examination improved, with approximately 57 percent of the candidates achieving Grades I to III, compared with 50 percent in 2003.

108. The decline in performance in the General Proficiency examination in 2004 was due largely to a lower quality of responses on the essay paper. Many candidates wrote in very general terms instead of responding to the specifics required.

109. The research projects and assignments for the School Based Assessment component of the examination were generally well done. Performance was much improved on Paper 03/2, the Alternative to the School Based Assessment, which is offered to private candidates.

### **Chemistry**

110. Candidates achieving Grades I to III decreased from 64 percent in 2003 to 56 percent in 2004. Candidates continued to experience difficulty in organizing and expressing their thoughts in a coherent and explicit manner. They again showed weakness in Organic Chemistry. However, improvement was noted in candidates' performance on questions assessing understanding of atoms and the periodic table.

### **Clothing and Textiles**

111. The revised syllabus in Clothing and Textiles was offered for examination for the first time in 2004. Approximately 83 percent of the candidates achieved Grades I to III, compared with 94 percent in 2003.

112. For some candidates, the application component of the essay questions continued to be an area of weakness, and many candidates provided responses without reference to the specifics of the questions asked.

113. The garments constructed for the School Based Assessment component of the examination generally showed excellent workmanship.

### **Electrical and Electronic Technology**

114. There was an improvement in the overall performance of candidates in this examination in 2004, when compared with the performance of those who wrote the examination in 2003. In 2004, 87 percent of the candidates achieved Grades I to III, compared with 78 percent in 2003. This increase in performance was reflected across all components of the examination.

### **English A and English B**

115. Forty-nine percent of the candidates achieved Grades I to III in 2004 in the General Proficiency examination, compared with 50 percent at these grades in 2003. There was a slight decline in performance in short story and argumentative essay writing. At the Basic Proficiency, 19 percent of the candidates achieved Grades I to III in 2004, compared with 18 percent in 2003. Performance in all sections of the Basic Proficiency examination was weak.

116. Performance in the English B examination was consistent in 2004, with 65 percent of the candidates achieving Grades I to III, compared with 66 percent in 2003.

### **Food and Nutrition**

117. The revised syllabus in Food and Nutrition was offered for examination for the first time in 2004. Approximately 86 percent of the candidates who took the examination achieved Grades I to III, compared with 85 percent in 2003.

118. Performance was weak on the essay component of the examination. Many candidates provided sketchy responses and ignored the command words in the questions. The quality of responses suggested that some candidates continued to find the scientific component of nutrition challenging.

119. In the School Based Assessment component of the examination, candidates generally demonstrated proficiency in food preparation and service skills.

well with understanding and speaking the language, which are tested in Paper 03. However, while there was some improvement in the writing component of Paper 02, many candidates need to improve their writing skills.

#### Technical Drawing

143. There was an improvement in the overall performance of candidates in 2004 when compared with the performance of those who wrote the examination in 2003. In 2004, 56 percent of the candidates achieved Grades I to III, compared with 51 percent in 2003.

144. The results this year showed an improvement in candidates' performance on Paper 02 - Plane and Solid Geometry and Paper 03/2 - Mechanical Engineering Drawing, while there was a slight decline in Paper 01 - Multiple Choice, Paper 03/1 Building Drawing and in Paper 04 - School Based Assessment. The number of candidates using the Computer Aided Design (CAD) option also increased.

#### Theatre Arts

145. There was a 72 percent increase in the candidate population in 2004, the second year of examination of this subject. The percentage of candidates achieving Grades I to III was 72 percent compared with 82 percent in 2003. The performance on Paper 01, a written

external paper and on the School Based Assessment was similar to that of the previous year. There was a decline, however, in performance on Paper 02, the practical examination.

#### Typewriting

146. At both the General and Basic Proficiencies, performance of candidates remained stable. Forty-nine percent of the candidates at the General Proficiency achieved Grades I to III in both 2003 and 2004. At the Basic Proficiency 43 percent of the candidates achieved Grades I to III in 2004, compared with 42 percent in 2003. The overall low standard was due primarily to poor performance on the accuracy profile.

#### Visual Arts

147. This was the first year of examination of the new syllabus. The popular options continued to be Drawing, Imaginative Composition and Graphic Design. There was a significant improvement in the performance on the Illustrated Paper and moderate improvement in the options of Leather Craft and Decorative Craft. Performances were stable in the options of Printmaking, Three Dimensional Design and Surface Decoration (Textiles). The percentage of candidates achieving Grades I to III declined to 54 percent in 2004 from 60 percent in 2003.

#### Music

133. Eighty-three percent of the candidates who wrote this examination in 2004 achieved Grades I to III, with 44 percent achieving Grades I and II. There was improved performance on Paper 01, Section I, where the Listening and Appraising skill was assessed, as well as in Section II which tested Musical Literacy. There was a marked improvement in Paper 02, where candidates were tested on their ability to create and compose. The performance on Paper 03, the School Based Assessment, was fairly good and similar to performance in 2003. Candidates' compositions continued to improve and there was evidence of better adherence to syllabus requirements and regulations.

#### Office Procedures

134. This subject was offered at the General Proficiency only. The percentage of candidates achieving Grades I to III in 2004 was 79 percent compared with 82 percent in 2003. The performance of candidates showed a marginal improvement in the School Based Assessment and a significant decline in the Alternative to the School Based Assessment.

#### Physics

135. Fifty-five percent of the candidates who wrote the examination achieved Grades I to III in 2004, which represented a slight decline when compared with the performance in 2003 when 59 percent of the candidates achieved similar grades. Candidates continued to perform reasonably well in the practical skills component of the examination tested in Paper 04 (School Based Assessment).

#### Principles of Accounts

136. Fifty-six percent of the candidates who sat the General Proficiency examination achieved Grades I to III in 2004 compared with 69 percent in 2003. Seventy-two percent of the candidates who sat the Basic Proficiency examination achieved Grades I to III compared with 82 percent in 2003.

137. At the General Proficiency, performance on Paper 01 (multiple choice questions) and Paper 03/1 (school based assessment) was similar to that in 2003. There was a weaker performance on Paper 02 (essay questions) and Paper 03/2, the alternative to the School Based Assessment. Candidates performed poorly on questions which required interpretation of information. At the Basic Proficiency, there was a decline in performance on all components of the examination except the School Based Assessment.

#### Principles of Business

138. There was an improvement in the percentage of candidates achieving Grades I to III in both the Basic and General Proficiency examinations in 2004. At the General Proficiency, 80 percent of the candidates achieved Grades I to III compared with 75 percent in 2003. At the Basic Proficiency, candidates achieving Grades I to III increased from 50 percent in 2003 to 77 percent in 2004. The improvement in performance was evident in all papers across both Proficiencies.

#### Religious Education

139. Eighty-two percent of the candidates who sat this examination in 2004 achieved Grades I to III, compared with 73 percent in 2003. There was an increase in the number of candidates from territories other than Jamaica, and there were several responses of exceptional quality from a number of schools, reflecting thorough preparation and a high level of interpretation and application of knowledge of the scriptural teachings and concepts to relevant life situations.

#### Social Studies

140. There was a decline in performance in this subject in 2004. At the General Proficiency, 76 percent of the candidates achieved Grades I to III, compared with 80 percent in June 2003. At the Basic Proficiency, 33 percent achieved Grades I to III compared with 57 percent in June 2003. Performance on those components of the examination that assessed Knowledge was satisfactory, but candidates did not perform well on those aspects of the examination that assessed Application and Interpretation.

#### Spanish (General)

141. Sixty-nine percent of the candidates achieved Grades I to III in the 2004 examination. Candidates have continued to perform well in Paper 01 (Part-A) and Paper 03 which test their ability to understand and speak the language. However, while there has been evidence of very good performance in candidates' ability to write the language, in Paper 02, there is scope for improvement in both the reading and writing skills tested in Paper 01 (Part-B) as well as Paper 02.

#### Spanish (Basic)

142. The performance of candidates in 2004 was comparable with the performance in 2003. Fifty-eight percent of the candidates achieved Grades I to III, compared with a similar percentage of candidates in 2003. Candidates showed ability to comprehend the language in Paper 01 (Part A), and continued to cope

### Outstanding Performance in the CSEC May/June 2004 Examinations

148. Two hundred and seventeen (217) candidates satisfied the criteria for the Most Outstanding Candidate Overall, which is eight (8) Grade Is at General and/or Technical Proficiencies. The combination of the subjects must include the following:

- (a) English A and Mathematics
- (b) At least one from each of the following groups:
  - I. French, Spanish
  - II. Caribbean History, Geography, Religious Education, Social Studies,
  - III. Agricultural Science (Single or Double Award), Biology, Chemistry, Information Technology (General), Integrated Science (Single Award), Physics
- (c) One subject from any of the following groups
  - I. Business Education - Information Technology (Technical), Office Procedures, Principles of Accounts, Principles of Business, Typewriting
  - II. Technical Vocational - Building Technology

(Construction or Woods), Clothing and Textiles, Electrical and Electronic Technology, Food and Nutrition, Home Economics Management, Information Technology (G/T), Mechanical Engineering Technology, Technical Drawing

#### III. Music, Visual Arts, Theatre Arts, English B

149. Candidates meeting the criteria came from twelve territories; Anguilla, Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines and Trinidad and Tobago.

150. Mr Kamal Wood of the St Vincent Grammar School was adjudged the CSEC Most Outstanding Candidate Overall in the May/June 2004 examinations. Mr Wood achieved Grade I in 11 subjects. He achieved General Proficiency Grade I in Biology, Chemistry, English A, English B, French, Geography, Mathematics, Physics, Principles of Business and Spanish and Technical Proficiency Grade I in Information Technology.

## OUTSTANDING VISUAL ART PIECES



**Fruit Tray**  
by Kemar Champagnie  
Dinthill Technical School, Jamaica  
CSEC Visual Arts Examination 2004



**Sunlight**  
by Sarah Crouch  
Hillel Academy Trinidad & Tobago  
CSEC Visual Arts Examination 2004



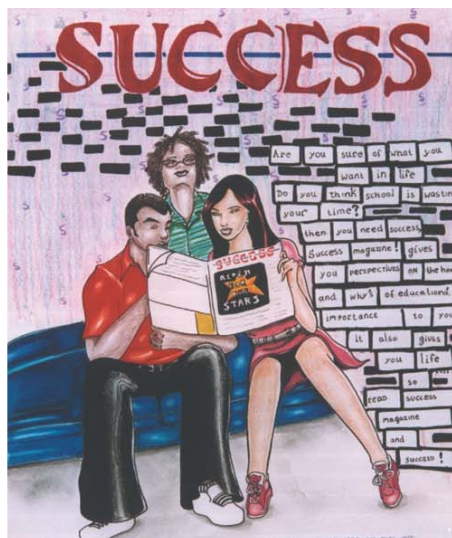
**Bathsheba**  
by Alicia Scott  
Queen's College Barbados  
CSEC Visual Arts Examination 2004



**Ripples and Pebbles**  
by Lemar Goddard,  
The Lester Vaughn School, Barbados  
CSEC Visual Arts Examination 2004



**Birds Eating Fruit**  
by Samuda Collins,  
St. Mary Technical High School, Jamaica  
CSEC Visual Arts Examination 2004



**Success**  
by Marvin Springer,  
St. Augustine Senior Comprehensive School,  
Trinidad & Tobago  
CSEC Visual Arts Examination 2004



**Reflections**  
by Kenroye Jacobs,  
Mile Gully High School, Jamaica  
CSEC Visual Arts Examination 2004



**Beauty of Trinidad**  
by Andrew Douglas,  
Trinidad & Tobago Prison Service  
Education Facility  
CSEC Visual Arts Examination 2004

151. Mr Wood also won the award for the Most Outstanding Performance in the Humanities with four Humanities subjects at Grade I. He achieved General Proficiency Grade I in English B, Geography, French and Spanish.

152. Mr Daniel Thomas of Ardenne High School, Jamaica, received the award for the Most Outstanding Candidate in Sciences with Grade I in ten subjects, including three Science subjects. The Science subjects are Biology, Chemistry and Physics. Daniel also achieved Grade I in English A, English B, French, Information Technology, Mathematics, Spanish and Technical Drawing.

153. The award for the Most Outstanding Candidate in Business Education went to Miss Kimala Swanston of Charlestown Secondary School, Nevis, St Kitts and Nevis. She achieved Grade 1 in nine subjects. Her subjects included three Business offerings for which she achieved Grade I with all 'A' profiles. These are Office Procedures, Principles of Accounts and Principles of Business. She also achieved General Proficiency Grade I in Caribbean History, English A, French, Food and Nutrition, Mathematics and Spanish.

154. Mr Donrick Slocombe of Grenada Boys Secondary School received the award for Most Outstanding Performance in Technical/Vocational subjects. He achieved acceptable grades in 12 subjects including eight (8) Grade 1s. In four Technical/Vocational subjects,

he achieved three at Grade I and one at Grade II. These are Building Technology (Construction), Electrical and Electronic Technology and Technical Drawing at Grade I and Information Technology at Grade II.

155. The award for Most Outstanding Candidate Visual Arts, 2-Dimensional Work, went to Miss Emma Chapman of Queen's College, Barbados. Miss Chapman's piece was based on a question in the Graphic Design Option. Her design represents the front panel of a brochure advertising the Barbados Nature Reserve.

156. Mr Demekos Williams, a student of Raymond Gardiner High School, Turks and Caicos Islands, submitted the best 3-Dimensional Work in the Visual Arts examination. Mr Williams' work is based on the Leather Craft Option. He created a decorative plaque based on the theme 'Birds'.

157. A student from Trinidad and Tobago, Miss Lianna Baboolal, of Naparima Girls High School won the award for the Best Short Story submitted in the English A examination. Miss Baboolal's story is based on a photograph of an elderly man dressed in a suit, sitting and looking withdrawn.

158. The St Vincent Grammar School received the School of the Year Award for 2004. The award is given to the school which entered the candidate who achieved the most outstanding performance in the May/June examinations.



*Donrick Slocombe*

*Kimala Swanston*

*Emma Chapman*

*Demekos Williams*

*Lianna Baboolal*

*Kamal Wood*

*Daniel Thomas*

### Performance of Candidates

162. Eighty-one percent of the candidates achieved Grades I to V this year compared with 76 percent in 2003.

163. Performance in 32 of the 45 Units offered improved. The number of Unit entries achieving Grade I also increased, from 878 in 2003 to 1 616 this year. The improvements were most notable in Unit 2 French, Spanish, Food and Nutrition, Sociology, Management of Business, Literatures in English and Caribbean Studies. Over 90 percent of the candidates who took these subjects achieved Grades I to V.

164. Data on subject entries and other performance are given in Appendix 3 and a summary of the performance in each Unit and subject is given below.

#### Accounting Units 1 and 2

165. In Unit 1, 80 percent of the candidates achieved Grades I to V in 2004, compared with 73 percent in 2003. Most candidates demonstrated a high level of competence in Accounting Theory (Module 1) and Preparation of Financial Statements (Module 2).

166. The candidate entry for Unit 2 increased by 92 percent in 2004 compared with the entry for 2003. Candidates performed well on Costing Principles (Module 1) and Costing Systems (Module 2), but failed to demonstrate mastery of many of the concepts in Module 3 (Planning and Decision Making).

167. The Internal Assessment for both Units continued to be of a high standard.

#### Art and Design Units 1 and 2

168. The percentage of candidates achieving Grades I to V was 100 and 96 percent in Units 1 and 2 respectively. In Unit 1, there was a slight improvement in the performance of candidates on Module 1, Cultural Studies. In Unit 2, there was a significant decline in the performance on Module 1, Design. In all Modules, the presentations showed evidence of research, documentation and experimentation.

#### Biology Units 1 and 2

169. Seventy-nine percent of the candidates who sat the 2004 Unit I Biology examination achieved Grades I to V, compared with 76 percent in 2003. In Unit 2, 87 percent of the candidates achieved Grades I to V, compared with 91 percent in 2003. In the Internal Assessment, candidates failed to reach the desired standard in their drawing and analytical skills and in their use of graphics and tables. As in 2003, microscope work and interpretation of experimental results continued to be challenging for many students.

### Chemistry Units 1 and 2

170. Fifty-seven percent of the candidates achieved Grades I to V in 2004 in Unit 1, compared with 62 percent in 2003. Candidates showed weaknesses in Organic Chemistry and performed poorly on questions requiring an understanding of the concept of Dynamic Equilibrium and the principle of Two-Dimensional Chromatography. Candidates performed satisfactorily on questions assessing their understanding of Enthalpy Changes.

171. Candidates achieving Grades I to V in Unit 2 decreased from 79 percent in 2003 to 77 percent in 2004. Candidates continued to experience difficulties with tasks that required the application of knowledge. They performed poorly on questions assessing their understanding of Behaviour of Elements in terms of structure and bonding. Many, however, demonstrated mastery of the topics, Principles of Chemical Equilibrium and Solubility Product.

#### Caribbean Studies

172. Ninety-eight percent of the candidates in the 2004 examination achieved Grades I to V. This compared favourably with 95 percent achieving similar grades in 2003. Generally, candidates demonstrated satisfactory performance in all areas of the examination. However, they excelled on Module 1 (Caribbean Society and Culture) of Paper 01. The performance on this paper was mainly responsible for the overall improvement on Module 1. Candidates also performed well in the Internal Assessment, which is based solely on Module 3 (Investigating Human and Social Development in the Caribbean) and introduces candidates to some of the major concepts and skills which should be mastered in conducting research.

#### Communication Studies

173. Ninety-four percent of the candidates achieved Grades I to V in the 2004 examination, compared with 97 percent in 2003. Candidates continued to perform well on Paper 02, which required extended responses and on which they appeared to be competent. On Paper 01A, candidates demonstrated weaknesses in the questions dealing with characteristics of Creole languages. However, candidates demonstrated competence in discussing Standard English as a language. Candidates were also weak on Paper 01B, the aural comprehension. On Paper 03, the Internal Assessment, some candidates appeared not to have taken note of the changes with respect to the thematic coherence of the portfolio and the use of literary genres for the reflective pieces.

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

### Administration of the examination

159. This year, 45 Units in 27 subjects were examined.

160. The number of Unit entries for 2004 increased by 33 percent compared with 2003. This year, 30 829 Unit entries were submitted, up from 23 145 in 2003.

161. The number of candidate entries also increased by just over 30 percent in 2004 when compared with figures for 2003. This year, 9 620 candidates took CAPE compared with 7 336 last year.

### CAPE Subjects offered in 2004 and number of Unit entries

NAME	UNIT	ENTRIES
Accounting	1	1068
Accounting	2	915
Art & Design	1	74
Art & Design	2	58
Biology	1	1058
Biology	2	421
Caribbean Studies	1	3060
Chemistry	1	1005
Chemistry	2	420
Communication Studies	1	4522
Computer Science	1	382
Computer Science	2	395
Economics	1	1170
Economics	2	539
Electrical & Electronic Technology	1	48
Environmental Science	1	152
Environmental Science	2	101
Food & Nutrition	1	127
Food & Nutrition	2	63
French	1	83
French	2	44
Functional French	1	21
Functional Spanish	1	72
Geography	1	355
Geography	2	455
Geometrical and Mechanical Engineering Drawing	1	139
History	1	1109
History	2	774
Information Technology	1	317
Law	1	383
Law	2	162
Literatures in English	1	1155
Literatures in English	2	667
Management of Business	1	1562
Management of Business	2	987
Mathematics	1	1725
Mathematics	2	598
Physics	1	794
Physics	2	318
Sociology	1	1891
Sociology	2	948
Spanish	1	300
Spanish	2	189
Statistical Analysis	1	203
<b>Total subject unit entries</b>		<b>30829</b>

190. In Unit 2, 100 percent of the candidates achieved Grades I to V, up from the 97 percent who did so in 2003. There was significant improvement in candidates' performance in the Literary Component of the examination (Paper 03). Generally, candidates were well prepared for both the oral and written papers of the examination.

191. However, there is still need for candidates to get exposure to different aspects of the Francophone culture, an exercise that will assist them in expanding their vocabulary as well as in improving their listening and speaking skills.

#### **Functional Spanish**

192. There was improved performance in the 2004 examination compared with the performance in 2003. Approximately 97 percent of the 59 candidates graded achieved Grades I to V in the examination this year. Candidates demonstrated a high level of comprehension of authentic listening material, tested in Paper 01. Candidates also improved in their ability to write the language correctly, as tested in Paper 02 of the examination. Candidates continued to perform well in Paper 03, where their communicative ability was tested and in the internal assessment.

#### **Functional French**

193. Candidates again performed well in the 2004 examination when only 13 candidates were graded, with 11 of these achieving Grades I to V. Candidates demonstrated ability to communicate orally, as tested in Papers 01 and 03 of the examination. Candidates also demonstrated skills in listening to and comprehending the language. There was a decline, however, in their ability to write the language, as tested in Paper 02.

#### **Geography Units 1 and 2**

194. In 2004, there was significant improvement in the overall performance in Geography in Unit 1, with 91 percent of the candidates achieving Grades I to V, compared with 83 percent in 2003. However, in Unit 2, 77 percent of the candidates achieved Grades I to V, a substantial decrease from the 91 percent who achieved Grades I to V in 2003.

195. Across both Units, many candidates failed to demonstrate the required competence in map reading and tasks requiring practical skills. Generally, performance in the Internal Assessments for both Units was satisfactory.

#### **Geometrical and Mechanical Engineering Drawing**

196. The overall performance of candidates in this

examination declined when compared with the performance of those who wrote the examination in 2003. In 2004, 80 percent of the candidates achieved Grades I to V compared with 92 percent in 2003. This decline in performance was consistent across Modules 2 and 3, Solid Geometry and Mechanical Engineering Drawing respectively, and on Papers 01 and 02.

197. Candidates continued to show good drawing skills but failed to demonstrate the required level of knowledge and application of concepts, particularly on Module 3 - Mechanical Engineering Drawing. Greater attention should be given to Orthographic and Auxiliary Projections in Module 2 - Solid Geometry. Candidates' performance on the Internal Assessment component of the examination was much superior to their performance on the external papers.

#### **History Units 1 and 2**

198. Performance in Unit 1 and Unit 2 was satisfactory in 2004, although there was a decrease in the percentage of candidates achieving acceptable grades in both Units.

199. In the Unit 1 examination, 88 percent of the candidates achieved Grades I to V, compared with 95 percent in 2003. In Unit 2, 90 percent of the candidates achieved Grades I to V compared with 98 percent in 2003.

200. Many candidates demonstrated poor analytical and essay writing skills. The lack of coverage of some topics was also evident. Candidates demonstrated some improvement in their research skills. There were several well-researched and well-written papers submitted for the Internal Assessment component of the examination.

#### **Information Technology**

201. Eighty-six percent of candidates who sat this examination in 2004 achieved Grades I to V, compared with 80 percent in 2003. The majority of candidates performed satisfactorily on tasks requiring knowledge of the hardware components of information systems but demonstrated weaknesses in the application and evaluation of concepts relating to the software engineering process.

202. In most cases the performance on the Internal Assessment was of a high standard.

#### **Law Units 1 and 2**

203. Sixty-three percent of the candidates achieved Grades I to V in Unit 1 in 2004, compared with 66 percent in 2003. Candidates continued to perform poorly on questions requiring the identification, application and analysis of legal issues in the Principles

#### **Computer Science Units 1 and 2**

174. The number of candidates who achieved Grades I to V in Unit 1 decreased to 95 percent in 2004 from 97 percent in 2003.

175. However, the percentage of candidates achieving Grades I to III increased to 48 percent from 38 percent in 2003. Candidates demonstrated understanding of the concepts tested in Module 2 (Applications of Computers), but their performance was weaker in the application of concepts in Module 1 (Components of Computer Systems). The Internal Assessment was of a high standard.

176. Seventy-nine percent of the candidates who wrote the Unit 2 examination achieved Grades I to V, compared with 47 percent in 2003. The majority of candidates demonstrated a high level of competence in Software and System Development (Module 1). However, fewer candidates demonstrated high levels of competence in Programming Languages (Module 2) and Programme Development (Module 3).

#### **Economics Units 1 and 2**

177. There was a marginal decline in the overall performance of candidates in 2004 when compared to 2003. Ninety-one percent of the candidates achieved Grades I to V in 2004 compared with 95 percent in 2003. Candidates showed weakness in concepts related to Market Structure and Market Failure (Module 2).

178. Candidates achieving Grades I to V in Unit 2 increased from 83 percent in 2003 to 96 percent in 2004. This year candidates were better prepared for this examination; however, the weakest performance continued to be on questions which required quantitative solutions.

179. For both Units, performance on the Internal Assessment was satisfactory.

#### **Electrical and Electronic Technology**

180. The overall performance of candidates in this examination declined when compared with the performance in 2003. In 2004, 68 percent of the candidates achieved Grades II to V, compared with 86 percent in 2003. No candidate achieved Grade I in 2004. This decline in performance was consistent across Modules 2 and 3, Analogue and Digital Electronics and Electrical Energy Systems respectively. Candidates performed better on Module 1 - Circuit Theory.

181. Only a few candidates demonstrated competency in electronics as well as electrical energy systems.

#### **Environmental Science Units 1 and 2**

182. There was significant improvement in the level of performance in the Unit 1 examination in 2004, compared with the performance in 2003. Ninety-two percent of the candidates achieved Grades I to V compared with 73 percent in 2003.

183. However, 76 percent of the candidates who wrote the Unit 2 examination in 2004 (the first year of open examinations of this Unit) achieved Grades I to V compared with 98 percent in 2003.

184. In both Units, candidates performed well on tasks requiring knowledge of basic concepts and principles but demonstrated weaknesses in tasks requiring analysis and interpretation of data. For both Units, performance in the Internal Assessments was generally satisfactory.

#### **Food and Nutrition Units 1 and 2**

185. Ninety-five percent of candidates achieved Grades I - V compared with 97 percent in 2003. Unit 2 was offered for the first time as an open examination, and 97 percent of the candidates achieved Grades I - V compared with 100 percent in 2003.

186. In Unit 1, performance was best on Module 1, Principles of Nutrition and Health and in Unit 2, performance was best on Module 1, Caribbean Foodways and Food Systems.

187. Though candidates' performance was generally satisfactory, many candidates simply listed facts and principles and found difficulty in providing full and complete analyses in their responses to questions on the essay paper.

188. Candidates generally performed well on the Internal Assessment component of the examination. Many of the portfolios were well researched and well presented though weaknesses were apparent in the Experimentation and Product Development aspects of this component.

#### **French Units 1 and 2**

189. In Unit 1, 71 percent of the candidates achieved Grades I to V, down from 74 percent in 2003. While there was a slight decline in candidates' performance on the Listening Comprehension (Paper 01), there was similarity in the level of competence displayed on the Reading Comprehension and the Literary Components (Paper 02 and Paper 03) of the examination.

217. In Unit 2, 99 percent of the candidates achieved Grades I to V. This was a slight improvement on 2003, when these grades were achieved by 95 percent of the candidates. This year, candidates showed improvement on all aspects of the examination, especially on Paper 01 (Listening Comprehension) and Paper 03 (Texts and Themes). However, candidates still need to improve their oral skills, and to pay closer attention to grammar and vocabulary.

#### Statistical Analysis

218. The overall performance in Statistical Analysis in 2004 was similar to performance in 2003. At both

sittings, 67 percent of the candidates achieved Grades I to V. However, the percentage of candidates achieving Grades I to II in 2004 increased to 11 percent from one percent in 2003.

219. Candidates performed satisfactorily on Module 1 (Collecting and Describing Data) but failed to demonstrate mastery of many of the concepts tested in Module 3 (Analyzing and Interpreting Data).

of Public Law. Candidates performed satisfactorily on questions assessing their understanding of Caribbean Legal Systems and Criminal Law.

204. Candidates achieving Grades I to V in Unit 2 increased significantly, from 58 percent in 2003 to 75 percent in 2004. Candidates continued to experience difficulty with tasks requiring analysis and interpretation of legal issues and principles in the Law of Contract. Candidates performed satisfactorily on questions assessing the knowledge of Tort and Real Property.

#### Literatures in English Units 1 And 2

205. In Unit 1, 93 percent of the candidates achieved Grades I to V in the 2004 examination. This represented an improvement in performance over that of 2003 when 81 percent of the candidates achieved Grades I to V. Candidates showed improved proficiency in answering questions on the Drama and Poetry modules. Performance on the Prose Fiction module was satisfactory, similar to that which obtained in 2003.

206. In Unit 2, 97 percent of the candidates achieved Grades I to V in the 2004 examination, a slight improvement on the 93 percent success rate of 2003. There was a decline in performance on the Drama module on Paper 01, but the improvement across the three modules on Paper 02, (the extended essays), was the main contributory factor in the overall improvement in candidate performance on the examination.

#### Management of Business Units 1 and 2

207. In Unit 1, 84 percent of the candidates achieved Grades I to V compared with 81 percent in 2003. In this Unit, Module 3, Business Finance and Accounting, continued to pose a major challenge for candidates. In Unit 2, 97 percent of the candidates achieved Grades I to V compared with 92 percent in 2003. There was significant improvement in performance in Module 3, Small Business Management.

#### Mathematics Units 1 and 2

208. The overall performance in Mathematics Unit 1 was consistent with that of 2003, with 62 percent of the candidates achieving Grades I to V in 2004. Twelve percent of the candidates in 2004 achieved Grade I, compared with nine percent in 2003.

209. There was a slight improvement in the performance in Unit 2, with 88 percent achieving Grades I to V, compared with 84 percent in 2003. In this Unit, 21 percent of the candidates achieved Grade I, compared with 18 percent in 2003.

210. Candidates demonstrated strength in routine algorithmic processes, especially in differentiation and integration. However, as in previous years, responses to tasks requiring analytical or deductive skills were of a lower standard, especially in the areas of series and sequences.

211. Performance in the Internal Assessments for both Units was of a high standard.

#### Physics Units 1 and 2

212. Candidates achieving Grades I to V for Unit 1 decreased to 84 percent in 2004 from 88 percent in 2003. The percentage of candidates achieving Grades I to III also decreased to 27 percent in 2004 from 33 percent in 2003. Some candidates demonstrated weaknesses on questions assessing the Kinetic Theory of Gases. Candidates also demonstrated weaknesses on the questions assessing practical skills. Performance on the essay questions that assessed mechanics was reasonable, but performance on essay questions which assessed Module 2 (Oscillations and Waves) was very weak.

213. The number of candidates who achieved Grades I to V for Unit 2 decreased to 84 percent in 2004 from 87 percent in 2003. Candidates demonstrated weaknesses in basic electrical calculations and wave particle duality. Candidates' responses to the questions assessing practical skills were disappointing.

#### Sociology Units 1 and 2

214. Open examinations were offered for both Units and there was a significant improvement in performance in Unit 1, with 85 percent of the candidates achieving Grades I to V in 2004, compared with 74 percent in 2003. In Unit 2 the improvement in performance was also substantial, with 93 percent of the candidates achieving Grades I to V in 2004, compared with 88 percent in 2003.

215. In both Units there was evidence of increased familiarity with the requirements of the syllabus on the part of teachers and candidates. For the most part, candidates' responses reflected better preparation this year compared with previous years.

#### Spanish Units 1 and 2

216. In Unit 1, 92 percent of the candidates achieved Grades I to V, similar to performance in 2003, when 93 percent of candidates achieved Grades I to V. Candidates showed a slight decline in performance on the Listening Comprehension (Paper 01), but they maintained similar levels of competence in the Reading and Writing aspects (Papers 02 and 03) of the examination.

## SYLLABUS DEVELOPMENT ACTIVITIES

### Caribbean Secondary Education Certificate (CSEC)

#### New Syllabuses

##### Human and Social Biology

220. A feasibility study was undertaken among Participating Territories to ascertain the need for a CSEC syllabus in Human and Social Biology. The findings of the study showed that a total of 62 444 candidates from seven Participating Territories had registered to write the June 2004 examinations in the subject offered by overseas Examination Boards. Council directed that a CSEC Human and Social Biology syllabus should be developed and offered for examination as early as May/June 2005.

221. A six-member Subject Panel, under the leadership of a Senior Lecturer from the Faculty of Medicine of the University of the West Indies, Mona campus, was appointed to develop the syllabus. Members of the Panel included subject teachers, curriculum officers and the Director of Nursing Education, Ministry of Health, Trinidad and Tobago.

222. The first draft of the syllabus was circulated for comments. The Panel received responses from 25 teachers across the region and other specialists, including teaching staff from the Department of Nursing Education; Community Health and Psychiatry, Jamaica; and the Faculty of Pure and Applied Science of the Mona campus of the University of the West Indies. Members of the teaching staff of the College of Nursing, Trinidad and Tobago and the Dental Auxiliary School, Jamaica also reviewed the syllabus. The feedback was positive and provided valuable comments on how to improve the syllabus.

223. The syllabus provides a foundation for those wishing to pursue studies in Nursing; Dentistry; and Dietetics or to work in fields where the knowledge and skills of Human and Social Biology would be helpful. The syllabus was issued to secondary schools and a number of Nursing and Para-Medical Institutions in the region during August 2004. The first examination for the syllabus will be held in May/June 2005.

##### Office Administration

224. The Office Procedures syllabus has been revised and given a new name "Office Administration". The syllabus was issued to schools in June 2004, for teaching from September 2004 and examination from May/June 2006.

##### Economics

225. A Panel meeting was held to complete the development of the Economics Syllabus which will be issued to schools in May 2005 for teaching from September 2005 and examination from May/June 2007.

## Sociology

235. The Specific Objectives and relevant Content areas were clarified. Also, the Internal Assessment was revised by replacing the three assignments with a research project on a social group or organization in the community.

## Syllabus Revision

### History

236. A Panel meeting was held to complete the revision of the History syllabus. The language, terms and concepts of the syllabus were refined to give the syllabus a more Caribbean perspective. More attention was given to women and minority groups, including Indigenous Peoples and Asians. For the document-based component of the examination, candidates are now required to respond to three extracts and four short questions instead of four extracts and five short questions. The syllabus was issued to schools in June 2004, for teaching from September 2004 and examination from May/June 2005.

### Mathematics, Statistical Analysis and Applied Mathematics

237. A Panel meeting was held to complete the revision of the Mathematics, Statistical Analysis and Applied Mathematics syllabuses. The name of the Mathematics syllabus was changed from Mathematics to Pure Mathematics. The time allotted for Paper 01 was increased by 30 minutes to make it a 2 hour paper and the time allotted to Paper 02 was reduced by 30 minutes to make it a 2 hour paper as well. The project in the Internal Assessment in Unit 2 was replaced by three class tests.

238. As with the Pure Mathematics syllabus, the time allotted for Paper 01 of the Statistical Analysis syllabus was increased by 30 minutes to make it a 2 hour paper and the time allotted to Paper 02 was reduced by 30 minutes to make it a 2 hour paper. The three tests and the project in the Internal Assessment were replaced by one project.

239. The time for Paper 01 and Paper 02 for Applied Mathematics, was increased in each case by 30 minutes to 2 hours, making them similar in duration to the Pure Mathematics and Statistical Analysis papers. In addition, this syllabus was reconfigured as shown below:

240. *Module 1* - Discrete Mathematics was retained and is compulsory for all candidates.

241. *Modules 2 and 3* now comprise two options each,

<i>Module 2</i>	(1)	Probability and Distributions
	(2)	Particle Mechanics
<i>Module 3</i>	(1)	Statistical Inference
	(2)	Rigid Bodies, Elasticity, Circular and Harmonic Motion

242. The options for candidates pursuing Applied Mathematics are outlined below.

243. A candidate may take:

*Option A* Discrete Mathematics (common Module); Probability and Distributions; and Statistical Inference.

*Option B* Discrete Mathematics (common Module); Particle Mechanics; and Rigid Bodies, Elasticity, Circular and Harmonic Motion.

*Option C* Discrete Mathematics (common Module); Probability and Distributions; and Particle Mechanics.

244. The recommended 2-Unit options for CAPE Mathematics are outlined below.

(a) Pure Mathematics Unit 1 AND Pure Mathematics Unit 2

(b) Statistical Analysis AND Applied Mathematics. For Applied Mathematics it is recommended that candidates take:

## Revised Syllabuses

### Geography

226. A Review Committee meeting was held and it recommended that the syllabus be restructured to emphasize the inter-dependence and inter-relationship between the human and physical environments. A Panel meeting to complete the revision of the syllabus was held in November 2004 and it is anticipated that the revised syllabus will be issued to schools in May 2005, for teaching from September 2005 and examination from May/June 2007.

### Religious Education

227. A Review Committee recommended that this syllabus be revised to focus more on learning about religion and learning from religion and less on religious instruction. The Committee also proposed that the revised syllabus should include a Section on Caribbean Indigenous Religions in the Core. A Panel meeting to complete the revision of the syllabus was held in November 2004 and it is anticipated that the revised syllabus will be issued to schools in May 2005, for teaching from September 2005 and examination from May/June 2007.

### Syllabus Amendments

228. Amendments to the SBA for seven syllabuses were issued to schools. The syllabuses are, Business Education, Caribbean History, Home Economics, Industrial Technology, Information Technology, Social Studies and Theatre Arts. These amendments dealt primarily with the award of marks for the proper use of language in the SBA assignments.

### Resource Materials

229. Distance Learning Materials or Self-Study Guides for English A and Social Studies were edited, reprinted and offered for sale.

### Teacher-Training Workshops

230. CXC, in collaboration with Ministries of Education, held workshops to assist teachers from all Participating Territories in the implementation of the SBA component for English and Physical Education and Sport. The workshops were held in Barbados, Guyana, Jamaica, St. Lucia and Trinidad and Tobago and attracted 328 participants for English and 223 participants for Physical Education and Sport. Participants from 10 territories throughout the region attended the workshops and are expected to assist other teachers in their respective territories.

## Caribbean Advanced Proficiency Examinations (CAPE)

### Finalization of Unit 2

231. Panel meetings were convened to review the subjects listed below. The revised syllabuses were issued to schools in June 2004 for teaching in September 2004 and first examination from May/June 2005.

### Art and Design

232. The time for the Production Papers 02 and 03 was increased from four (4) and five (5) hours, respectively, to six (6) hours. Major restructuring was done to the Content section of Unit 1, Module 1, Cultural Studies; and a detailed breakdown of the mark scheme for the Production Papers, Portfolio pieces, and Research Paper was included.

### Environmental Science

233. The Aims, Specific Objectives and related Content, suggested teaching and learning activities and the requirements for completing the Internal Assessment were revised.

### Food and Nutrition

234. The General and Specific Objectives and Content were revised. For the Internal Assessment, candidates were advised to pursue a thematic approach when selecting activities.

## APPLICATION OF TECHNOLOGY TO THE EXAMINATION PROCESS

### Electronic Registration

248. During 2004, the Electronic Registration application was implemented in 13 territories including four new territories. The territories that previously participated in Electronic Registration were Barbados, Belize, Dominica, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines and Trinidad and Tobago. The new territories implementing Electronic Registration were Antigua and Barbuda, British Virgin Islands, Montserrat, and the Turks and Caicos Islands. Plans to visit two additional territories were suspended due to hurricane Ivan.

249. Representatives from each Ministry of Education and staff from selected schools were trained in the installation and use of the application. The application now offers additional functionality such as the ability to capture SBA scores of candidates for submission to CXC. The application is expected to improve the efficiency and timeliness of data submission, allowing timely feedback of registration details to the territories. The extensive training provided to the Ministry of Education staff should allow them to offer 'first call' support to the local Centres.

### EDMS Project

250. The second phase of the EDMS project was completed during 2004. This phase included the storage of examination results for the years 1994 to 2003. The culmination of the project means that CXC now has ready access to its historical data for the examinations held during the period June 1979 to June 2003. This allows for a more effective response to candidates' requests for examination results and transcripts.

### EU/CXC Development Project

251. The testing of the new Examination Processing System (EPS) continued during 2004 with a Parallel Run on the June 2004 CAPE and CSEC examinations. The analysis of the Parallel Run was completed by the end of September 2004. Upon confirmation of the readiness and accuracy of the system, CXC will embark on the processing of the January 2005 examination data using the new system. It is expected that arising from the further analysis of the 2004 parallel run activities, additional enhancements may be made during 2005 to ensure maximum system efficiency.

252. The new EPS will facilitate earlier release of results through automation of many manual processes within the existing system; it will also provide online access and immediate reporting capability to users in the Examination Administration and the Measurement and Evaluation Divisions.

## SCHOOL BASED ASSESSMENT

253. Concerns about the demands of School Based Assessment in general and Internal Assessment for CAPE in particular were expressed at the meeting of Council in Trinidad and Tobago in December 2003.

254. Council mandated the Registrar to convene a meeting of a Special Committee to examine the issues related to SBA/IA and make recommendations to Council.

255. The meeting was held on April 15, 2004 at CXC Headquarters and was attended by representatives of several Participating Territories, secondary schools in Antigua and Barbuda, Barbados, Jamaica, St Lucia and Trinidad and Tobago, University of the West Indies and University of Guyana.

256. The meeting recommended options for reducing demands of Internal Assessment (IA) in several subjects.

257. The current IA should be retained for technical and vocational subjects - Food and Nutrition, Art and Design, Electrical and Electronic Technology and Geometrical and Mechanical Engineering Drawing.

258. In the Sciences, the requirements for the project should be removed since practical exercises are sufficient to measure the scientific skills identified.

259. In those subjects where there are several different types of assessment, changes should be made so that students do only one type of assessment. The IA could span any modules and the demands should take into account the duration of the school year.

EITHER

*Option A* (Discrete Mathematics; Probability and Distributions; and Statistical Inference);

OR

*Option C* (Discrete Mathematics; Probability and Distributions; and Particle Mechanics).

(c) Pure Mathematics AND Applied Mathematics. For Applied Mathematics it is recommended that candidates take:

EITHER

*Option A* (Discrete Mathematics; Probability and Distributions; and Statistical Inference);

OR

*Option B* (Discrete Mathematics; Particle Mechanics; and Rigid Bodies, Elasticity, Circular and Harmonic Motion);

OR

*Option C* (Discrete Mathematics; Probability and Distributions; and Particle Mechanics).

### Syllabus Amendments

245. Amendments to the Internal Assessment for 14 syllabuses were issued to schools. The syllabuses are, Biology, Caribbean Studies, Chemistry, Communication Studies, Computer Science, Economics, French, Geography, Information Technology, Law, Literatures in English, Management of Business, Physics and Spanish. The amendments, which are effective for the May/June 2005 examinations, dealt primarily with changes to the Internal Assessment component of the syllabuses to reduce the demands on candidates.

### Resource Materials

246. Distance Learning Materials or Self-Study Guides for Caribbean Studies and Communication Studies were edited, reprinted and offered for sale.

### Teacher-Training Workshops

247. CXC, in collaboration with Ministries of Education, held orientation workshops to assist teachers from all Participating Territories in the implementation the revised CAPE History and Mathematics (Pure Mathematics, Applied Mathematics and Statistical Analysis) syllabuses. The workshops were held in Antigua and Barbuda, Barbados, Guyana, Jamaica, and Trinidad and Tobago. All teachers offering candidates for examination in CAPE History or Mathematics from non-hosting territories for the workshops were invited to one of the five workshops at the Council's expense. Additional workshops were held in Trinidad and Tobago for new teachers of CAPE Accounting, Food and Nutrition and Management of Business. Participants are expected to assist other teachers in their respective territories.

## CERTIFICATE IN BUSINESS STUDIES

268. From May/June 2004 CXC will be awarding a Certificate in Business Studies, based on examinations in a cluster of subjects in Business Studies and including English A and Mathematics. The certificate will provide greater focus on achievements of persons in a cluster of subjects appropriate as a foundation for further studies in the subject areas and for entry in the labour market. The certificate should also be of benefit to out-of-school candidates. This Certificate will be given in addition to the Caribbean Secondary Education Certificate currently awarded.

269. Organising a set of relevant subjects under a Certificate in Business Studies would serve to inform employers about the appropriate skills, competencies and attitudes which are most useful in an office or business environment and to guide persons in selecting relevant subjects in the CXC examinations to match job requirements.

270. The certificate makes full use of a student's performance in all examinations administered by CXC (Basic, General and Technical).

271. The Certificate in Business Studies will be based on the subjects given below.

### Compulsory

1.	English A	(General)	Grades I - III
	English A	(Basic)	Grades I - II
2.	Mathematics	(General)	Grades I - III
	Mathematics	(Basic)	Grades I - II

### At least two subjects from Nos. 3-6

3.	Principles of Business	(General)	Grades I - III
4.	Principles of Accounts	(General)	Grades I - III
5.	Office Procedures	(General)	Grades I - III
6.	Electronic Document Preparation and Management	(General)	Grades I - III

### No more than one subject from Nos. 7-9

7.	Information Technology	(General and Technical)	Grades I - III
8.	Economics	(General)	Grades I - III
9.	Spanish	(General)	Grades I - III
	Spanish	(Basic)	Grades I - II
	OR		
	French	(General)	Grades I - III
	French	(Basic)	Grades I - II

260. For subjects in which the same skills are assessed in Unit 1 and Unit 2, for example, Literatures in English, History and Sociology, students should be required to do the IA in the first Unit taken. The student may then opt to carry forward the IA score (if it is more than 50 percent) or do the IA for the second Unit being taken.

261. An upper limit of 2500 words should be imposed on the length of research papers and project reports and the Council should clearly state the penalty for exceeding the specified length by more than 10 percent.

262. Candidates should be allowed to carry forward SBA scores for two years instead of the one year currently permitted.

## UNIVERSAL SECONDARY EDUCATION

263. At its Meeting in Trinidad and Tobago in 2003, Council agreed to establish a Special Committee to examine the Participating Territories' responses to Universal Secondary Education and the consequences for CXC. The Special Committee met at CXC Headquarters on 28 February, 2004. Representatives from six territories along with representatives of the University of the West Indies and University of Guyana participated in the meeting, which was chaired by Professor Kenneth Hall, Chairman of CXC.



Participants who attended the meeting on Implications of Universal Secondary Education for CXC.

264. The reasons listed for embarking on developing national curricula, examinations and certificates are summarised as follows:

- (i) the relatively small number of the secondary level population who take CXC General Proficiency examinations;
- (ii) the Basic Proficiency examinations are perceived to have limited value for further education or employment and are still too difficult for the majority of students;
- (iii) the CXC examinations are not sufficiently varied and do not measure a wide range of competencies that a student may acquire through a secondary school experience and, consequently, many students leave secondary school with little or nothing to show that they completed five years of secondary schooling;
- (iv) with universal secondary education schools will have to make provision for students with a wide range of abilities;
- (v) the national examinations will be offered at a reduced cost compared to CXC fees or at no cost at all to parents.



Local Registrar, Barbados Mr. Glenroy Cumerbatch addressing the meeting on Universal Secondary Education while Permanent Secretary in the Ministry of Education, St. Kitts & Nevis Mr. Osmond Petty listen attentively

265. Based on the presentations of the six territories, three models of assessment and certification emerged. These are; National examinations and certification in place of CXC examinations, a mix of national and CXC examinations for national certification and National examinations and certification leading to CXC examinations.

266. The meeting discussed considerations that must be given to ensure quality of national programmes, and examinations; currency of certification; articulation with further education programmes; and local capacity to develop and administer examinations on a large scale.

267. The meeting agreed that CXC can play a significant role in these national efforts; for example, CXC can provide technical assistance in areas such as curriculum development, measurement and evaluation, examination administration and data analysis.

## June

286. The Registrar made a presentation on the work of CXC to the Trinidad and Tobago Chamber of Commerce on June 9. She explained the proposed Certificate in Business Studies to the Chamber.

## July

287. The Registrar paid a courtesy call on Minister of Education, Technology and Culture of Antigua and Barbuda Honourable Bertrand Joseph on July 29th. She also took the opportunity to get an update on plans for the hosting of Council meeting in December.

## August

288. The Registrar attended the first day of a meeting hosted by the Organization of American States (OAS) in Trinidad and Tobago. The meeting discussed the OAS-funded Latin America and Caribbean Project on Technical Vocational Education and Training.

289. The Registrar attended a meeting of the Association of Caribbean Tertiary Institutions (ACTI) on August 19th in Antigua and Barbuda.

## September

290. The Registrar, SAR (EAD) and a MED Officer attended a review meeting for the Secondary Education Assessment Examination in Trinidad and Tobago on September 1.

## October

291. The Registrar visited St Vincent and the Grenadines and met with Minister of Education, Youth Affairs and Sport, Honourable Michael Browne, the Minister of State in the Ministry of Education, Honourable Clayton Burgin, the Permanent Secretary, the Chief Education Officer and the Local Registrar on October 8.

292. The Registrar and the Senior Assistant Registrar (Examinations Administration Division) met with the Honourable Claris Charles and education officials of the Ministry of Education and Labour, Grenada on 15 October to discuss the CXC examinations in light of the impact of Hurricane Ivan.

293. The Registrar and Senior Manager attended the Eleventh meeting of the Council for Human and Social Development (COHSOD) which was held in Guyana on October 28 and 29, under the theme, Investing in Human Resources with Special Reference to Education.



*Registrar Dr. Steward presents a gift to Minister of Education in Grenada, Honourable Claris Charles as other officials from the Ministry of Education look on, Permanent Secretary Mr. Michael Pierre, Local Registrar Mr. Cyprian Bolah and Chief Education Officer Mr. Francis Sookram*

## REGISTRAR'S VISITS AND MEETINGS

### January

272. From 13-16 the Registrar participated in a seminar on Critical Thinking which was sponsored by the University of the West Indies, St Augustine, Trinidad and Tobago.

273. From 25-27, the Registrar met with officials from the Ministry of Education in St Lucia and the Organisation of the Eastern Caribbean States Education Reform Unit (OERU) to discuss CXC's participation in the Lower Secondary School Project in that island.

### February

274. The Registrar attended the Executive Committee meeting of the International Association for Educational Assessment (IAEA) held in Paris France from 2 to 5.

275. From 11-13, the Registrar met with the Minister of Education in St Lucia on policy matters and follow-up from the COHSOD meeting. She also met with the Permanent Secretary and officials from the Ministry of Education to discuss matters pertaining to the St Lucia Education Reform Project.

### March

276. The Registrar met with personnel from the Ministry of Education in St Lucia from March 1-3 to plan activities related to the St Lucia Education Reform Project.

277. The Registrar met with the Minister of Education and the new Permanent Secretary in Trinidad and Tobago to discuss CAPE and other policy-related matters on March 7 and 8.

278. The Registrar gave the feature address at the CXC Awards ceremony which was organized by the Jamaica Association of Principals of Secondary Schools on 12 March.

### April

279. The Registrar and the AR (PI and CS) visited Antigua and Barbuda and paid a courtesy call on new Prime Minister Honourable Baldwin Spencer and officials from the Ministry of Education on April 26th.

280. They also met with the Principal and faculty of the Antigua State College to discuss issues relating to CAPE.

281. The Registrar and a MED Officer participated in a symposium on teacher education held from April 28-30 in Trinidad and Tobago. The theme of the symposium was "Achieving educational quality through teacher education." The goal was to support the efforts of teacher educators to promote educational quality in the Caribbean.

282. The Registrar and AR (PI and CS) paid a courtesy call on the new Minister of Education in Grenada, Honourable Claris Charles and met with officials from the Ministry of Education and Faculty of the TA Marryshow Community College on April 28 and 29.

### May

283. The Registrar visited Jamaica and met with UNESCO Director and UWI personnel from May 2 to 6. She also attended a luncheon held in honour of former Chief Education Officer Mr Wesley Barrett

284. The Registrar spoke at the Opening Ceremony of the Art Exhibition in Guyana on May 10th. While in Guyana, she met with officials from CARICOM and the University of Guyana on May 12.

285. The Registrar made a presentation at the Convention of the Jamaica Employers' Federation which was held from May 20-23 in Ocho Rios, Jamaica. The Registrar presented on the topic: Demystifying CXC; how to assess the competence of school leavers entering the workforce.

### Video Documentary

310. The Council secured the services of the Television Education Unit of the Ministry of Education Rudranath Capildeo Learning Resource Centre to assist with the production of a television documentary.

311. Filming for the documentary began on Monday July 12 in Trinidad at the three marking centres. Several markers were interviewed at the centres and footage of various aspects of the marking exercise was filmed.

312. Filming continued in Barbados on Wednesday July 14 with interviews of the Chief Education Officer, Mrs Wendy Griffith-Watson, Registrar, Permanent Secretary in the Ministry of Education in St Kitts and Nevis, SAR (MED), Principal of Queens College and several markers. The crew also filmed footage of several activities at Headquarters.

313. The crew went to Jamaica on Thursday and filmed the Permanent Secretary in the Ministry of Education, the Pro-Registrar, the Chairman and markers at the marking centre. Several activities at the marking centre were also filmed.

### January 2005 Flyer

314. A flyer promoting the CSEC January 2005 sitting was printed and distributed to Local Registrars in July.

### Human and Social Biology

315. A coloured flyer to promote the new subject Human and Social Biology was printed and distributed to Local Registrars in August.

316. A press release on the introduction of Human and Social Biology was prepared and distributed to the Caribbean media in August.

317. Assistant Registrars (MED) Arlene Kirkpatrick and Cyndra Ramsundar were guests on the television programme Mornin' Barbados on October 7 promoting the new subject.

318. Pro-Registrar, Dr Stafford Griffith was a guest on the radio programme Beyond the Headlines on October 7 and also on the Breakfast Club on October 11, promoting Human and Social Biology and talking about other education related subjects.

### Marketing of materials

319. During the year, the Council continued its efforts to establish marketing distribution arrangements with bookstores in Participating Territories. Austin's Bookstore in Guyana, St George's Bookstore in Grenada, Teachers' Cooperative Credit Union Bookstore in St Vincent and the Grenadines and Pages Bookstore in Tobago all signed up as distributors of CXC materials in their respective territories.

### Self Study Materials

320. Ministries of Education and schools were informed about the availability of the Self-Study materials via the Internet, letters and faxes.

### Resource materials

321. Syllabuses, past papers and resource materials were sold during the marking exercise in Barbados and Jamaica and at various exhibitions and fairs.

322. The CXC Past Paper booklet published by Macmillan Publishers was also sold at Headquarters for the first time this year.

### Brochures and booklets

323. CAPE booklets and CSEC brochures were distributed to students, teachers, parents, universities and colleges via the post and at various events.

## PUBLIC RELATIONS AND OUTREACH ACTIVITIES IN 2004

294. A press release on the January sitting of the CSEC examination was prepared and distributed to the Caribbean media on March 1st.

295. Two press releases, one each on the May/June CAPE and CSEC examinations were prepared and distributed to Local Registrars and the media in the Caribbean.

296. A press conference was held on September 29th at Headquarters to announce the Regional Top Awards and the introduction of Human and Social Biology.

297. CAPE was featured in a special education supplement published by the Trinidad Guardian newspaper in July.

298. During a visit to Grenada in April, the Registrar, AR (PI and CS) and Local Registrar Ciprian Bolah were guests on a live radio talk show call In Focus; they were also interviewed on the Government Information Service television programme and recorded a programme on Grenada Broadcasting Network television called Home Front, a weekly magazine television show. The Local Registrar and AR (PI and CS) were also interviewed by the Sub-Editor of The Voice newspaper.

299. The Registrar and AR (PI and CS) were guests on the television show Guyana Today on May 11th, on Guyana National Communication Network.

300. On May 7, AR (PI and CS) and Deputy Chief Education Officer, Donna Chapman, were guests on a radio show on the National Communication Network.

301. On May 13th, AR (PI and CS), Local Registrar Mrs Juliet Persico and Deputy Chief Education Officer Donna Chapman were guests on the live radio talk show on the National Communication Network for one and half hours.

302. The Registrar's feature address at the CXC Awards Ceremony organised by the Jamaica Association of Principals of Secondary Schools was carried widely in the Jamaica media both on the Internet and in hard copy.

303. The AR (PI and CS) participated in the Kiwanis Club of Kingston Annual CXC Rally held at the Girl Guides Headquarters in Jamaica on January 23. He spoke at the opening ceremony along with Junior Minister in the Ministry of Education Honourable Dr. Donald Rhodd, former Principal of Wolmers' Girls School and the President of the Kiwanis Club.

304. A CXC booth was mounted at the Rally and staff distributed information and sold syllabuses and past papers.

305. The Registrar met with the Minister of Education and the Permanent Secretary of St Vincent and the Grenadines on October 8. While there, she took the opportunity to meet the media to promote the new Human and Social Biology syllabus.

### Choices Education and Career Expo

306. The Council mounted a booth at the Annual Choices Education and Career Expo at the Hilton Hotel on June 2 and 3. Over the two days, approximately 3000 persons visited the exhibition.

307. Syllabuses and other resource materials were also sold at the Expo.

### Art Exhibition in Guyana

308. In collaboration with the Ministry of Education in Guyana, the Council hosted a one-week Visual Art Exhibition from May 10 - 14 at the National Centre for Education Resource Development.

309. Minister of Education Honourable Dr Henry Jeffrey delivered the feature address at the opening ceremony and opened the exhibition. The Registrar, Chief Education Mr Ed Caesar and Deputy Chief Education Officer Donna Chapman spoke at the ceremony.

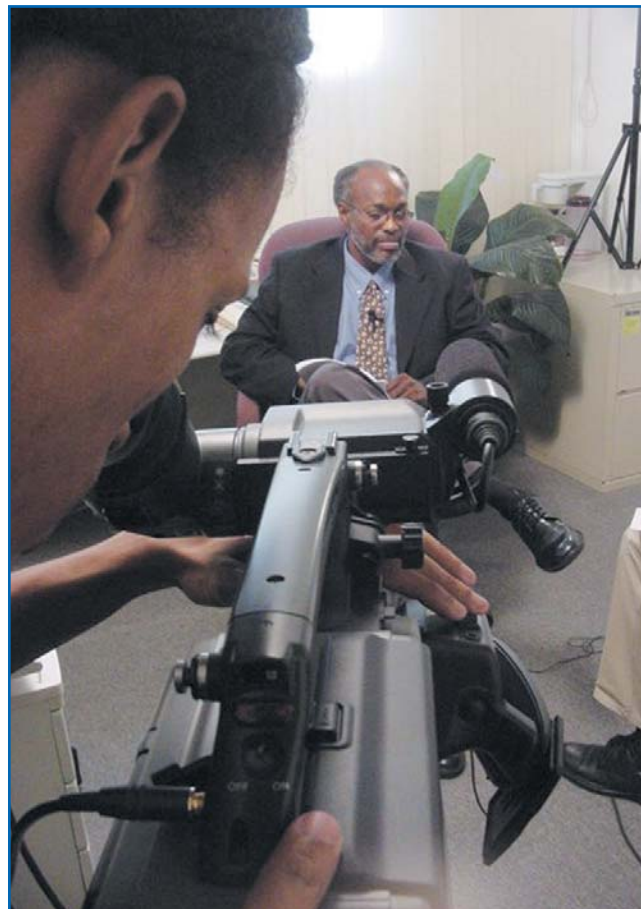
**PUBLIC RELATIONS AND OUTREACH ACTIVITIES IN 2004 contd.**



CXC officials at the Press Conference to announce the Regional Top Awardees 2004 - L to R: AR (EAD) Suzan Giles, SAR (MED) Dr. Yolande Wright, Registrar Dr. Lucy Steward, Senior Manager Guy Hewitt, AR (Public Information) Cleveland Sam.



The Registrar and LR Grenada being interviewed on Grenada Broadcasting Network Television during a visit in April.



Mrs. Dwyer of the WZO explains the features of a syllabus to two students at the Choices Expo in Jamaica.

Pro Registrar Dr. Griffith being filmed as part of the CXC television documentary.



**Annual Report**

324. The 2003 Annual Report was prepared and distributed widely in May. Copies of the report were also placed in the reception areas of both offices for the public.

**Examiner Magazine**

325. Two issues of the Caribbean Examiner were printed and distributed during the year under review. One issue was printed in January and the other in October.

**Best short story**

326. The Best Short Story in the May/June English A examination was printed and disseminated to the media throughout the region and posted on the CXC website. The short story was also distributed at the fairs and exhibitions in which the Council participated.

**Visual Art Exhibition - Guyana**

327. CXC and the Ministry of Education, Guyana collaborated in mounting an art exhibition during 10 to 14 May.

328. The main purpose of the exhibition was to enable students to view good art pieces and to provide an opportunity for the public to see work done by students from across the Caribbean.

329. The exhibition was well attended. There were approximately 3000 visitors over the five days. They included students from secondary and primary schools, the Cyril Potter Teachers' College and the Burrows School of Art. The feedback received indicated that visitors found the exhibition of a high standard and praised students for the quality of their work. The exhibition was well covered by the media. One radio station and a television station recorded their magazine programmes on site using the exhibition as the focus.



Teacher Paul Burnett explains aspects of the art to students in Guyana.



Local Registrar - Guyana, Mrs. Juliet Persico (2<sup>nd</sup> from right) chats with students visiting the Art Exhibition in Guyana.

## STAFFING

### Heads of Division

#### *Dr Lucy Steward - Registrar*



333. Dr Steward joined the Caribbean Examinations Council (CXC) in 1998 as Registrar. She has overall responsibility for leadership and management of CXC at Headquarters and Western Zone Office.

334. Before joining CXC she worked as Chief Programme Officer (Education) at the Commonwealth Secretariat in London, and as Chief of Education at the Caribbean Community (CARICOM) Secretariat in Guyana. At the Commonwealth Secretariat, her main responsibility was for Human Resource Development in Small States. She worked on several projects which included non-formal education, financing of education, teacher education, educational assessment and examinations systems in small states.

335. As Chief of Education at the CARICOM Secretariat, she interacted with Governments on education policy and programmes and her work included the development of a Regional Strategy for Technical and Vocational Education and Training (TVET) and a Regional Education Policy.

336. Dr Steward received her first degree in Chemistry and Physics and a Diploma in Education from University of the West Indies, St Augustine. She completed a Masters Degree and a doctorate in Curriculum and Instruction (Science Education and Cognitive Psychology) at Pennsylvania State University.

337. Dr Steward has authored and co-authored several books and articles on science instruction and education. She was also appointed Executive Secretary of the International Association for Educational Assessment (IAEA) in 2002.

#### *Dr. Stafford A. Griffith - Pro Registrar*



338. Dr. Griffith is Pro-Registrar of CXC. He holds graduate degrees in education with specialized study in research, measurement and evaluation, and curriculum development. He also holds a LLB degree. In addition, Dr. Griffith has completed graduate

studies in Political Science and Development Studies.

339. Dr. Griffith has 35 years of combined work experience in teaching, curriculum development, measurement and evaluation, and programme planning and management. He previously served as Consultant/National Coordinator, World Bank/Ministry of Education Reform of Secondary Education Project, Jamaica; Director, Canadian International Development Agency/University of the West Indies (UWI) Institutional Strengthening Project; Senior Education Project Manager, United States Agency for International Development (USAID); Assistant Registrar (Project Evaluation) and subsequently Project Coordinator, CXC/USAID Secondary Curriculum Development Project.

340. Dr. Griffith has served as a resource person in a number of regional and national curriculum development, teacher training and measurement and evaluation activities and as a consultant to a number of international organizations, including Tecslut International Limited (Montreal), United Nations Development Programme (New York) and Van Leer Foundation (Holland).

341. Dr. Griffith has published articles in curriculum development, measurement and evaluation, and training. He has also co-authored two books.

## FINANCIAL MANAGEMENT

330. During 2003, the Council's operating costs increased mainly due to salaries and wages settlements for staff. In addition, the rise in the value of the Pound Sterling against the United States Dollar had an impact on the Council's Costs.

331. Revenues, excluding Governments' subventions, increased by approximately 4%. Fees for CSEC and CAPE increased as a result of growth in entries. Investment income, however, was less because of lower interest rates and a reduction in funds invested.

332. By monitoring expenditure closely and planning for significant outlays the Council was able to manage its working capital by forecasting cash requirements on a weekly basis and investing excess cash at the best available rates.

An Auditors Report is Available.

**Elma Licorish - Senior Assistant Registrar  
Production Division**

355. Miss Licorish is in charge of the Council's Production Division, which operates an in-house printery. She has responsibility for the preparation of documents from drafts/manuscripts to printing. This includes typesetting, design, proof reading, layout and graphics.

356. Miss Licorish has extensive hands-on experience in work scheduling and delivery of programmes within tight timeframes. She has been with CXC for 29 years and managed the Council's marking centre in Guyana for 10 years.

357. Miss Licorish is a graduate of Barbados Institute of Management and Productivity (BIMAP) and the University of the West Indies (UWI).

**Donna Walker - Senior Assistant Registrar  
Personnel Division**



358. Mrs Walker has been employed with the Council since 1998. She has over 15 years experience in human resource management and administration gained from postings in the USA, Canada and the Caribbean. She has responsibility for employee relations, planning and coordinating training activities, staffing and recruitment, industrial relations, compensation and benefits programmes as well as health and safety activities.

359. She holds a Master of Arts degree in Human Resource Management and Development from the Graduate School of Management at the New School for Social Research in New York, USA and a Bachelor of Arts degree from the University of the West Indies, Mona, Kingston, Jamaica.

**Sean Brissett - Senior Assistant Registrar  
Administration WZO**

360. Mr. Sean Brissett joined the Caribbean Examinations Council (CXC) in February 2002 as a Senior Assistant Registrar/Administration. Previously he worked as a Manager at the National Housing Trust with the responsibility for loan processing, marketing auditing and compliance.



361. Mr. Brissett also worked as a trained teacher of Mathematics and Social Studies as well as a trainer Consultant. He is responsible for the management of the

administrative and accounting functions of the Western Zone Office (WZO).

He holds a Masters Degree in Business Administration from the Nova South Eastern University, Florida and a Bachelor of Science Degree from the University of the West Indies, Mona.

**Earl Seale - Officer-in-Charge, Information Systems  
Division**



362. Earl Seale holds a B Sc. majoring in Computer Science from the University of the West Indies, Cave Hill Campus, which he received in 1989 and a Masters Degree in Computer Information

Systems from the University of Phoenix. He has been employed with CXC since 1990, when he joined the Information Systems Division as a Junior Programmer. In 1995, he was promoted to Operations Supervisor and has held the position of Officer-in-Charge of the Information Systems Division since December 2000. Prior to coming to CXC in 1990, he taught Mathematics and Computer Studies at the Roebuck (now Louis Lynch) Secondary School for one year.

363. Mr Seale's interests are in the development of examination systems and census processing systems. While at CXC, he has developed computer software to process, analyse and provide statistical reports for national examinations in two CXC Participating Territories.

**Guy Hewitt - Senior Manager**



342. Guy Hewitt joined the management team of CXC in 2003 as Senior Manager.

343. He brings skills in operations and project management, and institutional strengthening and change, having previously worked with the Commonwealth Secretariat, Caribbean Policy Development Centre and the University of the West Indies. He has also served as a consultant to a number of agencies including the Asian Development Bank, Royal Institute for Public Administration and the United Nations Development Programme.

344. Mr Hewitt was educated at the University of the West Indies and the University of Kent at Canterbury. He has co-authored three publications.

**Anderson Marshall - Financial Controller**



345. Mr Marshall joined the Caribbean Examinations Council (CXC) in 2002 as Senior Assistant Registrar - Finance.

346. He has a wide and varied background having worked with the Inland Revenue Department in Barbados as a Tax Inspector, the accounting firm of Ernst and Young as an Audit and Financial Services Senior, and the off-shore financial services sector in Barbados and Bermuda specializing in the management of captive insurance companies for Fortune 500 companies.

347. Mr Marshall is a fellow of the Association of Chartered Certified Accountants (FCCA), Fellow of the Institute of Chartered Accountants of Barbados, a member of the Insurance Institute of Barbados and holds a MBA in Finance from Heriot Watt University. He is also a graduate of the Insurance Institute of Canada - Chartered Insurance Professional (CIP).

**Baldwin Hercules - Senior Assistant Registrar,  
Examinations Administration Division**

348. Baldwin Hercules, the Senior Assistant Registrar in charge of the Examinations Administration Division, is a career administrator with considerable experience in the conduct of public examinations. He joined the Council in 1976 and has held his current post since January 1981.



349. Mr Hercules has developed procedures and regulations and has been managing several operations in relation to the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) for the region, and national examinations for two CXC Participating Territories. The major operations under his control include Candidate Admissions, Examining Personnel Recruitment and Assignments, Examination Materials Delivery Services, Examinations Security, Data-Processing and Examination Results Reporting.

350. Mr Hercules was educated at the University of Windsor, Ontario, Canada, the Institute of International Relations, University of the West Indies, St Augustine, Trinidad and Tobago and Cranfield School of Management, Bedford, England.

**Dr. Yolande Wright - Senior Assistant Registrar  
Measurement and Evaluation Division**



351. Yolande Wright is the Head of the Measurement and Evaluation Division at the Caribbean Examinations Council. She was formerly a Senior Education Officer - Measurement and Evaluation, and CXC Local Registrar, in the Ministry of Education, St Vincent and the Grenadines.

352. Dr Wright has also worked as a graduate teacher of Mathematics and Physics. She has more than five years experience as a lecturer at the University of Manchester and University of the West Indies - Cave Hill Campus. Her courses have included 'Technology of Educational Measurement and its Social Consequences' and 'Introduction to Educational Measurement'.

353. She has participated in education initiatives and projects managed by the Caribbean Community (CARICOM) Secretariat, the Education Reform Unit of the Organisation of Eastern Caribbean States (OECS), several Ministries of Education in the Caribbean, the General Nursing Council of St Vincent and the Grenadines, and the University of Manchester, UK.

354. She is a member of several professional organisations and her professional interests include the integration of testing and instruction, formative and continuous assessment, the design of assessment systems, and the nature of measurement errors in achievement tests.

## Employee Awards

366. The Council will honour the following long service staff members for their dedication and commitment.

### Headquarters

#### 30 years' service

- Miss Elma Licorish, Senior Assistant Registrar (Production)

#### 25 years' service

- Mrs Marcia King, Clerk (S/OM)

#### 15 years' service

- Miss Amril Gittens, Senior Secretary (Finance)
- Miss Heather Herbert, Clerk/Typist (Personnel)
- Mr Norman Austin, Messenger/Driver (S/OM)

#### 5 years' service

- Mr Andre Blair, Analyst/Programmer (ISD)
- Miss Lisa Boyce, Clerk/Typist (EAD)
- Mr Christopher Bannister, Artist/Technical Assistant (Production)
- Mr Dale Roachford, Office Attendant (S/OM)

### Western Zone Office

#### 15 years' service

- Miss Eva Gordon, Office Manager (S/OM)

#### 10 years' service

- Mrs Yvette Dennis-Morrison, Administrative Assistant (S D)

#### 5 years' service

- Mr Leonard Wright, Messenger/Driver (S/OM)



On Office Professionals Day, Heads of Divisions served lunch to staff at Headquarters. Here the Registrar and Ms. Licorish are serving Heather Herbert and Donna Davis.



Ms. Elma Licorish became the first person to serve the Council for over 30 years. Here her face is imprinted on a cake as part of the celebrations.

## Appointments

364. During the year 2004 the following persons were appointed:

Headquarters		
Name	Post	Effective Date
Miss Patricia Clarke	Clerk/Typist (Registrar's Office)	April 01, 2004
Miss Maria Stoute	Clerk/Typist (Measurement and Evaluation)	April 01, 2004
Miss Suzan Boodoo	Assistant Registrar (Measurement and Evaluation)	July 12, 2004
Miss Christine Victor	Clerk (Examinations)	July 12, 2004
Miss Carol-Ann Gill	Clerk (Examinations)	July 19, 2004
Mr Rodney Alkins	Office Manager	August 01, 2004
Western Zone Office		
Mr Gilroy Simpson	Administrative Assistant	January 01, 2004
Miss Tegra Bruce	Stenographer	January 07, 2004
Mr Michael Grant	Messenger/Driver	May 31, 2004

## Resignations

365. The following persons left the employ of the Council in the year 2004:

### Headquarters

- Mr Peter White, Temporary Gardener (S/OM), with effect from January 09, 2004
- Ms Madeline Foderingham, Clerk/Typist (EAD), with effect from May 11, 2004
- Mrs Sherryann Blackett, Clerk (Finance), with effect from August 16, 2004
- Mr Dave DeSouza, Clerk (Finance), with effect from September 27, 2004
- Mr Mark Sandy, Assistant Registrar (MED), with effect from September 30, 2004
- Mr Teddy Rajan, Business Analyst (ISD), with effect from November 30, 2004

### Western Zone Office

- Mr Anthony Foster, Messenger/Driver, with effect from January 09, 2004
- Mr Gilroy Simpson, Administrative Assistant, with effect from September 10, 2004

APPENDIX 1

Entry and Performance Data from January Sitting

Table 1: Entry comparison 2003 and 2004 by Territory

TERRITORIES	2003		2004		DIFF 2003-2004	
	No.	%	No.	%	No.	%
Antigua & Barbuda	272	1.54	240	1.25	-32	-11.76
Anguilla	83	0.47	94	0.49	11	13.25
Barbados	1458	8.26	1520	7.91	62	4.25
Belize	11	0.06	12	0.06	1	9.09
British Virgin Islands	3	0.02	3	0.02	0	0.00
Cayman Islands	12	0.07	5	0.03	-7	-58.33
Dominica	40	0.23	62	0.32	22	55.00
Grenada	219	1.24	218	1.13	-1	-0.46
Guyana	575	3.26	511	2.66	-64	-11.13
Jamaica	5907	33.47	6583	34.24	676	11.44
Montserrat	10		15	0.08	5	50.00
St Kitts-Nevis	183	1.04	107	0.56	-76	-41.53
St Lucia	894	5.07	826	4.30	-68	-7.61
St Vincent & the Grenadines	156	0.88	159	0.83	3	1.92
Trinidad & Tobago	7713	43.71	8696	45.23	983	12.74
Turks & Caicos	80	0.45	135	0.70	55	68.75
Saba	3	0.02	0	0.00	-3	-100.00
St Maarten	25	0.14	41	0.21	16	64.00
Suriname	3	0.02	1	0.01	-2	-66.67
<b>TOTAL</b>	<b>17647</b>	<b>100.00</b>	<b>19228</b>	<b>100.00</b>	<b>1581</b>	<b>8.96</b>

BEST SHORT STORY IN THE MAY/JUNE 2004 CSEC ENGLISH A EXAMINATION

By

Miss Lianna Baboolal  
Naparima Girls High School,  
Trinidad and Tobago

The story is based on the photograph on this page



He hungrily gulped in the fresh air, the clean tang of the sweet smell of rain still lingered in the atmosphere and his nostrils welcomed it - it was something he knew. All the lush vegetation around him blended into a monotonous shade of green. Everything seemed so clean and new - almost rejuvenated. Although great, big tufts of grey lurked around ominously in the sky overhead, he felt calm ... serene. Perhaps today he would remember which way home was.

He had been walking for days it seemed. His wet suit hung tiredly from his gaunt body and once again he smothered the pangs of hunger assaulting his stomach. Noticing a speck at the end of the long, winding road, his heartbeat accelerated - was this home? He pushed his old bones to walk a little faster, maybe he would be home soon. As he got closer and closer to the end of the road, the speck began to take on a definite form and with a laden heart, he realized that a shack was the only thing that stood out among the blur of green.

On reaching the tiny shack - obviously abandoned since it was overwhelmed by clinging green vines - he suddenly felt tired. All his strength seemed to be sapped away by an unseen force and he lowered his tired form to the grassy ground. Cradling his legs to his chest, he rocked back and forth, trying to draw some comfort from the soothing movement.

That was the way Susan found him. His hair stood up in all different directions, wrinkled creases marred his brow and his whole posture was that of a frightened, confused man. A twig snapped under her feet and he suddenly jumped up, his bones creaking in protest. The young woman before him smiled. A smile that seemed to be a brilliant beam of sunlight in his otherwise melancholy world. Her rich, chocolate-brown eyes were filled with warmth and understanding. These eyes mesmerized him - they seemed to reach out to him in an unspoken, yet thankfully loud, message.

He found himself offering up one wrinkled, trembling hand and without a thought, the young woman grasped it - hung onto it as though it were something to be treasured and he felt the warmth of her hand spread all through his entire body. That warmth, combined with the warmth of her smile and the warmth in her beautiful dark eyes seemed to banish all the cold loneliness and bewilderment in his heart.

Susan found her eyes welling up with tears and tried her best to remain standing. This time he had been gone for so many days that it seemed like a miracle that he was alive.

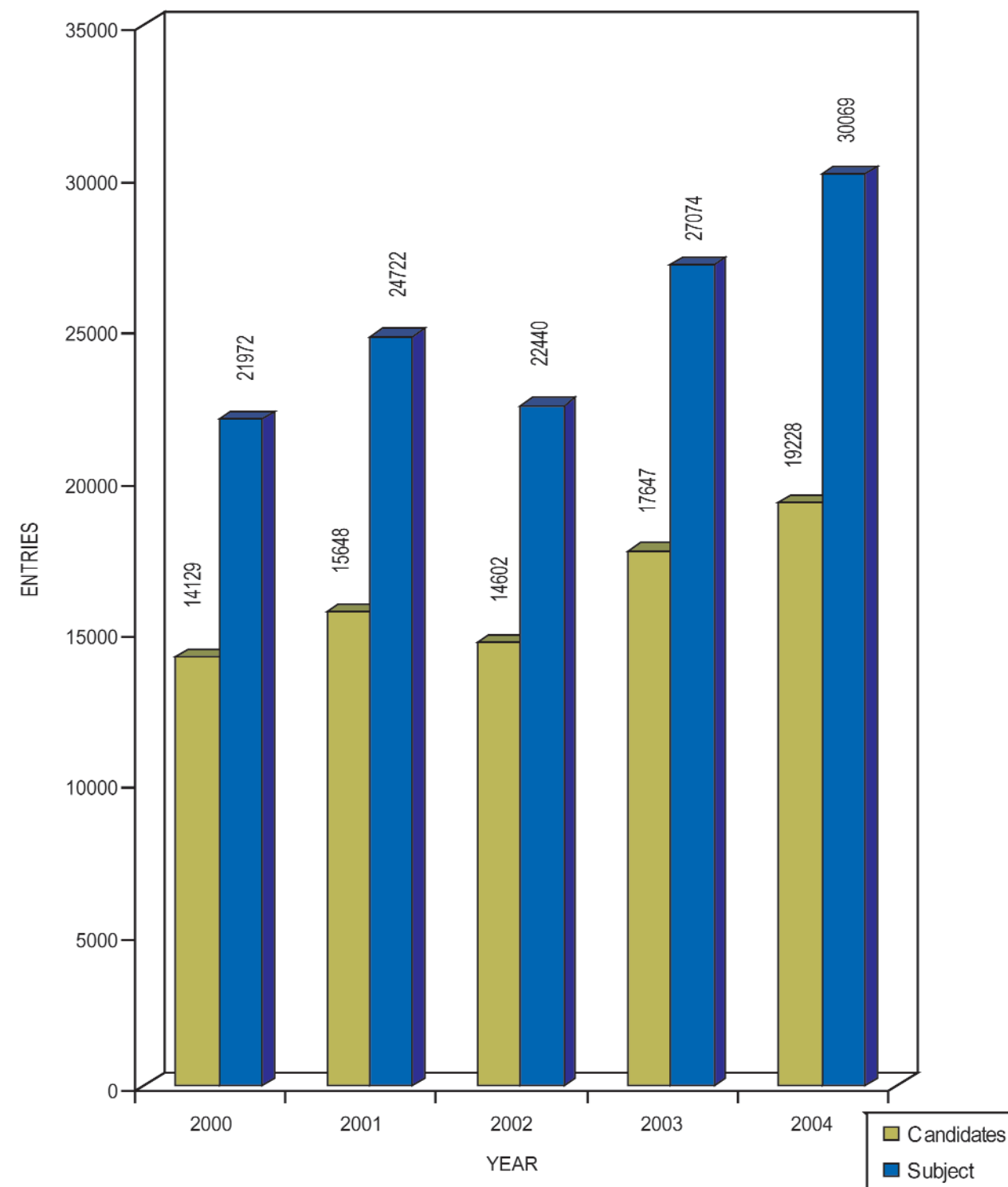
"Home?" he asked, his voice sounding as trusting and as innocent as that of a child. "Yes, home, grandpa," she reassured him as she led him slowly out into the road where her car was parked.

His bearded face split into a grin as he spotted her car. He was so very thankful that he did not have to walk again - he was completely fed up of walking. As Susan saw his grateful smile, she once again cursed the disease that had robbed her grandfather of all his intelligence, vitality and all his control of life itself, leaving in its wake this scared, confused shell of an old man - Alzheimer's, the disease that her grandfather, a renowned doctor, had tried to fight, but had lost.

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**TABLE 2**  
**ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION IN INDIVIDUAL**  
**SUBJECTS AS A WHOLE AND BY GENDER: JANUARY SITTING 2004**

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	
Biology	G	M	172	150	No.	3	26	74	40	7	0	22	29	103
					%	2.0	17.3	49.3	26.7	4.7	0.0	19.33	68.67	
	G	F	330	284	No.	4	38	147	85	10	0	46	42	189
					%	1.4	13.4	51.8	29.9	3.5	0.0	14.79	66.55	
	G	T	502	434	No.	7	64	221	125	17	0	68	71	292
					%	1.6	14.7	50.9	28.8	3.9	0.0	16.36	67.28	
Chemistry	G	M	202	165	No.	1	31	69	41	22	1	37	32	101
					%	0.6	18.8	41.8	24.8	13.3	0.6	19.39	61.21	
	G	F	229	189	No.	3	27	73	63	23	0	40	30	103
					%	1.6	14.3	38.6	33.3	12.2	0.0	15.87	54.50	
	G	T	431	354	No.	4	58	142	104	45	1	77	62	204
					%	1.1	16.4	40.1	29.4	12.7	0.3	17.51	57.63	
English (A)	G	M	4260	3873	No.	212	596	1326	1372	359	8	387	808	2134
					%	5.5	15.4	34.2	35.4	9.3	0.2	20.86	55.10	
	G	F	6325	5875	No.	395	1124	2098	1829	414	15	450	1519	3617
					%	6.7	19.1	35.7	31.1	7.0	0.3	25.86	61.57	
	G	T	10585	9748	No.	607	1720	3424	3201	773	23	837	2327	5751
					%	6.2	17.6	35.1	32.8	7.9	0.2	23.87	59.00	
Information Technology	T	M	137	110	No.	0	14	18	38	38	2	27	14	32
					%	0.0	12.7	16.4	34.5	34.5	1.8	12.73	29.09	
	T	F	246	187	No.	1	14	29	80	58	5	59	15	44
					%	0.5	7.5	15.5	42.8	31.0	2.7	8.02	23.53	
	T	T	383	297	No.	1	28	47	118	96	7	86	29	76
					%	0.3	9.4	15.8	39.7	32.3	2.4	9.76	25.59	
Mathematics	G	M	4029	3549	No.	279	574	1275	879	505	37	480	853	2128
					%	7.9	16.2	35.9	24.8	14.2	1.0	24.03	59.96	
	G	F	7656	6891	No.	368	930	2605	1871	1061	56	765	1298	3903
					%	5.3	13.5	37.8	27.2	15.4	0.8	18.84	56.64	
	G	T	11685	10440	No.	647	1504	3880	2750	1566	93	1245	2151	6031
					%	6.2	14.4	37.2	26.3	15.0	0.9	20.60	57.77	



**FIGURE 1: JANUARY SITTING: REGIONAL ENTRIES 2000-2004**

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	
Spanish	G	M	88	71	No.	13	20	16	15	7	0	17	33	49
					%	18.3	28.2	22.5	21.1	9.9	0.0		46.48	69.01
	G	F	184	162	No.	31	43	47	25	16	0	22	74	121
					%	19.1	26.5	29.0	15.4	9.9	0.0		45.68	74.69
	G	T	272	233	No.	44	63	63	40	23	0	39	107	170
					%	18.9	27.0	27.0	17.2	9.9	0.0		45.92	72.96
<b>TOTAL</b>	G	M	10859	9539	No.	644	1662	3414	2688	1074	57	1320	2306	5720
					%	6.75	17.42	35.79	28.18	11.26	0.60		24.17	59.96
	G	F	18900	16992	No.	1103	3113	6375	4471	1828	102	1908	4216	10591
					%	6.49	18.32	37.52	26.31	10.76	0.60		24.81	62.33
	G	T	29759	26531	No.	1747	4775	9789	7159	2902	159	3228	6522	16311
					%	6.58	18.00	36.90	26.98	10.94	0.60		24.58	61.48
	T	M	137	110	No.	0	14	18	38	38	2	27	14	32
					%	0.00	12.73	16.36	34.55	34.55	1.82		12.73	29.09
	T	F	246	187	No.	1	14	29	80	58	5	59	15	44
					%	0.53	7.49	15.51	42.78	31.02	2.67		8.02	23.53
	T	T	383	297	No.	1	28	47	118	96	7	86	29	76
					%	0.34	9.43	15.82	39.73	32.32	2.36		9.76	25.59
		M	10996	9649	No.	644	1676	3432	2726	1112	59	1347	2320	5752
					%	6.67	17.37	35.57	28.25	11.52	0.61		24.04	59.61
		F	19146	17179	No.	1104	3127	6404	4551	1886	107	1967	4231	10635
					%	6.43	18.20	37.28	26.49	10.98	0.62		24.63	61.91
		T	30142	26828	No.	1748	4803	9836	7277	2998	166	3314	6551	16387
					%	6.52	17.90	36.66	27.12	11.17	0.62		24.42	61.08

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	
Office Procedures	G	M	234	192	No.	23	50	74	34	11	0	42	73	147
					%	12.0	26.0	38.5	17.7	5.7	0.0		38.02	76.56
	G	F	693	582	No.	123	178	200	57	23	1	111	301	501
					%	21.1	30.6	34.4	9.8	4.0	0.2		51.72	86.08
	G	T	927	774	No.	146	228	274	91	34	1	153	374	648
					%	18.9	29.5	35.4	11.8	4.4	0.1		48.32	83.72
Physics	G	M	304	257	No.	18	46	98	79	16	0	47	64	162
					%	7.0	17.9	38.1	30.7	6.2	0.0		24.90	63.04
	G	F	134	111	No.	1	26	44	35	5	0	23	27	71
					%	0.9	23.4	39.6	31.5	4.5	0.0		24.32	63.96
	G	T	438	368	No.	19	72	142	114	21	0	70	91	233
					%	5.2	19.6	38.6	31.0	5.7	0.0		24.73	63.32
Principles of Accounts	G	M	499	378	No.	8	47	113	100	100	10	121	55	168
					%	2.1	12.4	29.9	26.5	26.5	2.6		14.55	44.44
	G	F	1221	1038	No.	33	136	404	254	185	26	183	169	573
					%	3.2	13.1	38.9	24.5	17.8	2.5		16.28	55.20
	G	T	1720	1416	No.	41	183	517	354	285	36	304	224	741
					%	2.9	12.9	36.5	25.0	20.1	2.5		15.82	52.33
Principles of Business	G	M	643	541	No.	73	180	209	60	18	1	102	253	462
					%	13.5	33.3	38.6	11.1	3.3	0.2		46.77	85.40
	G	F	1295	1122	No.	105	414	423	131	46	3	173	519	942
					%	9.4	36.9	37.7	11.7	4.1	0.3		46.26	83.96
	G	T	1938	1663	No.	178	594	632	191	64	4	275	772	1404
					%	10.7	35.7	38.0	11.5	3.8	0.2		46.42	84.43
Social Studies	G	M	428	363	No.	14	92	160	68	29	0	65	106	266
					%	3.9	25.3	44.1	18.7	8.0	0.0		29.20	73.28
	G	F	833	738	No.	40	197	334	121	45	1	95	237	571
					%	5.4	26.7	45.3	16.4	6.1	0.1		32.11	77.37
	G	T	1261	1101	No.	54	289	494	189	74	1	160	343	837
					%	4.9	26.2	44.9	17.2	6.7	0.1		31.15	76.02

**TABLE 4**  
Percentage of Candidates achieving Grades I-IV, by Subject  
in CSEC May-June 2004 General and Technical Proficiency Examinations

90% or more		80-89%		70-79%		Less than 70%	
(19 subjects)	%	(10 subjects)	%	(3 subjects)	%	(1 subject)	%
Home Ec: Management	99	French	89	English A	79	Mathematics	59
Food & Nutrition	98	Principles of Accounts	89	Chemistry	76		
Agricultural Sc. SA (AS)	98	Physics	87	Information Technology (T)	76		
Integrated Science SA	97	Caribbean History	87				
Music	97	Visual Arts	86				
Agricultural Sc. DA	97	Geography	86				
Religious Education	97	Spanish	85				
Agricultural Sc. SA (CS)	97	Biology	84				
Elect and Elect Technology	97	Typewriting	83				
Clothing & Textiles	96	English B	82				
Office Procedures	96						
Build Tech: Woods	95						
Build Tech: Construction	95						
Principles of Business	94						
Social Studies	93						
Mechanical Eng Tech	93						
Information Technology (G)	92						
Theatre Arts	90						
Technical Drawing	90						

**TABLE 5**  
Percentage of Candidates achieving Grades I-III, by Subject  
in CSEC May-June 2004 Basic Proficiency Examinations

70% or more		50-69%		Less than 50%	
(2 subjects)	%	(3 subjects)	%	(7 subjects)	%
Principles of Accounts	76	Caribbean History	61	Typewriting	43
Principles of Business	76	Spanish	58	Technical Drawing	42
		French	57	Integrated Science SA	39
				Social Studies	36
				Geography	22
				Mathematics	21
				English (A)	19

**APPENDIX 2**

**May/June CSEC Entry and Performance Data**

**TABLE 3**  
Percentage of Candidates achieving Grades I-III, by Subject  
in CSEC May-June 2004 General and Technical Proficiency Examinations

90% or more		80-89%		70-79%		60-69%		Less than 60%	
(2 subjects)	%	(10 subjects)	%	(7 subjects)	%	(8 subjects)	%	(6 subjects)	%
Home Ec: Management	97	Agricultural Sc. SA (CS)	87	Office Procedures	79	Spanish	69	Visual Arts	54
Agricultural Sc. SA (AS)	91	Food & Nutrition	87	Build Tech: Construction	78	Principles of Accounts	68	Chemistry	53
		Elect and Elect Technology	84	Social Studies	77	Caribbean History	67	Info Technology (T)	51
		Music	83	Info Technology (G)	75	English B	65	English A	50
		Clothing & Textiles	83	Mechanical Eng Tech	74	Biology	62	Typewriting	49
		Agricultural Sc. DA	83	French	72	Physics	61	Mathematics	35
		Religious Education	82	Theatre Arts	72	Geography	61		
		Principles of Business	81			Technical Drawing	60		
		Build Tech: Woods	81						
		Integrated Science SA	80						

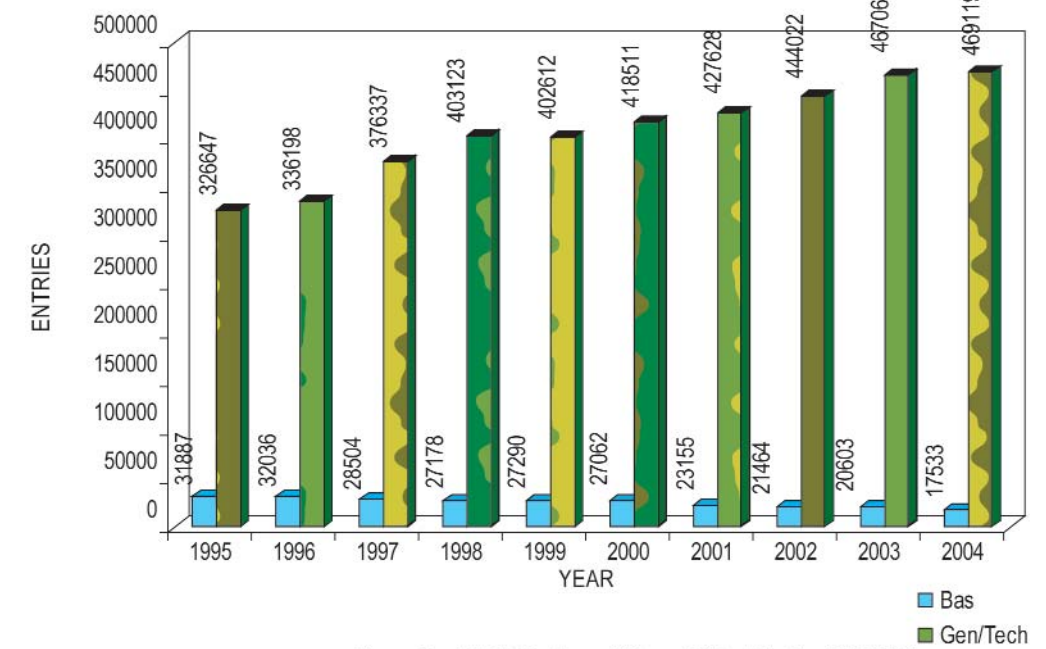


Figure 3: CSEC May/June Sitting: Subject Entries 1995-2004

**COMPARISON OF CSEC MAY-JUNE SITTING GRADE DISTRIBUTIONS: REGION  
2003 AND 2004**

**TABLE 6**

SUBJECT	PROF	YEAR	CANDI -DATE ENTRY	CAND'S WRITING EXAM	GRADES							CUMULATIVE GRADES			
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Clothing & Textiles	General	2003	2,378	2,177	No.	174	1,068	804	114	17	0	201	1,242	2,046	2,160
					%	7.99	49.06	36.93	5.24	0.78	0.00		57.05	93.98	99.22
		2004	2,264	2,115	No.	98	696	961	285	74	1	149	794	1,755	2,040
					%	4.63	32.91	45.44	13.48	3.50	0.05		37.54	82.98	96.45
Electrical and Electronic Technology	Technical	2003	3,761	3,223	No.	208	820	1,270	674	233	18	538	1,028	2,298	2,972
					%	6.45	25.44	39.40	20.91	7.23	0.56		31.90	71.30	92.21
		2004	3,465	2,927	No.	282	1,043	1,146	354	88	14	538	1,325	2,471	2,825
					%	9.63	35.63	39.15	12.09	3.01	0.48		45.27	84.42	96.52
English (A)	General	2003	83,563	79,570	No.	8,492	11,355	19,562	23,502	13,987	2,672	3,993	19,847	39,409	62,911
					%	10.67	14.27	24.58	29.54	17.58	3.36		24.94	49.53	79.06
		2004	85,784	81,141	No.	9,239	11,385	19,619	23,545	14,816	2,537	4,643	20,624	40,243	63,788
					%	11.39	14.03	24.18	29.02	18.26	3.13		25.42	49.60	78.61
	Basic	2003	4,365	3,943	No.	76	269	368	1,180	1,409	641	422	345	713	1,893
					%	1.93	6.82	9.33	29.93	35.73	16.26		8.75	18.08	48.01
		2004	3,460	3,069	No.	61	192	332	1,180	1,009	295	391	253	585	1,765
					%	1.99	6.26	10.82	38.45	32.88	9.61		8.24	19.06	57.51
English (B)	General	2003	18,395	17,799	No.	3,728	4,575	3,361	2,990	2,737	408	596	8,303	11,664	14,654
					%	20.94	25.70	18.88	16.80	15.38	2.29		46.65	65.53	82.33
		2004	17,724	17,170	No.	3,278	4,468	3,388	3,003	2,626	407	554	7,746	11,134	14,137
					%	19.09	26.02	19.73	17.49	15.29	2.37		45.11	64.85	82.34
Food & Nutrition	General	2003	7,440	6,892	No.	559	2,855	2,465	873	139	1	548	3,414	5,879	6,752
					%	8.11	41.42	35.77	12.67	2.02	0.01		49.54	85.30	97.97
		2004	7,387	7,017	No.	250	2,435	3,391	813	128	0	370	2,685	6,076	6,889
					%	3.56	34.70	48.33	11.59	1.82	0.00		38.26	86.59	98.18
French	General	2003	3,097	2,996	No.	362	796	1,072	502	260	4	101	1,158	2,230	2,732
					%	12.08	26.57	35.78	16.76	8.68	0.13		38.65	74.43	91.19
		2004	3,020	2,891	No.	365	718	1,002	500	305	1	129	1,083	2,085	2,585
					%	12.63	24.84	34.66	17.30	10.55	0.03		37.46	72.12	89.42
	Basic	2003	387	356	No.	11	104	166	58	17	0	31	115	281	339
					%	3.09	29.21	46.63	16.29	4.78	0.00		32.30	78.93	95.22
		2004	414	382	No.	9	52	158	88	75	0	32	61	219	307
					%	2.36	13.61	41.36	23.04	19.63	0.00		15.97	57.33	80.37
Geography	General	2003	13,947	12,717	No.	555	2,526	4,816	3,383	1,432	5	1,230	3,081	7,897	11,280
					%	4.36	19.86	37.87	26.60	11.26	0.04		24.23	62.10	88.70
		2004	13,575	12,869	No.	647	2,642	4,545	3,233	1,738	64	706	3,289	7,834	11,067
					%	5.03	20.53	35.32	25.12	13.51	0.50		25.56	60.87	86.00
	Basic	2003	611	499	No.	2	25	113	208	145	6	112	27	140	348
					%	0.40	5.01	22.65	41.68	29.06	1.20		5.41	28.06	69.74
		2004	540	448	No.	2	10	88	157	177	14	92	12	100	257
					%	0.45	2.23	19.64	35.04	39.51	3.13		2.68	22.32	57.37

SUBJECT	PROF	YEAR	CANDI -DATE ENTRY	CAND'S WRITING EXAM	GRADES							CUMULATIVE GRADES			
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Agricultural Sc. SA - Crops & Soils	General	2003	2,381	2,179	No.	396	884	623	199	77	0	202	1,280	1,903	2,102
					%	18.17	40.57	28.59	9.13	3.53	0.00		58.74	87.33	96.47
		2004	2,524	2,358	No.	493	969	594	221	76	5	166	1,462	2,056	2,277
					%	20.91	41.09	25.19	9.37	3.22	0.21		62.00	87.19	96.56
Agricultural Sc. SA - Animal Science	General	2003	1,924	1,769	No.	418	809	418	97	26	1	155	1,227	1,645	1,742
					%	23.63	45.73	23.63	5.48	1.47	0.06		69.36	92.99	98.47
		2004	2,066	1,912	No.	567	801	380	129	33	2	154	1,368	1,748	1,877
					%	29.65	41.89	19.87	6.75	1.73	0.10		71.55	91.42	98.17
Agricultural Sc. DA	General	2003	2,289	2,177	No.	173	445	1,046	411	101	1	112	618	1,664	2,075
					%	7.95	20.44	48.05	18.88	4.64	0.05		28.39	76.44	95.31
		2004	2,215	2,089	No.	78	473	1,175	297	65	1	126	551	1,726	2,023
					%	3.73	22.64	56.25	14.22	3.11	0.05		26.38	82.62	96.84
Biology	General	2003	13,474	12,777	No.	1,061	2,952	4,694	2,534	1,520	16	697	4,013	8,707	11,241
					%	8.30	23.10	36.74	19.83	11.90	0.13		31.41	68.15	87.98
		2004	13,234	12,422	No.	1,105	2,393	4,249	2,722	1,935	18	812	3,498	7,747	10,469
					%	8.90	19.26	34.21	21.91	15.58	0.14		28.16	62.37	84.28
Building Technology: Construction	Technical	2003	1,298	1,132	No.	162	431	272	156	111	0	166	593	865	1,021
					%	14.31	38.07	24.03	13.78	9.81	0.00		52.39	76.41	90.19
		2004	1,296	1,103	No.	139	387	333	184	59	1	193	526	859	1,043
					%	12.60	35.09	30.19	16.68	5.35	0.09		47.69	77.88	94.56
Building Technology: Woods	Technical	2003	2,418	1,978	No.	93	672	807	292	109	5	440	765	1,572	1,864
					%	4.70	33.97	40.80	14.76	5.51	0.25		38.68	79.47	94.24
		2004	2,362	1,981	No.	65	649	891	274	94	8	381	714	1,605	1,879
					%	3.28	32.76	44.98	13.83	4.75	0.40		36.04	81.02	94.85
Caribbean History	General	2003	13,644	12,511	No.	1,265	3,557	4,388	2,070	1,218	13	1,133	4,822	9,210	11,280
					%	10.11	28.43	35.07	16.55	9.74	0.10		38.54	73.62	90.16
		2004	12,608	11,590	No.	603	2,720	4,443	2,320	1,480	24	1,018	3,323	7,766	10,086
					%	5.20	23.47	38.33	20.02	12.77	0.21		28.67	67.01	87.02
	Basic	2003	550	358	No.	5	47	130	90	85	1	192	52	182	272
					%	1.40	13.13	36.31	25.14	23.74	0.28		14.53	50.84	75.98
Chemistry	General	2003	9,509	8,930	No.	618	1,718	3,331	2,095	1,161	7	579	2,336	5,667	7,762
					%	6.92	19.24	37.30	23.46	13.00	0.08		26.16	63.46	86.92
		2004	9,403	8,732	No.	619	1,422	2,587	2,037	2,019	48	671	2,041	4,628	6,665
					%	7.09	16.28	29.63	23.33	23.12	0.55		23.37	53.00	76.33

SUBJECT	PROF	YEAR	CANDI -DATE ENTRY	CAND'S WRITING EXAM	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Physics	General	2003	8,786	8,126	No.	1,287	2,173	1,383	2,178	1,071	34	660	3,460	4,843	7,021
					%	15.84	26.74	17.02	26.80	13.18	0.42		42.58	59.60	86.40
		2004	8,696	8,042	No.	1,450	2,041	1,448	2,064	1,018	21	654	3,491	4,939	7,003
					%	18.03	25.38	18.01	25.67	12.66	0.26		43.41	61.42	87.08
Principles of Accounts	General	2003	29,900	25,776	No.	3,230	5,953	9,116	5,094	2,356	27	4,124	9,183	18,299	23,393
					%	12.53	23.10	35.37	19.76	9.14	0.10		35.63	70.99	90.75
		2004	29,867	25,292	No.	3,667	5,225	8,285	5,218	2,858	39	4,575	8,892	17,177	22,395
					%	14.50	20.66	32.76	20.63	11.30	0.15		35.16	67.91	88.55
	Basic	2003	625	401	No.	62	161	125	40	13	0	224	223	348	388
					%	15.46	40.15	31.17	9.98	3.24	0.00		55.61	86.78	96.76
		2004	622	454	No.	20	147	177	74	36	0	168	167	344	418
					%	4.41	32.38	38.99	16.30	7.93	0.00		36.78	75.77	92.07
Principles of Business	General	2003	36,663	32,875	No.	2,271	9,085	13,570	5,693	2,226	30	3,788	11,356	24,926	30,619
					%	6.91	27.63	41.28	17.32	6.77	0.09		34.54	75.82	93.14
		2004	37,087	32,946	No.	3,929	11,429	11,407	4,056	2,061	64	4,141	15,358	26,765	30,821
					%	11.93	34.69	34.62	12.31	6.26	0.19		46.62	81.24	93.55
	Basic	2003	627	367	No.	2	35	161	133	34	2	260	37	198	331
					%	0.54	9.54	43.87	36.24	9.26	0.54		10.08	53.95	90.19
		2004	497	304	No.	17	83	130	53	20	1	193	100	230	283
					%	5.59	27.30	42.76	17.43	6.58	0.33		32.89	75.66	93.09
Religious Education	General	2003	2,482	2,184	No.	79	660	859	496	89	1	298	739	1,598	2,094
					%	3.62	30.22	39.33	22.71	4.08	0.05		33.84	73.17	95.88
		2004	2,392	2,090	No.	202	854	662	301	71	0	302	1,056	1,718	2,019
					%	9.67	40.86	31.67	14.40	3.40	0.00		50.53	82.20	96.60
Shorthand	General	2003	165	139	No.	8	8	3	67	24	29	26	16	19	86
					%	5.76	5.76	2.16	48.20	17.27	20.86		11.51	13.67	61.87
Social Studies	General	2003	37,425	33,427	No.	3,393	10,283	13,429	4,479	1,825	18	3,998	13,676	27,105	31,584
					%	10.15	30.76	40.17	13.40	5.46	0.05		40.91	81.09	94.49
		2004	38,650	34,540	No.	2,737	9,867	14,100	5,428	2,388	20	4,110	12,604	26,704	32,132
					%	7.92	28.57	40.82	15.72	6.91	0.06		36.49	77.31	93.03
	Basic	2003	1,900	1,548	No.	178	343	364	415	232	16	352	521	885	1,300
					%	11.50	22.16	23.51	26.81	14.99	1.03		33.66	57.17	83.98
		2004	1,833	1,452	No.	43	155	323	496	392	43	381	198	521	1,017
					%	2.96	10.67	22.25	34.16	27.00	2.96		13.64	35.88	70.04
Spanish	General	2003	11,513	10,695	No.	1,883	2,581	3,094	1,545	1,513	79	818	4,464	7,558	9,103
					%	17.61	24.13	28.93	14.45	14.15	0.74		41.74	70.67	85.11
		2004	11,205	10,248	No.	1,864	2,278	2,930	1,615	1,482	79	957	4,142	7,072	8,687
					%	18.19	22.23	28.59	15.76	14.46	0.77		40.42	69.01	84.77
	Basic	2003	1,202	934	No.	60	125	307	208	230	4	268	185	492	700
					%	6.42	13.38	32.87	22.27	24.63	0.43		19.81	52.68	74.95
		2004	1,145	879	No.	89	150	274	184	180	2	266	239	513	697
					%	10.13	17.06	31.17	20.93	20.48	0.23		27.19	58.36	79.29

SUBJECT	PROF	YEAR	CANDI -DATE ENTRY	CAND'S WRITING EXAM	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Information Technology	General	2003	648	467	No.	52	119	145	90	58	3	181	171	316	406
					%	11.13	25.48	31.05	19.27	12.42	0.64		36.62	67.67	86.94
		2004	633	473	No.	88	142	126	79	38	0	160	230	356	435
					%	18.60	30.02	26.64	16.70	8.03	0.00		48.63	75.26	91.97
	Technical	2003	17,144	14,295	No.	1,029	3,108	4,809	3,244	2,013	92	2,849	4,137	8,946	12,190
					%	7.20	21.74	33.64	22.69	14.08	0.64		28.94	62.58	85.27
Integrated Science SA		2004	18,010	14,849	No.	1,201	2,893	3,441	3,799	3,315	200	3,161	4,094	7,535	11,334
					%	8.09	19.48	23.17	25.58	22.32	1.35		27.57	50.74	76.33
	General	2003	16,944	15,520	No.	482	3,831	7,568	3,055	548	36	1,424	4,313	11,881	14,936
					%	3.11	24.68	48.76	19.68	3.53	0.23		27.79	76.55	96.24
		2004	17,521	15,929	No.	561	4,113	7,990	2,832	411	22	1,592	4,674	12,664	15,496
					%	3.52	25.82	50.16	17.78	2.58	0.14		29.34	79.50	97.28
Mathematics	Basic	2003	556	420	No.	1	72	171	116	59	1	136	73	244	360
					%	0.24	17.14	40.71	27.62	14.05	0.24		17.38	58.10	85.71
		2004	466	340	No.	2	31	101	133	69	4	126	33	134	267
					%	0.59	9.12	29.71	39.12	20.29	1.18		9.71	39.41	78.53
	General	2003	83,459	76,237	No.	4,094	8,164	18,271	19,033	24,394	2,281	7,222	12,258	30,529	49,562
					%	5.37	10.71	23.97	24.97	32.00	2.99		16.08	40.04	65.01
Mechanical Engineering Technology		2004	84,787	76,873	No.	4,472	7,623	14,880	18,396	28,162	3,340	7,914	12,095	26,975	45,371
					%	5.82	9.92	19.36	23.93	36.63	4.34		15.73	35.09	59.02
	Basic	2003	9,201	8,259	No.	166	622	1,657	1,754	3,676	384	942	788	2,445	4,199
					%	2.01	7.53	20.06	21.24	44.51	4.65		9.54	29.60	50.84
		2004	7,862	6,972	No.	65	330	1,093	1,484	3,761	239	890	395	1,488	2,972
					%	0.93	4.73	15.68	21.29	53.94	3.43		5.67	21.34	42.63
	Technical	2003	1,775	1,472	No.	119	304	611	300	128	10	303	423	1,034	1,334
					%	8.08	20.65	41.51	20.38	8.70	0.68		28.74	70.24	90.63
Music		2004	1,696	1,391	No.	132	285	611	266	87	10	305	417	1,028	1,294
					%	9.49	20.49	43.93	19.12	6.25	0.72		29.98	73.90	93.03
	General	2003	350	248	No.	5	75	73	56	34	5	102	80	153	209
					%	2.02	30.24	29.44	22.58	13.71	2.02		32.26	61.69	84.27
		2004	342	239	No.	15	91	93	33	7	0	103	106	199	232
					%	6.28	38.08	38.91	13.81	2.93	0.00		44.35	83.26	97.07
Office Procedures	General	2003	17,038	14,759	No.	2,243	4,217	5,688	2,118	490	3	2,279	6,460	12,148	14,266
					%	15.20	28.57	38.54	14.35	3.32	0.02		43.77	82.31	96.66
		2004	17,607	15,229	No.	1,824	4,022	6,163	2,551	666	3	2,378	5,846	12,009	14,560
					%	11.98	26.41	40.47	16.75	4.37	0.02		38.39	78.86	95.61
	Basic	2003	143	94	No.	4	9	14	34	33	0	49	13	27	61
					%	4.26	9.57	14.89	36.17	35.11	0.00		13.83	28.72	64.89
		2004	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00

**APPENDIX 3**

**CAPE Entry and Performance Data 2004**

**Table 7: ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2003**

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Accounting Unit 1	F	738	655	No.	13	58	113	218	132	72	49	83
				%	1.98	8.85	17.25	33.28	20.15	10.99	7.48	
	M	330	279	No.	5	26	44	108	45	36	15	51
				%	1.79	9.32	15.77	38.71	16.13	12.90	5.38	
	T	1068	934	No.	18	84	157	326	177	108	64	134
				%	1.93	8.99	16.81	34.90	18.95	11.56	6.85	
Accounting Unit 2	F	653	611	No.	24	72	130	144	134	83	24	42
				%	3.93	11.78	21.28	23.57	21.93	13.58	3.93	
	M	263	248	No.	7	23	49	63	49	33	24	15
				%	2.82	9.27	19.76	25.40	19.76	13.31	9.68	
	T	916	859	No.	31	95	179	207	183	116	48	57
				%	3.61	11.06	20.84	24.10	21.30	13.50	5.59	
Applied Mathematics Unit 1	F	0	0	No.	0	0	0	0	0	0	0	0
				%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	M	0	0	No.	0	0	0	0	0	0	0	0
				%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	T	0	0	No.	0	0	0	0	0	0	0	0
				%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Art and Design Unit 1	F	49	44	No.	9	16	12	3	4	0	0	5
				%	20.45	36.36	27.27	6.82	9.09	0.00	0.00	
	M	25	17	No.	3	7	5	1	1	0	0	8
				%	17.65	41.18	29.41	5.88	5.88	0.00	0.00	
	T	74	61	No.	12	23	17	4	5	0	0	13
				%	19.67	37.70	27.87	6.56	8.20	0.00	0.00	
Art and Design Unit 2	F	32	28	No.	11	10	5	2	0	0	0	4
				%	39.29	35.71	17.86	7.14	0.00	0.00	0.00	
	M	26	23	No.	12	5	2	1	1	2	0	3
				%	52.17	21.74	8.70	4.35	4.35	8.70	0.00	
	T	58	51	No.	23	15	7	3	1	2	0	7
				%	45.10	29.41	13.73	5.88	1.96	3.92	0.00	

SUBJECT	PROF	YEAR	CANDI -DATE ENTRY	CAND'S WRITING EXAM	GRADES							CUMULATIVE GRADES			
					I	II	III	IV	V	VI		I-II	I-III	I-IV	
Technical Drawing	General	2003	8,722	7,225	No.	414	1,505	1,897	2,341	1,063	5	1,497	1,919	3,816	6,157
					%	5.73	20.83	26.26	32.40	14.71	0.07		26.56	52.82	85.22
		2004	8,090	6,727	No.	657	1,522	1,845	2,051	649	3	1,363	2,179	4,024	6,075
					%	9.77	22.63	27.43	30.49	9.65	0.04		32.39	59.82	90.31
	Basic	2003	107	37	No.	1	6	11	11	8	0	70	7	18	29
					%	2.70	16.22	29.73	29.73	21.62	0.00		18.92	48.65	78.38
	2004	75	31	No.	1	5	7	11	7	0	44	6	13	24	
				%	3.23	16.13	22.58	35.48	22.58	0.00		19.35	41.94	77.42	
Theatre Arts	General	2003	171	150	No.	4	56	63	24	3	0	21	60	123	147
					%	2.67	37.33	42.00	16.00	2.00	0.00		40.00	82.00	98.00
		2004	258	208	No.	6	72	72	38	20	0	50	78	150	188
					%	2.88	34.62	34.62	18.27	9.62	0.00		37.50	72.12	90.38
Typewriting	General	2003	4,498	4,182	No.	98	723	1,212	1,366	486	297	316	821	2,033	3,399
					%	2.34	17.29	28.98	32.66	11.62	7.10		19.63	48.61	81.28
		2004	3,823	3,466	No.	141	637	914	1,184	289	301	357	778	1,692	2,876
					%	4.07	18.38	26.37	34.16	8.34	8.68		22.45	48.82	82.98
	Basic	2003	329	274	No.	40	31	43	68	36	56	55	71	114	182
					%	14.60	11.31	15.69	24.82	13.14	20.44		25.91	41.61	66.42
	2004	222	200	No.	38	20	27	45	28	42	22	58	85	130	
				%	19.00	10.00	13.50	22.50	14.00	21.00		29.00	42.50	65.00	
Visual Arts	General	2003	5,614	4,581	No.	222	725	1,821	1,313	497	3	1,033	947	2,768	4,081
					%	4.85	15.83	39.75	28.66	10.85	0.07		20.67	60.42	89.09
		2004	5,155	4,216	No.	177	573	1,529	1,352	581	4	939	750	2,279	3,631
					%	4.20	13.59	36.27	32.07	13.78	0.09		17.79	54.06	86.12
TOTAL	General	2003	442,917	404,851	No.	38,268	85,943	126,702	88,439	59,514	5,985	38,066	124,211	250,913	339,352
					%	9.45	21.23	31.30	21.84	14.70	1.48		30.68	61.98	83.82
		2004	442,290	402,979	No.	40,264	83,761	119,511	86,419	66,020	7,004	39,311	124,025	243,536	329,955
					%	9.99	20.79	29.66	21.45	16.38	1.74		30.78	60.43	81.88
	Technical	2003	23,978	20,122	No.	1,518	4,663	6,962	4,374	2,485	120	3,856	6,181	13,143	17,517
					%	7.54	23.17	34.60	21.74	12.35	0.60		30.72	65.32	87.05
		2004	26,829	22,251	No.	1,819	5,257	6,422	4,877	3,643	233	4,578	7,076	13,498	18,375
					%	8.17	23.63	28.86	21.92	16.37	1.05		31.80	60.66	82.58
	Basic	2003	20,603	17,490	No.	608	1,849	3,630	4,315	5,977	1,111	3,113	2,457	6,087	10,402
					%	3.48	10.57	20.75	24.67	34.17	6.35		14.05	34.80	59.47
	2004	17,533	14,800	No.	351	1,234	2,812	3,964	5,797	642	2,733	1,585	4,397	8,361	
				%	2.37	8.34	19.00	26.78	39.17	4.34		10.71	29.71	56.49	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Computer Science Unit 1	F	209	191	No.	7	33	53	61	28	8	1	18
				%	3.66	17.28	27.75	31.94	14.66	4.19	0.52	
	M	173	159	No.	4	18	54	45	26	11	1	14
				%	2.52	11.32	33.96	28.30	16.35	6.92	0.63	
	T	382	350	No.	11	51	107	106	54	19	2	32
				%	3.14	14.57	30.57	30.29	15.43	5.43	0.57	
Computer Science Unit 2	F	248	232	No.	11	31	44	49	53	26	18	16
				%	4.74	13.36	18.97	21.12	22.84	11.21	7.76	
	M	147	134	No.	3	9	13	32	41	24	12	13
				%	2.24	6.72	9.70	23.88	30.60	17.91	8.96	
	T	395	366	No.	14	40	57	81	94	50	30	29
				%	3.83	10.93	15.57	22.13	25.68	13.66	8.20	
Economics Unit 1	F	766	677	No.	40	86	159	179	151	48	14	89
				%	5.91	12.70	23.49	26.44	22.30	7.09	2.07	
	M	404	342	No.	22	40	68	94	83	28	7	62
				%	6.43	11.70	19.88	27.49	24.27	8.19	2.05	
	T	1170	1019	No.	62	126	227	273	234	76	21	151
				%	6.08	12.37	22.28	26.79	22.96	7.46	2.06	
Economics Unit 2	F	378	365	No.	5	67	106	114	62	9	2	13
				%	1.37	18.36	29.04	31.23	16.99	2.47	0.55	
	M	161	152	No.	6	23	39	44	31	7	2	9
				%	3.95	15.13	25.66	28.95	20.39	4.61	1.32	
	T	539	517	No.	11	90	145	158	93	16	4	22
				%	2.13	17.41	28.05	30.56	17.99	3.09	0.77	
Electrical and Electronic Tech Unit 1	F	4	4	No.	0	0	0	0	1	3	0	0
				%	0.00	0.00	0.00	0.00	25.00	75.00	0.00	
	M	44	34	No.	0	3	2	13	7	7	2	10
				%	0.00	8.82	5.88	38.24	20.59	20.59	5.88	
	T	48	38	No.	0	3	2	13	8	10	2	10
				%	0.00	7.89	5.26	34.21	21.05	26.32	5.26	
Environmental Science Unit 1	F	98	91	No.	1	8	26	31	20	2	3	7
				%	1.10	8.79	28.57	34.07	21.98	2.20	3.30	
	M	54	45	No.	1	9	6	14	9	4	2	9
				%	2.22	20.00	13.33	31.11	20.00	8.89	4.44	
	T	152	136	No.	2	17	32	45	29	6	5	16
				%	1.47	12.50	23.53	33.09	21.32	4.41	3.68	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Biology Unit 1	F	694	671	No.	62	127	120	124	110	101	27	23
				%	9.24	18.93	17.88	18.48	16.39	15.05	4.02	
	M	364	335	No.	14	45	60	68	60	63	25	29
				%	4.18	13.43	17.91	20.30	17.91	18.81	7.46	
	T	1058	1006	No.	76	172	180	192	170	164	52	52
				%	7.55	17.10	17.89	19.09	16.90	16.30	5.17	
Biology Unit 2	F	278	275	No.	27	49	59	58	48	27	7	3
				%	9.82	17.82	21.45	21.09	17.45	9.82	2.55	
	M	143	135	No.	7	21	33	30	23	16	5	8
				%	5.19	15.56	24.44	22.22	17.04	11.85	3.70	
	T	421	410	No.	34	70	92	88	71	43	12	11
				%	8.29	17.07	22.44	21.46	17.32	10.49	2.93	
Caribbean Studies Unit 1	F	2073	2000	No.	225	576	630	420	118	25	6	73
				%	11.25	28.80	31.50	21.00	5.90	1.25	0.30	
	M	987	899	No.	53	184	264	241	120	31	6	88
				%	5.90	20.47	29.37	26.81	13.35	3.45	0.67	
	T	3060	2899	No.	278	760	894	661	238	56	12	161
				%	9.59	26.22	30.84	22.80	8.21	1.93	0.41	
Chemistry Unit 1	F	626	602	No.	11	31	70	106	124	206	54	24
				%	1.83	5.15	11.63	17.61	20.60	34.22	8.97	
	M	378	337	No.	4	14	62	59	51	114	33	41
				%	1.19	4.15	18.40	17.51	15.13	33.83	9.79	
	T	1004	939	No.	15	45	132	165	175	320	87	65
				%	1.60	4.79	14.06	17.57	18.64	34.08	9.27	
Chemistry Unit 2	F	252	247	No.	20	30	51	55	37	47	7	5
				%	8.10	12.15	20.65	22.27	14.98	19.03	2.83	
	M	168	163	No.	16	14	44	29	20	32	8	5
				%	9.82	8.59	26.99	17.79	12.27	19.63	4.91	
	T	420	410	No.	36	44	95	84	57	79	15	10
				%	8.78	10.73	23.17	20.49	13.90	19.27	3.66	
Communication Studies Unit 1	F	2963	2859	No.	289	586	687	686	495	101	15	104
				%	10.11	20.50	24.03	23.99	17.31	3.53	0.52	
	M	1558	1461	No.	70	167	263	382	409	133	37	97
				%	4.79	11.43	18.00	26.15	27.99	9.10	2.53	
	T	4521	4320	No.	359	753	950	1068	904	234	52	201
				%	8.31	17.43	21.99	24.72	20.93	5.42	1.20	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Functional Spanish Unit 1	F	51	47	No.	11	7	11	11	5	2	0	4
				%	23.40	14.89	23.40	23.40	10.64	4.26	0.00	
	M	21	17	No.	3	3	0	2	4	4	1	4
				%	17.65	17.65	0.00	11.76	23.53	23.53	5.88	
	T	72	64	No.	14	10	11	13	9	6	1	8
				%	21.88	15.63	17.19	20.31	14.06	9.38	1.56	
Geography Unit 1	F	215	205	No.	3	12	29	79	63	19	0	10
				%	1.46	5.85	14.15	38.54	30.73	9.27	0.00	
	M	140	135	No.	0	6	21	37	58	13	0	5
				%	0.00	4.44	15.56	27.41	42.96	9.63	0.00	
	T	355	340	No.	3	18	50	116	121	32	0	15
				%	0.88	5.29	14.71	34.12	35.59	9.41	0.00	
Geography Unit 2	F	213	210	No.	3	13	39	58	70	26	1	3
				%	1.43	6.19	18.57	27.62	33.33	12.38	0.48	
	M	242	229	No.	2	4	24	59	99	37	4	13
				%	0.87	1.75	10.48	25.76	43.23	16.16	1.75	
	T	455	439	No.	5	17	63	117	169	63	5	16
				%	1.14	3.87	14.35	26.65	38.50	14.35	1.14	
Geom. and Mech. Eng. Draw. Unit 1	F	10	9	No.	0	0	3	1	1	2	2	1
				%	0.00	0.00	33.33	11.11	11.11	22.22	22.22	
	M	129	102	No.	1	10	16	26	31	14	4	27
				%	0.98	9.80	15.69	25.49	30.39	13.73	3.92	
	T	139	111	No.	1	10	19	27	32	16	6	28
				%	0.90	9.01	17.12	24.32	28.83	14.41	5.41	
History Unit 1	F	857	815	No.	15	55	184	256	214	76	15	42
				%	1.84	6.75	22.58	31.41	26.26	9.33	1.84	
	M	251	228	No.	1	7	34	59	84	39	4	23
				%	0.44	3.07	14.91	25.88	36.84	17.11	1.75	
	T	1108	1043	No.	16	62	218	315	298	115	19	65
				%	1.53	5.94	20.90	30.20	28.57	11.03	1.82	
History Unit 2	F	588	577	No.	4	40	153	201	128	48	3	11
				%	0.69	6.93	26.52	34.84	22.18	8.32	0.52	
	M	185	175	No.	0	9	34	46	50	30	6	10
				%	0.00	5.14	19.43	26.29	28.57	17.14	3.43	
	T	773	752	No.	4	49	187	247	178	78	9	21
				%	0.53	6.52	24.87	32.85	23.67	10.37	1.20	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Environmental Science Unit 2	F	65	61	No.	2	6	13	17	10	5	8	4
				%	3.28	9.84	21.31	27.87	16.39	8.20	13.11	
	M	38	35	No.	0	2	8	6	11	4	4	3
				%	0.00	5.71	22.86	17.14	31.43	11.43	11.43	
	T	103	96	No.	2	8	21	23	21	9	12	7
				%	2.08	8.33	21.88	23.96	21.88	9.38	12.50	
Food & Nutrition Unit 1	F	109	105	No.	1	3	32	36	28	5	0	4
				%	0.95	2.86	30.48	34.29	26.67	4.76	0.00	
	M	18	15	No.	0	1	3	5	5	1	0	3
				%	0.00	6.67	20.00	33.33	33.33	6.67	0.00	
	T	127	120	No.	1	4	35	41	33	6	0	7
				%	0.83	3.33	29.17	34.17	27.50	5.00	0.00	
Food & Nutrition Unit 2	F	59	58	No.	0	6	15	24	12	1	0	1
				%	0.00	10.34	25.86	41.38	20.69	1.72	0.00	
	M	4	3	No.	0	0	1	0	1	1	0	1
				%	0.00	0.00	33.33	0.00	33.33	33.33	0.00	
	T	63	61	No.	0	6	16	24	13	2	0	2
				%	0.00	9.84	26.23	39.34	21.31	3.28	0.00	
French Unit 1	F	67	64	No.	3	10	14	19	6	8	4	3
				%	4.69	15.63	21.88	29.69	9.38	12.50	6.25	
	M	16	13	No.	3	1	0	0	2	4	3	3
				%	23.08	7.69	0.00	0.00	15.38	30.77	23.08	
	T	83	77	No.	6	11	14	19	8	12	7	6
				%	7.79	14.29	18.18	24.68	10.39	15.58	9.09	
French Unit 2	F	39	39	No.	11	9	11	6	2	0	0	0
				%	28.21	23.08	28.21	15.38	5.13	0.00	0.00	
	M	5	5	No.	0	2	2	1	0	0	0	0
				%	0.00	40.00	40.00	20.00	0.00	0.00	0.00	
	T	44	44	No.	11	11	13	7	2	0	0	0
				%	25.00	25.00	29.55	15.91	4.55	0.00	0.00	
Functional French Unit 1	F	12	7	No.	0	7	0	0	0	0	0	5
				%	0.00	100.00	0.00	0.00	0.00	0.00	0.00	
	M	9	6	No.	0	2	0	1	1	2	0	3
				%	0.00	33.33	0.00	16.67	16.67	33.33	0.00	
	T	21	13	No.	0	9	0	1	1	2	0	8
				%	0.00	69.23	0.00	7.69	7.69	15.38	0.00	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Management of Business	F	725	701	No.	20	127	216	222	97	18	1	24
Unit 2				%	2.85	18.12	30.81	31.67	13.84	2.57	0.14	
	M	262	244	No.	5	27	80	79	41	12	0	18
				%	2.05	11.07	32.79	32.38	16.80	4.92	0.00	
	T	987	945	No.	25	154	296	301	138	30	1	42
				%	2.65	16.30	31.32	31.85	14.60	3.17	0.11	
Mathematics Unit 1	F	969	912	No.	130	119	102	117	140	154	150	57
				%	14.25	13.05	11.18	12.83	15.35	16.89	16.45	
	M	755	684	No.	53	52	69	81	116	131	182	71
				%	7.75	7.60	10.09	11.84	16.96	19.15	26.61	
	T	1724	1596	No.	183	171	171	198	256	285	332	128
				%	11.47	10.71	10.71	12.41	16.04	17.86	20.80	
Mathematics Unit 2	F	317	299	No.	68	56	49	46	48	29	3	18
				%	22.74	18.73	16.39	15.38	16.05	9.70	1.00	
	M	281	260	No.	43	43	57	41	34	28	14	21
				%	16.54	16.54	21.92	15.77	13.08	10.77	5.38	
	T	598	559	No.	111	99	106	87	82	57	17	39
				%	19.86	17.71	18.96	15.56	14.67	10.20	3.04	
Physics Unit 1	F	355	339	No.	10	36	60	87	108	35	3	16
				%	2.95	10.62	17.70	25.66	31.86	10.32	0.88	
	M	438	406	No.	12	23	58	95	130	82	6	32
				%	2.96	5.67	14.29	23.40	32.02	20.20	1.48	
	T	793	745	No.	22	59	118	182	238	117	9	48
				%	2.95	7.92	15.84	24.43	31.95	15.70	1.21	
Physics Unit 2	F	121	118	No.	7	14	27	31	25	11	3	3
				%	5.93	11.86	22.88	26.27	21.19	9.32	2.54	
	M	197	186	No.	8	13	38	49	55	21	2	11
				%	4.30	6.99	20.43	26.34	29.57	11.29	1.08	
	T	318	304	No.	15	27	65	80	80	32	5	14
				%	4.93	8.88	21.38	26.32	26.32	10.53	1.64	
Sociology Unit 1	F	1430	1323	No.	43	250	450	353	161	56	10	107
				%	3.25	18.90	34.01	26.68	12.17	4.23	0.76	
	M	461	390	No.	4	53	109	129	61	25	9	71
				%	1.03	13.59	27.95	33.08	15.64	6.41	2.31	
	T	1891	1713	No.	47	303	559	482	222	81	19	178
				%	2.74	17.69	32.63	28.14	12.96	4.73	1.11	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Information Technology Unit 1	F	183	170	No.	2	8	30	69	39	17	5	13
				%	1.18	4.71	17.65	40.59	22.94	10.00	2.94	
	M	134	121	No.	2	8	31	47	21	9	3	13
				%	1.65	6.61	25.62	38.84	17.36	7.44	2.48	
	T	317	291	No.	4	16	61	116	60	26	8	26
				%	1.37	5.50	20.96	39.86	20.62	8.93	2.75	
Law Unit 1	F	298	263	No.	3	24	53	48	45	55	35	35
				%	1.14	9.13	20.15	18.25	17.11	20.91	13.31	
	M	85	63	No.	1	1	13	5	15	13	15	22
				%	1.59	1.59	20.63	7.94	23.81	20.63	23.81	
	T	383	326	No.	4	25	66	53	60	68	50	57
				%	1.23	7.67	20.25	16.26	18.40	20.86	15.34	
Law Unit 2	F	116	105	No.	3	13	28	13	24	20	4	11
				%	2.86	12.38	26.67	12.38	22.86	19.05	3.81	
	M	46	30	No.	1	1	6	4	7	7	4	16
				%	3.33	3.33	20.00	13.33	23.33	23.33	13.33	
	T	162	135	No.	4	14	34	17	31	27	8	27
				%	2.96	10.37	25.19	12.59	22.96	20.00	5.93	
Literatures in English Unit 1	F	977	931	No.	33	75	217	317	239	44	6	46
				%	3.54	8.06	23.31	34.05	25.67	4.73	0.64	
	M	179	160	No.	4	5	25	49	59	15	3	19
				%	2.50	3.13	15.63	30.63	36.88	9.38	1.88	
	T	1156	1091	No.	37	80	242	366	298	59	9	65
				%	3.39	7.33	22.18	33.55	27.31	5.41	0.82	
Literatures in English Unit 2	F	557	530	No.	10	50	91	186	172	18	3	27
				%	1.89	9.43	17.17	35.09	32.45	3.40	0.57	
	M	109	106	No.	1	5	19	43	30	5	3	3
				%	0.94	4.72	17.92	40.57	28.30	4.72	2.83	
	T	666	636	No.	11	55	110	229	202	23	6	30
				%	1.73	8.65	17.30	36.01	31.76	3.62	0.94	
Management of Business	F	1096	1024	No.	8	68	169	290	323	133	33	72
Unit 1				%	0.78	6.64	16.50	28.32	31.54	12.99	3.22	
	M	468	418	No.	2	11	76	114	128	67	20	50
				%	0.48	2.63	18.18	27.27	30.62	16.03	4.78	
	T	1564	1442	No.	10	79	245	404	451	200	53	122
				%	0.69	5.48	16.99	28.02	31.28	13.87	3.68	

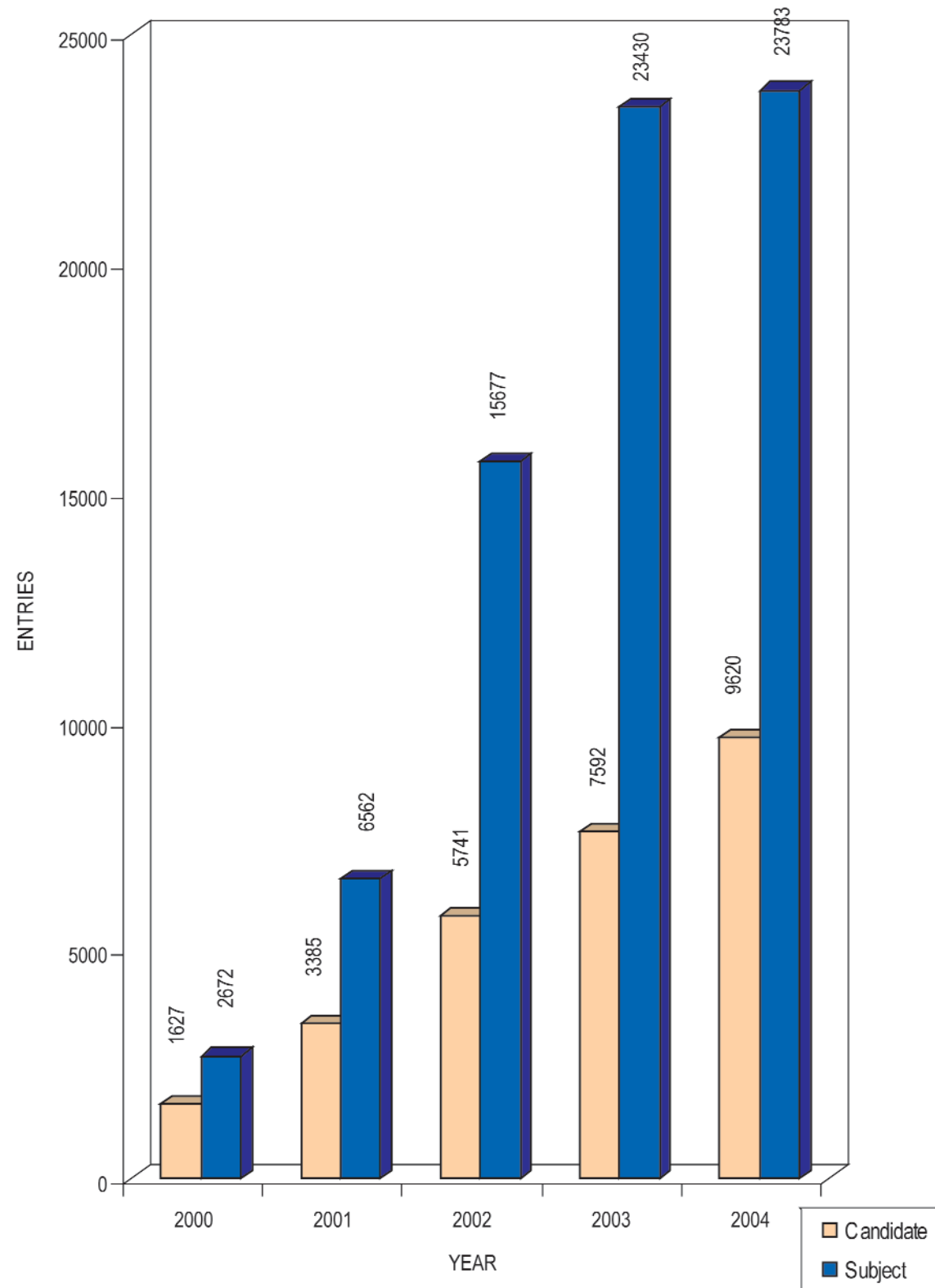


FIGURE 4: CAPE May-June Sitting - Regional Entries 2000-2004

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	No.	GRADES							OTHER*
					I	II	III	IV	V	VI	VII	
Sociology Unit 2	F	778	738	No.	11	113	286	221	99	8	0	40
				%	1.49	15.31	38.75	29.95	13.41	1.08	0.00	
	M	171	163	No.	0	20	43	60	34	5	1	8
				%	0.00	12.27	26.38	36.81	20.86	3.07	0.61	
	T	949	901	No.	11	133	329	281	133	13	1	48
				%	1.22	14.76	36.51	31.19	14.76	1.44	0.11	
Spanish Unit 1	F	254	232	No.	34	30	51	55	43	14	5	22
				%	14.66	12.93	21.98	23.71	18.53	6.03	2.16	
	M	46	39	No.	8	5	5	8	8	3	2	7
				%	20.51	12.82	12.82	20.51	20.51	7.69	5.13	
	T	300	271	No.	42	35	56	63	51	17	7	29
				%	15.50	12.92	20.66	23.25	18.82	6.27	2.58	
Spanish Unit 2	F	163	160	No.	42	28	49	29	10	2	0	3
				%	26.25	17.50	30.63	18.13	6.25	1.25	0.00	
	M	26	26	No.	3	8	8	2	5	0	0	0
				%	11.54	30.77	30.77	7.69	19.23	0.00	0.00	
	T	189	186	No.	45	36	57	31	15	2	0	3
				%	24.19	19.35	30.65	16.67	8.06	1.08	0.00	
Statistical Analysis	F	117	110	No.	3	9	12	23	26	20	17	7
				%	2.73	8.18	10.91	20.91	23.64	18.18	15.45	
	M	86	81	No.	4	5	9	16	23	11	13	5
				%	4.94	6.17	11.11	19.75	28.40	13.58	16.05	
	T	203	191	No.	7	14	21	39	49	31	30	12
				%	3.66	7.33	10.99	20.42	25.65	16.23	15.71	
<b>TOTAL</b>	F	20802	19704	No.	1235	2968	4659	5065	3655	1584	538	1098
				%	6.27	15.06	23.64	25.71	18.55	8.04	2.73	5.57
	M	10027	9103	No.	388	935	1797	2288	2089	1124	482	924
				%	4.26	10.27	19.74	25.13	22.95	12.35	5.29	
	T	30829	28807	No.	1623	3903	6456	7353	5744	2708	1020	2022
				%	5.63	13.55	22.41	25.53	19.94	9.40	3.54	

SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	TOTAL
Chemistry Unit 2	2000				8			15	24							47	
	2001				5				24							29	
	2002			11	6			18	79		14					128	
	2003	6	0	59	0	0	0	34	151	0	11	0	0	0	0	261	
	2004	10	0	73	0	2	0	17	300	0	13	5	0	0	0	420	
Communication Studies Unit 1	2000	33						248	261			15				557	
	2001	139		80	5			172	847			13				1256	
	2002	199	27	235	18			185	1846			6				2516	
	2003	226	32	387	0	0	0	192	2711	14	31	11	0	0	0	3604	
	2004	196	39	394	15	0	0	193	3300	0	122	0	0	262	0	4521	
Computer Science Unit 1	2001	13	7	6				3	178		20	13				240	
	2002	19	8	39				20	268		58	9				421	
	2003	17	2	43	0	4	0	4	315	0	63	12	0	0	0	460	
	2004	19	3	39	0	0	0	12	230	0	42	0	0	37	0	382	
Computer Science Unit 2	2002	11	7	6				11	147		14	13				209	
	2003	16	4	32	0	0	0	6	209	0	48	1	0	0	0	316	
	2004	13	2	34	0	0	0	0	310	0	36	0	0	0	0	395	
Economics Unit 1	2001	18	4		4			38	294		22					380	
	2002	51	6		7			58	432	13	47					614	
	2003	65	3	5	1	0	0	33	479	11	63	0	0	0	0	660	
	2004	55	3	10	16	0	173	79	591	0	72	0	0	171	0	1170	
Economics Unit 2	2002	2	4					17	181		16					220	
	2003	40	2	0	0	0	0	19	376	0	36	0	0	0	0	473	
	2004	37	2	2	4	0	0	15	418	13	48	0	0	0	0	539	
Electrical and Electronics	2000				13			10	6							29	
Tech Unit 1	2001							2	11						5	18	
	2002	2	0					5	11						5	23	
	2003	0	0	0	0	0	0	5	21	0	0	0	0	0	0	26	
	2004	0	0	0	5	0	0	1	31	0	0	0	0	11	0	48	
Environmental Science Unit 1	2002	0	16		2			31	55			1				105	
	2003	1	0	0	0	0	0	17	60	0	0	24	0	0	0	102	
	2004	2	9	0	11	0	0	29	56	0	8	13	0	24	0	152	
Environmental Science Unit 2	2003	19	9	0	0	0	0	33	44	0	0	23	0	0	0	128	
	2004	23	0	0	0	0	0	12	57	0	0	11	0	0	0	103	
Food and Nutrition Unit 1	2002			1				5	37							43	
	2003	0	12	12	0	0	0	1	63	0	0	0	0	0	0	88	
	2004	0	0	14	0	0	0	16	88	0	0	0	0	9	0	127	
Food and Nutrition Unit 2	2003	0	0	4	0	0	0	0	25	0	0	0	0	0	0	29	
	2004	0	14	8	0	0	0	1	40	0	0	0	0	0	0	63	

**Table 8**  
**CAPE Comparison of Subject Entries by Territory: 2000-2004**

SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	TOTAL
Accounting Unit 1	2000		9		5			21	95							130	88
	2001		2		12			5	251						37	307	130
	2002		6	86	10			27	333		36					498	307
	2003	88	4	70	11	0	0	24	679	0	42	0	0	0	0	918	498
	2004	72	8	108	20	0	144	43	518	11	12	0	0	132	0	1068	918
Accounting Unit 2	2000		4		7			32	8			24				75	85
	2001		7		1			33	109							150	150
	2002		2		7			3	346	6	36					400	400
	2003	8	5	83	10	0	0	19	323	5	18	0	0	0	0	471	471
	2004	50	2	98	13	0	0	38	655	1	59	0	0	0	0	916	
Applied Mathematics Unit 1	2000							2								2	
	2001							1								1	
	2002								12							12	
	2003	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2	
	2004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Art and Design Unit 1	2002			24				3	15		6					48	
	2003	0	0	34	0	0	0	0	57	0	2	0	0	0	0	93	
	2004	0	3	24	0	0	0	2	40	0	5	0	0	0	0	74	
Art and Design Unit 2	2003	0	2	15	0	0	0	1	9	0	5	0	0	0	0	32	
	2004	0	0	20	0	0	0	0	37	0	1	0	0	0	0	58	
Biology Unit 1	2000				17			17	49							83	
	2001		2	29	21			51	93		16					212	
	2002		7	91	10	0	0	64	297	3	17		0			489	
	2003	22	10	89	4	0	0	15	414	1	28	0	0	0	0	583	
	2004	38	11	93	8	4	82	72	645	2	21	0	0	82	0	1058	
Biology Unit 2	2000				13			6	33							52	
	2001				13			5	21							39	
	2002		2	28	17			17	63		13					140	
	2003	0	7	55	0	0	0	49	223	2	13	0	0	0	0	349	
	2004	14	5	68	3	1	0	8	305	1	16	0	0	0	0	421	
Caribbean Studies Unit 1	2000	18						125	213							356	
	2001	62		9	1			94	454							620	
	2002	73		216	4			104	1112	16	99					1624	
	2003	66	19	347	8	0	0	131	1490	0	124	3	0	0	0	2188	
	2004	71	22	326	6	0	0	238	1986	16	172	0	16	207	0	3060	
Chemistry Unit 1	2000				8			15	40							63	
	2001			12	13			48	85		18					176	
	2002			84	7	6	0	68	239		20		0			424	
	2003	15	0	119	0	7	0	63	402	0	23	0	0	0	0	629	
	2004	29	0	124	2	5	67	84	573	0	21	5	0	94	0	1004	

SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	TOTAL
Information Technology Unit 1	2000	30		19				101	166							316	
	2001	36		27				68	221							352	
	2002	24	1	47				86	245		8	5				416	
	2003	14	1	77	0	0	0	43	279	13	0	0	0	0	0	427	
	2004	13	0	39	0	0	1	61	187	5	0	0	0	11	0	317	
Law Unit 1	2001							15	67		48					130	
	2002							38	104		61					203	
	2003	65	0	0	0	0	0	34	126	0	16	10	0	0	0	251	
	2004	48	0	10	0	0	30	55	202	0	38	0	0	0	0	383	
Law Unit 2	2002	13	0					4	48		34					99	
	2003	1	0	0	0	0	0	19	107	0	61	0	0	0	0	188	
	2004	26	0	0	0	0	0	9	114	0	13	0	0	0	0	162	
Literatures in English Unit 1	2000				1			16	42			25				84	
	2001	41		12				28	139		27					247	
	2002	38	5	109		1	0	6	620	7	39		0			825	
	2003	41	9	91	0	0	0	6	625	0	42	0	0	0	0	814	
	2004	27	9	129	0	1	41	15	754	0	40	0	0	140	0	1156	
Literatures in English Unit 2	2000	13						37	14			10				74	
	2001			29				2	116							147	
	2002	21		46		2	0	10	145		25		0			249	
	2003	24	5	135	0	0	0	11	509	0	31	0	0	0	0	715	
	2004	19	6	75	0	0	0	0	535	0	31	0	0	0	0	666	
Management of Business Unit 1	2001		12		5				229		62	44				352	
	2002	68	8	89	10	2	0	16	521		68	43	0			825	
	2003	45	25	84	4	0	0	0	1004	3	89	57	0	0	0	1311	
	2004	42	17	117	0	0	221	24	898	6	66	0	0	173	0	1564	
Management of Business Unit 2	2002	25	10		8				218		50	43				354	
	2003	37	8	78	1	1	0	19	426	0	52	28	0	0	0	650	
	2004	36	14	65	1	0	0	1	785	0	85	0	0	0	0	987	
Mathematics Unit 1	2000	32	10		18			70	88			3				221	
	2001	82	5		13			54	272		26	5			12	469	
	2002	89	9	154	11	6	0	46	598	5	26		0		11	955	
	2003	106	5	230	9	10	0	36	799	5	37	0	0	0	3	1240	
	2004	109	11	243	10	3	117	56	984	11	27	0	0	153	0	1724	
Mathematics Unit 2	2000	5			4			13	6							28	
	2001	5	5		6			8	42			4				70	
	2002	33			6			4	80		15					138	
	2003	51	0	97	17	4	0	8	236	2	12	0	0	0	0	427	
	2004	48	1	131	8	3	0	9	380	1	17	0	0	0	0	598	

SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	TOTAL
French Unit 1	2000								5							5	
	2001			8												8	
	2002	9		29					10		2					50	
	2003	9	0	38	0	0	0	0	10	0	7	0	0	0	0	64	
	2004	7	0	17	0	0	9	0	25	0	9	0	0	16	0	83	
French Unit 2	2001								8							8	
	2002			8					2							10	
	2003	6	0	22	0	0	0	0	6	0	2	0	0	0	0	36	
	2004	5	0	25	0	0	0	0	11	0	3	0	0	0	0	44	
Functional French Unit 1	2000							6	16							22	
	2001							1	23							24	
	2002							7	11							18	
	2003	0	0	1	1	0	0	4	17	0	2	0	0	1	0	26	
	2004	0	0	0	0	0	0	5	5	0	11	0	0	0	0	21	
Functional Spanish Unit 1	2000							15	28							43	
	2001							13	32					17		62	
	2002				8			6	29					8		51	
	2003	0	0	4	12	0	0	4	51	0	0	0	0	2	0	73	
	2004	0	0	2	10	0	0	8	29	0	8	0	0	15	0	72	
Geography Unit 1	2001	15	9	30				12	114		15	7				202	
	2002	13	3	68				12	184		18					298	
	2003	30	1	62	0	0	0	2	334	0	23	0	0	0	0	452	
	2004	18	1	48	0	0	33	12	182	0	24	0	0	37	0	355	
Geography Unit 2	2002	0	9	41				3	143		12					208	
	2003	14	4	51	0	0	0	12	171	0	13	0	0	0	0	265	
	2004	17	1	45	0	0	0	2	374	0	16	0	0	0	0	455	
Geometrical & Mechanical	2001	13	2	7				3	71							96	
Engineering Drawing Unit 1	2002	7	5	25		0	0	4	97				0			138	
	2003	12	3	26	0	0	0	0	124	0	0	0	0	0	0	165	
	2004	14	0	23	0	0	0	0	99	0	0	0	0	3	0	139	
History Unit 1	2000	5						27	124							156	
	2001	28	6	14	12			21	364		46					491	
	2002	16	0	70	8			26	614		37					771	
	2003	24	4	67	2	0	0	18	755	0	39	0	0	0	0	909	
	2004	17	7	58	6	0	51	41	791	0	31	0	0	106	0	1108	
History Unit 2	2000	7			1			3	60							71	
	2001		3		5			16	103							127	
	2002	22	7	13	7			7	354		36					446	
	2003	12	0	50	12	0	0	25	554	0	32	0	0	0	0	685	
	2004	17	3	53	2	0	0	4	652	0	33	0	0	9	0	773	

**TABLE 9  
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2003 - 2004**

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								OTHER	CUMULATIVE GRADES				
				No.	I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V
Accounting Unit 1	2003	918	814	No.	16	45	132	249	135	123	114	104	16	61	193	442	577
				%	1.97	5.53	16.22	30.59	16.58	15.11	14.00	1.97	7.49	23.71	54.30	70.88	
	2004	1068	934	No.	18	84	157	326	177	108	64	134	18	102	259	585	762
				%	1.93	8.99	16.81	34.90	18.95	11.56	6.85	1.93	10.92	27.73	62.63	81.58	
Accounting Unit 2	2003	471	420	No.	16	27	67	112	104	67	27	51	16	43	110	222	326
				%	3.81	6.43	15.95	26.67	24.76	15.95	6.43	3.81	10.24	26.19	52.86	77.62	
	2004	916	859	No.	31	95	179	207	183	116	48	57	31	126	305	512	695
				%	3.61	11.06	20.84	24.10	21.30	13.50	5.59	3.61	14.67	35.51	59.60	80.91	
Applied Mathematics Unit 1	2003	2	0	No.	0	0	0	0	0	0	0	2	0	0	0	0	0
				%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	2004	0	0	No.	0	0	0	0	0	0	0	0	0	0	0	0	0
				%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Art and Design Unit 1	2003	93	81	No.	14	26	28	11	2	0	0	12	14	40	68	79	81
				%	17.28	32.10	34.57	13.58	2.47	0.00	0.00	17.28	49.38	83.95	97.53	100.00	
	2004	74	61	No.	12	23	17	4	5	0	0	13	12	35	52	56	61
				%	19.67	37.70	27.87	6.56	8.20	0.00	0.00	19.67	57.38	85.25	91.80	100.00	
Art and Design Unit 2	2003	32	30	No.	15	12	1	2	0	0	0	2	15	27	28	30	30
				%	50.00	40.00	3.33	6.67	0.00	0.00	0.00	50.00	90.00	93.33	100.00	100.00	
	2004	58	51	No.	23	15	7	3	1	2	0	7	23	38	45	48	49
				%	45.10	29.41	13.73	5.88	1.96	3.92	0.00	45.10	74.51	88.24	94.12	96.08	
Biology Unit 1	2003	588	558	No.	21	83	102	117	103	102	30	30	21	104	206	323	426
				%	3.76	14.87	18.28	20.97	18.46	18.28	5.38	3.76	18.64	36.92	57.89	76.34	
	2004	1058	1006	No.	76	172	180	192	170	164	52	52	76	248	428	620	790
				%	7.55	17.10	17.89	19.09	16.90	16.30	5.17	7.55	24.65	42.54	61.63	78.53	
Biology Unit 2	2003	352	333	No.	33	82	79	66	44	27	2	19	33	115	194	260	304
				%	9.91	24.62	23.72	19.82	13.21	8.11	0.60	9.91	34.53	58.26	78.08	91.29	
	2004	421	410	No.	34	70	92	88	71	43	12	11	34	104	196	284	355
				%	8.29	17.07	22.44	21.46	17.32	10.49	2.93	8.29	25.37	47.80	69.27	86.59	
Caribbean Studies Unit 1	2003	2188	2027	No.	175	498	537	438	280	86	13	161	175	673	1210	1648	1928
				%	8.63	24.57	26.49	21.61	13.81	4.24	0.64	8.63	33.20	59.69	81.30	95.12	
	2004	3060	2899	No.	278	760	894	661	238	56	12	161	278	1038	1932	2593	2831
				%	9.59	26.22	30.84	22.80	8.21	1.93	0.41	9.59	35.81	66.64	89.44	97.65	

SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	TOTAL
Physics Unit 1	2000				5			9	33								47
	2001		3		5			2	53		7					8	78
	2002			94	4	4	0		182		6		0			9	299
	2003	18	0	135	0	3	0	0	236	0	17	0	0	0	0	2	411
Physics Unit 2	2004	16	0	141	2	2	40	4	414	3	12	0	0	159	0	793	
	2000	10			6			2	13								31
	2001				5			1	19								25
	2002				1				22		7						30
Sociology Unit 1	2003	0	0	83	0	1	0	0	179	0	6	0	0	0	0	0	269
	2004	10	0	87	0	1	0	0	205	0	15	0	0	0	0	0	318
	2002	93	0	23				30	785		54						985
	2003	69	0	27	0	0	0	49	1022	0	46	0	0	0	0	0	1213
Sociology Unit 2	2004	75	10	101	0	0	171	76	1296	0	66	0	0	96	0	1891	
	2003	63	12	49	0	0	0	6	647	0	34	0	0	0	0	811	
	2004	39	0	40	0	0	0	10	821	0	39	0	0	0	0	949	
	2000								13								13
Spanish Unit 1	2001	3		13	5				15		10						46
	2002	11	0	71					89		9						180
	2003	14	0	56	9	0	0	0	178	0	7	0	0	0	0	0	264
	2004	6	0	35	4	0	22	0	173	0	12	0	0	48	0	300	
Spanish Unit 2	2000	7							13								20
	2001								2								2
	2002	3	0	11	1				12		6						33
	2003	6	0	48	5	0	0	0	70	0	7	0	0	0	0	0	136
Statistical Analysis Unit 1	2004	6	0	38	3	0	0	0	138	0	4	0	0	0	0	0	189
	2000	32						14	75								121
	2001			21				38	96		24						179
	2002	33	0	5	1			37	82		20						178
<b>TOTAL</b>	2003	42	0	1	0	0	0	31	100	0	30	0	0	0	0	0	204
	2004	43	0	10	0	0	0	20	94	0	24	0	0	12	0	203	
	2000	192	23	19	106			804	1425		77						2646
	2001	455	67	297	131			734	4353		341	86		17	62	6543	
<b>TOTAL</b>	2002	875	142	1724	153	21	0	978	10668	50	909	120	0	8	25	15673	
	2003	1292	188	2867	106	30	0	973	16616	56	1113	169	0	3	5	23418	
	2004	1287	203	2967	149	22	1202	1272	20328	70	1272	34	16	2007	0	30829	

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							OTHER	CUMULATIVE GRADES					
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	
Food & Nutrition	2003	88	77	No.	0	5	27	30	13	2	0	11	0	5	32	62	75
Unit 1				%	0.00	6.49	35.06	38.96	16.88	2.60	0.00		0.00	6.49	41.56	80.52	97.40
	2004	127	120	No.	1	4	35	41	33	6	0	7	1	5	40	81	114
				%	0.83	3.33	29.17	34.17	27.50	5.00	0.00		0.83	4.17	33.33	67.50	95.00
Food & Nutrition	2003	29	25	No.	0	0	7	13	5	0	0	4	0	0	7	20	25
Unit 2				%	0.00	0.00	28.00	52.00	20.00	0.00	0.00		0.00	0.00	28.00	80.00	100.00
	2004	63	61	No.	0	6	16	24	13	2	0	2	0	6	22	46	59
				%	0.00	9.84	26.23	39.34	21.31	3.28	0.00		0.00	9.84	36.07	75.41	96.72
French Unit 1	2003	64	58	No.	5	8	10	7	13	6	9	6	5	13	23	30	43
				%	8.62	13.79	17.24	12.07	22.41	10.34	15.52		8.62	22.41	39.66	51.72	74.14
	2004	83	77	No.	6	11	14	19	8	12	7	6	6	17	31	50	58
				%	7.79	14.29	18.18	24.68	10.39	15.58	9.09		7.79	22.08	40.26	64.94	75.32
French Unit 2	2003	36	34	No.	10	7	5	3	8	1	0	2	10	17	22	25	33
				%	29.41	20.59	14.71	8.82	23.53	2.94	0.00		29.41	50.00	64.71	73.53	97.06
	2004	44	44	No.	11	11	13	7	2	0	0	0	11	22	35	42	44
				%	25.00	25.00	29.55	15.91	4.55	0.00	0.00		25.00	50.00	79.55	95.45	100.00
Functional French	2003	26	19	No.	3	10	2	4	0	0	0	7	3	13	15	19	19
Unit 1				%	15.79	52.63	10.53	21.05	0.00	0.00	0.00		15.79	68.42	78.95	100.00	100.00
	2004	21	13	No.	0	9	0	1	1	2	0	8	0	9	9	10	11
				%	0.00	69.23	0.00	7.69	7.69	15.38	0.00		0.00	69.23	69.23	76.92	84.62
Functional Spanish	2003	73	60	No.	3	4	14	11	11	6	13	13	3	7	21	32	43
Unit 1				%	5.00	6.67	23.33	18.33	18.33	18.33	10.00		5.00	11.67	35.00	53.33	71.67
	2004	72	64	No.	14	10	11	13	9	6	1	8	14	24	35	48	57
				%	21.88	15.63	17.19	20.31	14.06	9.38	1.56		21.88	37.50	54.69	75.00	89.06
Geography Unit 1	2003	452	423	No.	0	11	72	132	135	68	5	29	0	11	83	215	350
				%	0.00	2.60	17.02	31.21	31.91	16.08	1.18		0.00	2.60	19.62	50.83	82.74
	2004	355	340	No.	3	18	50	116	121	32	0	15	3	21	71	187	308
				%	0.88	5.29	14.71	34.12	35.59	9.41	0.00		0.88	6.18	20.88	55.00	90.59
Geography Unit 2	2003	265	242	No.	3	9	51	64	95	19	1	23	3	12	63	127	222
				%	1.24	3.72	21.07	26.45	39.26	7.85	0.41		1.24	4.96	26.03	52.48	91.74
	2004	455	439	No.	5	17	63	117	169	63	5	16	5	22	85	202	371
				%	1.14	3.87	14.35	26.65	38.50	14.35	1.14		1.14	5.01	19.36	46.01	84.51
Geometrial and Mechanical	2003	165	106	No.	2	12	20	35	29	4	4	59	2	14	34	69	98
Engineering				%	1.89	11.32	18.87	33.02	27.36	3.77	3.77		1.89	13.21	32.08	65.09	92.45
Drawing Unit 1	2004	139	111	No.	1	10	19	27	32	16	6	28	1	11	30	57	89
				%	0.90	9.01	17.12	24.32	28.83	14.41	5.41		0.90	9.91	27.03	51.35	80.18
History Unit 1	2003	909	848	No.	24	99	259	231	185	47	3	61	24	123	382	613	798
				%	2.83	11.67	30.54	27.24	21.82	5.54	0.35		2.83	14.50	45.05	72.29	94.10
	2004	1108	1043	No.	16	62	218	315	298	115	19	65	16	78	296	611	909
				%	1.53	5.94	20.90	30.20	28.57	11.03	1.82		1.53	7.48	28.38	58.58	87.15

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							OTHER	CUMULATIVE GRADES					
				I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V	
Chemistry Unit 1	2003	629	582	No.	12	22	59	78	75	202	134	47	12	34	93	171	246
				%	2.06	3.78	10.14	13.40	12.89	34.71	23.02		2.06	5.84	15.98	29.38	42.27
	2004	1004	939	No.	15	45	132	165	175	320	87	65	15	60	192	357	532
				%	1.60	4.79	14.06	17.57	18.64	34.08	9.27		1.60	6.39	20.45	38.02	56.66
Chemistry Unit 2	2003	265	254	No.	18	28	59	54	42	48	5	11	18	46	105	159	201
				%	7.09	11.02	23.23	21.26	16.54	18.90	1.97		7.09	18.11	41.34	62.60	79.13
	2004	420	410	No.	36	44	95	84	57	79	15	10	36	80	175	259	316
				%	8.78	10.73	23.17	20.49	13.90	19.27	3.66		8.78	19.51	42.68	63.17	77.07
Communication	2003	3604	3389	No.	109	600	937	985	654	92	12	215	109	709	1646	2631	3285
Studies Unit 1				%	3.22	17.70	27.65	29.06	19.30	2.71	0.35		3.22	20.92	48.57	77.63	96.93
	2004	4521	4320	No.	359	753	950	1068	904	234	52	201	359	1112	2062	3130	4034
				%	8.31	17.43	21.99	24.72	20.93	5.42	1.20		8.31	25.74	47.73	72.45	93.38
Computer Science	2003	460	396		15	56	126	119	71	7	2	64	15	71	197	316	387
Unit 1				%	3.79	14.14	31.82	30.05	17.93	1.77	0.51		3.79	17.93	49.75	79.80	97.73
	2004	382	350		11	51	107	106	54	19	2	32	11	62	169	275	329
				%	3.14	14.57	30.57	30.29	15.43	5.43	0.57		3.14	17.71	48.29	78.57	94.00
Computer Science	2003	316	258		0	4	8	35	72	86	53	58	0	4	12	47	119
Unit 2				%	0.00	1.55	3.10	13.57	27.91	33.33	20.54		0.00	1.55	4.65	18.22	46.12
	2004	395	366		14	40	57	81	94	50	30	29	14	54	111	192	286
				%	3.83	10.93	15.57	22.13	25.68	13.66	8.20		3.83	14.75	30.33	52.46	78.14
Economics Unit 1	2003	660	568		45	121	179	131	62	25	5	92	45	166	345	476	538
				%	7.92	21.30	31.51	23.06	10.92	4.40	0.88		7.92	29.23	60.74	83.80	94.72
	2004	1170	1019		62	126	227	273	234	76	21	151	62	188	415	688	922
				%	6.08	12.37	22.28	26.79	22.96	7.46	2.06		6.08	18.45	40.73	67.52	90.48
Economics Unit 2	2003	473	443		2	17	105	135	108	62	14	30	2	19	124	259	367
				%	0.45	3.84	23.70	30.47	24.38	14.00	3.16		0.45	4.29	27.99	58.47	82.84
	2004	539	517		11	90	145	158	93	16	4	22	11	101	246	404	497
				%	2.13	17.41	28.05	30.56	17.99	3.09	0.77		2.13	19.54	47.58	78.14	96.13
Electrical and Electronics Tech	2003	26	21	No.	0	1	2	5	10	3	0	5	0	1	3	8	18
Unit 1				%	0.00	4.76	9.52	23.81	47.62	14.29	0.00		0.00	4.76	14.29	38.10	85.71
	2004	48	38	No.	0	3	2	13	8	10	2	10	0	3	5	18	26
				%	0.00	7.89	5.26	34.21	21.05	26.32	5.26		0.00	7.89	13.16	47.37	68.42
Environmental Science Unit 1	2003	102	89	No.	1	1	10	22	31	12	12	13	1	2	12	34	65
				%	1.12	1.12	11.24	24.72	34.83	13.48	13.48		1.12	2.25	13.48	38.20	73.03
	2004	152	136	No.	2	17	32	45	29	6	5	16	2	19	51	96	125

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								OTHER	CUMULATIVE GRADES				
				I	II	III	IV	V	VI	VII	I		I-II	I-III	I-IV	I-V	
Physics Unit 1	2003	411	371	No.	15	28	69	115	94	45	5	40	15	43	112	227	321
				%	4.04	7.55	18.60	31.00	25.34	12.13	1.35		4.04	11.59	30.19	61.19	86.52
	2004	793	745	No.	22	59	118	182	238	117	9	48	22	81	199	381	619
				%	2.95	7.92	15.84	24.43	31.95	15.70	1.21		2.95	10.87	26.71	51.14	83.09
Physics Unit 2	2003	269	251	No.	25	35	60	66	47	17	1	18	25	60	120	186	233
				%	9.96	13.94	23.90	26.29	18.73	6.77	0.40		9.96	23.90	47.81	74.10	92.83
	2004	318	304	No.	15	27	65	80	80	32	5	14	15	42	107	187	267
				%	4.93	8.88	21.38	26.32	26.32	10.53	1.64		4.93	13.82	35.20	61.51	87.83
Sociology Unit 1	2003	1213	1111	No.	2	33	186	397	333	142	18	102	2	35	221	618	951
				%	0.18	2.97	16.74	35.73	29.97	12.78	1.62		0.18	3.15	19.89	55.63	85.60
	2004	1891	1713	No.	47	303	559	482	222	81	19	178	47	350	909	1391	1613
				%	2.74	17.69	32.63	28.14	12.96	4.73	1.11		2.74	20.43	53.06	81.20	94.16
Sociology Unit 2	2003	811	772	No.	1	51	179	305	187	43	6	39	1	52	231	536	723
				%	0.13	6.61	23.19	39.51	24.22	5.57	0.78		0.13	6.74	29.92	69.43	93.65
	2004	949	901	No.	11	133	329	281	133	13	1	48	11	144	473	754	887
				%	1.22	14.76	36.51	31.19	14.76	1.44	0.11		1.22	15.98	52.50	83.68	98.45
Spanish Unit 1	2003	264	239	No.	48	34	44	52	42	15	4	25	48	82	126	178	220
				%	20.08	14.23	18.41	21.76	17.57	6.28	1.67		20.08	34.31	52.72	74.48	92.05
	2004	300	271	No.	42	35	56	63	51	17	7	29	42	77	133	196	247
				%	15.50	12.92	20.66	23.25	18.82	6.27	2.58		15.50	28.41	49.08	72.32	91.14
Spanish Unit 2	2003	136	128	No.	16	25	24	27	30	5	1	8	16	41	65	92	122
				%	12.50	19.53	18.75	21.09	23.44	3.91	0.78		12.50	32.03	50.78	71.88	95.31
	2004	189	186	No.	45	36	57	31	15	2	0	3	45	81	138	169	184
				%	24.19	19.35	30.65	16.67	8.06	1.08	0.00		24.19	43.55	74.19	90.86	98.92
Statistical Analysis	2003	204	184	No.	1	13	32	39	38	41	20	20	1	14	46	85	123
				%	0.54	7.07	17.39	21.20	20.65	22.28	10.87		0.54	7.61	25.00	46.20	66.85
	2004	203	191	No.	7	14	21	39	49	31	30	12	7	21	42	81	130
				%	3.66	7.33	10.99	20.42	25.65	16.23	15.71		3.66	10.99	21.99	42.41	68.06
<b>TOTAL</b>	2003	23430	21431	No.	904	2541	4591	5581	4674	2237	903	1999	904	3445	8036	13617	18291
				%	4.22	11.86	21.42	26.04	21.81	10.44	4.21		4.22	16.07	37.50	63.54	85.35
	2004	30829	28807	No.	1623	3903	6456	7353	5744	2708	1020	2022	1623	5526	11982	19335	25079
				%	5.63	13.55	22.41	25.53	19.94	9.40	3.54		5.63	19.18	41.59	67.12	87.06

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								OTHER	CUMULATIVE GRADES				
				I	II	III	IV	V	VI	VII	I		I-II	I-III	I-IV	I-V	
History Unit 2	2003	685	640	No.	37	139	227	151	73	13	0	45	37	176	403	554	627
				%	5.78	21.72	35.47	23.59	11.41	2.03	0.00		5.78	27.50	62.97	86.56	97.97
	2004	773	752	No.	4	49	187	247	178	78	9	21	4	53	240	487	665
				%	0.53	6.52	24.87	32.85	23.67	10.37	1.20		0.53	7.05	31.91	64.76	88.43
Information Technology Unit 1	2003	427	378	No.	0	9	48	127	120	65	9	49	0	9	57	184	304
				%	0.00	2.38	12.70	33.60	31.75	17.20	2.38		0.00	2.38	15.08	48.68	80.42
	2004	317	291	No.	4	16	61	116	60	26	8	26	4	20	81	197	257
				%	1.37	5.50	20.96	39.86	20.62	8.93	2.75		1.37	6.87	27.84	67.70	88.32
Law Unit 1	2003	251	200	No.	3	22	53	29	23	56	14	51	3	25	78	107	130
				%	1.50	11.00	26.50	14.50	11.50	28.00	7.00		1.50	12.50	39.00	53.50	65.00
	2004	383	326	No.	4	25	66	53	60	68	50	57	4	29	95	148	208
				%	1.23	7.67	20.25	16.26	18.40	20.86	15.34		1.23	8.90	29.14	45.40	63.80
Law Unit 2	2003	188	148	No.	3	13	32	19	19	36	26	40	3	16	48	67	86
				%	2.03	8.78	21.62	12.84	12.84	24.32	17.57		2.03	10.81	32.43	45.27	58.11
	2004	162	135	No.	4	14	34	17	31	27	8	27	4	18	52	69	100
				%	2.96	10.37	25.19	12.59	22.96	20.00	5.93		2.96	13.33	38.52	51.11	74.07
Literatures in English Unit 1	2003	814	747	No.	1	10	41	171	363	124	37	67	1	11	52	223	586
				%	0.13	1.34	5.49	22.89	48.59	16.60	4.95		0.13	1.47	6.96	29.85	78.45
	2004	1156	1091	No.	37	80	242	366	298	59	9	65	37	117	359	725	1023
				%	3.39	7.33	22.18	33.55	27.31	5.41	0.82		3.39	10.72	32.91	66.45	93.77
Literatures in English Unit 2	2003	715	679	No.	5	19	90	219	298	44	4	36	5	24	114	333	631
				%	0.74	2.80	13.25	32.25	43.89	6.48	0.59		0.74	3.53	16.79	49.04	92.93
	2004	666	636	No.	11	55	110	229	202	23	6	30	11	66	176	405	607
				%	1.73	8.65	17.30	36.01	31.76	3.62	0.94		1.73	10.38	27.67	63.68	95.44
Management of Business Unit 1	2003	1311	1176	No.	16	56	219	313	344	198	30	135	16	72	291	604	948
				%	1.36	4.76	18.62	26.62	29.25	16.84	2.55		1.36	6.12	24.74	51.36	80.61
	2004	1564	1442	No.	10	79	245	404	451	200	53	122	10	89	334	738	1189
				%	0.69	5.48	16.99	28.02	31.28	13.87	3.68		0.69	6.17	23.16	51.18	82.45
Management of Business Unit 2	2003	650	607	No.	5	46	153	211	142	43	7	43	5	51	204	415	557
				%	0.82	7.58	25.21	34.76	23.39	7.08	1.15		0.82	8.40	33.61	68.37	91.76
	2004	987	945	No.	25	154	296	301	138	30	1	42	25	179	475	776	914
				%	2.65	16.30	31.32	31.85	14.60	3.17	0.11		2.65	18.94	50.26	82.12	96.72
Mathematics Unit 1	2003	1240	1150	No.	112	137	136	155	160	199	251	90	112	249	385	540	700
				%	9.74	11.91	11.83	13.48	13.91	17.30	21.83		9.74	21.65	33.48	46.96	60.87
	2004	1724	1596	No.	183	171	171	198	256	285	332	128	183	354	525	723	979
				%	11.47	10.71	10.71	12.41	16.04	17.86	20.80		11.47	22.18	32.89	45.30	61.34
Mathematics Unit 2	2003	427	383	No.	68	60	69	63	58	48	17	44	68	128	197	260	318
				%	17.75	15.67	18.02	16.45	15.14	12.53	4.44		17.75	33.42	51.44	67.89	83.03
	2004	598	559	No.	111	99	106	87	82	57	17	39	111	210	316	403	485
				%	19.86	17.71	18.96	15.56	14.67	10.20	3.04		19.86	37.57	56.53	72.09	86.76

- (d) one representative of SEC appointed by each of the Participating Governments of Barbados, Guyana, Jamaica, Trinidad and Tobago;
- (e) four members from the remaining territories.

SUBSEC has power to co-opt persons to assist it in its work.

#### **Final Awards Committee (FAC)**

The Final Awards Committee is appointed by Council to receive the recommendations for the award of grades from the Subject Examining Committees and to approve the release of results. A Technical Advisory Committee advises the Final Awards Committee on grade boundaries and other matters relating to the examinations.

#### **Subject Panels**

Subject panels are appointed by the School Examinations Committee to advise it on all matters concerning CXC 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 the 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 among whom SUBSEC selects members of the examining committees.

*See Membership at Appendices 10 and 11.*

#### **Examining Committees**

The members of the Examining Committees are responsible for the main work of examining, including setting question papers, preparing mark schemes, 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 Measurement and Evaluation 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 appointed by the Participating Government from among the members of that 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 respectively.

The Council's Chief Executive Officer, the Registrar, is located at the Council's office in Barbados, which houses the Administrative 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.

## APPENDIX 4

### **GENERAL DESCRIPTION OF THE COUNCIL**

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. 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 Territories 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.

### **COMMITTEES OF THE COUNCIL**

The Council and the School Examinations Committee (SEC) meet annually. The Administrative and Finance Committee (AFC) and the Sub-Committee of the School Examinations Committee (SUBSEC) meet at least twice a year.

#### **The Administrative and Finance Committee (AFC)**

The Administrative and Finance Committee (AFC) is charged with the conduct of the Council's business between meetings of the Council. The membership includes a representative from the Governments of Barbados, Guyana, Jamaica and Trinidad and Tobago. Four Government representatives are elected from the other Participating Territories.

#### **The School Examinations Committee (SEC)**

The School Examinations Committee (SEC) comprises:

- (a) The Chairman of the Council or his Deputy who shall be the Chairman;
- (b) Four members who shall be representatives of the Universities of the area:
  - Three from the University of the West Indies;
  - One from the University of Guyana;
- (c) One technical administrative officer selected by each Participating Government from its Ministry or Department of Education;
- (d) One member of the teaching profession nominated by each National Committee.

The School Examinations Committee has the power to co-opt persons to assist it in its work.

#### **The Sub-Committee of the School Examinations Committee (SUBSEC)**

The Sub-Committee of the School Examinations Committee (SUBSEC) deals with technical and professional matters between the annual meetings of SEC. The membership of SUBSEC consists of:

- (a) the Chairman of the Council;
- (b) past Chairman;
- (c) one representative of SEC from each of the two regional Universities;

PARTICIPATING TERRITORIES	REPRESENTATIVES
<b>ANTIGUA AND BARBUDA</b> Government Representative  Member of Teaching Profession	Miss Lenore Henry Deputy Chief Education Officer  Miss Bernadette Semper (to October 2004) Mr Clare Browne (from November 2004)
<b>BARBADOS</b> Government Representatives  Member of Teaching Profession	Mrs Atheline Haynes Permanent Secretary  Mrs Wendy Griffith-Watson Chief Education Officer  Mrs Coreen Kennedy
<b>BELIZE</b> Government Representative  Member of Teaching Profession	Ms Marian Mc Nab Chief Executive Officer Ministry of Education, Youth and Sports  Mr Frank Garbutt
<b>BRITISH VIRGIN ISLANDS</b> Government Representative  Member of Teaching Profession	Mr Angel Smith Chief Education Officer  Mr Barbara Turnbull
<b>CAYMAN ISLANDS</b> Government Representative  Member of Teaching Profession	Mrs Joy Basdeo Permanent Secretary  Mr Adrian Jones
<b>DOMINICA</b> Government Representative  Member of Teaching Profession	Mr Stephenson Hyacinth  Mrs Windith Henderson (to October 2004) Ms Alecia Jean Jacques (from November 2004)
<b>GRENADA</b> Government Representative  Member of Teaching Profession	Mr Byron St Clair Senior Education Officer - Testing and Measurement  Mrs Gemma De Allie
<b>GUYANA</b> Government Representatives  Member of Teaching Profession	Mr Ganga Persaud (to September 2004) Permanent Secretary Mr Pulandar Kandhi (from October 2004) Ms Donna Chapman Assistant Chief Education Officer (Secondary Education)  Mr Madhya Persaud

## APPENDIX 5

## MEMBERSHIP OF THE COUNCIL

Members of the Council are appointed for a triennium. Membership for 2003 to 2005 is given in the table below.

PARTICIPATING TERRITORIES	REPRESENTATIVES
<b>REGIONAL UNIVERSITIES</b>  (Under Article II of the Agreement Establishing the Council)  <b>A. University of the West Indies</b>  (a) The Vice Chancellor  (b) (i) "Three representatives ... appointed by the Vice Chancellor, regard being given to the geographical dispersion of the campuses"	Professor Rex Nettleford (to June 2004) UWI, Mona, Jamaica  1. Prof. Kenneth O Hall (Chairman) Principal UWI, Mona  2. Professor Hilary Beckles Principal UWI, Cave Hill  3. Dr Bhoendradatt Tewarie Principal UWI, St Augustine
<b>B. University of Guyana</b>  (a) The Vice Chancellor  (b) (ii) "one representative appointed by the Vice Chancellor"	Dr Marlene Cox Director, Office of Resource Mobilisation & Planning  Prof. Allan Persico Faculty of Education
<b>ANGUILLA</b> Government Representative  Member of Teaching Profession	Mrs Verna Fahie  Ms Colleen Vanterpool

**APPENDIX 6**

**MEMBERSHIP OF THE SCHOOL EXAMINATIONS COMMITTEE (SEC)**

Membership during 2004 is as follows:

<b>University of the West Indies</b>	
The Chairman	Prof. Kenneth Hall (Mona)
	Professor Elsa Leo-Rhynie (Mona)
	Professor Hilary Beckles (Cave Hill)
	Dr. Bhoendradatt Tewarie (St Augustine)
<b>University of Guyana</b>	Professor Allan Persico
<b>ANGUILLA</b>	
Government Representative	Mrs. Verna Fahie
Member of Teaching Profession	Ms. Colleen Vanterpool
<b>ANTIGUA AND BARBUDA</b>	
Government Representative	Miss Lenore Henry
Member of Teaching Profession	Miss Bernadette Semper (to October 2004)
	Mr Clare Browne (from November 2004)
<b>BARBADOS</b>	
Government Representative	Mrs Wendy Griffith-Watson
Member of Teaching Profession	Mrs Jessica Browne
<b>BELIZE</b>	
Government Representative	Ms. Maude Hyde
Member of Teaching Profession	Mr Roderick Cardinez
<b>BRITISH VIRGIN ISLANDS</b>	
Government Representative	Mr. Angel Smith
Member of Teaching Profession	Mrs. Caryl O'Neal-Alexander
<b>CAYMAN ISLANDS</b>	
Government Representative	Mrs Nyda Flatley
Member of Teaching Profession	Mrs Delores Thompson

<b>PARTICIPATING TERRITORIES</b>	<b>REPRESENTATIVES</b>
<b>JAMAICA</b>	
Government Representatives	Mrs Marguerite Bowie Permanent Secretary
	Mrs Adelle Brown Chief Education Officer (Ag)
Member of Teaching Profession	Mr Elvris Hewitt-Buckle
<b>MONTSERRAT</b>	
Government Representative	Mrs Oeslyn Jemmott (to August 2004) Director of Education
Member of the Teaching Profession	Miss Kathleen Greenaway (to August 2004)
<b>ST KITTS AND NEVIS</b>	
Government Representative	Mr Osmond Petty Permanent Secretary
Member of Teaching Profession	Mrs Cynthia Williams
<b>ST LUCIA</b>	
Government Representative	Dr Didacus Jules (to August 2004) Permanent Secretary (Ag.)
Member of Teaching Profession	Mr Rupert Ellis
<b>ST VINCENT &amp; THE GRENADINES</b>	
Government Representative	Mrs Laura Browne Permanent Secretary (Ag)
Member of the Teaching Profession	Mrs Susan Dougan (to August 2004)
<b>TRINIDAD &amp; TOBAGO</b>	
Government Representatives	Ms Angella Jack Permanent Secretary
	Mrs Paula Daniel Chief Education Officer
Member of the Teaching Profession	Dr Bernard Tappin
<b>TURKS &amp; CAICOS ISLANDS</b>	
Government Representative	Mrs Clara Gardiner Permanent Secretary
Member of the Teaching Profession	Mrs Louise Thomas
<b>Co-opted</b>	Sir Keith Hunte (Immediate Past Chairman) Sir Roy Augier (Past Chairman) Dr Dennis Irvine (Past Chairman)

**APPENDIX 7**

**MEMBERSHIP OF THE SUB-COMMITTEE OF THE SCHOOL EXAMINATIONS COMMITTEE (SUBSEC)**

Membership during 2004 is as follows:

Chairman	Professor Kenneth Hall
Immediate Past Chairman	Sir Keith Hunte
University of Guyana	Professor Allan Persico
University of the West Indies	Professor Elsa Leo-Rhynie
Antigua and Barbuda	Miss Bernadette Semper
Barbados	Mrs. Wendy Griffith-Watson
Belize	Ms Maude Hyde
Dominica	Mrs. Jennifer LaFond
Guyana	Ms. Donna Chapman
Jamaica	Mrs. Adelle Brown (Ag.)
St. Lucia	Mr Ignatius Jean
Trinidad and Tobago	Mrs. Paula Daniel (Ag.)
Co-opted Past Chairman	Sir Roy Augier

<b>DOMINICA</b>	
Government Representative	Ms Jennifer La Fond
Member of Teaching Profession	Mr. Simeon Joseph
<b>GRENADA</b>	
Government Representative	Mr. Byron St Clair
Member of Teaching Profession	Mr. Daniel Thomas
<b>GUYANA</b>	
Government Representative	Ms. Donna Chapman
Member of Teaching Profession	Ms. Miriam Gillis
<b>JAMAICA</b>	
Government Representative	Mrs Adelle Brown
Member of Teaching Profession	Mrs. Elvris Hewitt-Buckle
<b>MONTSERRAT</b>	
Government Representative	Mrs Oeslyn Jemmott (to August 2004)
Member of Teaching Profession	Miss Kathleen Greenaway (from August 2004)
<b>ST. KITTS AND NEVIS</b>	
Government Representative	Mr. Patrick Welcome
Member of Teaching Profession	Mrs. Jennifer Hodge
<b>ST. LUCIA</b>	
Government Representative	Ms. Fortuna Anthony-Husbands
Member of Teaching Profession	Mr. Ignatius Jean
<b>ST. VINCENT AND THE GRENADINES</b>	
Government Representative	Mr. Luis DeShong
Member of Teaching Profession	Mrs. Elaine Ollivierre
<b>TRINIDAD AND TOBAGO</b>	
Government Representative	Mrs Paula Daniel
Member of Teaching Profession	Mr. Franklyn Davidson
<b>TURKS AND CAICOS ISLANDS</b>	
Government Representative	Mrs. Beatrice Fulford
Member of Teaching Profession	Mrs Louise Thomas
<b>Immediate Past Chairman</b>	Sir Keith Hunte

**APPENDIX 10**

**LOCAL REGISTRARS**

Anguilla	Mrs Audrey Hennis
Antigua and Barbuda	Mr Myrick Smith
Barbados	Mr. Glenroy Cumberbatch
Belize	Mrs Nora Bradley
British Virgin Islands	Mrs Valentine Lewis
Cayman Islands	Mr Doss Solomon
Dominica	Ms Catherine Daniel
Grenada	Mr Ciprian Bolah
Guyana	Mrs Juliette Persico
Jamaica	Mr Hector Stephenson
Montserrat	Ms Vasmine White
St. Kitts and Nevis	Mrs Blondell Franks
St. Lucia	Mrs Agusta Ifill
St. Vincent and the Grenadines	Mrs. Muriel Fraser
Trinidad and Tobago	Ms Genevieve Harry
Turks and Caicos Islands	Mrs Emily Malcolm
<u>External Territories</u>	
Saba	Mr. Franklyn Wilson
St. Maarten	Miss Marcella Hazel

**APPENDIX 8**

**MEMBERSHIP OF THE ADMINISTRATIVE AND FINANCE COMMITTEE (AFC)**

Membership during 2004 is as follows:

Chairman University of the West Indies	Prof. Kenneth Hall
Deputy Chair St Kitts and Nevis	Mr Osmond Petty
Barbados	Miss Atheline Haynes
Guyana	Mr Ganga Persaud
Jamaica	Mrs Marguerite Bowie
St Kitts and Nevis	Mr Osmond Petty
St Lucia	Dr Didacus Jules
St Vincent & The Grenadines	Mrs Laura Browne
Trinidad and Tobago	Ms Angella Jack
Turks & Caicos Islands	Mrs Clara Gardiner
Co-opted	
Immediate Past Chairman	Sir Keith Hunte
Past Chairman	Dr. Dennis Irvine

**APPENDIX 9**

**FINAL AWARDS COMMITTEE (FAC)**

Membership during 2004 is as follows:

Chairman	Professor Kenneth Hall
Antigua and Barbuda Miss Lenore Henry	
Barbados	Mrs Coreen Kennedy
Belize	Mr. Frank Garbutt
British Virgin Islands	Mrs Caryl O'Neal-Alexander
Grenada	Mr Daniel Thomas
Guyana	Ms Donna Chapman
Jamaica	Mrs Adelle Brown
St Kitts and Nevis	Mrs. Jennifer Hodge
Trinidad and Tobago	Mrs Paula Daniel
Co-opted	
Immediate Past Chairman	Sir Keith Hunte

SUBJECTS	PANELS
<b>Expressive Arts</b>	
<ul style="list-style-type: none"> <li>Music</li> </ul>	Ms. Joan Tucker (Jamaica) - Convenor Ms. Pearl Christian (Dominica) Mrs. Petronilla Deterville (St. Lucia) Ms. Lyndel Bailey (Jamaica) Mrs. Janice Millington (Barbados) Mr. Victor Prescod (Trinidad and Tobago)
<ul style="list-style-type: none"> <li>Theatre Arts</li> </ul>	Dr. Nolma Coley-Agard (Jamaica) - Convenor Mr. Kendell Hippolyte (St. Lucia) Dr. Danielle Lyndersay (Trinidad and Tobago) Mrs. Barbara Regua (Jamaica) Mrs. Jean Small (Jamaica) Ms. Yvonne Weekes (Barbados)
Visual Arts	Dr. Doris Rogers (Guyana) - Convenor Dr. Victor Agard (Barbados) Ms. Velma Batson (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)
Home Economics <ul style="list-style-type: none"> <li>Home Economics: Management</li> <li>Clothing and Textiles</li> <li>Food and Nutrition</li> </ul>	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)
Human and Social Biology	Dr. Dalip Ragoobirsingh (Jamaica) - Convenor Miss Pamela Hunte (Barbados) Mrs. Barbara Williams (St. Kitts) Miss Oneilia Alexis (Trinidad and Tobago) Mr. Evan Peart (Jamaica) Mrs. Carol Alexander (Jamaica)
Industrial Technology <ul style="list-style-type: none"> <li>Building Technology               <ul style="list-style-type: none"> <li>* Option I - Woods</li> <li>* Option II - Construction</li> </ul> </li> <li>Mechanical Engineering Tech</li> <li>Electrical &amp; Electronic Tech</li> </ul>	Dr. George Callender (Barbados) - Convenor Mr. Raymond Guishard (Anguilla) Mr. Samuel Corbin (Guyana) Mr. Allister Bowen (Trinidad and Tobago) Mr. Michael Roberts (Dominica) Mr. Clive Thompson (Jamaica) Mr. Hardeo Gopie (Trinidad and Tobago)
Information Technology	Ms. Pauline Francis-Cobley (Barbados) - Convenor Ms. Jennifer Britton (Guyana) Mr. Wingrove Hunte (Cayman Islands) Mr. Keith Ramlakhan (Trinidad and Tobago) Ms. Loretta Simon (Grenada) Mr. Devon Simmonds (Jamaica)

## APPENDIX 11

## MEMBERSHIP OF THE SUBJECT PANELS - CSEC

SUBJECTS	PANELS
Agricultural Science (Single Award and Double Award)	Dr. Majeed Mohammed (Trinidad and Tobago) - Convenor Mrs. Yvonne Blair-McIntosh (Guyana) Mr. Norman Yarru (Jamaica) Mr. Carson Bancroft (Barbados) Mr. Oswald Joseph (Antigua & Barbuda) Mr. Addison Warner (St Kitts & Nevis)
Biology	Dr. Grace Sirju-Charran (Trinidad and Tobago) - Convenor Mr. Cherlyn Hogan (Montserrat) Mr. Karl Rawlins (Barbados) Ms. Annette Charles (Grenada) Ms. Carol Browne (Guyana)
Business Education <ul style="list-style-type: none"> <li>Office Administration</li> <li>Principles of Accounts</li> <li>Principles of Business</li> <li>Typewriting/Electronic Document Preparation and Management</li> </ul>	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) Mrs. Sandra West (Trinidad and Tobago)
Caribbean History	Mrs. Coreen Kennedy (Barbados) - Convenor Mrs. Brenda Armstrong (Belize) Mrs. Gloria Bean (Jamaica) Mr. Gordon French (Guyana) Mrs. Aurea Honoré (Trinidad and Tobago) Dr. Aleric Josephs (Jamaica)
Chemistry	Ms. Beverly Myers (Jamaica) - Convenor Mr. Gregory Blyden (Guyana) Ms. Valerie Moseley (Barbados) Mr. David Maharaj (Trinidad and Tobago) Mr. Rowan Seon (St. Lucia) Mr. Lenrick Lake (St Kitts & Nevis)
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)
English A and English B	Dr. Joyce Stewart (Barbados)- Convenor Mrs. Andrea Bowman (St. Vincent and the Grenadines) Mrs. Lorna Down (Jamaica) Mrs. Ingrid Fung (Guyana) Mr. Leroy Pemberton (St. Kitts and Nevis) Ms. Ena Subnaik (Trinidad and Tobago)

**APPENDIX 12**

**MEMBERSHIP OF THE SUBJECT PANELS - CAPE**

SUBJECTS	PANELS
Accounting	Mr. Donley Carrington (Barbados) - Convenor Dr. Robertine Chaderton (St. Kitts and Nevis) Mr. Moolchand Raghunandan (Trinidad and Tobago) Mrs. Hazel Sharpe-Theodore (Trinidad and Tobago) Mr. Harold Stephney (Antigua and Barbuda)
Art and Design	Mr. Kenwyn Crichlow (Trinidad and Tobago) - Convenor 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)-Convenor Mrs. Veronica Walters (Barbados) Mrs. Linda Atwaroo-Ali (Trinidad and Tobago) Mr. Godfrey Williams (Jamaica) Miss Jewel Liddell (Guyana)
Caribbean Studies	Dr. Ian Boxill (Jamaica) - Convenor Mr. Donald Sinclair (Guyana) Dr. Louis Regis (Trinidad and Tobago) Dr. Henderson Carter (Barbados) Ms. Mitsey Weaver (Antigua and Barbuda)
Chemistry	Dr. Dow Maharaj (Trinidad and Tobago) - Convenor Miss Jennifer Murray (Jamaica) Miss Juliane Pasos (Belize) Mr. Raymond Ramsaroop (Guyana) Mrs. Valerie Moseley (Barbados)
Communication Studies	Dr. Kathryn Shields-Brodber (Jamaica) - Convenor Mrs. Ina Vds Narinesingh (Trinidad and Tobago) Mr. Christopher Aird (Belize) Ms. Claudith Thompson (Guyana) Ms. Sybil Marshall (Barbados)
Computer Science and Information Technology	Dr. John Charlery (Barbados) - Convenor Mr. Sean Thorpe (Jamaica) Mr. Gerard Phillip (Trinidad and Tobago) Ms. Tessa Oudkerk (Guyana) Mr. Randolph Clarke (Barbados) Ms. Rhonda Alexander (Antigua and Barbuda) Mr. Rayman Khan (Guyana)
Economics	Dr. Marie Freckleton (Jamaica)-Convenor (Ag) Mr. Rodney Romany (Trinidad and Tobago) Dr. Cyril Solomon (Guyana)
Electrical and Electronic	Dr. Chandrabhan Sharma (Trinidad and Tobago) -Convenor

SUBJECTS	PANELS
Integrated Science	Ms. Denise Hernandez (Trinidad and Tobago)- Convenor Ms. Annette Austrie (Dominica) Mrs. Magdalena Griffith (Barbados) Mrs. Sharon Patterson-Bourne (Guyana) Mrs. Yvette Stupart (Jamaica)
Mathematics	Mr. Gerald Rose (Barbados) - Convenor Mr. Marcus Caine (St. Vincent and the Grenadines) Ms. Cheryl Ann Foreman (Jamaica) Mr. Mohandat Goolsaran (Guyana) Ms. Kathleen Greenaway (Montserrat) Mr. Carlton Layne (Trinidad and Tobago)
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)
Physical Education and Sport	Mr. George Edwin Murray (Jamaica) - Convenor Mr. Michael N. Gaskin (Barbados) Mr. Lynden Dundas (Guyana) Mr. Anthony Lamontagne (St. Lucia) Ms. Auldith Bravo (Trinidad and Tobago) Mr. Mark Mungal (Trinidad and Tobago)
Physics	Mr. Jan Groenendaal (Belize) Ms. Vinette Halliday (St. Kitts and Nevis) Mr. Dwight DeFreitas (St Vincent and the Grenadines) Ms. Yvette Mayers (Barbados) Ms. Joanne DeBourg (Trinidad and Tobago)
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 Mrs. Patricia Ann Bascombe-Fletcher (Trinidad and Tobago) Mr. Chandradat Deonandan (St. Lucia) Ms. Nourine Hammil (Jamaica) Mrs. Camille Pyle (Guyana) Ms. Bernadette Semper (Antigua and Barbuda)
Technical Drawing	Mr. John Monize (Guyana) - Convenor Mr. Bejaimal Beepat (Jamaica) Mr. Glenroy Davis (Trinidad and Tobago) Mr. Valdez Francis (Barbados) Mrs. Estellita Rene (St. Lucia) Mr. Errol Samuel (Antigua and Barbuda)

SUBJECTS	PANELS
Management of Business	Mr. Fatai Akinkuole (Belize) - Convenor Mrs. Joan Chambers-Blackwood (Jamaica) Dr. Jeannine Comma (Barbados) Mr. Geoffrey Sankies (Guyana) Mr. Ivan Waterman (Barbados)
Modern Languages	Dr. Beverley- Anne Carter (Trinidad and Tobago)-Convenor Dr. Paulette Ramsey (Jamaica) Miss Lindy-Ann Alexander (St. Lucia) Mrs. Monica Harewood (Barbados) Mrs Jennifer Annandsingh (Trinidad and Tobago) Mrs. Melva Persico (Guyana) Ms. Turkessa Simon (St. Kitts/Nevis)
Physics	Dr. Patrick Chin (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)
Sociology	Prof. Christine Barrow (Barbados) - Convenor Mrs. Maria Bartholomew (Grenada) Mrs. Juliet Jones (Jamaica) Dr. Nasser Mustapha (Trinidad and Tobago) Mr. Berkley Stewart (Guyana)

SUBJECTS	PANELS
Technology	Dr. Frederick Isaac (St Lucia) Mr. Andrew C. Isaacs (Jamaica) Mr. Collin Basdeo (Guyana) Mrs. Paula Ferguson (Trinidad and Tobago)
Environmental Science	Prof. Wayne Hunte (Barbados) - Convenor Ms. Paulette Bynoe (Guyana) Mr. Raymond Dunkley (Jamaica) Dr. Hamid Farabi (Trinidad and Tobago) Ms. Anna Hoare (Belize)
Geography	Prof. Wilma Bailey (Jamaica) - Convenor Mrs. Gloria Jebodhsingh (Barbados) Mr. Kevin Malcolm (St. Vincent and the Grenadines) Dr. Jeniffer Mohammed (Trinidad and Tobago) Dr. Patrick Williams (Guyana)
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)
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)
Mathematics/ Statistical Analysis/ Applied Mathematics	Prof. Charles Cadogan (Barbados) - Convenor Dr. Leopold Perriott (Belize) Mr. Kenneth Baisden (Trinidad and Tobago) Mr. Rudolph Deoraj (Guyana) Mrs. Janice Steele (Jamaica) Mrs. Gaile Gray-Phillip (St Kitts and Nevis) Mr. Andres Ramirez (Belize)
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)
Law	Dr. Albert Fiadjoe (Barbados) - Convenor Ms. Lilieth Deacon (Jamaica) Mr. Calvin Eversley (Guyana) Mrs. Hazel Thompson-Ahye (Trinidad and Tobago) Mr. Cecil Williams (St. Vincent and the Grenadines)
Literatures in English	Dr. Roydon Salick (Trinidad and Tobago) -Convenor Mr. Al Gibbs Creighton (Guyana) Ms. Marva Lashley (Barbados) Mr. Harold McDermott (Jamaica) Ms. Wanda Hughes (St Kitts and Nevis)

<b>Information Systems Division</b>	
Officer-in-Charge	Mr Earl Seale
Assistant Registrars	Mr Rodney Payne Mr Teddy Rajan (to November 30, 2004)
Senior Administrative Assistants	Mr André Blair Mr Mark Wilson
Administrative Assistant	Miss Michelle Harewood
User Support Coordinator	Miss Sherry Brathwaite
Computer Operator	Mrs Sheldine Robinson
Assistant Computer Operator	Miss Deborah Haynes
<b>Measurement and Evaluation Division</b>	
Senior Assistant Registrar	Dr Yolande Wright
Assistant Registrars	Miss Lennise Baptiste Mrs June Browne (temporary) Miss Suzan Boodoo (from July 12, 2004) Mrs Brendalee Cato Mr Henderson Eastmond Mrs Leona Emtage Mr Stephenson Grayson Dr Gordon Harewood Mr Anthony Haynes Mrs Arlene Kirkpatrick Mr Robin Ramsingh Miss Cyndra Ramsundar Mr Mark Sandy (to September 30, 2004) Mrs Nordia Weekes
Administrative Assistant	Miss Deborah Chase
Stenotypist	Mrs Andrea Gill-Mason
Item Bank Clerk	Mr Wayne Morgan
Clerk/Typist	Miss Maria Stoute (from April 01, 2004)
<b>Personnel Division</b>	
Senior Assistant Registrar	Mrs Donna Walker
Administrative Assistant	Mrs Marion Coppin
Senior Secretary	Mrs Miranda Sealy (on leave of absence)
Clerk/Typist	Miss Jenevese Jackson Miss Heather Herbert (from April 01, 2004)
<b>Production Division</b>	
Senior Assistant Registrar	Miss Elma Licorish
Administrative Assistant	Miss Valerie Gilkes
Security Records Keeper	Mrs Jennifer Cruickshank
Technical Assistant/Printer	Mr Hensley Hinkson
Printer/Draughtsman	Mr Frankey Worrell
Artist/Technical Assistant	Mr Christopher Bannister
Graphics Compositor	Mrs Tarah Mayers

## APPENDIX 13

## STAFF OF THE COUNCIL

## HEADQUARTERS

<b>Registrar's Office</b>	
Registrar	Dr Lucy Steward
Senior Manager	Mr Guy Hewitt
Assistant Registrar (Public Information Customer Services/)	Mr Cleveland Sam
Executive Secretary	Mrs Wendy Patrick
Senior Secretary	Mrs Jackie Niles-Squires
Clerk/Typist	Miss Patricia Clarke (from April 01, 2004)
<b>Finance Division</b>	
Financial Controller	Mr Anderson Marshall
Assistant Registrars	Mrs Marine Hall-Edey Mr Sean Wilson
Administrative Assistant	Mrs Stephnian Marshall
Senior Secretary	Miss Amril Gittens
Senior Clerks	Mrs Genoise Bowen Mrs Emsy Walkes-Sealy (from July 01, 2004)
Clerks	Mr Dorian Beckles Mrs Sherryann Blackett (to August 16, 2004) Mr Dave DeSouza (to September 27, 2004) Mrs Sharon Dowrich Mrs Paula Millar
<b>Examinations Administration Division</b>	
Senior Assistant Registrar	Mr Baldwin Hercules
Assistant Registrars	Mrs Susan Giles Mrs Julia Grant-Medford Mr Anthony Alleyne Mrs Sandra Thompson
Administrative Assistants	Mrs Barbara Best (on leave of absence) Mrs Edwina Griffith Mrs Bernadine Parris
Senior Secretary	Mrs Hazel Larrier
Senior Clerks	Mrs Rose Brathwaite Mrs Esther Leacock Miss Andrea Callender
Clerks	Mrs Avonda Foster Miss Andrea Gooding Miss Karene Graham Mrs Ingrid Lovell Miss Mildred Rolston Miss Carol-Ann Gill (from July 19, 2004)
Clerk/Typists	Miss Lisa Boyce Miss Carla Hendy Miss Paula Nicholls Miss Madeline Foderingham (to May 11, 2004) Miss Christine Victor (from July 19, 2004)
Messenger/Driver	Mr Adrian Gooding

<b>Western Zone Office</b>	
Pro-Registrar	Dr Stafford Griffith
Senior Assistant Registrar	Mr Sean Brissett
Assistant Registrars	Mrs Alsian Brown-Perry Miss Eleanor McKnight Mr Lennox McLeod Mrs Cheryl Stephens Dr Leyland Thompson
Accounting Officer	Mrs Sheree Richards-Deslandes
Office Manager	Miss Eva Gordon
Administrative Assistants	Miss Marva Bucknor Mrs Yvette Dennis-Morrison Mr Gilroy Simpson (to September 10, 2004) Miss Julianne Williams
Senior Clerks	Mrs Sharon Cameron-Brown Miss Marjorie Lewis
Stenographer/Clerks	Miss Tegra Bruce (from January 07, 2004) Miss Tanya Cousins Mrs Sheryl Shirley-McGregor Miss Natawyah Smith
Accounts Clerks	Miss Ingrid McLennon Mrs Cecile Wedderburn
Clerk	Mr Richard Malcolm
Receptionist	Miss Ava Henry
Office Attendant	Mrs Violet Dwyer
Messenger/Drivers	Mr Anthony Foster (to January 09, 2004) Mr Michael Grant (from May 31, 2004) Mr Leonard Wright
Maid/Cleaner	Mrs Beverlyn Henry

Compositor/Typists	Mrs Gloria Balram Mrs Greta Forde Miss Paula Graham Miss Kemba Gordon Miss Janelle Hooper
Stenotypist	Mrs Sandrene Doughlin
Clerk/Typists	Miss Judy Lokey Mrs Pamela Archer (temporary)
Bindery Assistant	Mr Noel Stephens
<b>Secretariat and Office Management</b>	
Assistant Registrar	Miss Roslyn Harewood
Assistant Registrar (Archivist/Records Manager)	Miss Lucia Lewis
Office Manager	Rodney Alkins (from August 01, 2004) Mrs Emsy Walkes-Sealy (to June 30, 2004)
Supervisor of Records	Mrs Margaret Nurse
Clerk/Typist	Miss Anette Quimby
Clerks	Miss Pamela Brathwaite Mrs Jacqueline Chase-Marshall Miss Heather Herbert (to March 31, 2004) Mrs Marcia King Mrs Donna Davis Miss Kath-Ema Armstrong (temporary)
Receptionist	Miss Cheryl Rollins
Messenger/Drivers	Mr Norman Austin Mr Carson Darlington Mr Cleveland Yarde (temporary)
Messenger/Office Attendant	Mr Dale Roachford
Watchman	Mr Shirland Scantlebury Mr Kenrick Zepradine
Temporary Watchman/Guard	Mr Aricosta Layne
Maid/Cleaner	Mrs Sancia Bynoe
Temporary Maid/Cleaner	Miss Juilette Austin Miss Loretta Mahon
Temporary Gardener	Mr Andre Small (from June 01, 2004)

