



Caribbean Examinations Council

Annual Report 2007

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Annual Report 2007
Published by the Caribbean Examinations Council

Headquarters
Dr Lucy Steward
Registrar
The Garrison
St. Michael BB1 1158
Barbados
E-Mail: cxcezo@cx.org
Website: www.cxc.org
Phone No. 1 (246) 436-6261
Fax No. 1 (246) 429-5421

Western Zone Office
Mr Glenroy Cumberbatch
Pro-Registrar
Caenwood Centre
37 Arnold Road
Kingston 5, Jamaica
cxcwzo@cx.org
1 (876) 922-6463
1 (876) 967-4972

ISSN: 1562-0476

Printed November 2007

Designed and Printed by Cole's Printery Ltd.

Cover Photograph

Sea Life

By Rashida Collymore
Deighton Griffith Secondary School
Barbados
CSEC Visual Arts Examination 2007

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Statement from Chairman



Professor E Nigel Harris
Chairman

The information provided in this annual report illustrates the wide ranging activities of the Council in its efforts to contribute to education development in the region.

The role of CXC in developing syllabuses, harmonizing curricula, setting standards and providing certification has become even more critical as the region develops and implements procedures for the movement of people

within the CSME. Last year the Council introduced the Caribbean Certificate of Secondary Level Competence (CCSLC) and the feedback from policy makers, teachers and other educators and employers is encouraging.

In addition, discussions with personnel involved in Technical and Vocational Education resulted in the decision taken by the CARICOM Council for Human and Social Development (COHSOD) for CXC to award the Caribbean Vocational Qualification (CVQ) to candidates in institutions. I am pleased to report that contracts were signed with the Ministry responsible for education in St Kitts and Nevis and in Trinidad and Tobago for the award of the CVQ.

In this programme for the CVQ, the Council provides quality assurance to ensure that occupational standards are met and that there is common understanding of the certification provided to people who pursue Technical and Vocational Education and Training (TVET). The award of the CVQ is also important for the movement of skilled persons in the context of the CSME.

During the year, we said farewell to Mr. Wesley Barnett and welcomed Mr. Glenroy Cumberbatch as the new Pro-Registrar. This is also my second year as Chairman and I am grateful to the members and staff of Council for their support and to the policy makers, educators, Local Registrars and resource persons who enable the effective implementation of the Council's programmes.

I wish to thank you very much for your continued assistance and to all of you season's greetings and a happy new year.

Statement from Registrar



Dr Lucy Steward
Registrar

I am pleased to present the 2007 Annual Report which provides information on the activities undertaken during the year.

The Council's operations continued to grow. There was a relatively small increase in candidate and subject entries for the Caribbean Secondary Education Certificate (CSEC). However, there were significant increases in candidate

and Unit entries for the Caribbean Advanced Proficiency Examination (CAPE). Examinations for the Caribbean Certificate of Secondary Level Competence (CCSLC) were administered for the first time in June. A great deal of effort went into the marketing and promotion of the CCSLC. Orientation workshops were held for approximately 3 000 teachers and education officials across the region.

The Council also initiated work in response to a regional mandate to award the Caribbean Vocational Qualification. Work started in two territories and the first awards will be made in 2008.

In order to carry out its work effectively, the Council continued to make significant investments in appropriate technologies. This year, e-Registration was implemented fully and a module for electronic submission of School Based Assessment (e-SBA) was made available to territories. Work also continued on enhancements of the Examination Processing System and as a result of this we were able to release results early.

The successful implementation of activities is due to the dedication and commitment of staff and the tremendous support that we receive from all Participating Territories.

I wish to thank everyone for their support during my tenure and to wish the staff and the CXC family across the region the very best for the holiday season and for the new year.

1. This report summarizes the major activities and accomplishments of the Caribbean Examinations Council (CXC) in 2007. The report gives information on the achievements under the Strategic Goals and the performance of candidates in the examinations for the Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination (CAPE); and on activities undertaken to market and promote the work of the Council.

2. Some of the major activities of the Council are listed below.

(i) Caribbean Certificate of Secondary Level Competence (CCSLC)

- The first examinations for the CCSLC took place in June. Six subjects – English, French, Integrated Science, Mathematics, Social Studies and Spanish were examined. Six territories submitted entries. A total of 2 312 candidates entered.
- Orientation workshops were held for teachers. Approximately 3 000 teachers and other educators attended.
- Meetings were held with policy makers, employers, educators, parents and students to inform them about the CCSLC.
- Promotion and marketing activities took place in eight territories.

(i) Caribbean Secondary Education Certificate (CSEC)

- An examination in Economics was offered for the first time.
- Syllabuses for two subjects – Visual Arts and Social Studies – were reviewed.
- Candidate and subject entries increased.

Introduction

- Self-study guides for Principles of Accounts and Office Administration were printed and distributed.
- A Visual Arts exhibition was held in Trinidad and Tobago.

(ii) Caribbean Advanced Proficiency Examination (CAPE)

- Syllabuses for five subjects - Applied Mathematics, Biology, Physics, Pure Mathematics, and Statistical Analysis - were revised, printed and distributed.
- Both candidate and Unit entries increased.
- Resource materials were developed for Pure Mathematics and Economics.
- Regional top awards for outstanding performance in nine areas were made for the second time.
- Two thousand, three hundred and sixty-eight candidates qualified for Associate Degrees.

(iii) Caribbean Vocational Qualification (CVQ)

- Contracts between CXC and two territories were signed for the award of the CVQ by CXC.
- Candidates entered for a variety of areas in Technical and Vocational Education and Training (TVET).
- Candidates registered in 2007 were given transcripts showing modules completed for the CVQ.
- Six hundred and thirty-seven candidates registered for the CVQ this year.

Strategic Goals

3. The Council's Strategic Plan for 2005-2007 lists 13 Strategic Goals. These goals and the major outcomes pertaining to them are summarized below.

Strategic Goal 1

4. *Develop and administer relevant, high quality curriculum and assessment products and services to an increased percentage of persons in and out of institutions in a timely and cost-effective manner.*

Outcomes

CCSLC

5. The first examinations for the CCSLC took place in June. A total of 2 312 candidates entered for six subjects and 6 633 subject entries were received.

6. The subjects examined were English, French, Integrated Science, Mathematics, Social Studies and Spanish.

7. Six territories – Anguilla, Antigua and Barbuda, Belize, Jamaica, St Kitts and Nevis and St Vincent and the Grenadines entered candidates.

CSEC

8. The candidate entries for the May/June examinations increased from 138 120 last year to 138 722 this year and subject entries increased from 522 492 last year to 535 742 this year.

9. An examination in Economics was offered for the first time and 2 253 candidates sat this examination. English A and Mathematics had the largest entries with 88 898 and 87 430 candidates respectively. Other subjects with relatively high entries were Social Studies, Principles of Business, Principles of Accounts, Information Technology, Technical Drawing, Human and Social Biology and English B.

CAPE

10. Candidate entries increased from 19 019 last year to 21 489 this year. Unit entries also increased from 69 018 last year to 81 852 this year.

11. Caribbean Studies had the largest entry with 10 768 candidates. Other subjects with relatively large entries were Communication Studies, Pure Mathematics Unit 1, Management of Business Unit 1 and Sociology Unit 1.

12. Fourteen territories entered candidates for CAPE. These territories were Anguilla, Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago and Turks and Caicos Islands.

CVQ

13. Six hundred and thirty-seven candidates from Trinidad and Tobago registered for TVET options.

14. The CVQ will be awarded for the first time in 2008.

Strategic Goal 2

15. *Develop and maintain syllabuses and examinations which reflect the cultural and social identity of the region and take account of curriculum reform initiatives of Participating Territories.*

Outcomes

CCSLC

16. The CCSLC syllabuses were developed by subject panels. A culture officer from one territory also participated in the exercise. The feedback from teachers and other stakeholders indicates that the syllabuses reflect culture and social identity in the content and teaching and assessment activities.

17. In developing the syllabuses, the curriculum documents from several Participating Territories were used. Also, in orientation workshops, teachers and education officers were assisted in mapping the CCSLC syllabuses on to existing secondary level programmes.

18. Item-writing workshops were held for the six subjects developed specifically for the CCSLC. Teachers participating in these workshops provided examples that reflect culture and practices at national level.

CSEC

19. Review meetings were held for Social Studies and Visual Arts in March. For Visual Arts, changes were made in categorizing the Expressive forms from 'Production Options' to 'Expressive Forms'.

20. The Social Studies syllabus was restructured to provide more support to teachers for effective delivery of the subject.

CAPE

21. Revised syllabuses for Applied Mathematics, Biology, Physics, Pure Mathematics and Statistical Analysis were issued to schools for teaching in September 2007 and first examinations in May/June 2008.

Strategic Goal 3

22. Develop learning resources for Caribbean Secondary Education Certificate and Caribbean Advanced Proficiency Examination to complement syllabuses and enhance the learning process.

Outcomes

CSEC

23. Self-study materials were prepared for Principles of Accounts and Office Administration.

CAPE

24. A handbook for Pure Mathematics and a self-study guide for Economics were prepared.

Strategic Goal 4

25. Develop effective relationships with stakeholders in order to provide relevant products and services.

Outcomes

CCSLC

26. Several meetings took place with policy makers, education officials, principals, teachers, employers and students to share information on the philosophy, rationale, structure and content of the programme for the CCSLC.

27. Orientation workshops were held in seven territories. Approximately 3 000 teachers and education officials participated in these workshops.

28. Meetings with employers took place in six territories. Feedback from employers was positive as they recognized that the syllabuses incorporated the development of desirable attitudes and behaviours for the workplace.

29. The CCSLC was officially launched in five territories.

CSEC

30. Staff facilitated several workshops for education officials, principals and teachers for electronic registration and electronic submission of data for School Based Assessment.

31. The marking exercise provided opportunity for discussion with teachers about the Council's offerings. Teachers were also able to obtain syllabuses and resource materials at the marking centres.

CAPE

32. Discussions continued with colleges and universities on the articulation of CAPE and the Associate Degree with tertiary level programmes.

Strategic Goals (continued)

33. The Registrar participated in a meeting of the Consortium for Belize Educational Cooperation (COBEC). The Consortium includes several universities in the United States of America. At the meeting, the Registrar explained the structure of CAPE and facilitated the discussion on articulation arrangements.

34. Other activities included the distribution of materials for sale in bookstores. The Book Centre in Belize City is the latest addition to the bookstores that now sell CXC materials in seven territories.

35. In addition to providing information through workshops and meetings, flyers relating to changes in SBA requirements, centre moderation, random sampling, internal assessment for CAPE and Visual Arts were prepared and distributed.

36. CXC products, including revised CAPE Biology and Physics syllabuses and school reports, were made available on the CXC website.

Strategic Goal 5

37. Develop and implement a creative, dynamic and highly effective Public Relations and Customer Services programme that maintains and builds strong internal and external support for the work of the Caribbean Examinations Council.

Outcomes

CCSLC

38. Promotion materials were developed for CCSLC and distributed widely. A special issue of The Examiner was prepared focusing on the CCSLC.

39. The Registrar and members of staff along with education officials gave several television and radio interviews to provide information on the CCSLC. For example, in Jamaica, the Registrar and the Chief Education Officer appeared twice on morning television programmes. Also in Grenada, the Registrar was interviewed twice on 'Good Morning Grenada', participated in television and radio call-in programmes and a press conference chaired by the Permanent Secretary.

40. The CCSLC was officially launched in five territories – Anguilla, Antigua and Barbuda, Grenada, Jamaica and St Vincent and the Grenadines.

41. Meetings took place with policy makers, education officials, employers, principals, teachers, parents and students on the

Strategic Goals (continued)

programmes of the Council, in general, and on the CCSLC, in particular.

42. The annual Visual Arts Exhibition took place in Trinidad and Tobago from April 30 to May 9. The exhibition featured CSEC Visual Arts pieces from Trinidad and Tobago and other CXC Participating Territories.

43. Queries and requests for information were given prompt responses. More use was made of the website to provide forms, syllabuses for CCSLC and school reports.

44. A proposal for restructuring the website was prepared and work started on the new website in October.

45. Staff participated in the Choices Exhibition and Career Expo held in Jamaica on June 5 and 7, and in the United States Embassy College Fair in Trinidad and Tobago from September 29 to 30.

46. Four issues of Team CXC, the Council's internal newsletter, were prepared and distributed.

47. Press releases were issued on results of examinations, top awards and the appointment of the Pro-Registrar.

Strategic Goal 6

48. Exercise fiscal responsibility and prudent management in the conduct of the Council's business.

Outcomes

49. The sale of self-study materials contributed to an increase in revenue.

50. Increased expenditure occurred in the marking exercise mainly because of increases in air fares and hotel accommodation.

51. Quarterly reports were prepared and discussed with Heads of Division. Activities were implemented using the most cost-effective methods.

Strategic Goal 7

52. Identify and develop new business opportunities

Outcomes

53. The Council signed agreements with the ministries of education in St Kitts and Nevis and Trinidad and Tobago for

the award of the Caribbean Vocational Qualification (CVQ). Discussions are on-going with other territories for the signing of similar agreements.

54. The Council continued its efforts to expand the publication of resource materials and the marketing and distribution arrangements with bookstores in the region. The Book Centre, a major bookstore in Belize City, entered into an agreement with CXC this year.

55. A handbook was developed for Pure Mathematics and self-study guides were published for CAPE Economics and CSEC Office Administration and Principles of Accounts.

Strategic Goal 8

56. Evaluate manual and computerised processes to inform and ensure the optimal use of technological enhancements.

Outcomes

57. The Records Unit embarked on a project to preserve and secure the Council's vital records in electronic format. Phase I was the scanning of all vital paper records kept in the central Registry and converting them to PDF. This activity will continue in 2008 with paper-based records held by other divisions.

58. The EPS was enhanced during 2007 to address user requirements and included improvements to moderation, multiple-choice data processing and the candidate registration process. The modifications to moderation incorporated all current moderation business rules, including stratified random sampling. These modifications also provided a more efficient user interface and error reporting capability for un-moderated candidates and other errors that occur in moderation. Additional details were provided on the candidate maintenance screen for more effective user interaction and to process all defined registration options.

59. The implementation and the continuous enhancement of the registration process have yielded great benefits. Through the e-Registration and e-SBA applications the manual processes required to complete these activities have been significantly reduced and the processing is much more efficient.

60. Based on the outcomes of the pilot, the e-SBA module was revised. This year, 50 schools from seven territories (Barbados, Belize, Guyana, Jamaica, St Kitts and Nevis, St Vincent and the Grenadines and Trinidad and Tobago) used the revised module.

61. Four training workshops were held in Barbados, Guyana, Jamaica and Trinidad and Tobago to update teachers and

ministry of education officials on the enhancements of the e-Registration and e-SBA.

Strategic Goal 9

62. Improve efficiency by reviewing, modifying, developing and implementing procedures and best practices for managing organisational change.

Outcomes

63. A Records and Information Management (RIM) Policy document was prepared. The RIM Policy is intended to guide the application of records management standards and techniques at Headquarters (HQ) and the Western Zone Office (WZO) and ensure that international laws on information management are adhered to and best practices adopted by the Council.

64. A policy on the use of removable storage devices was completed to control and monitor the use of removable devices across the organization. The policy informs users of the dangers in the indiscriminate use of such devices and procedures to secure data.

Strategic Goal 10

65. Establish research and development mechanisms to facilitate the work of the Council.

Outcomes

66. A Research Committee which was established last year met twice this year. A summary of some of the research related to CXC syllabuses and programme was prepared. A proposal for conducting and documenting case studies of best practices in SBA was prepared and is being piloted in some schools in Barbados. The consequential validity of CAPE is being studied through a collaborative arrangement with the University of the West Indies (UWI), St. Augustine. The research focuses on the adequacy of the CAPE Physics and Mathematics programmes for preparing candidates for degree programmes at UWI, St. Augustine.

67. In subsequent phases, the study will be replicated with other subjects and institutions.

Strategic Goal 11

68. Develop and maintain sound human resource management programmes.

Outcomes

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

Strategic Goals (continued)

70. The Revised Staff Rules came into effect from January 1, 2007.

71. Activities were planned at both HQ and WZO to commemorate Office Professionals' Day. At Headquarters, staff participated in a seminar on 'Team Building' as part of Office Professionals' Day. The seminar was facilitated by the Barbados Productivity Council. Fun days were also held for staff at both offices.

72. The Council also facilitated staff participation in professional development conferences. Assistant Registrars, Dr Gordon Harewood (MED), Mr Anthony Haynes (MED) and Mrs Sandra Thompson (EAD) attended the AERA/NCME Conference from April 9-13, in Chicago. Mr Baldwin Hercules, Senior Assistant Registrar, Examinations Administration Division (EAD) and the Registrar attended the International Association for Educational Assessment (IAEA) Conference in Azerbaijan from September 16 to 20. AR (PI and CS) Mr Cleveland Sam attended the International Conference of the Public Relations Society of America in Philadelphia from October 20 to 23.

73. Mr Anderson Marshall, Financial Controller, attended the ACCPAC User Conference in Chicago, USA from November 3 to 6.

74. The Council also facilitated several staff members' participation in academic courses during the year, granted study leave, allowed flexible working hours and sponsored some programmes for staff development.

Strategic Goal 12

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

Outcomes

76. The Health and Safety Committee continued to hold its quarterly meetings and to monitor and address matters related to the working environment. With the assistance of the Occupational Health and Safety Department of the Ministry of Labour, a Health and Safety Manual was drafted. More staff members obtained Health and Safety Certification to remain current with good practices and obtain better understanding of the new Safety and Health legislation recently passed in Barbados. In addition, training in First Aid was provided for

Strategic Goals (continued)

some staff members while those previously trained were re-certified.

77. Members of the Disaster Management Team and Fire Marshals from each division participated in a seminar on bomb threats. The half-day seminar was facilitated by members of the Explosive Ordnance Devices Squad of the Royal Barbados Police Force.

Strategic Goal 13

78. Obtain and furnish buildings for CXC operations.

Outcomes

79. Adequate accommodation is urgently needed at Headquarters and at the WZO. The current inadequate facilities

have impacted on staff morale, internal communications, the constant moving of materials between buildings, and health and safety concerns. Additionally, significant sums were spent on building maintenance, refurbishment and relocation.

80. It should be noted that the Government of Barbados, in its attempts to provide additional accommodation, has made new space available in two buildings – Alexandra Court and the Nemwil House in the environs of the Garrison – to replace the Bandstan Manor, the Ernst and Young building and the Harbour Road building.

81. The Council was informed by the Ministry of Education, Youth Affairs and Sports, Barbados, that progress has been made with regard to the construction of a permanent headquarters building. The Ministry of Education, Jamaica, has also advised that plans are being made for alternate accommodation for the WZO. The need to acquire suitable accommodation remains a priority for the Council.



Mr Glenroy Cumberbatch
Pro-Registrar

82. Mr Glenroy Cumberbatch, a Barbados national, was appointed Pro-Registrar effective from September 1, 2007. Mr Cumberbatch comes to CXC with a wide range of experience in education. He started his professional career as a teacher in 1975 and moved to the Ministry of Education in 1991 as Education Officer with responsibility for Mathematics. In this post, he assisted with the

development of mathematics curricula, a remedial mathematics programme and the implementation of workshops for teachers. After four years in this post he was appointed Senior Education

New Pro-Registrar

Officer (Planning, Research and Development). He served in this post for three years. He was then promoted to the post of Deputy Chief Education Officer.

83. In his various positions in the Ministry of Education, Mr Cumberbatch has contributed to the development and implementation of education policies and programmes in Barbados. His responsibilities included budget preparation, coordination of activities in Planning, Research and Development, Testing and Measurement and Management of Information Systems. He was also directly involved in the supervision and management of schools, student services and teacher evaluation. He served for a period as the CXC Local Registrar in Barbados.



Mr Wesley Barrett

84. Mr Wesley Barrett served as Pro-Registrar from November 2005 to October 2007. Mr Barrett was thanked for his contribution to the work of the Council as Pro-Registrar at a function hosted at the Courtleigh Hotel, Jamaica. He served previously on the Sub-Committee of the School Examinations Committee (SUBSEC) and the Final Awards Committee (FAC).

Farewell Ms Elma Licorish

85. Ms Elma Licorish, the first employee of CXC, retired from the Council on June 8th, 2007.

86. Ms Licorish started work as a Clerk in 1974. She was promoted to Senior Clerk in the Secretariat Division on January 1, 1975. Two years later, on December 1, 1977, Ms Licorish became a Junior Assistant Registrar. On January 1, 1979, she was promoted to Senior Administrative Assistant in EAD. Ms Licorish spent 19 years in EAD until 1998 when she was promoted to Assistant Registrar. In October that same year, she was made Officer in Charge of the Production Division.

87. Ms Licorish completed a Bachelor of Arts degree in History at the University of the West Indies, Cave Hill Campus in 2003.



Ms Elma Licorish

In July 2003, she was appointed Senior Assistant Registrar-Production Division.

88. Ms Licorish played a vital role in the early days of the Council in helping to set up the examination systems. She was part of a CXC delegation which visited Scotland and Manchester in the UK to observe the operations of examination boards there.

89. Ms Licorish was also integrally involved in the first CSEC examinations in 1979. She had the task of going to the Educational Testing Service (ETS) in New Jersey, USA to bring back the first results which were processed by ETS.

90. Ms Licorish is justly proud of the strides the Council has made. "The fact is that we managed to start an organization from scratch with one staff member, and we now have an examination that is recognized worldwide with a logo that most people in the Caribbean recognize."

91. Ms Licorish was thanked for her years of dedicated service to the Council.

Caribbean Secondary Education Certificate (CSEC) January Sitting 2007

92. Twelve subjects were offered for the January sitting of the CSEC examinations – 11 at General Proficiency and one at Technical Proficiency.

93. Candidate entries and subject entries both increased again this year. Subject entries increased from 34 085 in 2006 to 40 705 in 2007 and candidate entries also increased from 21 279 in 2006 to 24 833. Substantial increases were noted in entries for Human and Social Biology (81%), Social Studies (32%), English A (18%) and Mathematics (17%).

94. The subjects with the largest candidate entries were Mathematics 14 455, English A 13 459, Principles of Business 2 585, Social Studies 2 374 and Human and Social Biology 2 030.

95. Office Administration was offered for the January sitting for the first time this year.

Performance of Candidates

96. Candidates' performance in the examination declined when compared with 2006. Fifty-one percent of candidates achieved Grades I to III, compared with 61 percent last year.

97. Data on the January entries and performance are given in Appendix I. A summary of the performance in each subject is given below.

Biology

98. Sixty-five percent of the candidates achieved Grades I to III, compared with 61 percent in 2006. Performance in Paper 01, the multiple choice paper, continued to be satisfactory and stable. Candidates also performed well in Paper 04/2, the alternative to School Based Assessment. However, in Paper 03, the extended response paper, there was evidence that while candidates were able to recall and reproduce factual information, a significant number was unable to use the information to formulate responses to the questions.

Chemistry

99. Approximately 53 percent of the candidates who wrote the examination in 2007 achieved Grades I to III, a significant improvement compared with 43 percent who achieved similar grades in 2006. Performance in Paper 01, the multiple choice paper, and Paper 02, the structured short-answer paper, improved; however, for Paper 03, the essay paper, candidates

experienced difficulty in answering questions based on the preparation of potassium sulphate, the reactions of metals and non-metals, and the chemistry of household detergents. The Examining Committee noted that performance in the alternative to School Based Assessment, Paper 04/2, was better in 2007 than it was in 2006, but continued to be concerned about the number of candidates who seemed to have limited experience of practical activities in a laboratory.

English A

100. This was the first January examination of the revised English A syllabus and candidates' performance declined significantly compared with performance in January 2006. Overall, approximately 43 percent of candidates achieved Grades I to III compared with 61 percent in 2006. The decline in performance was evident in Paper 01, the multiple choice paper, and Paper 02, the essay paper; however, overall performance in Profile 1, Understanding, was significantly better than it was in 2006.

Human and Social Biology

101. There was improvement in the overall performance of candidates in 2007. Approximately 46 percent of the candidates achieved Grades I to III, compared with 40 percent in 2006. Performance in Paper 01, the multiple choice paper, was slightly better than it was in 2006. Although there was improvement in Paper 02, the structured essay paper, candidates continued to have difficulty with the questions based on reproduction and genetics. A large number of candidates showed evidence of insufficient preparation for the examination.

Information Technology

102. Seventy-one percent of the candidates achieved Grades I to III compared with 42 percent in 2006. The performance in Paper 01 (Theory) was much better than in previous years. There was a major improvement in performance in the programming section of this paper and the Examining Committee attributed this improvement to the alignment of the assessment tasks more closely with the suggested teaching and learning activities and the workplace environment.

Mathematics

103. Forty-three percent of the candidates achieved Grades I to III. This represents a ten percent decline from 2006. Candidates' performance in Paper 01, the multiple choice paper, was consistent with that of January 2006. However, performance in Paper 02, was significantly lower than that of January 2006. Candidates performed creditably in the areas of computation and consumer arithmetic. The questions which focused on problem-solving skills presented the greatest challenge for candidates.

Office Administration

104. This was the first January examination of the revised syllabus, now called Office Administration (previously called Office Procedures). Candidates' performance in this subject declined in comparison with last year. In 2006, 74 percent of the candidates achieved Grades I to III, compared with 70 percent in 2007. The decline was especially notable in Paper 03/2, the alternative to School Based Assessment, where 66 percent of the candidates achieved Grades I to III this year, compared with 98 percent in 2006.

Physics

105. Overall performance declined when compared with that of January 2006, as 50 percent of the candidates achieved Grades I to III this year compared with 65 percent in 2006. Performance in Paper 02, structured questions and Paper 03, the essay, declined marginally when compared with January 2006. Performance in Question 5 of Paper 03, which required algebraic thinking for its solution, was weak. The Examination Committee was pleased with the performance in the first two questions on Paper 04/2, the alternative to School Based Assessment, but performance in Question 3, which tested Planning and Design skills, was disappointing.

Principles of Accounts

106. There was a significant improvement in the performance of candidates. Sixty-five percent of the candidates achieved Grades I to III compared with 49 percent in 2006. There was a decline in the performance of candidates in Paper 01, the multiple choice paper. However, there was marked improvement in the performance in Paper 02, the essay paper. There was a marginal improvement in the performance in Paper 03/2, the alternative to the School Based Assessment.

Principles of Business

107. Seventy-three percent of the candidates achieved Grades I to III, compared with 75 percent in 2006. There was an improvement in the performance of candidates in Paper 01, the multiple choice paper. However, the performance of candidates in Paper 02, the essay paper, declined compared

Caribbean Secondary Education Certificate (CSEC) January Sitting 2007 (continued)

with 2006. The performance in Paper 03/2, the alternative to School Based Assessment, was consistent with that of 2006. Candidates performed creditably on Profile 1, Organizational Principles; however, their performance in Profile 3, Finance and Introduction to Economics was unsatisfactory.

Social Studies

108. The overall performance was satisfactory. Seventy-one percent of the candidates who sat the examination achieved Grades I to III, consistent with the results in 2006 when 72 percent of the candidates achieved this standard. Improvement was noted in Paper 02, the essay paper, and Paper 03/2, the alternative to School Based Assessment. There were good responses on the essay questions relating to Individual Interaction; however, performance in questions relating to CARICOM and regional integration was very weak. While the knowledge and application components in some questions were well handled, there was a general weakness in interpretation, evidenced by inadequate explanations and undeveloped responses.

Spanish

109. Eighty percent of the candidates achieved Grades I to III compared with 83 percent in 2006. Candidates continued to produce excellent responses in Paper 02, the free response paper, especially in Section I (Directed Situations) and in Section II (Letter/Dialogue/Composition). However, candidates performed at a lower level in Section III (Reading Comprehension) than they did in 2006, while they performed satisfactorily in Section IV (Expanded Paragraph). Candidates' performance in Paper 01, the multiple choice paper, which tested the listening and reading skills, and on Paper 03, the oral paper, which tested the listening and speaking skills, continued to be reasonably good and was consistent with performance in 2006.

Caribbean Secondary Education Certificate (CSEC) May/June Sitting 2007

Administration of the Examinations

110. The Council offered 34 subjects for the May/June sitting of the CSEC examinations this year; 27 at General Proficiency only, three at Basic and General Proficiencies, three at Technical Proficiency only and one subject at General and Technical Proficiencies.

111. Economics was offered for the first time at this level and it attracted 2 253 candidates.

112. A total of 535 742 subject entries were received from 138 722 candidates.

113. The largest entries were in English A (88 898) and Mathematics (87 430). Other subjects with large entries were Social Studies (46 097), Principles of Business (37 542), Principles of Accounts (28 723), Information Technology-Technical (23 772), Human and Social Biology (21 428) and English B (20 080).

Performance of Candidates

114. Data on the subject entries and candidates' performance are given in Appendix 2 and a summary of the candidates' performance in each subject is given below.

Agricultural Science (DA)

115. Candidate performance declined in 2007. Eighty percent of the candidates achieved Grades I to III in 2007 compared with 85 percent in 2006. While there was an improvement in candidates' responses to questions on Profile 4 (Agricultural Economics), candidates' performance declined on Profile 1, (Crop Science), and on Profile 2, (Animal Science). The Examining Committee reported that there was some evidence that candidates were not exposed to some of the practical activities outlined in the syllabus, and this would have affected their performance in the written component of the examination.

Agricultural Science (SA)

116. There was a decline in the percentage of candidates achieving Grades I to III in Option A, Crops and Soils, and in Option B, Animal Science. For Option A, 57 percent of the candidates achieved Grades I to III in 2007 compared with 75 percent in 2006. For Option B, 48 percent of the candidates achieved Grades I to III in 2007 compared with 84 percent in 2006. In both Option A and Option B, while candidates were able to recall agricultural facts, they demonstrated weakness

in applying those facts to solve problems. Candidates also had difficulty in making appropriate links between theory and practice, leading the Examining Committee to conclude that not enough emphasis was placed on the practical component of the syllabus.

Biology

117. Candidates' performance was similar in 2006 and 2007, with approximately 72 percent of the candidates achieving Grades I to III. The Examining Committee noted that candidates were unfamiliar with biological terms, had difficulty in manipulating biological information, and showed a lack of knowledge about issues such as global warming and greenhouse effects.

Building Technology

Option 1 - Woods

118. There was an improvement in the performance of candidates in 2007 when compared with the previous year. Sixty-six percent of the candidates sitting the examination in Woods achieved Grades I to III compared with 63 percent in 2006.

119. Candidates' performance in the practical project of the School Based Assessment was of a high standard.

Option 2- Construction

120. Seventy percent of the candidates achieved Grades I to III compared with 73 percent in the 2006 examination.

121. Candidates did well in the practical project of the School Based Assessment component but not as well on the written project. Candidates demonstrated weaknesses in knowledge of practice and regulations in the construction of foundations, walls, roofs, doors, windows and stairs.

122. In both Options, candidates continue to display a lack of knowledge of drawing conventions and poor drawing skills.

Caribbean History

123. Performance in the 2007 General Proficiency examinations was comparable with that of 2006 with a small increase in the number of candidates achieving Grade I. Approximately 68 percent of the candidates achieved Grades I to III compared with 67 percent in 2006. Improvement was especially noted in Paper 03/1, (School Based Assessment) and Paper 03/2, (the Alternative to the School Based Assessment). There is still a need, however, for improvement in the analytical and evaluative skills required for adequately responding to all questions in Paper 02. The themes—Economic Diversification, 1875 -1958, Social and Economic Conditions in the 20th

Century, and The United States in the Caribbean 1776 -1985 in Sections C; and Movements Towards Independence and Regional Integration up to 1985 and Social Life 1838 -1962 in Section D - continue to present challenges to candidates. Although candidates possessed some general knowledge of the questions, they needed, in most cases, to provide more specific and detailed responses and to pay greater attention to chronology.

Chemistry

124. The overall performance of candidates improved in 2007. Sixty-four percent of the candidates achieved Grades I to III in 2007, compared with 62 percent in 2006. Candidates' performance improved on Profile 2, Use of Knowledge, and on the Planning and Design skill. However, writing the formula of common compounds presented difficulties for candidates, which impacted on their ability to write balanced equations.

Clothing and Textiles

125. Candidates' performance declined in 2007 with 83 percent of the candidates achieving Grades I to III compared with 89 percent in 2006.

126. Common areas of weakness related to limited knowledge of fundamental concepts such as seams and fabric construction. Additionally, many responses were limited in the concepts and details required.

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

Economics

128. This was the first year in which the Economics syllabus was examined and 56 percent of candidates achieved Grades I to III. Performance was generally satisfactory though some areas of weakness were evident. Many candidates failed to demonstrate a good understanding of critical economic concepts such as national income, terms of trade, monetary policies and factors of production.

129. Performance in the School Based Assessment component was fair though some of the research projects showed inadequate research skills.

Electrical and Electronic Technology

130. Candidates' performance improved in 2007 with 66 percent of candidates achieving Grades I to III compared with 40 percent in 2006. Candidates' performance improved in all three papers.

Caribbean Secondary Education Certificate (CSEC) May/June Sitting 2007 (continued)

Electronic Document Preparation and Management

131. Ninety-five percent of the candidates achieved Grades I to III. This is consistent with the performance in 2006 when 97 percent of the candidates achieved Grades I to III. Candidates' performance in this examination was excellent, particularly in Paper 02, the Production Test.

132. The work of candidates for the School Based Assessment and Paper 03/2, the Alternative to the School Based Assessment, was of a high standard.

English A

133. There was a small decline in the number of candidates achieving Grades I to III in 2007 compared with 2006. Approximately, 49 percent of the candidates achieved Grades I to III compared with 51 percent in 2006. In 2007, the performance in Paper 01 showed a small decline from 2006. In Paper 02, performance in the Summary skills, Section I, was comparable with performance in 2006. There was an improvement in Comprehension Skills, Section II, compared with 2006. Candidates' performance in the Short Story writing, Section III, showed a decline from 2006.

134. The 2007 Basic examination in English A was the penultimate examination for this subject. The overall performance in 2007 declined slightly. Approximately 25 percent of the candidates achieved Grades I to III.

English B

135. This year was the second examination of the revised English B syllabus. Previously, two profiles, Knowledge and Insight and Organization of Response were assessed. From 2006 three profiles: Drama (Profile 1), Poetry (Profile 2) and Prose (Profile 3) were assessed in Paper 01, the Short Answers, and Paper 02, the Essay Paper. Overall, 66 percent of the candidates achieved Grades I to III, compared with 44 percent in 2006. Candidates performed best in the Drama component and better in the Prose than in the Poetry. Performance in Papers 01 and 02 improved this year.

Food and Nutrition

136. There was an improvement in the performance of candidates in 2007 when compared with performance in 2006. Approximately 88 percent of the candidates achieved Grades I to III, compared with 84 percent in 2006.

Caribbean Secondary Education Certificate (CSEC) May/June Sitting 2007 (continued)

137. Many candidates continued to find the scientific principles of nutrition challenging. In general, responses tended to be general statements related to nutritional concepts rather than focus on the specifics of the questions asked.

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

French

139. Seventy-eight percent of the candidates at the General Proficiency, the same as last year, achieved Grades I to III.

140. This was the first examination of the revised syllabus. As was noted in previous years, there is room for improvement on all Papers - Paper 01, which assesses the listening and reading skills; Paper 02, the Free Response paper which assesses the reading and writing skills; and Paper 03, which assesses listening and speaking skills.

Geography

141. The revised syllabus was examined for the first time in 2007. A significant improvement in the performance of candidates was noted. Seventy percent of the candidates earned acceptable grades, Grades I to III, an increase of 17 percent compared with 2006. Six percent achieved Grade I compared with two percent in 2006.

142. Some improvements were noted in performance in questions relating to Human Systems and Human Environment Systems. However, many candidates faltered in applying map-reading skills and in topics relating to natural systems. Some fundamental concepts and definitions, basic to the discipline, continue to be challenging for many candidates. There is need for improvement in the application of field-work skills and in the quality of the School Based Assessment.

Home Economics Management

143. Candidates' performance in 2007 was the same as in 2006 with approximately 90 percent of the candidates achieving Grades I to III.

144. Candidates generally demonstrated a sound knowledge of concepts related to food preparation and management. However, performance was weak in the Modules based on disaster preparedness; entertainment; and, the relationship between family and the community.

145. Several candidates encountered difficulties in responding to command words, and critical phrases in questions were often ignored.

146. Candidates performed well in the School Based Assessment component of the examination.

Human and Social Biology

147. Candidate entry showed significant growth for this third sitting of the June examination. Candidates' performance was similar in 2006 and 2007, with approximately 51 percent of the candidates achieving Grades I to III. Candidates demonstrated inadequate understanding of topics such as, organs and systems of the human body, genetics, HIV and AIDS, and the relationship between floods and diseases. They experienced particular difficulty with questions which integrated social aspects with human biology.

Information Technology

148. At the General Proficiency, 88 percent of the candidates achieved Grades I to III compared with 73 percent in 2006. At the Technical Proficiency, the percentage of candidates achieving Grades I to III in 2007 increased to 80 percent from 57 percent in 2006. There was a general improvement in performance in all three papers; however, the programming component of Paper 01 continues to challenge students.

Integrated Science

149. Eighty-one percent of the candidates writing the 2007 examination earned Grades I to III, compared with 77 percent in 2006.

150. Approximately four percent of the candidates achieved Grade I compared with three percent in 2006.

151. Generally, candidates performed better in questions with biology content than on questions with chemistry and physics content. There was noticeable decline in the quality of the reports submitted for the School Based Assessment compared with the quality in 2006. Some weaknesses were exhibited in activities requiring analysis and interpretation, and planning and design.

Mathematics

152. Thirty-four percent of the candidates who sat the General Proficiency examination achieved Grades I to III, compared with 36 percent in 2006. There was significant improvement in the performance in Paper 01, the multiple choice paper, but there was a decline in performance in Paper 02, the extended response paper. The performance of candidates in the

questions testing Measurement, Geometry and Trigonometry was unsatisfactory.

153. At the Basic Proficiency, 30 percent of the candidates achieved Grades I to III, compared with 44 percent in 2006. The performance in Paper 01, the multiple choice paper was consistent with that of 2006. However, there was a decline in performance in Paper 02. Candidates experienced difficulty in answering questions related to Algebra and Geometry.

Mechanical Engineering Technology

154. Eighty-one percent of the candidates who sat this examination achieved Grades I to III, compared with 52 percent in 2006.

155. Candidates generally performed well in the practical project for the SBA, but displayed weakness in the written project. Candidates continue to experience difficulties with engineering design.

Music

156. Eighty-two percent of the candidates achieved Grades I to III, compared with 70 percent in 2006. There was notable improvement in the performing and composing skills. The top performing candidates showed an aptitude for creative expression. Most responses showed evidence of effective instruction. The candidates performed well in the listening and appraising components of the examination; candidates, who excelled in these skills, also demonstrated mastery of the performing skills as well as musical literacy. The performance in Paper 03, the School Based Assessment was good and was comparable to the performance last year.

Office Administration

157. This was the second year of examination of the new syllabus. Candidates' overall performance in the 2007 examination was comparable to the performance in 2006. Eighty-five percent of the candidates achieved Grades I to III compared with 84 percent in 2006. Candidates' performance in 2007 in Paper 01 was consistent with that of 2006. Performance in Paper 02 (the essay) showed a decline from that of 2006. Candidates' performance in the Paper 03/2, the alternative to School Based Assessment, showed a significant improvement compared with 2006.

Physics

158. Overall performance declined, with 51 percent of the candidates achieving Grades I to III compared with 56 percent in 2006. Candidates found the Paper 03, the essay paper, challenging. Similar performances in Paper 01, the multiple-choice paper and Paper 02 the structured paper were recorded

Caribbean Secondary Education Certificate (CSEC) May/June Sitting 2007 (continued)

when compared with 2006. Performance in Paper 04, the School Based Assessment component, was satisfactory.

Physical Education and Sport

159. Ninety-seven percent of the candidates earned Grades I to III, compared with 94 percent in 2006. Approximately 48 percent of the candidates achieved Grade I compared with 41 percent in 2006.

160. The overall performance was good. The 'historical' questions presented some challenges to candidates. Generally there was some improvement in the quality of the portfolios submitted for the School Based Assessment compared with the quality in 2006.

Principles of Accounts

161. The performance of candidates in 2007 was consistent with that of 2006. Sixty-five percent of the candidates achieved Grades I to III compared with 67 percent in 2006. There was a decline in the performance of candidates in Paper 01, the multiple choice paper. However, there was improvement in the performance of candidates in Paper 02, the problem-solving paper and Paper 03/1, the School Based Assessment. Candidates performed better on Profile 2, (Application of Information), than on Profile 1, (Knowledge) and Profile 3, (Interpretation).

Principles of Business

162. There was improvement in the overall performance of candidates on this year's examination over 2006. Seventy-one percent of the candidates achieved Grades I to III compared with 66 percent in 2006. There were improvements in the performance of candidates in Paper 01, the multiple choice paper, and Paper 02, the essay paper. The performance of candidates in Paper 03/1, the School Based Assessment was good. Profile 3, (Finance and Introduction to Economics), continues to be challenging for candidates.

Religious Education

163. This was the first examination based on the new syllabus and performance overall was good. Approximately 80 percent of candidates achieved Grades I to III in this year's examination compared with 82 percent in 2006. There was a small decline in performance in Paper 01. Some candidates were unfamiliar with the questions set on Caribbean Indigenous Religions. The performance of many candidates in Paper 02 continues to fall below the expected standard. These candidates often

Caribbean Secondary Education Certificate (CSEC) May/June Sitting 2007 (continued)

interpreted questions incorrectly and lacked adequate analytical and expressive skills. There was also some deficiency in their knowledge of scriptural texts.

Social Studies

164. Overall performance at General Proficiency level was good. Approximately 76 percent of the candidates achieved Grades I to III compared with 69 percent in 2006. Improvement was recorded in Papers 01, 02 and 03/2 at the General Proficiency level. Performance at the Basic Proficiency level declined from that of 2006 with approximately 31 percent of candidates achieving Grades I to III compared with 44 percent in 2006. Generally, while performance on the knowledge components of questions was very satisfactory at both levels, the questions measuring Profile 2 (Interpretation), were challenging. The School Based Assessment projects were generally well researched and presented.

Spanish

165. Sixty-eight percent of the candidates at General Proficiency achieved Grades I to III compared with 74 percent in 2006. There was a decline in performances on Profile 2 (Reading) and Profile 4 (Writing). Performance declined in all Papers.

Technical Drawing

166. There was an improvement in the performance of candidates in the 2007 examinations. Seventy-one percent of the candidates achieved Grades I to III compared with 67 percent in 2006.

167. There was a marginal increase in performance in Papers 01 and 02. Performance in the School Based Assessment component was consistent with performance in 2006 and

previous years. Although performance in the SBA continues to be good, the decline in use of standard drawing practice has been noted.

168. The number of candidates using the CAD option continues to increase. While this is a positive development, there is need for greater attention to mastery of drawing standards.

Theatre Arts

169. Overall, candidates' performance in this examination improved significantly. In 2007, 89 percent of the candidates achieved Grades I to III compared with 83 percent in 2006. This improved performance was reflected in the performance in the Paper 01. Additionally, improved performance was noted in all three profiles; Analyzing and Appreciating, Performing and Creating.

Typewriting

170. The number of candidates registered for this examination continues to decline, with 683 entries this year. Forty percent of the candidates achieved Grades I to III, compared with 70 percent in 2006.

171. The Examining Committee reported that weaknesses were demonstrated in the candidates' ability to follow the instructions given and to identify spelling and grammatical errors in completed tasks.

Visual Arts

172. Overall performance in this subject decreased slightly when compared with 2006. Seventy-four percent of the candidates achieved Grades I to III compared with 76 percent in 2006. Drawing, Imaginative Composition, Graphic Design, Surface Decoration and Decorative Craft were the most popular options. Reasonable performances were recorded across the options. Significant improvement in the performance in Leather Craft was recorded when compared with 2006.

2007 Awardees

173. The award for Most Outstanding Candidate Overall in the CSEC examinations went to Miss Wainella Isaacs of Queen's College, Guyana. Wainella also received the award for Most Outstanding Performance in Science. She achieved Grade I in Agricultural Science (Double Award), Biology, Caribbean History, Chemistry, Electronic Document Preparation and Management, English A, English B, French, Geography, Human and Social Biology, Information Technology (General), Mathematics and Spanish. In addition, Wainella achieved Grade II in Physics.

174. Also from Queen's College, Guyana, Mr Arvind Sukhram received the award for Most Outstanding Performance in Business Education. Arvind achieved Grade I in Economics, Electronic Document Preparation and Management, English A, English B, Geography, Information Technology (Technical), Integrated Science, Mathematics, Office Administration, Principles of Accounts and Principles of Business as well as Grade III in Spanish.

175. Mr Jaime Burgos of St John's College, Belize, received the award for Most Outstanding Performance in Humanities. He achieved Grade I in Biology, Caribbean History, Chemistry, English A, English B, Human and Social Biology, Information Technology (Technical), Integrated Science, Mathematics, Physics, Religious Education, Social Studies and Spanish.

Outstanding Performance in the May/June 2007 CSEC Examinations

176. The award for Most Outstanding Performance in Technical and Vocational Subjects went to Mr Lenmour Bell, of Glenmuir High School, Jamaica. Mr Bell achieved Grade I in Building Technology (Construction), Chemistry, English A, Geography, Information Technology (Technical), Mathematics, Physics and Technical Drawing. He also achieved Grade II in Caribbean History.

177. Miss Grace-Ann Collins of Ardenne High School, Jamaica, was awarded the prize for the Best Short Story. Her story was based on the stimulus: *The phone rang once and stopped. This was it now.*

178. The award for the Best Visual Arts (Two-dimensional) piece was won by Miss Syanne Patterson, of Queen's College, Barbados. She produced a three-fold brochure that highlighted the dangers of deforestation.

179. Mr Owen Lloyd from Tarrant High School, Jamaica, received the award for the Best Visual Arts (Three-dimensional) piece for his relief entitled 'The Crossing'.

180. For the second year in succession, Queen's College, Guyana, received the School of the Year Award.

CSEC Outstanding Performers



Wainella Isaacs

Queen's College, Guyana
Most Outstanding Overall and
Most Outstanding Performance
in Science



Arvindu Sukhram

Queen's College, Guyana
Most Outstanding Performance
in Business Education



Jaime Burgos

St John's College, Belize
Most Outstanding Performance
in Humanities



Lenmour Bell

Glenmuir High School, Jamaica
Most Outstanding Performance in
Technical/Vocational Education



Syanne A Patterson

Queen's College, Barbados
Most Outstanding Performance in
Visual Arts, 2-Dimensional work



Owen Wayne Lloyd

Tarrant High School, Jamaica,
Most Outstanding Performance in
Visual Arts, 3-Dimensional work



Grace-Ann Olivia Collins

Ardenne High School, Jamaica
Best Short Story

Visual Arts Examination: Outstanding Pieces in May/June 2007



Deforestation

By Syanne Patterson
Queen's College
Barbados
CSEC Regional Top Award
2-Dimensional Work



The Crossing

By Owen Wayne Lloyd
Tarrant High School
Jamaica
CSEC Regional Top Award
3-Dimensional Work



Ancestry

By Malaka Matthew
All Saints Secondary School
Antigua and Barbuda



Ancestry

By Charez Weste
Antigua Girls' High School
Antigua and Barbuda



Upside Down

By Dexton Barnes
Mannings School
Jamaica

Visual Arts Examination: Outstanding Pieces in May/June 2007 (continued)



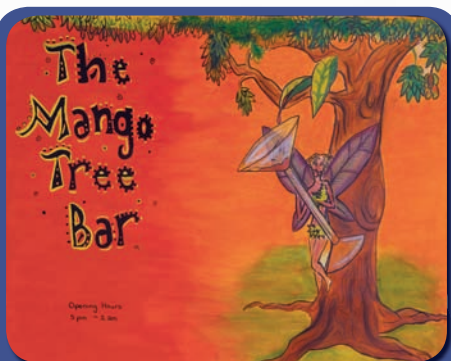
Upside Down
By Luka Sheppard
Harrison College
Barbados



My Garden
By Rasheda Clarke
Grantley Adams Secondary School
Barbados



Shoes
By J Christal Oliver
Antigua Girls' High School
Antigua and Barbuda



Mango Tree Bar
By Cherisse McDonald
NorthGate College
Trinidad and Tobago



Island Beauty
By Titiane Knights
St Joseph's Convent-Kingstown
St Vincent and the Grenadines

Administration of the Examination

181. The Council examined 47 Units in 25 subjects for the Caribbean Advanced Proficiency Examination (CAPE).

182. Both candidate entries and Unit entries increased again this year. Unit entries increased from 69 018 in 2006 to 81 852 entries this year, while candidate entries increased from 19 019 in 2006 to 21 489. Caribbean Studies continues to be the Unit with the largest entries - 10 768, followed by Communication Studies (8 759), Pure Mathematics Unit 1 (5 022), Management of Business Unit 1 (4 657) and Sociology Unit 1 (3 906).

CAPE Associate Degree

183. This is the third year for the award of the Associate Degree. The Associate Degree is awarded on successful completion (Grades I to V) of Caribbean Studies and Communication Studies (compulsory Units for all CXC Associate Degrees) and five other Units specified for each Associate Degree. This year 2 368 candidates were eligible for the award of Associate Degrees.

Performance of Candidates

184. In 19 of the 47 Units examined, over 90 percent of the Unit entries achieved Grades I to V, which are acceptable grades at CAPE.

185. Data on the Unit entries and candidates' performance are given in Appendix 3 and a summary of the candidates' performance in each Unit is given below.

Accounting Units 1 and 2

186. Eighty-seven percent of the candidates achieved Grades I to V in Unit 1, compared with 86 percent in 2006. In Unit 2, 84 percent of the candidates achieved Grades I to V, compared with 74 percent in 2006.

187. Candidates' performance in Unit 1 was weakest in Module 1, Accounting Theory, Recording and Control Systems, whereas in Unit 2, performance was weakest in Module 3, Planning and Decision Making.

188. A common weakness in Unit 1 was the failure to use an accepted format in the preparation of the balance sheets. In Unit 2, many candidates encountered challenges with variable and absorption costing.

189. Performance in the Internal Assessment component of both Units was generally satisfactory though performance was weak in the alternative paper to the Internal Assessment.

Caribbean Advanced Proficiency Examination (CAPE) May/June Sitting

Applied Mathematics

190. This was the third year of the revised Applied Mathematics syllabus. One hundred and fifty-seven candidates wrote the examination this year compared with 143 in 2006. This subject allows candidates to choose from three options, and Option C – Discrete Mathematics; Probability and Distributions; and Particle Mechanics – was for the second consecutive year, the most popular.

191. Sixty-seven percent of the candidates achieved Grades I to V, compared with 85 percent in 2006. Candidates demonstrated a high level of competence in Discrete Mathematics (Module 1) and Probability and Distributions (Module 2) but failed to demonstrate mastery of Particle Mechanics (Module 3).

192. Performance in the Internal Assessment was satisfactory.

Art and Design Units 1 and 2

193. In Unit 1, 100 percent of the candidates achieved Grades I to V. Eighty-four percent of the candidate achieved Grades I to II compared with 70 percent in 2006.

194. Candidates who are able to apply their general knowledge tend to perform much better in Paper 01, Cultural Studies. Knowledge of contemporary artists throughout the Caribbean was lacking among candidates.

195. In Unit 2, 100 percent of the candidates achieved Grades I to V in 2007. Eighty percent of the candidates achieved Grades I to II compared with 94 percent in 2006.

196. The quality of the art work suggests that many candidates are attempting the subject without any previous knowledge of art. Some maturity has been demonstrated, however, in the handling of the themes and the materials.

Biology Units 1 and 2

197. Ninety-one percent of the candidates who sat the Unit 1 examination achieved Grades I to V, compared with 90 percent in 2006. In Unit 2, 97 percent of the candidates achieved Grades I to V, compared with 92 percent in 2006.

198. Paper 01, the multiple choice paper, was introduced for the first time for both Units and performance in these papers was creditable. Performance in Unit 2 improved. The candidate population almost doubled for this Unit. The quality

Caribbean Advanced Proficiency Examination (CAPE) May/June Sitting (continued)

of the Internal Assessment improved over that of 2006. There was evidence of good coverage of the syllabus and emphasis placed on drawing. Some attention needs to be paid to the development of Planning and Designing activities. Many of the activities selected did not follow the prescribed format and in many cases the topics chosen were inappropriate.

Caribbean Studies

199. The candidate entry increased in 2007 by over 3 000 candidates. Consistent performance was maintained with approximately 98 percent of candidates achieving Grades I – V, a performance similar to that of 2006. The numbers achieving Grade I increased significantly from 11 percent in 2006 to 16 percent. The topics for Paper 02 were well handled, with the topic Integration and Culture being the most popular. Topics chosen for the Internal Assessment projects were more diverse this year, but there is still a need for greater attention to be paid to the specific syllabus requirements for components such as limitations, recommendations and conclusions.

Chemistry Units 1 and 2

200. Ninety-one percent of the candidates achieved Grades I to V in 2007 compared with 63 percent in 2006. This examination was based on a revised syllabus for Unit 1, and a revised format for the two external papers. Paper 01 consisted of multiple choice items, and Paper 02 consisted of six compulsory structured essay questions. While candidates' performance showed overall improvement, candidates demonstrated weakness in the areas of mathematical calculations, and graphical representations of experimental data. Performance in the Internal Assessment was satisfactory.

201. Ninety-eight percent of the candidates achieved Grades I to V compared with 78 percent in 2006. While candidate performance in the three modules was satisfactory, candidates continue to demonstrate weakness in writing balanced equations.

Communication Studies

202. Candidates' performance in 2007 was comparable with that of 2006 with 98 percent of candidates achieving Grades I to V compared with 99 percent in 2006. The performance of candidates in Paper 02, the essay paper, and Paper 03, the Internal Assessment, was comparable with 2006. Performance in Paper 01, short answers, and Paper 03/2, the alternate paper for private candidates, declined. There was, however, significant improvement in Paper 01B, the

listening comprehension. Overall, performance in Module 1, Gathering and Processing Information and Module 3, Speaking and Writing, was consistent. However, there was a decline in performance in Module 2, Language and Community. This decline in performance was especially observed in Paper 01A. Comprehension - both aural and written - continues to present a challenge to candidates. The areas of concern identified were lack of critical analysis of the passages in Paper 02, the indiscriminate use of jargon and the lack of knowledge of the Caribbean Creoles.

Computer Science Units 1 and 2

203. The overall performance of candidates in Unit 1 declined when compared with performance in 2006. Seventy-eight percent of the candidates achieved Grades I to V in 2007 compared with 87 percent in 2006. The weakest performance was evident in Module 2 (Applications of Computers) and Module 3 (Computer-Based Problem Solving).

204. In Unit 2, candidates achieving Grades I to V increased from 58 percent in 2006 to 63 percent in 2007. Performance in Paper 02, the essay paper, declined, but there was improvement in Paper 01, the structured paper.

Economics Units 1 and 2

205. Candidate performance in Unit 1 was not as good in comparison with that of 2006. Ninety-three percent of the candidates achieved Grades I to V compared with 97 percent in 2006. Although performance in Paper 01, now multiple-choice format, improved over last year's, candidates did not perform as well in the Paper 02, the essay paper. The area of greatest decline in Paper 02 was Module 3 (Distribution Theory and Applications of Recent Theoretical Developments) which required candidates to analyze and evaluate issues related to size and functional distribution of income, measurement of inequality and factors that contribute to social welfare and poverty.

206. The overall performance of the candidates in Unit 2 was similar to that of 2006. Eighty per cent of candidates achieved Grades I to V. While candidates exhibited a much improved performance in the Paper 01, which is now a multiple choice paper, their performance in Paper 02, the essay paper, was not comparable with performance in this paper in 2006. Weakest performances occurred in Module 3 (Growth, Development and International Economic Relations). Candidates experienced difficulty in responding to questions on regional integration and globalization as well as protectionism and issues relating to exchange rate systems.

207. For both Units, performance in the Internal Assessment was satisfactory.

Electrical and Electronic Technology Units 1 and 2

208. The revised syllabus was examined for the second time this year. In Unit 1, 68 percent of the candidates achieved Grades I to V compared with 71 percent in 2006. In Unit 2, 87 percent of the candidates achieved Grades I to V compared with 73 percent in 2006.

209. Performance in each Unit was generally disappointing, as candidates demonstrated weaknesses in their ability to explain concepts and to solve problems involving computation. Compared with performance in 2006, performance in the Internal Assessment component declined in Unit 2 but was consistent in Unit 1. Generally, reports were good; however, some candidates failed to discuss the outcomes of their projects.

Environmental Science Units 1 and 2

210. For Unit 1, 83 percent of the candidates earned acceptable grades, Grades I to V, compared with 87 percent in 2006. In both years, five percent of the candidates achieved Grade I. Seventy-four percent of the candidates writing Unit 2 in 2007 earned Grades I to V compared with 96 percent in 2006. Three percent of the candidates earned Grade I in 2007 compared with five percent in 2006.

211. For both Units in 2007, candidates exhibited weaknesses in recalling definitions and in understanding basic concepts and principles. Tasks requiring application of knowledge and interpretation of data were challenging for most candidates.

212. The overall performance in the Internal Assessment components was commendable.

Food and Nutrition Units 1 and 2

213. There was a significant improvement in performance in both Units 1 and 2 when compared with 2006.

214. In Unit 1, 98 percent of candidates achieved Grades I to V compared with 88 percent in 2006. In Unit 2, 98 percent of the candidates achieved Grades I to V compared with 80 percent in 2006.

215. Though some candidates demonstrated a sound knowledge of critical nutrition content, many responses provided very general information related to nutrition concepts and failed to address the specific issues raised. Some candidates lacked a thorough understanding of the scientific principles governing Nutrition and Food Preparation.

216. In Unit 1, performance was weakest in Module 3, Food Preparation and Service: Principles and Methods, and in Unit 2,

Caribbean Advanced Proficiency Examination (CAPE) May/June Sitting (continued)

performance was weakest in Module 2, Food Science and Technology.

217. In both Units candidates, generally, performed well on the Internal Assessment component of the examination. Many of the portfolios were well researched and well presented.

French Units 1 and 2

218. Candidates' overall performance in Unit 1 for 2007 was comparable to that of 2006 with 89 percent of candidates achieving Grades I to V, just as in 2006. Performance in Module 1 and Module 3 compared favorably with the same Modules in 2006 while Module 2 showed an improvement. There was a slight improvement in performance in Paper 01, which tested the aural skills, and Paper 03, which tested the literary component of the examination. Paper 02, which tested the reading and writing skills, showed a decline. Performance in Paper 04/I (Internal Assessment) was comparable to that of 2006.

219. Candidates continued to experience problems with grammar and basic vocabulary and many presentations that were good in content suffered because of poor expression.

220. In Unit 2, overall performance was comparable to 2006 with 99 percent of the candidates achieving Grades I to V compared with 100 percent in 2006. However, 20 percent of candidates achieved Grade I in 2007 compared with 16 percent in 2006. Candidates did not perform as well on Module 2 as they did in 2006, but performance compared favourably on the two other Modules. Despite overall good performance, there were still many careless errors in grammatical structures.

Geography Units 1 and 2

221. Approximately 82 percent of candidates writing Unit 1 in 2007 earned acceptable grades, Grades I to V, compared with 80 percent in 2006. Seventy-nine percent of the candidates writing Unit 2 in 2007 earned acceptable grades, the same as in 2006. In both years and in both Units, less than one percent of the candidates achieved Grade I.

222. Some improvement was noted in the performance in questions requiring map-reading and other practical skills. However, basic concepts, definitions, as well as topics in physical geography continue to present challenges to the majority of candidates. The overall performance in the Internal Assessment components in both Units was satisfactory.

Caribbean Advanced Proficiency Examination (CAPE) May/June Sitting (continued)

Geometrical and Mechanical Engineering Drawing Units 1 and 2

223. The overall performance of candidates in both Units improved. In Unit 1, 76 percent of the candidates achieved Grades I to V compared with 75 percent in 2006. In Unit 2, 87 percent of the candidates achieved Grades I to V compared with 73 percent in 2006.

224. Candidates continue to display a lack of knowledge of drawing conventions and a poor level of drawing skills. It is necessary for candidates to improve their line work and lettering – fundamental skills that are lacking at this advanced level of drawing.

225. Candidates' preparation for this examination should also include increased exposure to terms and practices used in the mechanical engineering field. There is also a need for candidates to follow the six-stage design process and to pay attention to functionality of the design.

History Units 1 and 2

226. Performance in Units 1 and 2 was satisfactory. There was slight decline in performance in Unit 1, whereas in Unit 2, performance was significantly improved over 2006.

227. In the Unit 1 examination, 91 per cent of the candidates achieved Grades I to V, compared with 93 per cent in 2006. In Unit 2, 93 per cent of the candidates achieved Grades I to V, compared with 87 per cent in 2006.

228. Though candidates generally demonstrated a satisfactory understanding of several historical issues, some candidates demonstrated poor analytical and essay writing skills. In several instances, information related to concepts was provided without the in-depth analysis of the relevant issues that is required at this level.

229. Candidates continued to show improvement in their research skills and there were many well-researched and well-written papers submitted for the Internal Assessment of both Units.

Information Technology

230. There was a 14 percent increase in the number of candidates entered for the 2007 examination, when compared with 2006. There was a marginal improvement in overall performance with 84 percent of the candidates achieving

Grades I to V compared with 80 percent in 2006. Candidates continued to perform best in Module 1 (Information Systems). The overall performance was affected by candidates' inability to master higher-order skills involving processes such as evaluation and making judgments.

231. Candidates generally performed well in the Internal Assessment component.

Law Units 1 and 2

232. Eighty percent of the candidates who wrote Unit 1 in 2007 earned acceptable grades, Grades I to V. Approximately eight percent of the candidates achieved Grade I. Sixty-four percent of the candidates who wrote Unit 2 earned acceptable grades with three percent achieving Grade I.

233. In Unit 1, candidates performed best in the Module dealing with Caribbean Legal Systems. In Unit 2, candidates demonstrated strengths in the Module dealing with Tort but exhibited weaknesses in topics related to Real Property. In both Units, some fundamental concepts and definitions basic to the discipline continue to be challenging for many candidates. Generally, the performance in the Internal Assessment components of both Units was satisfactory.

Literatures in English Units 1 and 2

234. Ninety-two percent of the candidates achieved Grades I to V in Unit 1, the same percent as last year. However, in 2007 there were fewer candidates achieving the higher grades. Candidates performed satisfactorily on all Modules. Although there was a slight improvement in both Module 2 (Poetry) and Module 3 (Prose Fiction) over performance of 2006, in Module 1 (Drama) there was a decline in performance.

235. In Unit 2, 94 percent of the candidates achieved Grades I to V, compared with 96 percent in 2006. However, a smaller percentage of candidates (39%) achieved Grades I to III in 2007 than in 2006 (45%). While performance on Modules was generally satisfactory, weakest performances by candidates occurred in Module 2 (Poetry).

Management of Business Units 1 and 2

236. There was an improvement in the performance of candidates in both Units.

237. In Unit 1, 83 percent of the candidates achieved Grades I to V compared with 72 percent in 2006. There were improvements in the performance of candidates in Paper 01, the multiple choice paper, and Paper 03/1, the Internal Assessment. The performance of candidates in Paper 02, the essay paper, was consistent with that in 2006.

There was improved performance in the three Modules of the Unit, particularly in Module 2, the Management of People.

238. In Unit 2, the percentage of candidates achieving Grades I to V increased from 89 percent in 2006 to 95 percent in 2007. The performance of candidates in Paper 01, the multiple choice paper, declined from that of 2006. There was a slight improvement in the performance of candidates in Paper 02, the essay paper. Performance in Paper 03/I, the Internal Assessment, continues to be satisfactory. There was a decline in the overall performance of candidates in Module 1, Production and Operations Management. There was marked improvement in the performance in Module 2, Fundamentals of Marketing and Module 3, Small Business Management.

Physics Units 1 and 2

239. Eighty-nine percent of the candidates who sat the Unit 1 examination achieved Grades I to V compared with 86 percent in 2006. For Unit 2, 96 percent of the candidates achieved Grades I to V compared with 86 percent in 2006. The multiple choice paper (Paper 01) was introduced for the first time this year. The general performance in this paper was commendable. For both Units, there was an improvement in performance in Module 3 when compared with previous years. Candidates found the questions assessing Thermometers in Unit 1 and Kirchhoff's laws in Unit 2 challenging.

Pure Mathematics Units 1 and 2

240. Sixty-two percent of the candidates writing Unit 1 in 2007 earned Grades I to V, compared with 63 percent in 2006. Fourteen percent of them achieved Grade I compared with 15 percent in 2006. Seventy-eight percent of the candidates writing Unit 2 in 2007 earned Grades I to V, compared with 81 percent in 2006. Twenty percent of them achieved Grade I compared with 24 percent in 2006.

241. Candidates demonstrated a satisfactory level of competence in routine algorithmic processes especially in operations involving matrices, differentiation and integration. However, improvement is needed in trigonometry, algebraic manipulation, and in demonstrating analytic or deductive competencies. The performance in the Internal Assessment components in both Units was good.

Sociology Units 1 and 2

242. There was a significant improvement in performance in 2007 over 2006. In Unit 1, approximately 95 percent of candidates achieved grades I to V, compared with 77 percent in 2007. In Unit 2, approximately 99 percent achieved this

Caribbean Advanced Proficiency Examination (CAPE) May/June Sitting (continued)

standard compared with 93 percent in 2006. The percentage achieving Grade I rose from less than one to five percent in Unit 1 and from one percent to eight percent in Unit 2. Candidates' responses suggested a greater familiarity with syllabus requirements and greater breadth and understanding of sociological knowledge. While the skills of interpretation, analysis and evaluation showed some improvement, there is still a need for greater development in these areas.

Spanish Units 1 and 2

243. In Unit 1, 85 percent of the candidates achieved Grades I to V compared with 87 percent in 2006. There was an improved performance by candidates in Paper 01, in which the aural component of the examination is assessed. The performance in Paper 02, where the reading and writing skills are assessed was reasonably good, although weaker than that of 2006. The performance of candidates in Paper 03 has shown a declining trend over the past two years. This paper assessed the literary knowledge and written skills. Greater attention must be paid to the development of literary skills, and greater understanding of literature and language is required.

244. In Unit 2, 90 percent of the candidates achieved Grades I to V compared with 93 percent in 2006. There was an improved performance in Paper 01, the aural component of the examination. The performance in Paper 02, reading and writing skills, was reasonably good but showed a decline from 2006. The performance of candidates in Paper 03 was also of an acceptable standard and comparable to 2006. This paper assessed literary knowledge and written skills. Paper 04, the Internal Assessment, assessed the candidates' oral ability. Candidates' performed well and comparable to former years in the Internal Assessment in both Units.

Statistical Analysis

245. The overall performance in Statistical Analysis in 2007 was similar to the performance in 2006. Sixty-seven percent of the candidates achieved Grades I to V, compared with 66 percent in 2006. Candidate performance in Module 1 (Collecting and Describing Data) was satisfactory. However, candidates experienced difficulties with many of the concepts tested in Module 2 (Managing Uncertainty).

246. The performance in the Internal Assessment component was of a high standard.

Outstanding Performance in the May/June 2007 CAPE

247. This is the second year for awards for most outstanding performance in CAPE.

248. Mr Akash Maharaj of Presentation College, Chaguanas, won the award for most outstanding performance overall and for Natural Sciences. He also received the Dennis Irvine plaque. Akash achieved Grade I in nine Units – Caribbean Studies, Communication Studies, Chemistry (Units I and 2), Physics (Units I and 2), Pure Mathematics (Units I and 2) and Applied Mathematics.

249. Three other students from Trinidad and Tobago received awards. Kirby Lochan of ASJA Girls' College, San Fernando, received the award for Environmental Science. She achieved Grade I in eight Units - Caribbean Studies, Communication Studies, Environmental Science (Units I and 2), Biology (Units I and 2) and Chemistry (Units I and 2).

250. Two students from St Joseph's Convent, Port of Spain, received awards. Valene Guerra received the award for the Humanities. She achieved Grade I in eight Units - Caribbean Studies, Communication Studies, History (Units I and 2), Literatures in English (Units I and 2) and Sociology (Units I and 2).

251. Solange Moniquette received the award for Mathematics. She achieved Grade I in eight Units - Caribbean

Studies, Communication Studies, Applied Mathematics, Physics (Units I and 2) Pure Mathematics (Units I and 2), and Statistical Analysis.

252. Three students from Barbados received awards. Shane Lowe, of Harrison College received the Business Studies award. He achieved Grade I in seven Units and Grade II in one Unit. His Grade I subjects were Accounting (Units I and 2), Caribbean Studies, Communication Studies, Management of Business (Units I and 2) and Economics Unit I. He achieved the Grade II in Economics Unit 2.

253. Also from Harrison College, Renée Proverbs received the award for Technical Studies. She achieved Grade I in Caribbean Studies, Communication Studies, Geometrical and Mechanical Engineering Drawing Unit 2, Physics Unit 2, Pure Mathematics (Units I and 2); and Grade II in Geometrical and Mechanical Engineering Drawing Unit I and Physics Unit I.

254. Rhian Avery of Queen's College, Barbados, received the award for Modern Languages. She achieved Grade I in eight Units - Caribbean Studies, Communication Studies, French (Units I and 2), History (Units I and 2) and Spanish (Units I and 2).

255. Jamaican student, Raphael Shackleford, of Campion College, received the award for Computer Science. He achieved Grade I in Caribbean Studies, Communication Studies, Computer Science (Units I and 2), Physics (Units I and 2) and Pure Mathematics (Units I and 2).

CAPE Outstanding Performers



Akash Maharaj
Presentation College, Chaguanas
Trinidad and Tobago
Most Outstanding Overall
Most Outstanding in Natural Sciences



Kirby Lochan
ASJA Girls' College, San Fernando,
Trinidad and Tobago
Most Outstanding in
Environmental Science



Valene Guerra
St Joseph's Convent, Port of Spain,
Trinidad and Tobago
Most Outstanding in the Humanities



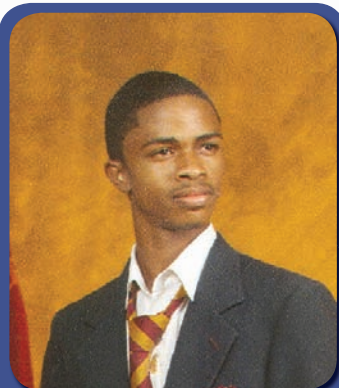
Raphael Shackelford
Campion College, Jamaica
Most Outstanding in
Computer Science



Solange Moniquette
St Joseph's Convent, Port of Spain,
Trinidad and Tobago
Most Outstanding in Mathematics



Rhian Avery
Queen's College, Barbados
Most Outstanding in
Modern Languages



Shane Lowe
Harrison College, Barbados
Most Outstanding in
Business Studies



Renée Proverbs
Harrison College, Barbados
Most Outstanding in
Technical Studies

Syllabus Development Activities



Teachers involved in group discussion during a syllabus orientation workshop

Caribbean Certificate of Secondary Level Competence (CCSLC)

256. During the year staff participated in marketing and promotion activities which took place together with orientation workshops for teachers. Workshops were held in Anguilla, Antigua and Barbuda, Dominica, Grenada, Jamaica, St Kitts and Nevis, St Lucia and St Vincent and the Grenadines.

257. In addition, two workshops for education officials were held in Jamaica. Approximately 3 000 teachers and other educators participated in workshops to obtain information about the CCSLC, discuss issues and concerns and share information on strategies for effective implementation of the programme.

258. Item-writing workshops were also held across the region and these would continue in 2008.

Caribbean Secondary Education Certificate (CSEC) Visual Arts

259. A Review Committee meeting held in March recommended the categorization of the Expressive Forms, previously referred to as Production Options, into Two-Dimensional and Three-Dimensional Forms. The Two-Dimensional Forms will comprise Drawing; Painting and Mixed-Media; Graphic Design; Printmaking; and Surface Decoration. The Three-Dimensional Forms will consist of Sculpture and

Ceramics; Leather Craft; Fibre Arts and Decorative Craft. The Committee's recommendation would reduce the Expressive Forms currently offered from ten to eight and also reduce the number of samples to be submitted for SBA moderation. A draft syllabus incorporating the proposals of the Review Committee was circulated to teachers, subject specialists and other stakeholders and a Panel meeting will be held to finalize the syllabus in January 2008. The finalized syllabus will be submitted for SUBSEC's approval in March/April 2008, and if approved, will be distributed to schools in May 2008, for first examinations in May/June 2010.

Social Studies

260. A Review Committee meeting for this subject also held in March, recommended a reduction of the number of questions in Paper 02 Section C from six to three (one per option), to bring it in line with other subjects in the same cognate group. The Committee also recommended that the syllabus document be presented in landscape format to show more clearly the links among Specific Objectives, Content, Suggested Teaching and Learning Activities and Unifying Concepts. A draft syllabus incorporating the proposals of the Review Committee was circulated among teachers, subject specialists and other stakeholders and a Panel meeting will be held to finalize the syllabus in January 2008. The finalized syllabus will be submitted for SUBSEC's approval in March/April 2008, and if approved, will be distributed to schools in May 2008, for first examinations in May/June 2010.



Mrs Alsian Brown-Perry, Syllabus Officer, conducting orientation workshop with teachers

Caribbean Advanced Proficiency Examination (CAPE)

Pure Mathematics, Applied Mathematics and Statistical Analysis

261. Revised syllabuses for Pure Mathematics, Applied Mathematics and Statistical Analysis were issued to schools in June 2007 for teaching from September 2007 and first examination in May/June 2008. The major change was a merger between the Applied Mathematics and Statistical Analysis syllabuses to form a 2-Unit syllabus, Applied Mathematics.

Biology

262. A revised Biology syllabus was issued to schools in June 2007 for teaching from September 2007 and first examination in May/June 2008. The structure of Section B, Paper 02 was changed to allow candidates to respond to three compulsory essay-type questions, instead of the current choice of three essay-type questions out of six. Further, Modules 2 and 3 of Unit 1 and all Modules in Unit 2 were restructured to provide a more logical sequence of topics.

Physics

263. A revised Physics syllabus was issued to schools in June 2007 for teaching from September 2007 and first examination in May/June 2008. Similar to the revised Biology syllabus, the Section B, Paper 02 was restructured to allow candidates to respond to three compulsory essay-type questions, instead of

Syllabus Development Activities (continued)

the current choice of three essay-type questions out of six. The revised syllabus also provides suggested practical activities in all Modules of the two Units to address concerns about the choice of practical activities used by teachers to assess experimental skills.

Teacher Training Workshops

264. Regional orientation workshops were held in September and October 2006, and January and February 2007, for teachers of the revised syllabuses for Agricultural Science, Human and Social Biology, Principles of Accounts, Principles of Business and CAPE Chemistry. The workshops were held in five territories for teachers across the region. The Ministries of Education in the territories with the largest candidate populations were invited to co-host the workshops by providing a suitable venue and meals for local participants. A total of 1 242 participants from 16 Participating Territories, attended the workshops in the five territories. Ministry of Education officials who attended the workshops gave the assurance that follow-up workshops would be conducted on an on-going basis using persons who were trained at these workshops.



Ms Janice Steel, a member of the CCSLC Mathematics Panel conducting a workshop in Jamaica

The Caribbean Certificate of Secondary Level Competence (CCSLC)



Students of the Denbigh High School discussing the CCSLC at the Choices Expo in Mandeville, Jamaica

265. The Caribbean Certificate of Secondary Level Competence (CCSLC) was developed by CXC in response to a need for a programme and examination that would be appropriate for secondary school students with a wide range of abilities. The programme focuses on the knowledge, skills, competencies, attitudes and values that all secondary school leavers should have.

266. The Council prepared syllabuses for six subjects specifically for this programme. The subjects are – English, Integrated Science, Mathematics, Modern Languages (French and Spanish) and Social Studies. English and Mathematics are compulsory subjects for the award of the CCSLC.

267. The CCSLC is awarded on successful completion of English and Mathematics and at least three other subjects taken from one or a combination of the subject groups listed below.

- CXC subjects developed specifically for the programme for the CCSLC.
- CSEC Technical and Vocational Education and Training (TVET) and Business Studies subjects.
- CSEC Creative and Expressive Arts subjects.
- TVET Regional Level I programmes.
- TVET and other programmes certified by other boards.
- Locally developed enrichment programmes.

Attitudes and Values

The CCSLC will certify that candidates have successfully adopted a range of fundamental attitudes and values including:

- a positive image of self, family, community, region and the world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical abilities and nationality;
- a dislike of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognize equality of opportunity, freedom of expression and association and the right to fair judicial process.

Response to needs of employers

268. Meetings were held with employer groups in several territories. The employers welcomed the inclusion of systematic activities for the development of competencies and attitudes that are desirable in the workplace.

269. At the launch of the CCSLC in Jamaica, Ms Jacqueline Coke-Lloyd, Executive Director of the Jamaica Employers' Federation commented on the benefits to be derived from the CCSLC. With respect to the benefits to the employers, she noted that:

"The CCSLC presents the advantage of a critical investment in human resource development by the Caribbean Examinations Council. This bold step has been long awaited by employers and the Jamaica Employers Federation takes the opportunity to applaud the move. The education and development obtained via the CCSLC will lead to the enhancement of social skills and a better understanding of the world of work and business by potential employees. A by-product of this will ensure that entry-level employees are equipped with the necessary interpersonal skills that will increase trainability and employability."



Mrs Jacqueline Coke-Lloyd

The Caribbean Certificate of Secondary Level Competence (CCSLC) (continued)



Members of the Grenada Employers' Federation discussing the CCSLC

First Examination

270. The first examination for the CCSLC took place in June this year. A total of 2 312 candidates sat examinations and 6 633 subject entries were received. Subjects examined were English, Mathematics, Integrated Science, Social Studies, Spanish and French.

271. The territories that entered candidates for the examination were Anguilla, Antigua and Barbuda, Belize, Jamaica, St Kitts and Nevis and St Vincent and the Grenadines. Discussions with policymakers and education officials indicated that the candidate entries from these territories would increase in 2008. Other territories have also indicated that measures are being taken for students to take examinations in some of the subjects in 2008.



Students from St Kitts and Nevis writing the first CCSLC examination

Orientation workshops

272. Orientation workshops were held in eight territories. Approximately 3 000 teachers and educators attended the workshops. The purpose of the workshops was to explain the philosophy, rationale, structure and content of the CCSLC syllabuses. Teachers also discussed the procedures and activities for the teacher assessment and how to map the CCSLC syllabuses on to existing programmes for the lower secondary school.

273. Two workshops were held for education officers in Jamaica. Thirty-two officers participated in the workshops. The education officers received information on the CCSLC and discussed issues in connection with the implementation of the programme. Through the workshop sessions, education officers were able to clarify issues about the content and assessment of the CCSLC and acquire information that would help them to be better prepared to facilitate and monitor the implementation of the programme.



Honourable Noel Monteith and the Registrar share a light moment during the launch in Jamaica

Marketing and promotion activities for the CCSLC

274. Marketing and promotion activities during the year included the official launch of the CCSLC in several territories; meetings with stakeholders – policymakers, education officials, teachers and other educators, employers, parents and students; participation in interviews and call-in television and radio programmes; preparation and distribution of flyers and posters; and, publication of a special issue of *The Examiner* focusing on the CCSLC.

The Caribbean Certificate of Secondary Level Competence (CCSLC) (continued)

275. The marketing and promotion activities took place in the following territories: Anguilla; Antigua and Barbuda; Belize; British Virgin Islands; Dominica; Grenada; Guyana; Jamaica; Montserrat; St Kitts and Nevis; St Lucia; St Vincent and the Grenadines and Turks and Caicos Islands.

276. These activities will continue in 2008.

Launch of CCSLC in Participating Territories

Anguilla

277. The Honourable Evans Rogers, Minister of Education, Sports, Youth and Culture, launched the CCSLC at a ceremony held at the Teachers' Resource Centre on March 2. Mr Rodney Rey, Permanent Secretary, chaired the ceremony. The Honourable Minister observed that the CCSLC was relevant and important for the continued human development efforts in Anguilla.

278. The Permanent Secretary announced that candidates would begin taking the examinations in 2007. The Registrar provided information on the CCSLC at the ceremony and at meetings with teachers, parents and students.

279. While in Anguilla, the Registrar met with the CXC National Committee and with teachers, parents and students of the Albenia Lake Hodge Comprehensive School. The Registrar also met with the teachers in workshop sessions.



The Registrar presents CCSLC Syllabuses to the Honourable Evans Rogers, Minister of Education, Anguilla

Antigua and Barbuda

280. The CCSLC was officially launched by the Honourable Bertrand Joseph, Minister of Education, Sports and Youth Affairs, at a ceremony held at the Multi-Purpose Cultural Centre on June 13. The Chief Education Officer, Mrs Jacintha Pringle, explained the benefits of the programme to all students. Her address focused on the opportunity provided by the programme for students to develop competencies and desirable attitudes.

281. After the ceremony, the Registrar answered questions from the audience.

282. While in Antigua and Barbuda, the Registrar paid a courtesy call on the Honourable Baldwin Spencer, Prime Minister. The Registrar and the Chief Education Officer participated in a radio call-in programme. A meeting was also held with the Principal and staff of the Antigua State College.

283. The visit coincided with the CXC Awards Ceremony organized by the Ministry of Education.

Grenada

284. The Honourable Claris Charles launched the CCSLC on October 3. At the ceremony, the Registrar explained the rationale, structure, content and assessment procedures. The Minister spoke about the benefits of the CCSLC. Given the Ministry's concerns about the performance of some candidates in English and Mathematics, she informed the gathering that the Ministry would meet the costs of examination fees for students in Form 4 to take the English and Mathematics examinations.

285. While in Grenada, the Registrar and Mr Ciprian Bolah, Local Registrar, appeared twice on the 'Good Morning Grenada' television programme and participated in a radio call-in programme. The Registrar, representatives of the Grenada Union of Teachers and the Parent Teachers' Association and a teacher participated in a television call-in programme. In addition, the Permanent Secretary chaired a press conference which focused on the Ministry's plans for the introduction of the CCSLC. The Registrar also had a meeting with employers and addressed teachers in subject meetings.

Jamaica

286. The CCSLC was launched in Jamaica on February 7 at the Knutsford Court Hotel.

287. Senator Monteith, Minister of State in the Ministry of Education, Youth and Culture, read an address from the Honourable Maxine Henry-Wilson. The ceremony was chaired by the Chief Education Officer, Mr Jasper Lawrence. At the ceremony, the Permanent Secretary, Ms Maria Jones, spoke of the CCSLC as a milestone in the development of Jamaica's education system.

The Caribbean Certificate of Secondary Level Competence (CCSLC) (continued)

The examination for the CCSLC which will commence in June of this year is designed to certify the knowledge, generic competencies and attitudes and values all secondary school leavers should have attained. Its aim is to merge both the general and technical and vocational subjects as well as develop certain competencies to give school leavers the best opportunity to move to the next stage of their development. In this way, the CCSLC provides an alternative path to ensure that all school leavers at this level are certified.



**Honourable
Maxine Henry-Wilson**
Minister of Education, Youth
and Culture

Honourable Maxine Henry-Wilson, Minister of Education, Youth and Culture



Mrs Maria Jones
Permanent Secretary

The CARICOM Ministers of Education have accepted the CCSLC as a fitting solution to the problems that gave rise to their charge to CXC. As a member of CARICOM, and because we are confident that this examination is the correct response to the changing demands of secondary education, Jamaica's Ministry of Education and Youth is fully

supporting the CCSLC. Furthermore, and most importantly, CCSLC will help to advance and entrench Government's commitment to universal secondary education.

Mrs Maria Jones, Permanent Secretary

288. Mr Hopeton Henry, President of the Jamaica Teachers' Association and Ms Jacqueline Coke-Lloyd, Executive Director of the Jamaica Employers' Federation brought greetings from their respective organizations and endorsed the programme for the CCSLC.

The Jamaica Teachers' Association is very happy to be associated with the launch of this new Caribbean Examination. Thousands of our young people will now be given the opportunity to access training or will be given the base that is necessary to build on for further education and for lifelong learning to take place. This will be important for the region as we embark upon the CARICOM Single Market and Economy where there will be free movement of skilled labour.



Mr Hopeton Henry
President of the Jamaica
Teachers' Association

The Jamaica Teachers' Association fully and unconditionally endorses this new examination and pledges the full support of our members. We look forward to working with CXC for the success of this competency based examination.

Mr Hopeton Henry, President of the Jamaica Teachers' Association

289. While in Jamaica, the Registrar, Cleveland Sam, Assistant Registrar (PI and CS) and Mr Jasper Lawrence, the Chief Education Officer provided information to the public on the CCSLC on television and radio programmes.

St Vincent and the Grenadines

290. The Honourable Girlyn Miguel, Minister of Education, launched the CCSLC at a press conference in St Vincent and the Grenadines on June 14. Dr Yolande Wright, Senior Assistant Registrar, Measurement and Evaluation Division (MED) and Mrs Maureen Grazette, Assistant Registrar (MED) participated in the press conference.

Caribbean Vocational Qualification (CVQ)



Students among the audience at the CVQ launch in Trinidad and Tobago

291. Over the past five years, discussions took place with providers of Technical and Vocational Education and Training (TVET), the Caribbean Association of National Training Agencies (CANTA) and the CARICOM Secretariat on the award of the CVQ.

292. The TVET providers have done considerable work in developing curricula and assessment for various areas of TVET. In collaboration with personnel from industry, occupational standards were developed for several areas. These standards were approved by the Council for Human and Social Development (COHSOD).

293. At its meeting in Guyana in October 2006, COHSOD agreed that CXC would work with ministries of education and National Training Agencies to award the CVQ to students in institutions. The CVQ will be based on the regional standards approved by the COHSOD.

294. Essentially the arrangement is for the ministries of education and the NTAs to take responsibility for development



The Registrar (centre) signs the first CVQ agreement with the Honourable Hazel Manning (L), Minister of Education, Trinidad and Tobago and Mrs Angella Jack (R) Permanent Secretary

of curricula; training of teachers, assessors and external verifiers; providing equipment and other resources; and, conducting assessment. The role of CXC would be for quality assurance through processes that include review of documents, sampling work of students, site visits, developing and maintaining a data base of student achievement and providing reports on performance, transcripts and certificates.

295. The introduction of the CVQ was welcomed by all Participating Territories. Two territories – St Kitts and Nevis and Trinidad and Tobago – signed contracts with CXC for work to begin in 2007 for the award of the CVQ in 2008. Discussions have also taken place for similar arrangements to be made with other territories in 2008.

296. The signing ceremony in Trinidad and Tobago took place on May 18, 2007. At the ceremony, the Principal of Mucurapo Senior Comprehensive School spoke of the enthusiasm of students for the certification of TVET programmes by CXC. She noted that “any programme that emphasizes and encourages flexible, innovative and creative methodologies and is geared towards the attainment and demonstration of specified competencies in our students must be a good thing and should be supported.”

297. The Honourable Minister of Education, Senator Hazel Manning gave the feature address.

The signing of this Agreement with CXC embodies a bold collaborative link with community and industry. It is a significant step towards tackling student achievement in the long term because it links community and industry to the new system of Caribbean Vocational Qualifications which:

- expands curriculum opportunities;
- widens certification opportunities; and
- brings the schools, the community and the world of work closer together.

Senator Hazel Manning, Minister of Education, Trinidad and Tobago

298. The signing ceremony in St Kitts and Nevis took place on May 25, 2007. The Honourable Sam Condor, Deputy Prime Minister and Minister of Education commended CXC for its

Caribbean Vocational Qualification (CVQ) (continued)



CVQ Talks: The CANTA working group discusses the Caribbean Vocational Qualification



The Honourable Sam Condor

Deputy Prime Minister and Minister of Education, Youth, Social and Community Development and Gender Affairs

work with the National Training Agencies in developing a system for quality assurance for the award of the CVQ. He noted that the award “was timely and came at a time when St Kitts and Nevis is vigorously striving to meet the demand for an expanded, skilled workforce by the introduction of Technical and Vocational Education and Training and certification for both the in-school and out-of-school population.”

Visual Arts Exhibition in Trinidad and Tobago



Mrs Cheryl Davis, (2nd right) Art Teacher describes pieces on display to Mrs Sharon Mangroo (left), Director of Curriculum and other Curriculum Officers

299. The CXC annual Visual Arts exhibition, which started four years ago, was hosted this year by the Ministry of Education in Trinidad and Tobago. It was held at the Learning Resource Centre in Couva from April 30 to May 9. An opening ceremony, chaired by Mrs Merle Baker, Curriculum Coordinator for Visual and Performing Arts, took place on April 30.

300. Mr Henry Saunders, the Assistant Director of Curriculum gave the opening remarks, Mr Cleveland Sam, CXC Assistant Registrar (Public Information and Customer Services) brought greetings from CXC and Mrs Sharon Mangroo, Director of Curriculum, gave the opening address. A group "Teen Alert" performed a dance and the Golden Hands Steel Orchestra provided steel pan music.

"Visual Arts affords us the opportunity to reflect on self and society. It even moves with technology keeping us in touch and making simpler, those tasks which seem daunting and difficult. It engages and evokes one's emotions to matters of grave importance and consequences, while, on the lighter side of life, it facilitates the need for us to enjoy the beauty around us seen through the eyes of others.

We thank the CXC, the examining body, for the contribution it has made to encourage the young artists among us, through the mounting of this display of work from across the region.

*Excerpt from address by Mrs Sharon Mangroo,
Director of Curriculum.*

301. Arrangements were made for students to visit the exhibition. Each school district was given a specific time to visit and this facilitated the flow of students and other visitors. The exhibition included art pieces from top students from across the region and samples of art work that met requirements of CSEC Visual Arts in the categories: Drawing, Imaginative Composition, Graphic Design, Print Making, 3-Dimensional Design, Fibre Arts, Surface Decoration, Ceramics, Leather Craft and Decorative Craft.

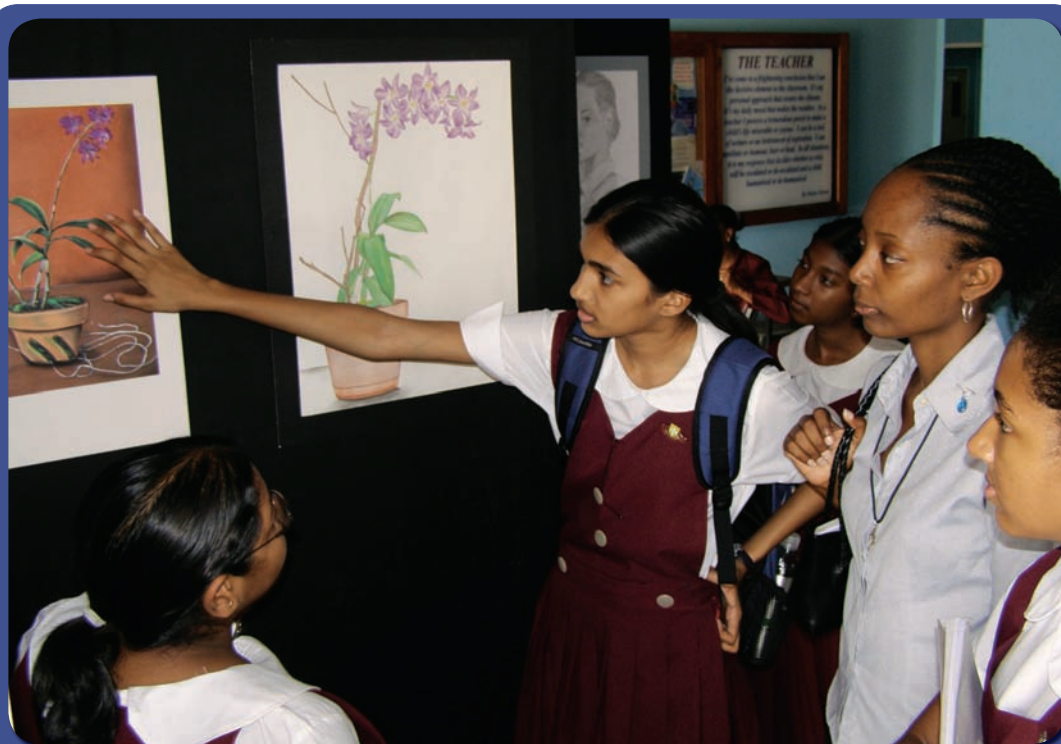
302. Teachers and students were able to see the standard of work required at the CSEC level. They benefited from viewing exhibits that were selected as good art work by the CXC examiners. There were several exhibits from four schools in Trinidad and Tobago. Visitors were particularly impressed with the leather craft work done by students from the Coryal High School.

303. There was good media coverage of the exhibition. The Express newspaper carried an article; Mr Cleveland Sam, Mrs Merle Baker, and Mrs Cheryl Davis, Art Teacher at the Cunupia High School were interviewed on the TV6 Morning Edition; and Gayelle Television also featured the exhibition.

304. Teachers and facilitators helped to mount the exhibition and assisted in various ways during the exhibition.

305. CXC expressed thanks to Mrs Merle Baker, Visual and Performing Arts Curriculum Coordinator; Art facilitators – Annette Antoine and Curtis Reefer; and teachers – Cheryl Davis, André Reyes, Dennis Frederick, Nyron Lee Kong and Sita Rambhajan for their work in helping to organize the exhibition and to ensure that many teachers and students benefited from this exercise.

Visual Arts Exhibition in Trinidad and Tobago (continued)



This 'Potted Orchid' has the full attention of these students and their teacher

Other Exhibitions

306. Staff participated in the Choices Education and Career Expo held in Jamaica on June 5 and 7. The Expo was held at the Hilton Hotel in Kingston on Tuesday June 5 and at the Gulf View Hotel in Mandeville on Thursday June 7.

307. While the CCSLC was the main focus at the Expo, the opportunity was used to showcase the other examinations and the work of the Council.

308. CXC participated in the United States Embassy College Fair held in Trinidad and Tobago on September 29 and 30th at the International School Auditorium. During the fair, Council representatives interacted with students and parents as well as college and university officials from the USA. On Sunday September 30, AR (PI and CS) made a presentation on CXC certification to the college and university representatives.

Implementation of Electronic School Based Assessment Module

309. In 2007, the Council continued to make significant investments in technology enhancements for effective examination administration and data processing.

310. Electronic Registration (e-Registration) which was introduced two years ago was developed fully. CXC staff met with education officials, principals and teachers in some territories to provide information and assistance to enable them to follow correct registration procedures. In addition, flyers detailing the rules relating to selection of options for School Based Assessment were prepared and distributed widely.

311. After the successful introduction of the e-Registration of candidates, a module for electronic submission of School Based Assessment (e-SBA) was developed.

312. A pilot programme for e-SBA has been introduced in some schools in 2004. Based on the outcomes of the pilot, the e-SBA module had to be revised.

313. In 2007, 50 schools from seven territories (Barbados, Belize, Guyana, Jamaica, St Kitts and Nevis, St Vincent and the Grenadines and Trinidad and Tobago) used the revised module. In order to assist education officials and teachers in using the module, workshops were held in three of the territories. The territories also received CDs containing the application and a training video.

314. Users of the module have indicated that it was easy to use and much more efficient than the procedure of completing forms to be submitted to CXC. In 2008, the module will be fully implemented in all Participating Territories.

315. Some of the benefits to be derived from the use of the e-SBA module are:

- reduction in the volume of paper records sent to CXC;



Mr Andre Blair, AR-Programmer and Mrs Megan Vitoria, Business Analyst working on the e-SBA module software

- reduction in data input from teachers since only profile scores for each candidate (and not detailed scores for an entire group) are required;
- automation in the selection, based on specified criteria, of candidates whose SBA scores will be used for moderation;
- links between e-SBA and e-Registration which will ensure that candidates are registered correctly for the options selected – this will reduce examination processing time since much time is lost when errors are made in registration;
- automation of calculation of total scores;
- reduction in processing time and costs since the processes in capturing data after these are sent to CXC will be eliminated.

316. The full implementation of the e-SBA module will be done early in 2008. This schedule would allow time for any correction in registration data obtained in December 2007.

The Administrative and Finance Committee (AFC)

317. The Administrative and Finance Committee (AFC) is appointed by the Council.

318. The AFC comprises a representative on Council from each of the Participating Governments of Barbados, Guyana, Jamaica and Trinidad and Tobago and four representatives on Council from the other Participating Governments.

319. The AFC deals with administrative matters such as the budget and investment of funds, appointments of Principal Staff and the implementation of policies, for example, with respect to investments in technology, training, insurance and medical schemes and terms and conditions of staff.

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

320. The Sub-Committee of the School Examinations Committee (SUBSEC) comprises the Chairperson, the immediate Past Chairperson, one representative from each of the two regional universities; one representative from Barbados, Guyana, Jamaica and Trinidad and Tobago; four

Committees of the Council

representatives from other Participating Territories selected so as to cover both the Eastern and Western Zone, and no more than three members co-opted by the Chairperson from time to time.

321. SUBSEC deals with syllabuses and examination-related issues.

Final Awards Committee (FAC)

322. The Final Awards Committee

- (a) makes decisions on awards of grades to candidates;
- (b) considers appeals by persons concerning the examinations;
- (c) reviews earlier decisions in the light of material or evidence submitted by an appellant and makes a final decision;
- (d) considers irregularities affecting the examination and takes appropriate action.



L to R: Dr Gordon Harewood, Ms Catherine Daniel, Mrs Juliet Persico, Mr Hilton Browne and Mr Anderson Marshall paying close attention to the proceedings during August FAC meeting



Members of Final Awards Committee are focused on the task at hand - L to R: Dr Bernard Tappin, Mr Jasper Lawrence, Mrs Coreen Kennedy and Mr Angel Smith

Members of the Administrative and Finance Committee (AFC)



Current Chairman Professor E Nigel Harris (centre) with past Chairmen Sir Roy Augier (left) and Sir Keith Hunte (right)



Mr Osmond Petty
Deputy Chairman
Permanent Secretary
Ministry of Education, Youth,
Social and Community
Development
and Gender Affairs
St Kitts and Nevis



Mrs Jacintha Pringle
Chief Education Officer
Ministry of Education,
Sports and Youth Affairs
Antigua and Barbuda



Mrs Atheline Haynes
Permanent Secretary
Ministry of Education,
Youth Affairs and Sports
Barbados



Mr Pulandar Kandhi
Permanent Secretary
Ministry of Education
Guyana



Ms Marian McNab
Chief Executive Officer
Ministry of Education
and Labour
Belize



Mrs Angella Jack
Permanent Secretary
Ministry of Education
Trinidad and Tobago



Mrs Maria Jones
Permanent Secretary
Ministry of Education,
Youth and Culture
Jamaica

*Missing – Dr Rufina Frederick: Permanent Secretary, Ministry of Education and Culture, St Lucia

*Members of the Sub-Committee of the
School Examinations Committee (SUBSEC)*



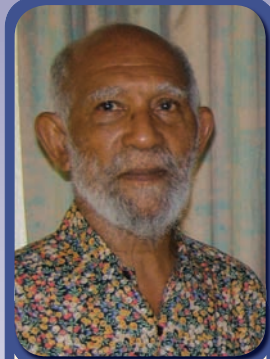
Professor E Nigel Harris
Chairman
Vice Chancellor
University of the
West Indies



Mr Osmond Petty
Deputy Chairman
Permanent Secretary
Ministry of Education Youth,
Social and Community
Development and
Gender Affairs
St Kitts and Nevis



Sir Keith Hunte
Past Chairman



Sir Roy Augier
Past Chairman



**Professor Hazel
Simmons-McDonald**
Pro Vice Chancellor
University of the
West Indies
Cave Hill Campus



Ms Colleen Horsford
Local Registrar
Ministry of Education,
Health and Social
Development
Anguilla



Ms Idamay Denny
Deputy Chief
Education Officer
Ministry of Education,
Youth Affairs and Sports
Barbados



Mrs Beatrice Fulford
Director of Education
Ministry of Education,
Youth, Sports, Culture, Arts
and Gender Affairs
Turks and Caicos Islands



**Mrs Claudia
Morgan-Carter**
Testing and
Measurement Officer
Ministry of Education
and Labour
Grenada



Mrs Juliet Persico
Superintendent of
Examinations
Ministry of Education
Guyana



Mr Jasper Lawrence
Chief Education Officer
Ministry of Education,
Youth and Culture
Jamaica



Mr Peter O'Neil
Chief Education Officer
Ministry of Education,
Trinidad and Tobago



Mrs Delores Thompson
Deputy Principal
John Gray High School
Cayman Islands



Dr Marlene Cox
Director of Resources,
Mobilisation and Planning
University of Guyana

Marketing and Public Relations Activities



Mr Lennox McLeod, Syllabus Officer explains the CXC offerings to students visiting the booth at the Choices Expo

323. During the year, the Registrar, Pro-Registrar, Assistant Registrar, Public Information and Customer Services, and staff visited several Participating Territories and met with policy makers, teachers and other educators and various interest groups to market and promote the Council's programmes. This year the focus was on the programme for the CCSLC and the introduction of the CVQ.

324. Activities which took place included those listed below.

Anguilla

325. March 1 – 2: The Registrar and staff met with the CXC National Committee and with parents and teachers of Albena Lake Hodge Comprehensive School. The official launch of the CCSLC took place on March 2. Orientation workshops were held for teachers of subjects for the CCSLC.

Antigua and Barbuda

326. June 11 – 14: The official launch of the CCSLC took place on June 13. The Registrar, Mr McLeod and Ms Stephens (Assistant Registrars – Syllabus Unit) participated in the CXC Awards Ceremony.

327. Orientation workshops were conducted for teachers.

328. The Registrar and Ms Jacintha Pringle, Chief Education Officer, participated in a radio call-in programme which lasted for 90 minutes.

Barbados

329. Meetings were held during the year with the Honourable Anthony Wood, Minister of Education, Youth Affairs and Sports, Ms Atheline Haynes, Permanent Secretary, Ms Wendy Griffith-Watson, Chief Education Officer and Ms Idamay Denny, Deputy Chief Education Officer, on the CCSLC, arrangements for the award of the CVQ, the Barbados Secondary Schools Entrance Examination (BSSEE), accommodation for CXC and other administrative matters.

330. CXC staff also visited schools on request, for example, on Teachers' Professional Day.

Belize

331. May 8 – 9: Meetings were held with the Honourable Francis Fonseca, Attorney General and Minister of Education, Ms Marian McNab, Chief Executive Officer, Ms Maud Hyde, Chief Education Officer and Mr Alan Genitty, Deputy Chief Education Officer. Meetings were also held with the Belize Association of Principals of Secondary Schools.

332. The Registrar, Local Registrar, Chairman of the CXC National Committee and a teacher were guests on a talk show – Love FM. The Registrar was also interviewed by Mr Norris Hall of the Government Information Service. A meeting was also held with teachers at the St. Katherine Academy.



Mr Alan Genitty, Deputy Chief Education Officer, Belize and the Registrar speaking to principals and teachers during a meeting in May

British Virgin Islands

333. October 29-30: The Registrar paid a courtesy call on the Honourable Andrew Fahie, Minister of Education and Culture. She also met with Ms Julia Christopher, Permanent Secretary, Ms Arlene Smith, Deputy Permanent Secretary, and

Ms Prudence Mathavious, Chief Education Officer, to discuss the CVQ, the CCSLC and other CXC matters.

334. A press conference was held to provide information on the CCSLC. The Registrar visited some secondary schools and the Bregado Flax Educational Centre in Virgin Gorda and met with personnel from the community college.

Cayman Islands

335. March 7-9: Two education officers, Miss Lisa Prendergast and Mr Fred Spiers, visited CXC Headquarters to obtain information on the Council's operations, in general, and the examination administration and data processing, in particular.

Dominica

336. January 25-27: The Registrar attended the meeting of the OECS Education Ministers and made a presentation on the CCSLC.

337. Orientation workshops were held for teachers.

Grenada

338. October 3-4: The CCSLC was officially launched on October 3. During her visit for the launch, the Registrar and Mr Ciprian Bolah (CXC Local Registrar) were guests on two mornings on the 'Good Morning Grenada' programme. They were also interviewed on a radio call-in programme.

339. The Registrar, a representative of the Teachers' Union, a representative of the Parent Teachers' Association and a teacher participated in a television call-in programme. Mr Martin Baptise, Permanent Secretary, convened a press conference and the Registrar provided information on the CCSLC.

340. The Registrar and the Local Registrar met with employers and shared information on how the CCSLC programme addresses concerns of employers. The Registrar also explained the articulation of CAPE with other post-secondary programmes.

Guyana

341. The Registrar met with the Honourable Shaikh Baksh, Minister of Education, and the Honourable Dr Desery Fox, Mr. Pulandar Kandhi, Permanent Secretary Ms. Genevieve Whyte-Nedd, Chief Education Officer, Ms Juliette Persico, CXC Local Registrar and other education officials. The meetings focused

Marketing and Public Relations Activities (continued)

on the CCSLC and CVQ. The need for continued vigilance in security arrangements for CXC's examination papers was also discussed.

342. Staff conducted workshops for e-Registration and e-SBA.



Cleveland Sam AR-(PI and CS) explaining the CCSLC to students at the Choices Education and Career Expo in Mandeville, Jamaica

Jamaica

343. January: The Pro-Registrar was interviewed by the Jamaica Information Service (JIS) about the CCSLC.

344. Mr Jasper Lawrence, Chief Education Officer and the AR (PI and CS) were interviewed on Power 106 *Independent Talk* morning programme on January 29.

345. February: On February 6, the Registrar and the AR (PI and CS) appeared on a morning television programme, *Smile Jamaica*. On the same day, the Registrar and the CEO were interviewed by the JIS for a television programme, *Questions and Answers*. Later that day, the CCSLC was officially launched at the Knutsford Court Hotel.

346. On February 8, the Registrar was a guest on the CVM programme *Jamaica at Sunrise*.

347. On February 9, the Registrar, the CEO and a Principal were interviewed on a radio programme *Beyond the Headlines*; and Ms. Cheryl Stephens (Assistant Registrar – Syllabus Unit) was a guest on *Independent Talk* on Power 106 FM.

Marketing and Public Relations Activities (continued)

348. May: On May 1, the Registrar and CEO were guests on *Independent Talk on Power 106 FM*. On May 2, the Registrar and CEO appeared on the programme, *Smile Jamaica*.

349. Throughout the year, the Pro-Registrar and Staff of the Syllabus Unit conducted several workshops for teachers, visited schools, met with principals and education officers to provide information about the CCSLC and to facilitate the implementation of the programme.



Cleveland Sam, AR (PI and CS) speaking with students about the CXC Associate Degree Programme

Montserrat

350. On June 15, the Registrar met with the Honourable John Osborne, Minister of Education and Labour, Ms Kathleen Greenaway, Director of Education, Ms Yasmin White, Local Registrar, and the Principal and senior staff at the Montserrat Secondary School and the Montserrat Community College. The Registrar and Ms Kathleen Greenaway spoke at a press conference on the CCSLC.

St. Kitts and Nevis

351. February 15-16: On February 15, the Registrar, Honourable Sam Condor, Deputy Prime Minister and Minister

of Education, Youth, Social and Community Development and Gender Affairs, Mr Osmond Petty, Permanent Secretary and Mr Patrick Welcome, Chief Education Officer, attended a press conference.

352. On the same day, the Registrar was guest speaker at a lunch hosted by the St Kitts Rotary Club; and, later that evening, the Registrar and the Permanent Secretary participated in a radio, call-in programme *Prime Talk*.

353. On February 16, the Registrar participated in a press conference held in Nevis and along with the syllabus officers and education officials met with representatives of employers and other private sector interest groups.

354. Orientation workshops were held for teachers.

355. May 25: The Registrar signed a contract on behalf of the Council with the Ministry of Education, Youth, Social and Community Development and Gender Affairs, for the award of the CVQ.

St. Lucia

356. March 6-7: Two staff members, Dr Gordon Harewood and Mrs Arlene Kirkpatrick, of the Measurement and Evaluation Division conducted workshops for teachers to prepare them for the introduction of the CCSLC.

St Vincent and Grenadines

357. June 14-15: The CCSLC was launched by the Honourable Girlyn Miguel at a press conference in which Dr Yolande Wright (Head of Measurement and Evaluation) and Mrs Maureen Grazette (Assistant Registrar) participated. Workshops were also held for teachers of the CCSLC programme.

Trinidad and Tobago

358. September 29-30: A Visual Arts Exhibition was held at the Learning Resource Centre.

359. The AR (PI and CS), Mrs Merle Baker, Curriculum Officer and Mrs Cheryl Davis, Visual Arts Teacher were guests on the Morning Edition television programme. The AR (PI and CS), and Mrs Davis were also interviewed for a programme by the Gayelle television.

360. May 18: The CVQ was launched at a ceremony at the Hilton Hotel.

361. Ms Leona Emtage, Assistant Registrar, Measurement and Evaluation Division met with principals to deal with matters related to CAPE.

Turks and Caicos Islands

362. November 1-2: Meetings held with the Honourable Carlton Mills, Minister of Education, Youth, Sports and Culture, Mrs Sonia Williams, Permanent Secretary (Ag) and other education officials. Meetings were held with Principals and staff of secondary schools in Grand Turk and North and South Caicos.

363. The media attended the meeting with teachers in Providenciales.

Other Public Relations activities

364. Press releases were issued during the year as follows:

- March – on the results of the CSEC examination in January

Marketing and Public Relations Activities (continued)

- April – on the Visual Arts exhibition held in Trinidad and Tobago.
- August – on the May/June CSEC examinations and CAPE.
- October – on the CSEC and CAPE top awards.
- November – on the 2007 Council meeting.

365. Four issues of *Team CXC*, the Council's internal newsletter were prepared and distributed. A special edition of the *Caribbean Examiner* was prepared and distributed widely.

366. Discussions continued with colleges and universities on the articulation of the Council's programmes, in general, and the Associate Degree, in particular, with programmes offered regionally and internationally.

367. The video documentary on CXC which was distributed in 2006 continues to be shown on television stations in Participating Territories.



The Registrar and Ms Kathleen Greenaway, Director of Education in Montserrat speaking at a press conference

Regional and International Meetings



The Registrar speaking with the Honourable Baldwin Spencer, Prime Minister of Antigua and Barbuda during a courtesy call

368. During the year under review, the Registrar attended various meetings and met with policy makers and stakeholders to advance the work of the Council.

- January 23: Attended the OECS Ministers of Education meeting in Dominica and presented a paper on CXC activities.
- January 28: Attended the Executive Committee meeting of the International Association for Educational Assessment (IAEA) in Paris.
- February 7: Addressed the launch of the CCSLC in Jamaica.
- February 14: Addressed the Rotary Club of St Kitts at a lunch its weekly meeting in St Kitts and Nevis.
- March 2: Spoke at the launch of the CCSLC in Anguilla.
- May 9: Along with Cleveland Sam, Assistant Registrar (PI and CS) paid a courtesy call on the Honourable Said Musa, Prime Minister of Belize, and the Honourable Francis Fonseca, Attorney General and Minister of Education.
- May 18: Along with Fitzroy Marcus, MED Officer, visited Trinidad and Tobago to sign a contract with the Ministry of Education for the award of the CVQ.
- May 25: Visited St Kitts and Nevis to sign a contract with the Ministry of Education, Youth, Social and Community Development and Gender Affairs for the award of the CVQ.

- June 11: Along with Lennox McLeod and Cherryl Stephens, Syllabus Officers, visited Antigua and Barbuda for the launch of the CCSLC and orientation workshops for teachers. While in Antigua and Barbuda, the Registrar paid a courtesy call on the Honourable Baldwin Spencer, Prime Minister.
- June 14: Met with Dr John Osbourne, Minister of Education, Health, Community Services and Labour, Education Officials, Principal of the Secondary School and teachers and Principal and staff of the Community College to discuss the CCSLC, CVQ and other CXC programmes.
- June 21: Visited Trinidad and Tobago to attend meetings with Ministry of Education officials.
- June 26-29: Visited Jamaica to attend meetings with Ministry of Education officials.



The Honourable Claris Charles, Minister of Education and Labour, Grenada and the Registrar

Regional and International Meetings (continued)

- July 25-27: Attended the Consortium for Belize Educational Cooperation, (COBEC), Summer Conference at the University of North Florida, Jacksonville, Florida, USA.
- August 22: Along with Mr Baldwin Hercules and Dr Yolande Wright, Senior Assistant Registrars attended a meeting to review the 2007 administration of the Secondary Entrance Assessment (SEA) in Trinidad and Tobago. The Registrar also met with the Minister of Education and the Chief Education Officer to discuss CAPE and CVQ.
- August 23: Met the Honourable Claris Charles, Minister of Education and Labour; Mr Martin Baptiste, Permanent Secretary (Ag) and education officers in the Ministry of Education in Grenada.
- August 29: Met with the Honourable Anthony Wood, Minister of Education, Youth Affairs and Sports in Barbados; Mrs Atheline Haynes,



The Registrar presents the Honourable Dr John Osbourne, Minister of Education, Health, Community Services and Labour in Montserrat with CCSLC Syllabuses

Regional and International Meetings (continued)



The Registrar with the Honourable Said Musa (L) Prime Minister and the Honourable Francis Fonseca, Attorney General and Minister of Education, Belize

Permanent Secretary and Mrs Wendy Griffith-Watson, Chief Education Officer, to discuss the introduction of the CCSLC and the CVQ.

- September 16-21: Along with Mr Baldwin Hercules, Senior Assistant Registrar, attended the 33rd Annual Conference of the International Association for Educational Assessment (IAEA) in Baku, Azerbaijan.
- October 3: Attended the launch of the CCSLC in Grenada along with Dr Leyland Thompson and Mr Lennox McLeod, Syllabus Officers. While in Grenada they

also held meetings with employers and orientation workshops for teachers.

- October 10: Along with Senior Manager, Mr Guy Hewitt, attended a meeting of COHSOD held in Guyana.

While in Guyana, the Registrar met with the Honourable Shaikh Baksh, Minister of Education and senior officers from the Ministry of Education.

- October 26: Attended a meeting of Heads of Community Institutions under the Revised Treaty of Chaguaramas and other regional institutions, convened by the Secretary-General, Caribbean Community (CARICOM).
- October 29-30: Paid a courtesy call on the Honourable Andrew Fahie, the Minister of Education and Culture in the British Virgin Islands and met with the Permanent Secretary and education officials and visited schools.
- November 2: Paid a courtesy call on the Honourable Dr Carlton Manley Mills, Minister of Education, Youth, Sports and Culture, Turks and Caicos Islands, and met with education officials, principals and teachers.
- November 8-9: Paid a courtesy call on the Honourable Andrew Holness, the Minister of Education, Youth and Culture in Jamaica and met with Mrs Maria Jones, Permanent Secretary, the Director of the UWI Board of Undergraduate Studies and the Mona Campus Principal.



Staff

369. The following persons left the employ of the Council in the year 2007:

Headquarters

- Mrs Dennis O'Neale, Clerk (S/OM), with effect from April 30, 2007
- Ms Elma Licorish, SAR (Production), with effect from June 30, 2007

Western Zone Office

- Ms Tanneka Newell, Stenographer (Exams), with effect from January 1, 2007
- Mr Wesley Barrett, Pro-Registrar, with effect from October 30, 2007

New Appointments

Headquarters

Name	Post	Effective Date
Ms Michelle Graham	Maid/Cleaner (Secretariat and Office Management)	March 1, 2007
Mr Konrad Cadogan	Messenger/Office Attendant (Secretariat and Office Management)	March 5, 2007
Mrs Heather Hennis	Assistant Registrar – (Measurement and Evaluation)	June 1, 2007
Ms Benita Byer	Assistant Registrar - (Measurement and Evaluation)	September 1, 2007

Western Zone Office

Mrs Judith Taylor	Administrative Assistant (Human Resources)	February 1, 2007
Mr Glenroy Cumberbatch	Pro-Registrar	September 1, 2007
Ms Arana Thompson	Receptionist	September 17, 2007

Employee Awards

370. The Council will honour the following long service staff members in 2007 for their dedication and commitment.

Headquarters

25 years' service

- Mrs Wendy Patrick, Executive Secretary (Registrar's Office)

20 years' service

- Mr Shirland Scantlebury, Watchman, (S/OM)
- Ms Judy Lokey, Clerk/Typist, (Production)
- Mrs Andrea Gill-Mason, Stenotypist, (MED)

15 years' service

- Mrs Esther Leacock, Senior Clerk, (EAD)

10 years' service

- Mrs Avonda Foster, Clerk, (EAD)
- Ms Carla Hendy, Clerk/Typist, (EAD)
- Mr Anthony Haynes, Assistant Registrar, (MED)

5 years' service

- Mr Anderson Marshall, Financial Controller, (Finance)
- Mr Cleveland Sam, Assistant Registrar, (Registrar's Office)
- Ms Roslyn Harewood, Assistant Registrar, (S/OM)
- Mr Sean Wilson, Assistant Registrar, (Finance)
- Ms Paula Nicholls, Clerk/Typist, (EAD)
- Ms Kemba Gordon, Compositor, (Production)

Western Zone Office

10 years' service

- Mr Lennox McLeod, Assistant Registrar, (Syllabus)
- Dr Leyland Thompson, Assistant Registrar, (Syllabus)
- Ms Eleanor McKnight, Assistant Registrar, (Examinations)

5 year's service

- Mr Sean Brissett, Senior Assistant Registrar, (Administration)
- Mrs Alsian Brown-Perry, Assistant Registrar, (Syllabus)
- Mrs Sheree Richards-Deslandes, Accounting Officer, (Finance)
- Ms Ava Henry, Accounts Clerk, (Finance)
- Mrs Sheryl Shirley-McGregor, Stenographer/Clerk (Syllabus)



Mr Glenroy Cumberbatch, new Pro Registrar has the attention of Mrs Leona Emtage and Mrs Nordia Weeks (backing) during his meeting with HQ staff

Appendix 1

January CSEC Entry and Performance Data

TABLE 1
CSEC January Sitting: A Comparison of 2006 and 2007 Candidate Entries by Territory

Territory	2006		2007		DIFF 2006-2007	
	No.	%	No.	%	No.	%
Antigua and Barbuda	355	1.67	339	1.36	-16	-4.51
Anguilla	56	0.26	72	0.29	16	28.57
Barbados	1,569	7.37	1,809	7.28	240	15.30
Belize	11	0.05	7	0.03	-4	-36.36
BVI	6	0.03	4	0.02	-2	-33.33
Cayman	15	0.07	20	0.08	5	0.00
Dominica	79	0.37	69	0.28	-10	-12.66
Grenada	182	0.86	337	1.36	155	85.16
Guyana	419	1.97	552	2.22	133	31.74
Jamaica	6,945	32.64	7,932	31.92	987	14.21
Montserrat	9	0.04	26	0.10	17	188.89
Saba	7	0.03	7	0.03	0	0.00
St Kitts and Nevis	152	0.71	220	0.89	68	44.74
Saint Lucia	875	4.11	898	3.61	23	2.63
St Vincent and the Grenadines	227	1.07	278	1.12	51	22.47
Trinidad and Tobago	10,134	47.62	11,961	48.13	1827	18.03
Turks and Caicos	208	0.98	290	1.17	82	39.42
St Maarten	30	0.94	31	0.12	1	3.33
TOTAL	21,279	100.59	24,852	100.00	3573	16.79

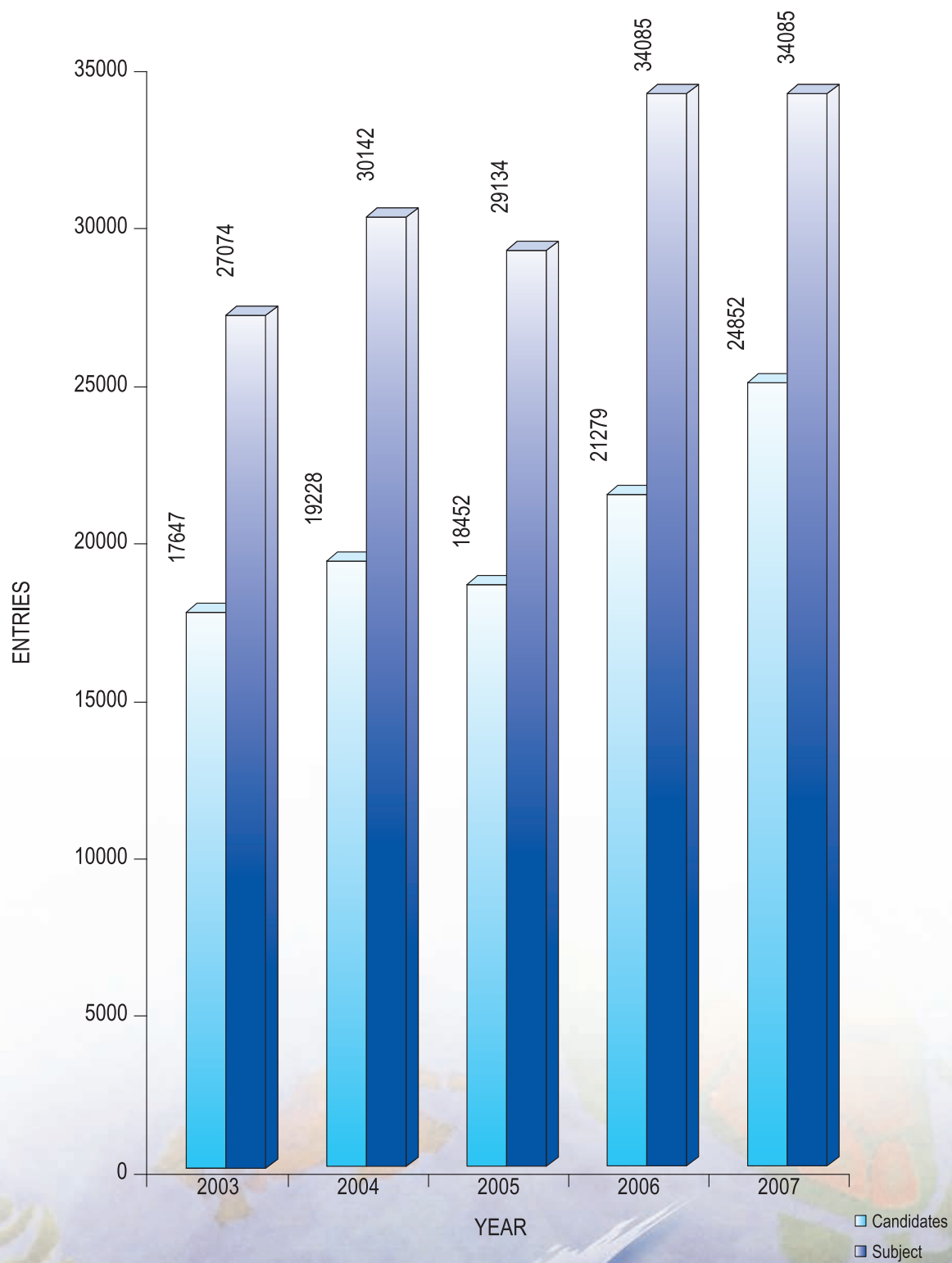


FIGURE 1: JANUARY SITTING: REGIONAL ENTRIES 2003-2007

Appendix 1 (continued)

TABLE 2
ANALYSIS OF PERFORMANCE OF REGIONAL CANDIDATE POPULATION IN
INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: JANUARY SITTING 2007

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES
						I	II	III	IV	V	VI	OTHER*	I-III
Biology	G	M	244	212	No.	7	54	99	63	12	1	45	160
					%	3.3	25.5	46.7	29.7	5.7	0.5		75.47
	G	F	433	366	No.	17	62	159	107	21	1	69	238
					%	4.6	16.9	43.4	29.2	5.7	0.3		65.03
	G	T	717	603	No.	24	116	258	170	33	2	114	398
					%	4.0	19.2	42.8	28.2	5.5	0.3		66.00
Chemistry	G	M	232	196	No.	14	49	97	68	35	7	57	160
					%	7.1	25.0	49.5	34.7	17.9	3.6		81.63
	G	F	317	279	No.	8	49	91	89	59	3	56	148
					%	2.9	17.6	32.6	31.9	21.1	1.1		53.05
	G	T	682	569	No.	22	98	188	157	94	10	113	308
					%	3.9	17.2	33.0	27.6	16.5	1.8		54.13
English (A)	G	M	4601	4185	No.	203	593	1317	1849	955	12	509	2113
					%	4.9	14.2	31.5	44.2	22.8	0.3		50.49
	G	F	6746	6174	No.	427	1074	2108	2598	1117	21	683	3609
					%	6.9	17.4	34.1	42.1	18.1	0.3		58.45
	G	T	13466	12274	No.	630	1667	3425	4447	2072	33	1192	5722
					%	5.1	13.6	27.9	36.2	16.9	0.3		46.62
H & S Biology	T	M	218	165	No.	4	23	99	106	50	0	82	126
					%	2.4	13.9	60.0	64.2	30.3	0.0		76.36
	T	F	898	708	No.	22	176	456	523	208	6	275	654
					%	3.1	24.9	64.4	73.9	29.4	0.8		92.37
	T	T	2030	1673	No.	26	199	555	629	258	6	357	780
					%	1.6	11.9	33.2	37.6	15.4	0.4		46.62
Information Technology	T	M	168	129	No.	14	68	58	48	36	2	32	140
					%	10.9	52.7	45.0	37.2	27.9	1.6		108.53
	T	F	234	205	No.	23	71	93	56	32	2	62	187
					%	11.2	34.6	45.4	27.3	15.6	1.0		91.22
	T	T	597	503	No.	37	139	151	104	68	4	94	327
					%	7.4	27.6	30.0	20.7	13.5	0.8		65.01

Appendix 1 (continued)

TABLE 2 continued

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES
						I	II	III	IV	V	VI	OTHER*	I-III
Mathematics	G	M	4479	3943	No.	356	636	1137	1193	1178	82	662	2129
					%	9.0	16.1	28.8	30.3	29.9	2.1		53.99
	G	F	7938	7002	No.	474	912	2029	2262	2246	146	1142	3415
					%	6.8	13.0	29.0	32.3	32.1	2.1		48.77
	G	T	14455	12651	No.	830	1548	3166	3455	3424	228	1804	5544
					%	6.6	12.2	25.0	27.3	27.1	1.8		43.82
Office Administration	G	M	196	162	No.	12	30	58	39	12	0	53	100
					%	7.4	18.5	35.8	24.1	7.4	0.0		61.73
	G	F	747	634	No.	72	145	243	102	30	0	120	460
					%	11.4	22.9	38.3	16.1	4.7	0.0		72.56
	G	T	916	743	No.	84	175	301	141	42	0	173	560
					%	11.3	23.6	40.5	19.0	5.7	0.0		75.37
Physics	G	M	352	298	No.	32	75	142	145	46	0	65	249
					%	10.7	25.2	47.7	48.7	15.4	0.0		83.56
	G	F	186	165	No.	18	27	63	79	20	0	28	108
					%	10.9	16.4	38.2	47.9	12.1	0.0		65.45
	G	T	740	647	No.	50	102	205	224	66	0	93	357
					%	7.7	15.8	31.7	34.6	10.2	0.0		55.18
Principles of Accounts	G	M	509	392	No.	39	65	124	104	59	1	106	228
					%	9.9	16.6	31.6	26.5	15.1	0.3		58.16
	G	F	1218	969	No.	128	197	308	215	151	3	248	633
					%	13.2	20.3	31.8	22.2	15.6	0.3		65.33
	G	T	1748	1394	No.	167	262	432	319	210	4	354	861
					%	12.0	18.8	31.0	22.9	15.1	0.3		61.76
Principles of Business	G	M	719	596	No.	18	171	342	136	53	1	171	531
					%	3.0	28.7	57.4	22.8	8.9	0.2		89.09
	G	F	1472	1242	No.	42	394	620	264	106	3	265	1056
					%	3.4	31.7	49.9	21.3	8.5	0.2		85.02
	G	T	2586	2150	No.	60	565	962	400	159	4	436	1587
					%	2.8	26.3	44.7	18.6	7.4	0.2		73.81

Appendix 1 (continued)

TABLE 2 continued

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES
						I	II	III	IV	V	VI	OTHER*	I-III
Social Studies	G	M	620	523	No.	51	160	271	143	73	0	125	482
					%	9.8	30.6	51.8	27.3	14.0	0.0		92.16
	G	F	1165	1003	No.	113	353	520	230	135	0	201	986
					%	11.3	35.2	51.8	22.9	13.5	0.0		98.31
	G	T	2375	2049	No.	164	513	791	373	208	0	326	1468
					%	8.0	25.0	38.6	18.2	10.2	0.0		71.64
Spanish	G	M	151	126	No.	21	32	42	23	6	0	15	95
					%	16.7	25.4	33.3	18.3	4.8	0.0		75.40
	G	F	242	195	No.	58	67	64	38	6	1	36	189
					%	29.7	34.4	32.8	19.5	3.1	0.5		96.92
	G	T	409	358	No.	79	99	106	61	12	1	51	284
					%	22.1	27.7	29.6	17.0	3.4	0.3		79.33
TOTAL	G	M	14805	12922	No.	757	1888	3728	3869	2479	104	1890	6373
					%	5.86	14.61	28.85	29.94	19.18	0.80		49.32
	G	F	25514	22358	No.	1379	3456	6661	6507	4099	184	3123	11496
					%	6.17	15.46	29.79	29.10	18.33	0.82		51.42
	G	T	40124	35111	No.	2136	5344	10389	10376	6578	288	5013	17869
					%	6.08	15.22	29.59	29.55	18.73	0.82		50.89
	T	M	168	129	No.	14	68	58	48	36	2	32	140
					%	10.85	52.71	44.96	37.21	27.91	1.55		108.53
	T	F	234	205	No.	23	71	93	56	32	2	62	187
					%	11.22	34.63	45.37	27.32	15.61	0.98		91.22
	T	T	597	503	No.	37	139	151	104	68	4	94	327
					%	7.36	27.63	30.02	20.68	13.52	0.80		65.01
		M	14973	13051	No.	771	1956	3786	3917	2515	106	1922	6513
					%	5.91	14.99	29.01	30.01	19.27	0.81		49.90
		F	25748	22563	No.	1402	3527	6754	6563	4131	186	3185	11683
					%	6.21	15.63	29.93	29.09	18.31	0.82		51.78
		T	40721	35614	No.	2173	5483	10540	10480	6646	292	5107	18196
					%	6.10	15.40	29.60	29.43	18.66	0.82		51.09

Appendix 2

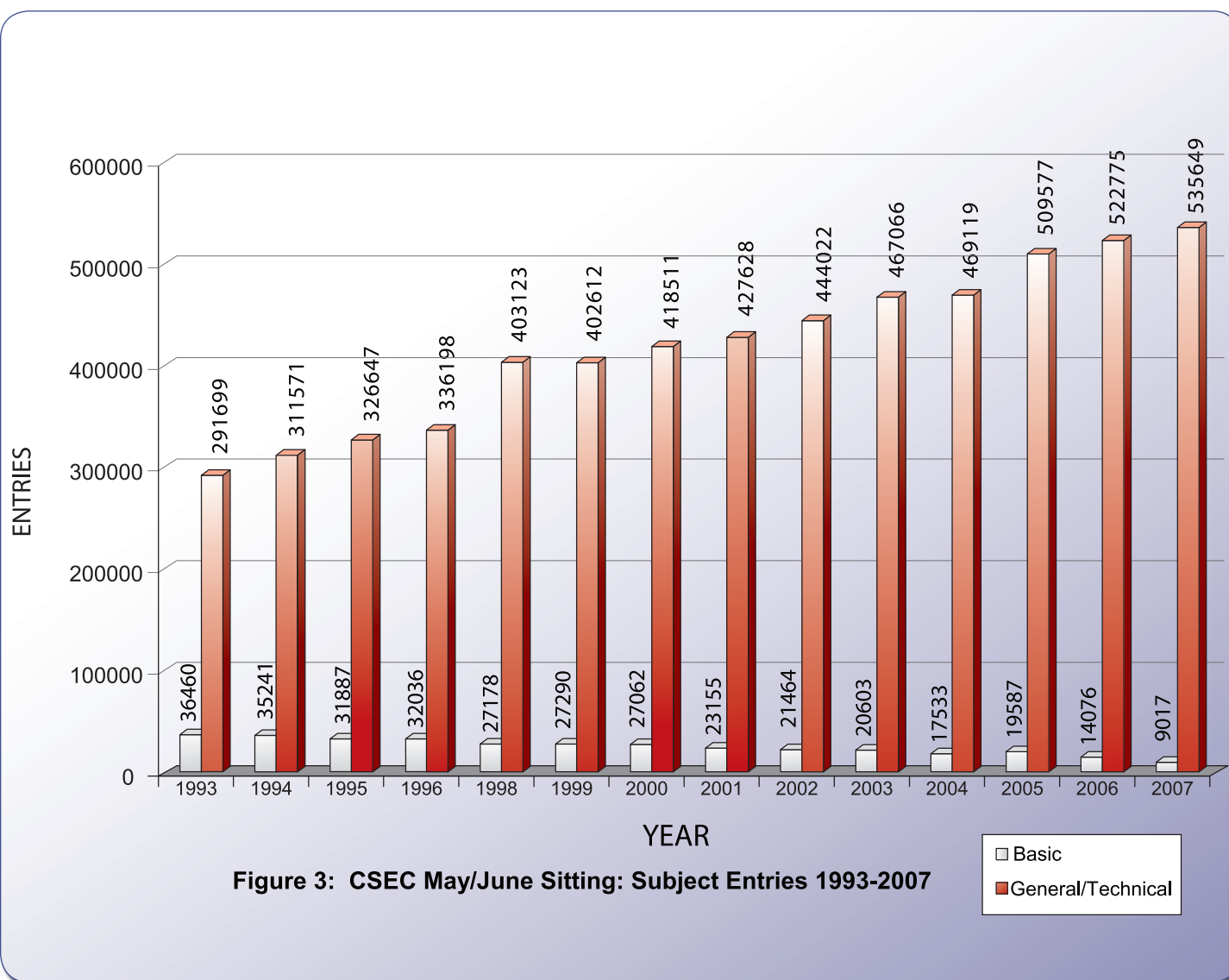
May/June CESC entry and performance Data

TABLE 3
CSEC May-June 2007 Candidate Entries by Gender and by Territory

TERRITORIES	MALE		FEMALE	TOTAL	
	No.	No.	%	No.	%
Antigua & Barbuda	606	1275	67.78	1881	1.36
Anguilla	108	221	67.17	329	0.24
Barbados	3444	5836	62.89	9280	6.69
Belize	1261	1600	55.92	2861	2.06
BVI	90	149	62.34	239	0.17
Cayman	235	357	60.30	592	0.43
Dominica	540	881	62.00	1421	1.02
Grenada	1216	2186	64.26	3402	2.45
Guyana	3445	6035	63.66	9480	6.83
Jamaica	24806	46,793	65.35	71599	51.61
Montserrat	32	69	68.32	101	0.07
Saba	3	9	75.00	12	0.01
St Kitts and Nevis	484	1002	67.43	1486	1.07
Saint Lucia	1131	1750	60.74	2881	2.08
St Vincent & The Grenadines	943	1763	65.15	2706	1.95
Trinidad & Tobago	11903	18047	60.26	29950	21.59
Suriname	4	6	60.00	10	0.01
Turks & Caicos	160	204	56.04	364	0.26
St Maarten	47	87	64.93	134	0.10
TOTAL	50458	88270	63.63	138728	100

Table 4
Candidate Entries by Territory

TERRITORIES	2006		2007		DIFF 2007-2006	
	No.	%	No.	%	No.	%
Antigua and Barbuda	1838	1.33	1881	1.35	43	2.34
Anguilla	333	0.24	329	0.24	-4	-1.20
Barbados	9444	6.84	9280	6.64	-164	-1.74
Belize	2781	2.01	2861	2.05	80	2.88
British Virgin Islands	250	0.18	239	0.17	-11	-4.40
Cayman	389	0.28	592	0.42	203	52.19
Dominica	1398	1.01	1421	1.02	23	1.65
Grenada	3024	2.19	3402	2.43	378	12.50
Guyana	9180	6.65	9480	6.78	300	3.27
Jamaica	69170	50.08	72599	51.96	3429	4.96
Montserrat	92	0.07	101	0.07	9	9.78
Saba	13	0.01	12	0.01	-1	-7.69
St Kitts and Nevis	1314	0.95	1486	1.06	172	13.09
Saint Lucia	3107	2.25	2881	2.06	-226	-7.27
St Vincent and the Grenadines	2661	1.93	2706	1.94	45	1.69
Trinidad and Tobago	32694	23.67	29950	21.43	-2744	-8.39
Suriname	7	0.01	10	0.01	3	42.86
Turks and Caicos	313	0.23	364	0.26	51	16.29
St Maarten	112	0.08	134	0.10	22	19.64
TOTAL	138120	100.00	139728	100.00	1608	1.16



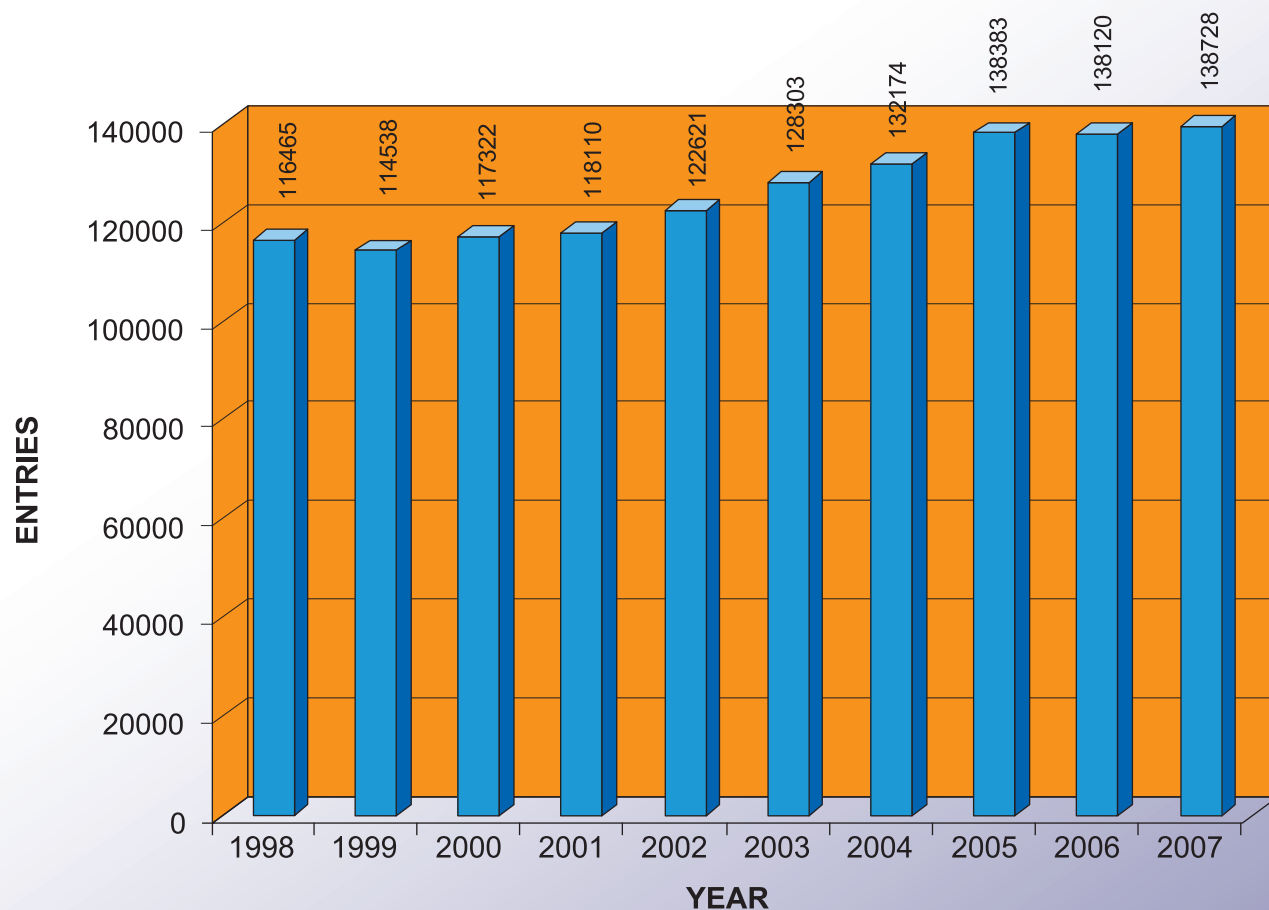


Figure 2: CSEC May/June Sitting: Candidate Entries 1998-2007

Appendix 2 *(continued)*

Table 5
Percentage of Candidates Achieving Grades I-III,
According to Subject in the May/June 2007 General & Technical Proficiency Examinations

90% or more (4 subjects)		80-89% (7 subjects)		70-79% (8 subjects)		60-69% (7 subjects)		Less than 60% (8 subjects)	
	%		%		%		%		%
Physical Education and Sports	91	Food & Nutrition	88	Agricultural Sc. DA	79	Caribbean History	68	Mech. Eng Technology	58
Home Econ. Management	90	Info. Technology (G)	88	French	78	Spanish	67	Agricultural Sc. SA – Crops & Soils	57
Electronic Document Preparation and Management	90	Music	86	Visual Arts	77	Building Technology: Woods	66	Economics	56
Theatre Arts	90	Office Administration	85	Social Studies	76	English (B)	66	Physics	52
		Religious Education	83	Info. Technology (T)	75	Electrical and Electronic Technology	66	Human and Social Biology	51
		Clothing & Textiles	82	Biology	72	Principles of Accounts	65	Agricultural Sc. SA - Animal Science	51
		Integrated Science SA	81	Principles of Business	72	Chemistry	64	English (A)	49
				Technical Drawing	71			Typewriting	41
				Building Technology: Construction	71			Mathematics	34
				Geography	70				

Appendix 2 (continued)

TABLE 6
COMPARISON OF CSEC MAY-JUNE SITTING GRADE DISTRIBUTIONS: REGION - 2006 AND 2007

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES			
					I		II	III	IV	V		VI	I-II	I-III	I-IV
Agricultural Sc. SA - Crops & Soils	General	2007	2,986	2,764	No.	48	543	985	825	356	7	222	591	1,576	2,401
					%	1.74	19.65	35.64	29.85	12.88	0.25		21.38	57.02	86.87
	General	2006	3,007	2,819	No.	226	822	1,083	471	214	3	188	1,048	2,131	2,602
					%	8.02	29.16	38.42	16.71	7.59	0.11		37.18	75.59	92.30
Agricultural Sc. SA - Animal Science	General	2007	2,175	2,002	No.	35	262	722	703	275	5	173	297	1,019	1,722
					%	1.75	13.09	36.06	35.11	13.74	0.25		14.84	50.90	86.01
	General	2006	2,105	1,955	No.	172	778	693	244	66	2	150	950	1,643	1,887
					%	8.80	39.80	35.45	12.48	3.38	0.10		48.59	84.04	96.52
Agricultural Sc. DA	General	2007	2,279	2,187	No.	145	499	1,093	363	87	0	92	644	1,737	2,100
					%	6.63	22.82	49.98	16.60	3.98	0.00		29.45	79.42	96.02
	General	2006	2,169	2,079	No.	187	542	1,050	264	36	0	90	729	1,779	2,043
					%	8.99	26.07	50.51	12.70	1.73	0.00		35.06	85.57	98.27
Biology	General	2007	14,062	13,198	No.	1,275	3,265	5,005	2,508	1,134	11	864	4,540	9,545	12,053
					%	9.66	24.74	37.92	19.00	8.59	0.08		34.40	72.32	91.32
	General	2006	14,632	13,796	No.	1,699	3,431	4,831	2,433	1,392	10	836	5,130	9,961	12,394
					%	12.32	24.87	35.02	17.64	10.09	0.07		37.18	72.20	89.84
Building Technology: Construction	Technical	2007	1,469	1,293	No.	247	506	160	308	70	2	176	753	913	1,221
					%	19.10	39.13	12.37	23.82	5.41	0.15		58.24	70.61	94.43
		2006	1,341	1,225	No.	272	483	130	296	44	0	116	755	885	1,181
					%	22.20	39.43	10.61	24.16	3.59	0.00		61.63	72.24	96.41
Building Technology: Woods	Technical	2007	2,140	1,809	No.	86	632	483	488	116	4	331	718	1,201	1,689
					%	4.75	34.94	26.70	26.98	6.41	0.22		39.69	66.39	93.37
		2006	2,302	1,883	No.	72	605	563	537	102	4	419	677	1,240	1,777
					%	3.82	32.13	29.90	28.52	5.42	0.21		35.95	65.85	94.37
Caribbean History	General	2007	12,873	11,739	No.	986	2,851	4,198	2,398	1,284	22	1,134	3,837	8,035	10,433
					%	8.40	24.29	35.76	20.43	10.94	0.19		32.69	68.45	88.87
		2006	13,853	12,703	No.	977	3,315	4,501	2,384	1,526	0	1,150	4,292	8,793	11,177
					%	7.69	26.10	35.43	18.77	12.01	0.00		33.79	69.22	87.99

Appendix 2 (continued)

TABLE 6 continued

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES			
					I		II	III	IV	V		VI	I-II	I-III	I-IV
Chemistry	General	2007	11,474	10,706	No.	1,328	1,966	3,514	2,397	1,488	13	768	3,294	6,808	9,205
					%	12.40	18.36	32.82	22.39	13.90	0.12		30.77	63.59	85.98
		2006	11,209	10,375	No.	615	1,810	4,072	2,349	1,512	17	834	2,425	6,497	8,846
					%	5.93	17.45	39.25	22.64	14.57	0.16		23.37	62.62	85.26
Clothing & Textiles	General	2007	2,476	2,268	No.	138	746	982	349	52	1	208	884	1,866	2,215
					%	6.08	32.89	43.30	15.39	2.29	0.04		38.98	82.28	97.66
		2006	2,322	2,172	No.	174	1,015	734	203	46	0	150	1,189	1,923	2,126
					%	8.01	46.73	33.79	9.35	2.12	0.00		54.74	88.54	97.88
Economics	General	2007	2,253	2,091	No.	62	381	723	593	331	1	162	443	1,166	1,759
					%	2.97	18.22	34.58	28.36	15.83	0.05		21.19	55.76	84.12
Electrical and Electronic Technology	Technical	2007	3,807	3,274	No.	220	1,000	937	860	237	20	533	1,220	2,157	3,017
					%	6.72	30.54	28.62	26.27	7.24	0.61		37.26	65.88	92.15
		2006	3,567	3,141	No.	76	693	619	1,379	346	28	426	769	1,388	2,767
					%	2.42	22.06	19.71	43.90	11.02	0.89		24.48	44.19	88.09
Electronic Document Preparation and Management	General	2007	5,801	5,292	No.	2,764	1,587	686	179	69	7	509	4,351	5,037	5,216
					%	27.29	41.08	21.29	6.69	3.52	0.12		68.38	89.67	96.36
		2006	4,183	3,799	No.	2,054	1,274	364	78	27	2	384	3,328	3,692	3,770
					%	54.07	33.54	9.58	2.05	0.71	0.05		87.60	97.18	99.24
English (A)	General	2007	89,903	84,893	No.	8,192	12,203	21,206	25,704	15,697	1,891	5,010	20,395	41,601	67,305
					%	9.65	14.37	24.98	30.28	18.49	2.23		24.02	49.00	79.28
		2006	88,461	83,347	No.	9,600	12,812	20,063	23,605	15,432	1,835	5,114	22,412	42,475	66,080
					%	11.52	15.37	24.07	28.32	18.52	2.20		26.89	50.96	79.28
	Basic	2007	2,457	2,147	No.	60	197	280	663	663	284	310	257	537	1,200
					%	2.79	9.18	13.04	30.88	30.88	13.23		11.97	25.01	55.89
		2006	3,504	3,069	No.	112	319	461	960	887	330	435	431	892	1,852
					%	3.65	10.39	15.02	31.28	28.90	10.75		14.04	29.06	60.35
English (B)	General	2007	20,083	19,513	No.	3,336	6,254	3,287	3,672	2,556	408	570	9,590	12,877	16,549
					%	17.10	32.05	16.85	18.82	13.10	2.09		49.15	65.99	84.81
		2006	20,059	19,421	No.	1,391	4,161	3,071	5,289	4,646	863	638	5,552	8,623	13,912
					%	7.16	21.43	15.81	27.23	23.92	4.44		28.59	44.40	71.63
Food & Nutrition	General	2007	8,527	8,184	No.	384	3,427	3,402	809	162	0	343	3,811	7,213	8,022
					%	4.69	41.87	41.57	9.89	1.98	0.00		46.57	88.14	98.02
		2006	8,268	7,855	No.	317	2,967	3,314	1,080	177	0	413	3,284	6,598	7,678
					%	4.04	37.77	42.19	13.75	2.25	0.00		41.81	84.00	97.75

Appendix 2 (continued)

TABLE 6 continued

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES			
					I		II	III	IV	V		VI	I-II	I-III	I-IV
French	General	2007	3,946	3,793	No.	542	1,083	1,335	586	237	10	153	1,625	2,960	3,546
					%	14.29	28.55	35.20	15.45	6.25	0.26		42.84	78.04	93.49
		2006	3,535	3,407	No.	509	1,040	1,105	502	250	1	128	1,549	2,654	3,156
					%	14.94	30.53	32.43	14.73	7.34	0.03		45.47	77.90	92.63
	Basic	2006	369	332	No.	17	80	140	68	26	1	37	97	237	305
					%	5.12	24.10	42.17	20.48	7.83	0.30		29.22	71.39	91.87
Geography	General	2007	13,373	12,161	No.	785	3,353	4,317	2,749	950	7	1,212	4,138	8,455	11,204
					%	6.46	27.57	35.50	22.61	7.81	0.06		34.03	69.53	92.13
		2006	13,863	12,769	No.	204	1,819	4,768	3,960	2,014	4	1,094	2,023	6,791	10,751
					%	1.60	14.25	37.34	31.01	15.77	0.03		15.84	53.18	84.20
	Basic	2006	312	244	No.	0	7	32	93	106	6	68	7	39	132
					%	0.00	2.87	13.11	38.11	43.44	2.46		2.87	15.98	54.10
Home Economics: Management	General	2007	4,927	4,676	No.	417	2,218	1,569	414	58	0	251	2,635	4,204	4,618
					%	8.92	47.43	33.55	8.85	1.24	0.00		56.35	89.91	98.76
		2006	4,893	4,594	No.	346	2,237	1,562	385	64	0	299	2,583	4,145	4,530
					%	7.53	48.69	34.00	8.38	1.39	0.00		56.23	90.23	98.61
Human and Social Biology	General	2007	21,430	19,413	No.	651	2,713	6,521	7,024	2,431	73	2,017	3,364	9,885	16,909
					%	3.35	13.98	33.59	36.18	12.52	0.38		17.33	50.92	87.10
		2006	16,050	14,337	No.	183	1,776	5,347	4,582	2,388	61	1,713	1,959	7,306	11,888
					%	1.28	12.39	37.30	31.96	16.66	0.43		13.66	50.96	82.92
Information Technology	General	2007	980	857	No.	139	332	283	71	32	0	123	471	754	825
					%	16.22	38.74	33.02	8.28	3.73	0.00		54.96	87.98	96.27
		2006	898	729	No.	78	214	239	138	59	1	169	292	531	669
					%	10.70	29.36	32.78	18.93	8.09	0.14		40.05	72.84	91.77
	Technical	2007	23,775	19,975	No.	4,009	6,321	4,735	3,377	1,507	26	3,800	10,330	15,065	18,442
					%	20.07	31.64	23.70	16.91	7.54	0.13		51.71	75.42	92.33
Integrated Science SA	General	2006	22,446	18,989	No.	1,530	3,901	5,368	5,182	2,904	104	3,457	5,431	10,799	15,981
					%	8.06	20.54	28.27	27.29	15.29	0.55		28.60	56.87	84.16
		2007	19,681	17,455	No.	667	5,448	8,065	2,748	517	10	2,226	6,115	14,180	16,928
					%	3.82	31.21	46.20	15.74	2.96	0.06		35.03	81.24	96.98
Basic	2006	20,243	17,997	No.	581	4,902	8,410	3,438	644	22	2,246	5,483	13,893	17,331	
				%	3.23	27.24	46.73	19.10	3.58	0.12		30.47	77.20	96.30	
		2006	342	188	No.	0	16	68	72	31	1	154	16	84	156
					%	0.00	8.51	36.17	38.30	16.49	0.53		8.51	44.68	82.98

Appendix 2 (continued)

TABLE 6 continued

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES				
					I		II	III	IV	V		VI	I-II	I-III	I-IV	
Mathematics	General	2007	87,435	79,769	No.	4.447	7.198	15.136	16.925	31.402	4.661	7,666	11,645	26,781	43,706	
					%	5.57	9.02	18.97	21.22	39.37	5.84		14.60	33.57	54.79	
		2006	86,529	78,697	No.	4.722	7.422	15.800	16.305	30.307	4.141	7,832	12,144	27,944	44,249	
					%	6.00	9.43	20.08	20.72	38.51	5.26		15.43	35.51	56.23	
	Basic	2007	5,510	4,870	No.	1.27	4.20	9.36	1.015	2.209	1.63	640	547	1,483	2,498	
					%	2.61	8.62	19.22	20.84	45.36	3.35		11.23	30.45	51.29	
		2006	6,498	5,723	No.	2.37	6.74	1.584	1.347	1.784	97	775	911	2,495	3,842	
					%	4.14	11.78	27.68	23.54	31.17	1.69		15.92	43.60	67.13	
	Mechanical Engineering Technology	Technical	2007	1,849	1,475	No.	1.55	3.61	3.40	4.90	1.14	15	374	516	856	1,346
						%	10.51	24.47	23.05	33.22	7.73			1.02	34.98	58.03
		2006	1,782	1,457	No.	62	248	443	551	146	7	325	310	753	1,304	
					%	4.26	17.02	30.40	37.82	10.02			0.48	21.28	51.68	89.50
General		2007	735	604	No.	71	242	207	55	29	0	131	313	520	575	
					%	11.75	40.07	34.27	9.11	4.80			0.00	51.82	86.09	95.20
	2006	511	366	No.	34	77	143	48	61	3	145	111	254	302		
				%	9.29	21.04	39.07	13.11	16.67			0.82	30.33	69.40	82.51	
Office Administra- tion	General	2007	17,567	15,448	No.	2,043	4,729	6,373	1,904	396	3	2,119	6,772	13,145	15,049	
					%	13.23	30.61	41.25	12.33	2.56			0.02	43.84	85.09	97.42
		2006	18,029	15,686	No.	2,072	4,991	6,546	1,773	300	4	2,343	7,063	13,609	15,382	
					%	13.21	31.82	41.73	11.30	1.91			0.03	45.03	86.76	98.06
Physical Education and Sports	General	2007	2,174	1,850	No.	884	634	273	54	5	0	324	208.00	374.00	410.00	
					%	13.08	37.29	40.19	8.72	0.73			0.00	50.36	90.56	99.27
		2006	1,162	988	No.	409	363	161	34	21	0	174	772	933	967	
					%	41.40	36.74	16.30	3.44	2.13			0.00	78.14	94.43	97.87
Physics	General	2007	10,879	10,053	No.	1,040	2,251	1,905	3,418	1,377	62	826	3,291	5,196	8,614	
					%	10.35	22.39	18.95	34.00	13.70			0.62	32.74	51.69	85.69
		2006	10,333	9,396	No.	1,310	2,335	1,603	2,761	1,352	35	937	3,645	5,248	8,009	
					%	13.94	24.85	17.06	29.38	14.39			0.37	38.79	55.85	85.24
Principles of Accounts	General	2007	28,724	24,702	No.	3,231	4,709	8,114	5,192	3,380	76	4,022	7,940	16,054	21,246	
					%	13.08	19.06	32.85	21.02	13.68			0.31	32.14	64.99	86.01
		2006	30,210	25,742	No.	3,051	5,121	8,775	5,533	3,179	83	4,468	8,172	16,947	22,480	
					%	11.85	19.89	34.09	21.49	12.35			0.32	31.75	65.83	87.33
	Basic	2006	442	255	No.	5	64	113	47	26	0	187	69	182	229	
%	1.96	25.10	44.31	18.43	10.20	0.00	27.06	71.37	89.80							

Appendix 2 (continued)

TABLE 6 continued

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES							OTHER*	CUMULATIVE GRADES		
					I		II	III	IV	V	VI		I-II	I-III	I-IV
Principles of Business	General	2007	37,545	33,534	No.	2,267	9,322	12,563	6,322	2,969	91	4,011	11,589	24,152	30,474
					%	6.76	27.80	37.46	18.85	8.85	0.27		34.56	72.02	90.87
		2006	39,130	34,877	No.	1,529	7,967	13,640	7,754	3,929	58	4,253	9,496	23,136	30,890
					%	4.38	22.84	39.11	22.23	11.27	0.17		27.23	66.34	88.57
Religious Education	General	2007	3,231	2,889	No.	292	1,268	824	443	62	0	342	1,560	2,384	2,827
					%	10.11	43.89	28.52	15.33	2.15	0.00		54.00	82.52	97.85
		2006	3,132	2,779	No.	224	1,150	894	442	69	0	353	1,374	2,268	2,710
					%	8.06	41.38	32.17	15.91	2.48	0.00		49.44	81.61	97.52
Social Studies	General	2007	46,101	41,462	No.	2,855	10,586	18,005	7,140	2,849	27	4,639	13,441	31,446	38,586
					%	6.89	25.53	43.43	17.22	6.87	0.07		32.42	75.84	93.06
		2006	44,175	39,870	No.	2,071	9,842	18,318	6,940	2,699	0	4,305	11,913	30,231	37,171
					%	5.19	24.69	45.94	17.41	6.77	0.00		29.88	75.82	93.23
	Basic	2007	1,050	839	No.	20	76	173	293	244	33	211	96	269	562
					%	2.38	9.06	20.62	34.92	29.08	3.93		11.44	32.06	66.98
		2006	1,353	1,067	No.	64	188	213	321	281	0	286	252	465	786
					%	6.00	17.62	19.96	30.08	26.34	0.00		23.62	43.58	73.66
Spanish	General	2007	13,866	12,771	No.	2,645	2,800	3,173	2,034	1,902	217	1,095	5,445	8,618	10,652
					%	20.71	21.92	24.85	15.93	14.89	1.70		42.64	67.48	83.41
		2006	13,009	11,978	No.	2,637	2,978	3,116	1,610	1,553	84	1,031	5,615	8,731	10,341
					%	22.02	24.86	26.01	13.44	12.97	0.70		46.88	72.89	86.33
	Basic	2006	1,256	935	No.	76	198	273	189	190	9	321	274	547	736
					%	8.13	21.18	29.20	20.21	20.32	0.96		29.30	58.50	78.72
Technical Drawing	General	2007	8,467	6,864	No.	614	1,925	2,322	1,532	469	2	1,603	2,539	4,861	6,393
					%	8.95	28.04	33.83	22.32	6.83	0.03		36.99	70.82	93.14
		2006	8,265	6,762	No.	813	2,191	1,868	1,483	404	3	1,503	3,004	4,872	6,355
					%	12.02	32.40	27.62	21.93	5.97	0.04		44.42	72.05	93.98
Theatre Arts	General	2007	690	517	No.	66	225	172	43	11	0	173	291	463	506
					%	2.67	37.33	42.00	16.00	2.00	0.00		56.29	89.56	97.87
		2006	530	369	No.	19	114	174	46	15	1	161	133	307	353
					%	5.15	30.89	47.15	12.47	4.07	0.27		36.04	83.20	95.66
Typewriting	General	2007	683	623	No.	10	87	156	206	73	91	60	97	253	459
					%	1.61	13.96	25.04	33.07	11.72	14.61		15.57	40.61	73.68
		2006	1,235	1,051	No.	93	344	297	225	44	48	184	437	734	959
					%	8.85	32.73	28.26	21.41	4.19	4.57		41.58	69.84	91.25

Appendix 2 (continued)

TABLE 6 continued

SUBJECT	PROF	YEAR	Subject Entry	Cands Writing Exam	GRADES						OTHER*	CUMULATIVE GRADES			
					I		II	III	IV	V		VI	I-II	I-III	I-IV
Visual Arts	General	2007	5,283	4,384	No.	244	979	2,147	831	178	5	899	1,223	3,370	4,201
			%	5.57	22.33	48.97	18.96	4.06	0.11		27.90	76.87	95.83		
		2006	5,337	4,166	No.	176	937	2,049	804	198	2	1,171	1,113	3,162	3,966
			%	4.22	22.49	49.18	19.30	4.75	0.05		26.72	75.90	95.20		
TOTAL	General	2007	502,609	458,662	No.	42,603	96,086	139,263	100,191	72,818	7,701	43,947	138,689	277,952	378,143
			%	9.29	20.95	30.36	21.84	15.88	1.68		30.24	60.60	82.44		
		2006	491,337	446,881	No.	38,473	90,747	138,591	97,163	74,624	7,283	44,456	129,220	267,811	364,974
			%	8.61	20.31	31.01	21.74	16.70	1.63		28.92	59.93	81.67		
	Technical	2007	33,040	27,826	No.	4,717	8,820	6,655	5,523	2,044	67	5,214	13,537	20,192	25,715
			%	16.95	31.70	23.92	19.85	7.35	0.24		48.65	72.57	92.41		
		2006	31,438	26,695	No.	2,012	5,930	7,123	7,945	3,542	143	4,743	7,942	15,065	23,010
			%	7.54	22.21	26.68	29.76	13.27	0.54		29.75	56.43	86.20		
	Basic	2007	9,017	7,856	No.	207	693	1,389	1,971	3,116	480	1,161	900	2,289	4,260
			%	2.63	8.82	17.68	25.09	39.66	6.11		11.46	29.14	54.23		
		2006	14,076	11,813	No.	511	1,546	2,884	3,097	3,331	444	2,263	2,057	4,941	8,038
			%	4.33	13.09	24.41	26.22	28.20	3.76		17.41	41.83	68.04		

CAPE Entry and Performance Data

TABLE 7
CAPE Candidate Entries
by Gender and by Territory: May-June 2007

TERRITORIES	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Antigua & Barbuda	141	35.7	254	64.3	395	1.84
Anguilla	20	30.8	45	69.2	65	0.30
Barbados	413	38.4	663	61.6	1076	5.01
Belize	94	41.4	133	58.6	227	1.06
Dominica	2	16.7	10		12	0.06
Grenada	161	25.0	484		645	3.00
Guyana	200	38.4	321	61.6	521	2.42
Jamaica	3,584	37.3	6,034	62.7	9618	44.76
Montserrat	10	40.0	15	60.0	25	0.12
St Kitts and Nevis	105	28.4	265		370	1.72
Saint Lucia	5	33.3	10	66.7	15	0.07
St Vincent and the Grenadines	191	33.9	372	66.1	563	2.62
Trinidad & Tobago	2,906	36.5	5,050	63.5	7956	37.02
Turks & Caicos	0	0.0	1	100.0	1	0.00
TOTAL	7832	36.45	13657	63.55	21489	

Appendix 3 *(continued)*

TABLE 8
CAPE Candidate Entries by Age Groups and by Territory: May-June 2007

TERRITORIES	UNDER 16	16.0- 16.11	17.0- 17.11	18.0- 18.11	19 AND OVER	TOTAL
Antigua and Barbuda	0	6	71	133	185	395
Anguilla	0		13	32	20	65
Barbados	3	78	323	349	323	1076
Belize	0	3	20	60	144	227
Dominica	0		2		10	12
Grenada	0		127	222	296	645
Guyana	0	8	191	241	81	521
Jamaica	5	168	1720	4178	3547	9618
Montserrat	0		8	5	12	25
St Kitts and Nevis	0	3	62	154	151	370
Saint Lucia	0		5	5	5	14
St Vincent and the Grenadines	0	4	120	226	213	563
Trinidad and Tobago	5	80	1607	3434	2830	7956
Turks and Caicos				1		1
TOTAL	13	350	4,269	9,040	7,817	21,489
	0.06	1.63	19.87	42.07	36.38	100.00

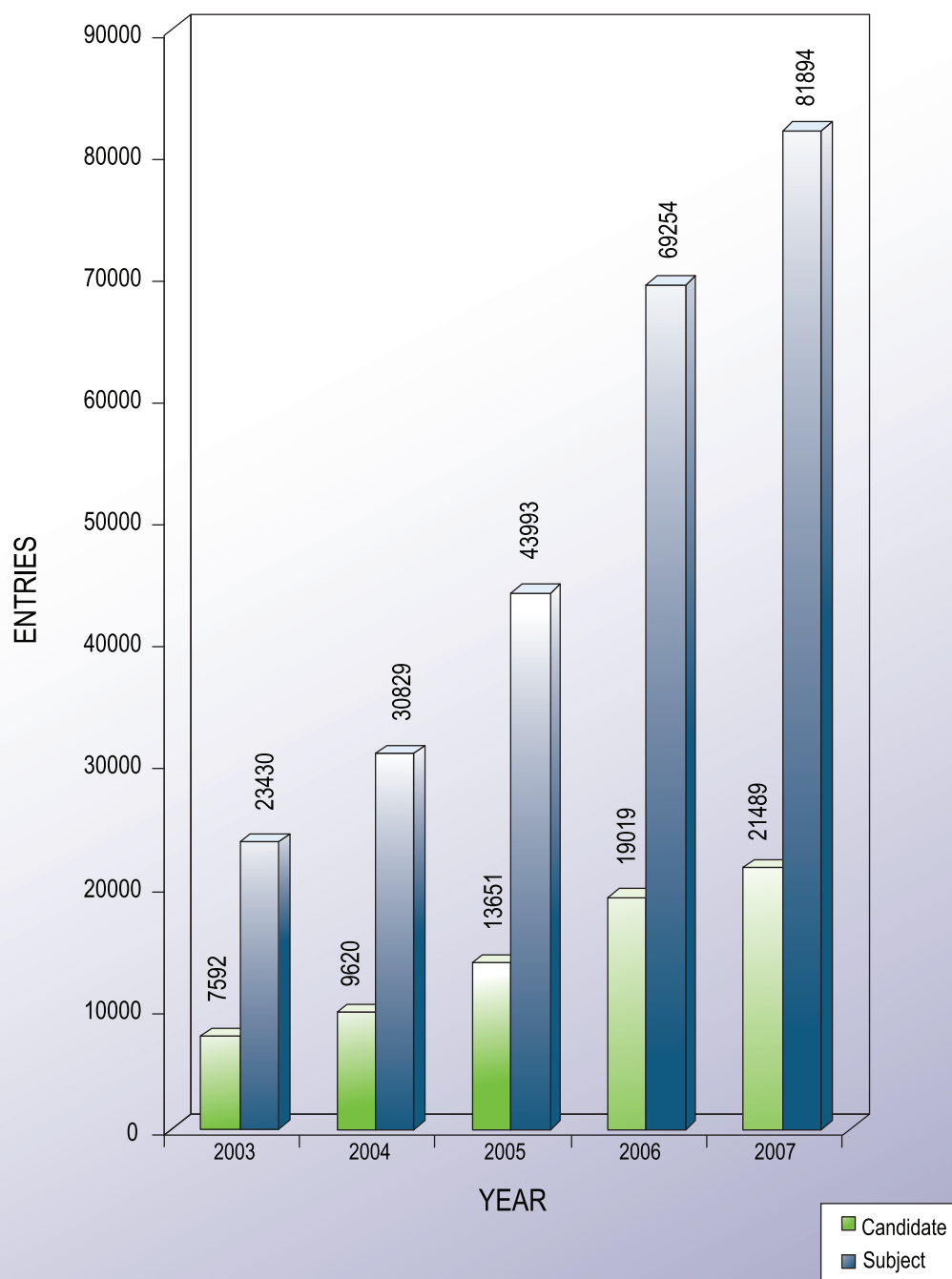


FIGURE 4: CAPE MAY-JUNE SITTING - REGIONAL ENTRIES 2003-2007

Appendix 3 (continued)

TABLE 9

CAPE Comparison of Subject Entries by Territory: 2003-2007																	
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Accounting Unit 1	2003	88	4	70	11	0		0	24	679	0	42	0	0	0	0	918
	2004	72	8	108	20	0		144	43	518	11	12	0	0	132	0	1068
	2005	71	7	113	31	0		89	30	717	0	40	0	0	632	0	1730
	2006	80	9	133	31	0		93	65	661	7	45	0	0	1099	0	2223
	2007	49	2	136	19	0		69	24	1235	0	85	0	0	984	1	2604
Applied Mathematics Unit 1	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
	2005	0	0	0	0	0		0	0	0	0	0	0	0	6	0	6
	2006	13			1							2			130		146
	2007	8	0	1	1	0		0	0	16	0	5	0	0	151	0	182
Art and Design Unit 1	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
	2005	0	0	22	0	0		1	0	23	0	6	0	0	14	0	66
	2006		1	22				3		70					25		121
	2007	0	0	25	0	0		0	0	95	0	3	0	0	43	0	166
Biology Unit 1	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
	2005	46	7	89	23	0		65	41	505	4	36	0	0	459	0	1275
	2006	44		134	26			81	45	997		23			860		2210
	2007	41	8	113	34	0		62	83	1322	1	26	4	0	1008	0	2702
Caribbean Studies Unit 1	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
	2005	68	29	296	4	0		1	189	2261	0	103	0	16	1781	0	4748
	2006	96	18	395	26			54	266	2534	28	232		29	3621		7299
	2007	87	21	424	26		11	126	225	3736	1	122	0	2	3978	0	8759
Chemistry Unit 1	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
	2005	36	2	116	10	0		66	102	537	1	27	7	0	641	0	1545
	2006	42		159	14			69	96	765		29			1443		2617
	2007	43	2	164	20	0		77	70	1395	1	34	13	0	1959	0	3778
Communication Studies Unit 1	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
	2005	194	30	416	29	0		301	248	2817	27	241	0	0	2097	0	6400
	2006	210	29	457	59			510	244	4366		149		40	4173		10237
	2007	189	36	412	112		11	178	290	4762	18	222	0	473	4067	0	10770
Computer Science Unit 1	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
	2005	22	2	24	0	0		0	8	306	0	49	0	0	59	0	470
	2006	27	2	55	8				34	456		66			111		759
	2007	19	3	64	8		1	0	20	691	0	58	0	0	110	0	974
Economics Unit 1	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
	2005	47	6	10	7	0		119	78	536	13	120	0	0	1045	0	1981
	2006	63	8	48	15			132	65	926		115			1482	3	2857
	2007	44	12	69	6	0		75	72	1124	15	107	0	0	1303	0	2827

Appendix 3 (continued)

TABLE 9 continued

CAPE Comparison of Subject Entries by Territory: 2003-2007																	
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Electrical and Electronics Tech Unit 1	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
	2005	0	0	0	4	0		0	7	62	0	0	0	0	19	0	92
	2006	10			3				9	78					20		120
	2007	0	0	0	9	0		0	1	42	0	0	0	0	23	0	75
Environmental Science Unit 1	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
	2005	12	0	20	9	0		0	28	81	0	13	12	4	67	0	246
	2006	41	2	27	17	0		0	51	212	0	8	8	3	176	0	545
	2007	26	4	15	7	0		0	70	244	10	9	6	0	286	0	677
Food and Nutrition Unit 1	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
	2005	0	9	20	0	0		0	7	94	0	0	0	0	2	0	132
	2006	11		16					6	141					8		182
	2007	19	5	14	0	0		0	11	156	0	0	0	0	9	0	214
French Unit 1	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
	2005	4	0	21	0	0		5	0	28	0	10	0	0	71	0	139
	2006	11		25				16		45		15		16	129		257
	2007	9	0	29	0	0		12	1	93	0	11	0	18	138	0	311
Functional French Unit 1	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
	2005	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0
	2006	Discontinued															
Functional Spanish Unit 1	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
	2005	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0
	2006	Discontinued															
Geography Unit 1	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
	2005	24	0	53	0	0		38	8	342	0	27	0	0	365	0	857
	2006	32	7	32				32	21	300		20			582		1026
	2007	26	1	43	1	0		30	11	364	0	16	0	0	566	0	1058
Geometrical & Mechanical Engineering Drawing Unit 1	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
	2005	15	0	28	0	0		0	0	104	0	0	0	0	61	0	208
	2006	12	2	44						168					142		368
	2007	11	6	50	0	0		0	0	233	0	0	0	0	107	0	407
History Unit 1	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
	2005	11	7	57	2	0		44	18	613	0	27	0	0	407	0	1186
	2006	10		52	18			51	43	880	1	22			475		1552
	2007	9	10	59	18		1	46	19	988	0	26	0	1	513	0	1690
Information Technology Unit 1	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
	2005	8	0	35	0	0		0	61	212	13	0	0	72	41	0	442
	2006			60	17				49	395	10	25		50	79		685
	2007	0	6	75	22		11	0	59	435	9	5	0	0	58	0	680

Appendix 3 (continued)

TABLE 9 continued

CAPE Comparison of Subject Entries by Territory: 2003-2007																	
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Law Unit 1	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
	2005	58	4	15	0	0		44	72	144	0	43	0	0	32	0	412
	2006	57	9	31				45	78	283		44			78		625
	2007	58	1	17	0		1	41	82	454	0	27	0	0	110	0	791
Literatures in English Unit 1	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
	2005	37	8	65	0	0		50	17	576	0	33	0	0	482	0	1268
	2006	33	10	70	1			42	24	942		31			788		1941
	2007	19	5	79	23	0		17	35	847	0	26	0	0	596	0	1647
Management of Business Unit 1	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
	2005	41	13	98	13	0		208	26	1131	0	33	0	0	1315	0	2878
	2006	63	17	165	22			238	64	1292	24	103			1896		3884
	2007	57	19	151	30		11	177	41	1972	9	208	0	0	1982	0	4657
Pure Mathematics Unit 1	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
	2005	100	7	295	13	0		113	90	930	9	33	0	63	960	0	2613
	2006	126	12	348	40			125	84	1714	10	37		85	1853		4434
	2007	133	6	310	60	0		130	60	2143	2	39	0	115	2025	0	5023
Physics Unit 1	2003	18	0	135	0	3		0	0	236	0	17	0	0	0	2	411
	2004	16	0	141	2	2		40	4	414	3	12	0	0	159	0	793
	2005	15	6	138	0	0		13	1	289	0	15	0	0	717	0	1194
	2006	19		157	5			66		672		18			1475		2412
	2007	15	6	128	18	0		39	4	840	0	19	5	0	1679	0	2753
Sociology Unit 1	2003	69	0	27	0	0		0	49	1022	0	46	0	0	0	0	1213
	2004	75	10	101	0	0		171	76	1296	0	66	0	0	96	0	1891
	2005	83	0	67	0	0		161	76	1069	0	68	0	0	800	0	2324
	2006	98	16	135	1			177	99	1937		88			1119		3670
	2007	94	18	118	0	0		126	88	2052	0	78	0	0	1334	0	3908
Spanish Unit 1	2003	14	0	56	9	0		0	0	178	0	7	0	0	0	0	264
	2004	6	0	35	4	0		22	0	173	0	12	0	0	48	0	300
	2005	18	0	47	26	0		15	0	109	0	8	0	0	175	0	398
	2006	14		39	13			23	4	222		10		16	285		626
	2007	18	1	53	16	0		8	5	290	0	5	0	21	305	0	722
Statistical Analysis Unit 1	2003	42	0	1	0	0		0	31	100	0	30	0	0	0	0	204
	2004	43	0	10	0	0		0	20	94	0	24	0	0	12	0	203
	2005	45	0	7	0	0		0	46	66	0	12	0	0	45	0	221
	2006	58		5	6				28	99	0	13			61		270
	2007	60	2	20	2	0		0	35	123	0	12	0	0	67	0	321
Accounting Unit 2	2003	8	5	83	10	0		0	19	323	5	18	0	0	0	0	471
	2004	50	2	98	13	0		0	38	655	1	59	0	0	0	0	916
	2005	37	8	103	17	0		96	45	445	8	60	0	0	410	0	1229
	2006	46	7	84	9			67	10	838		53			1045	1	2160
	2007	36	8	114	11	0		68	35	641	0	26	0	0	1145	0	2084
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
	2005	0	1	23	0	0		0	0	32	0	2	0	0	0	0	58
	2006			19						20		3			10		52
	2007	0	0	18	0	0		0	0	44	0	0	0	0	27	0	89

Appendix 3 (continued)

TABLE 9 continued

CAPE Comparison of Subject Entries by Territory: 2003-2007																		
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL	
Biology Unit 2																		
	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	
	2005	19	10	73	8	0		54	37	464	3	15	0	0	75	0	758	
	2006	34	2	74	14			55	18	358	3	22			413		993	
2007	31	0	94	34	0		61	20	810	0	15	4	0	671	0	1740		
Chemistry Unit 2																		
	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	
	2005	12	0	63	0	0		40	49	365	0	10	7	0	91	0	637	
	2006	16	2	63	3			53	37	358		18			548		1098	
2007	23	0	84	17	0		46	40	552	0	11	13	0	998	0	1784		
Computer Science Unit 2																		
	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	
	2005	12	2	41	0	0		0	1	206	0	19	0	0	39	0	320	
	2006	21	2	35					7	365		17			59		506	
2007	15	0	36	4	0		0	1	369	0	27	0	0	88	0	540		
Economics Unit 2																		
	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	
	2005	43	3	0	0	0		99	22	416	0	54	0	0	165	0	802	
	2006	35	3	10	11			101	54	542	19	96			1023		1894	
	2007	46	7	38	5	0		92	23	738	8	85	0	0	1213	1	2256	
Electrical and Electronics Tech Unit 2																		
	2006	0	0	0	3	0		0	0	0	0	0	0	0	10	0	13	
	2007	0	0	0	5	0		0	0	42	0	0	0	0	15	0	62	
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	
	2005	13	8	0	9	0		0	10	44	0	0	12	0	31	0	127	
	2006	1		18	5				30	95		9	8	3	79		248	
2007	14	0	21	10	0		0	26	175	0	6	6	0	140	0	398		
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	
	2005	0	1	15	0	0		0	6	62	0	0	0	0	7	0	91	
	2006		3	7					2	83							95	
2007	7	0	8	0	0		0	7	102	0	5	0	0	10	0	139		
French Unit 2																		
	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	
	2005	5	0	11	0	0		4	0	20	0	7	0	0	13	0	60	
	2006	4		15				5		25		6			60		115	
2007	6	0	18	0	0		13	0	42	0	9	0	15	114	0	217		
Geography Unit 2																		
	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	
	2005	15	9	30	0	0		20	2	148	0	16	0	0	37	0	277	
	2006	18		45				32	7	337		15			377		831	
2007	14	3	21	1	0		17	5	290	0	12	0	0	447	0	810		
Geometrical & Mechanical Engineering Drawing Unit 2																		
	2006			31						41					49		121	
	2007	0	1	28	0	0		0	0	97	0	0	0	0	88	0	214	
History Unit 2																		
	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	
	2005	12	6	48	2	0		37	34	704	0	19	0	0	113	0	975	
	2006	8	9	43	23			38	12	516	1	20			403		1073	
2007	6	1	36	14		1	38	20	778	0	12	0	0	433	0	1339		

Appendix 3 *(continued)*

TABLE 9 *continued*

CAPE Comparison of Subject Entries by Territory: 2003-2007																	
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Law Unit 2	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
	2005	27	0	19	0	0		19	14	131	0	11	0	0	0	0	221
	2006	34		16				36	22	153		32			16		309
	2007	32	5	39	0		1	35	40	321	0	22	0	0	52	0	547
Literatures in English Unit 2	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
	2005	20	5	106	0	0		29	1	570	0	26	0	0	204	0	961
	2006	22	5	65				29	7	493		28			444		1093
	2007	22	7	57	21	0		34	10	790	0	25	0	0	644	0	1610
Management of Business Unit 2	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
	2005	34	11	79	0	0		163	11	644	19	160	0	0	237	0	1358
	2006	31	9	75	9			153	17	1070		131			1276		2771
	2007	42	12	110	8	0		138	29	1008	6	40	0	0	1466	0	2859
Pure Mathematics Unit 2	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
	2005	43	3	129	4	1		59	27	545	3	10	0	0	100	0	924
	2006	54	4	128	16			66	13	415	3	18		47	751		1515
	2007	51	4	129	35	0		52	12	956	1	12	0	42	1230	0	2524
Physics Unit 2	2003	0	0	83	0	1		0	0	179	0	6	0	0	0	0	269
	2004	10	0	87	0	1		0	0	205	0	15	0	0	0	0	318
	2005	6	0	88	1	0		25	0	363	0	5	0	0	132	0	620
	2006	10	5	73	2			23		287		9			595		1004
	2007	7	2	78	10	0		31	1	523	0	9	5	0	1019	0	1685
Sociology Unit 2	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
	2005	63	10	103	0	0		106	16	1086	0	54	0	0	82	0	1520
	2006	65		53				118	27	941		55			725		1984
	2007	68	5	67	4	0		105	49	1526	0	57	0	0	863	0	2744
Spanish Unit 2	2003	6	0	48	5	0		0	0	70	0	7	0	0	0	0	136
	2004	6	0	38	3	0		0	0	138	0	4	0	0	0	0	189
	2005	3	0	25	4	0		16	0	122	0	12	0	0	41	0	223
	2006	4		42	7			11		88		4			157		313
	2007	12	0	32	8	0		18	1	211	0	9	0	10	256	0	557
TOTAL	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
	2005	1319	214	3008	216	1		2100	1428	19919	100	1424	38	155	14070	0	43992
	2006	1573	193	3505	425	0	0	2544	1638	27180	106	1631	16	289	30150	4	69254
	2007	1466	229	3597	619	0	49	1961	1625	35667	81	1525	56	697	34320	2	81894

Appendix 3 (continued)

Table 10
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Accounting Unit 1	M	805	702	No.	56	91	149	170	119	72	45	103
				%	7.98	12.96	21.23	24.22	16.95	10.26	6.41	
	F	1799	1673	No.	155	245	422	406	206	160	79	126
				%	9.26	14.64	25.22	24.27	12.31	9.56	4.72	
	T	2604	2375	No.	211	336	571	576	325	232	124	229
				%	8.88	14.15	24.04	24.25	13.68	9.77	5.22	
Applied Mathematics Unit 1	M	104	94	No.	10	12	9	9	15	19	20	10
				%	10.64	12.77	9.57	9.57	15.96	20.21	21.28	
	F	78	72	No.	8	7	15	11	13	14	4	6
				%	11.11	9.72	20.83	15.28	18.06	19.44	5.56	
	T	182	166	No.	18	19	24	20	28	33	24	16
				%	10.84	11.45	14.46	12.05	16.87	19.88	14.46	
Art and Design Unit 1	M	77	72	No.	21	39	9	2	1	0	0	5
				%	29.17	54.17	12.50	2.78	1.39	0.00	0.00	
	F	89	85	No.	50	22	9	4	0	0	0	4
				%	58.82	25.88	10.59	4.71	0.00	0.00	0.00	
	T	166	157	No.	71	61	18	6	1	0	0	9
				%	45.22	38.85	11.46	3.82	0.64	0.00	0.00	
Biology Unit 1	M	905	857	No.	117	182	185	163	112	91	7	48
				%	13.65	21.24	21.59	19.02	13.07	10.62	0.82	
	F	1797	1704	No.	325	447	347	264	186	124	11	93
				%	19.07	26.23	20.36	15.49	10.92	7.28	0.65	
	T	2702	2561	No.	442	629	532	427	298	215	18	141
				%	17.26	24.56	20.77	16.67	11.64	8.40	0.70	
Caribbean Studies Unit 1	M	3214	3025	No.	291	660	981	632	394	63	4	189
				%	9.62	21.82	32.43	20.89	13.02	2.08	0.13	
	F	5545	5320	No.	1088	1591	1500	758	342	40	1	225
				%	20.45	29.91	28.20	14.25	6.43	0.75	0.02	
	T	8759	8345	No.	1379	2251	2481	1390	736	103	5	414
				%	16.52	26.97	29.73	16.66	8.82	1.23	0.06	

Appendix 3 *(continued)*

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Chemistry Unit 1	M	1460	1403	No.	392	260	323	175	128	113	12	57
				%	27.94	18.53	23.02	12.47	9.12	8.05	0.86	
	F	2318	2241	No.	582	453	508	278	215	194	11	77
				%	25.97	20.21	22.67	12.41	9.59	8.66	0.49	
	T	3778	3644	No.	974	713	831	453	343	307	23	134
				%	26.73	19.57	22.80	12.43	9.41	8.42	0.63	
Communication Studies	M	3852	3641	No.	353	949	1125	802	345	59	8	211
				%	9.70	26.06	30.90	22.03	9.48	1.62	0.22	
	F	6918	6650	No.	1251	2126	1849	1056	321	43	4	268
				%	18.81	31.97	27.80	15.88	4.83	0.65	0.06	
	T	10770	10291	No.	1604	3075	2974	1858	666	102	12	479
				%	15.59	29.88	28.90	18.05	6.47	0.99	0.12	
Computer Science Unit 1	M	556	498	No.	6	63	122	124	118	65	0	58
				%	1.20	12.65	24.50	24.90	23.69	13.05	0.00	
	F	418	385	No.	4	40	94	111	88	48	0	33
				%	1.04	10.39	24.42	28.83	22.86	12.47	0.00	
	T	974	883	No.	10	103	216	235	206	113	0	91
				%	1.13	11.66	24.46	26.61	23.33	12.80	0.00	
Economics Unit 1	M	997	884	No.	27	93	226	273	186	68	11	113
				%	3.05	10.52	25.57	30.88	21.04	7.69	1.24	
	F	1830	1685	No.	85	267	469	500	276	81	7	145
				%	5.04	15.85	27.83	29.67	16.38	4.81	0.42	
	T	2827	2569	No.	112	360	695	773	462	149	18	258
				%	4.36	14.01	27.05	30.09	17.98	5.80	0.70	
Electrical and Electronic Tech	M	67	48	No.	0	1	3	10	18	13	3	19
Unit 1				%	0.00	2.08	6.25	20.83	37.50	27.08	6.25	
	F	8	8	No.	0	0	2	0	4	2	0	0
				%	0.00	0.00	25.00	0.00	50.00	25.00	0.00	
	T	75	56	No.	0	1	5	10	22	15	3	19
				%	0.00	1.79	8.93	17.86	39.29	26.79	5.36	

Appendix 3 (continued)

Table 10 continued
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Environmental Science	M	245	217	No.	6	20	44	42	72	25	8	28
Unit 1				%	2.76	9.22	20.28	19.35	33.18	11.52	3.69	
	F	432	400	No.	25	52	68	82	99	54	20	32
				%	6.25	13.00	17.00	20.50	24.75	13.50	5.00	
	T	677	617	No.	31	72	112	124	171	79	28	60
				%	5.02	11.67	18.15	20.10	27.71	12.80	4.54	
Food & Nutrition Unit 1	M	20	16	No.	0	2	6	6	2	0	0	4
				%	0.00	12.50	37.50	37.50	12.50	0.00	0.00	
	F	194	172	No.	4	28	73	45	19	3	0	22
				%	2.33	16.28	42.44	26.16	11.05	1.74	0.00	
	T	214	188	No.	4	30	79	51	21	3	0	26
				%	2.13	15.96	42.02	27.13	11.17	1.60	0.00	
French Unit 1	M	57	52	No.	0	9	9	14	11	7	2	5
				%	0.00	17.31	17.31	26.92	21.15	13.46	3.85	
	F	254	240	No.	21	42	64	55	36	17	5	14
				%	8.75	17.50	26.67	22.92	15.00	7.08	2.08	
	T	311	292	No.	21	51	73	69	47	24	7	19
				%	7.19	17.47	25.00	23.63	16.10	8.22	2.40	
Geography Unit 1	M	527	484	No.	0	6	38	120	207	104	9	43
				%	0.00	1.24	7.85	24.79	42.77	21.49	1.86	
	F	531	500	No.	2	19	90	165	159	60	5	31
				%	0.40	3.80	18.00	33.00	31.80	12.00	1.00	
	T	1058	984	No.	2	25	128	285	366	164	14	74
				%	0.20	2.54	13.01	28.96	37.20	16.67	1.42	
Geom. and Mech. Eng. Draw. Unit 1	M	356	316	No.	3	17	42	72	105	77	0	40
				%	0.95	5.38	13.29	22.78	33.23	24.37	0.00	
	F	51	48	No.	0	7	7	10	12	12	0	3
				%	0.00	14.58	14.58	20.83	25.00	25.00	0.00	
	T	407	364	No.	3	24	49	82	117	89	0	43
				%	0.82	6.59	13.46	22.53	32.14	24.45	0.00	

Appendix 3 *(continued)*

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
History Unit 1	M	432	395	No.	10	33	73	107	114	50	8	37
				%	2.53	8.35	18.48	27.09	28.86	12.66	2.03	
	F	1258	1185	No.	34	176	296	329	269	73	8	73
				%	2.87	14.85	24.98	27.76	22.70	6.16	0.68	
	T	1690	1580	No.	44	209	369	436	383	123	16	110
				%	2.78	13.23	23.35	27.59	24.24	7.78	1.01	
Information Technology Unit 1	M	290	258	No.	3	9	35	85	88	33	5	32
				%	1.16	3.49	13.57	32.95	34.11	12.79	1.94	
	F	390	337	No.	0	15	53	107	103	49	10	53
				%	0.00	4.45	15.73	31.75	30.56	14.54	2.97	
	T	680	595	No.	3	24	88	192	191	82	15	85
				%	0.50	4.03	14.79	32.27	32.10	13.78	2.52	
Law Unit 1	M	177	144	No.	9	16	37	16	28	30	8	33
				%	6.25	11.11	25.69	11.11	19.44	20.83	5.56	
	F	614	536	No.	42	86	156	62	92	77	21	78
				%	7.84	16.04	29.10	11.57	17.16	14.37	3.92	
	T	791	680	No.	51	102	193	78	120	107	29	111
				%	7.50	15.00	28.38	11.47	17.65	15.74	4.26	
Literatures in English Unit 1	M	331	295	No.	0	17	66	110	62	34	6	36
				%	0.00	5.76	22.37	37.29	21.02	11.53	2.03	
	F	1316	1223	No.	5	99	326	486	231	73	3	93
				%	0.41	8.09	26.66	39.74	18.89	5.97	0.25	
	T	1647	1518	No.	5	116	392	596	293	107	9	129
				%	0.33	7.64	25.82	39.26	19.30	7.05	0.59	
Management of Business Unit 1	M	1537	1412	No.	16	90	260	334	433	253	26	125
				%	1.13	6.37	18.41	23.65	30.67	17.92	1.84	
	F	3120	2911	No.	60	220	558	736	844	451	42	209
				%	2.06	7.56	19.17	25.28	28.99	15.49	1.44	
	T	4657	4323	No.	76	310	818	1070	1277	704	68	334
				%	1.76	7.17	18.92	24.75	29.54	16.28	1.57	

Appendix 3 (continued)

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Pure Mathematics Unit 1	M	2485	2269	No.	298	256	258	253	289	397	518	216
				%	13.13	11.28	11.37	11.15	12.74	17.50	22.83	
	F	2538	2369	No.	359	271	266	287	348	419	419	169
				%	15.15	11.44	11.23	12.11	14.69	17.69	17.69	
	T	5023	4638	No.	657	527	524	540	637	816	937	385
				%	14.17	11.36	11.30	11.64	13.73	17.59	20.20	
Physics Unit 1	F	1529	1431	No.	110	179	257	402	328	143	12	98
				%	7.69	12.51	17.96	28.09	22.92	9.99	0.84	
	M	1224	1166	No.	95	182	234	296	246	110	3	58
				%	8.15	15.61	20.07	25.39	21.10	9.43	0.26	
	T	2753	2597	No.	205	361	491	698	574	253	15	156
				%	7.89	13.90	18.91	26.88	22.10	9.74	0.58	
Sociology Unit 1	M	1003	898	No.	24	129	255	254	165	71	0	105
				%	2.67	14.37	28.40	28.29	18.37	7.91	0.00	
	F	2905	2711	No.	183	641	911	593	286	97	0	194
				%	6.75	23.64	33.60	21.87	10.55	3.58	0.00	
	T	3908	3609	No.	207	770	1166	847	451	168	0	299
				%	5.74	21.34	32.31	23.47	12.50	4.66	0.00	
Spanish Unit 1	M	167	148	No.	11	17	35	37	25	19	4	19
				%	7.43	11.49	23.65	25.00	16.89	12.84	2.70	
	F	555	519	No.	44	91	119	110	80	65	10	36
				%	8.48	17.53	22.93	21.19	15.41	12.52	1.93	
	T	722	667	No.	55	108	154	147	105	84	14	55
				%	8.25	16.19	23.09	22.04	15.74	12.59	2.10	
Statistical Analysis	M	137	114	No.	9	7	22	14	26	21	15	23
				%	7.89	6.14	19.30	12.28	22.81	18.42	13.16	
	F	184	157	No.	21	19	20	17	27	35	18	27
				%	13.38	12.10	12.74	10.83	17.20	22.29	11.46	
	T	321	271	No.	30	26	42	31	53	56	33	50
				%	11.07	9.59	15.50	11.44	19.56	20.66	12.18	

Appendix 3 *(continued)*

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Accounting Unit 2	M	689	642	No.	65	83	111	134	136	85	28	47
				%	10.12	12.93	17.29	20.87	21.18	13.24	4.36	
	F	1395	1321	No.	198	209	247	223	243	157	44	74
				%	14.99	15.82	18.70	16.88	18.40	11.88	3.33	
	T	2084	1963	No.	263	292	358	357	379	242	72	121
				%	13.40	14.88	18.24	18.19	19.31	12.33	3.67	
Art and Design Unit 2	M	43	41	No.	18	14	6	3	0	0	0	2
				%	43.90	34.15	14.63	7.32	0.00	0.00	0.00	
	F	46	43	No.	22	12	9	0	0	0	0	3
				%	51.16	27.91	20.93	0.00	0.00	0.00	0.00	
	T	89	84	No.	40	26	15	3	0	0	0	5
				%	47.62	30.95	17.86	3.57	0.00	0.00	0.00	
Biology Unit 2	M	548	528	No.	97	140	149	90	36	15	1	20
				%	18.37	26.52	28.22	17.05	6.82	2.84	0.19	
	F	1192	1170	No.	253	348	304	168	62	34	1	22
				%	21.62	29.74	25.98	14.36	5.30	2.91	0.09	
	T	1740	1698	No.	350	488	453	258	98	49	2	42
				%	20.61	28.74	26.68	15.19	5.77	2.89	0.12	
Chemistry Unit 2	M	672	647	No.	285	147	118	51	33	11	2	25
				%	44.05	22.72	18.24	7.88	5.10	1.70	0.31	
	F	1112	1092	No.	412	281	243	88	46	20	2	20
				%	37.73	25.73	22.25	8.06	4.21	1.83	0.18	
	T	1784	1739	No.	697	428	361	139	79	31	4	45
				%	40.08	24.61	20.76	7.99	4.54	1.78	0.23	
Computer Science Unit 2	M	307	240	No.	5	13	22	29	71	60	40	67
				%	2.08	5.42	9.17	12.08	29.58	25.00	16.67	
	F	233	203	No.	0	10	27	48	53	41	24	30
				%	0.00	4.93	13.30	23.65	26.11	20.20	11.82	
	T	540	443	No.	5	23	49	77	124	101	64	97
				%	1.13	5.19	11.06	17.38	27.99	22.80	14.45	

Appendix 3 (continued)

Table 10 continued ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007												
Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Economics Unit 2	M	782	749	No.	9	37	100	186	225	158	34	33
				%	1.20	4.94	13.35	24.83	30.04	21.09	4.54	
	F	1474	1407	No.	14	91	214	425	417	207	39	67
				%	1.00	6.47	15.21	30.21	29.64	14.71	2.77	
	T	2256	2156	No.	23	128	314	611	642	365	73	100
				%	1.07	5.94	14.56	28.34	29.78	16.93	3.39	
Electrical and Electronic Tech	M	56	55	No.	0	3	11	20	13	8	0	1
Unit 2				%	0.00	5.45	20.00	36.36	23.64	14.55	0.00	
	F	6	6	No.	0	1	0	2	3	0	0	0
				%	0.00	16.67	0.00	33.33	50.00	0.00	0.00	
	T	62	61	No.	0	4	11	22	16	8	0	1
				%	0.00	6.56	18.03	36.07	26.23	13.11	0.00	
Environmental Science	M	126	117	No.	1	8	20	22	40	20	6	9
Unit 2				%	0.85	6.84	17.09	18.80	34.19	17.09	5.13	
	F	272	250	No.	9	25	40	52	55	50	19	22
				%	3.60	10.00	16.00	20.80	22.00	20.00	7.60	
	T	398	367	No.	10	33	60	74	95	70	25	31
				%	2.72	8.99	16.35	20.16	25.89	19.07	6.81	
Food & Nutrition Unit 2	M	17	12	No.	1	1	2	5	3	0	0	5
				%	8.33	8.33	16.67	41.67	25.00	0.00	0.00	
	F	122	112	No.	5	31	37	26	11	2	0	10
				%	4.46	27.68	33.04	23.21	9.82	1.79	0.00	
	T	139	124	No.	6	32	39	31	14	2	0	15
				%	4.84	25.81	31.45	25.00	11.29	1.61	0.00	
French Unit 2	M	36	35	No.	4	6	8	7	9	1	0	1
				%	11.43	17.14	22.86	20.00	25.71	2.86	0.00	
	F	181	174	No.	37	47	49	30	11	0	0	7
				%	21.26	27.01	28.16	17.24	6.32	0.00	0.00	
	T	217	209	No.	41	53	57	37	20	1	0	8
				%	19.62	25.36	27.27	17.70	9.57	0.48	0.00	

Appendix 3 *(continued)*

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Geography Unit 2	M	372	352	No.	1	1	23	84	139	96	8	20
				%	0.28	0.28	6.53	23.86	39.49	27.27	2.27	
	F	438	423	No.	5	25	71	118	143	54	7	15
				%	1.18	5.91	16.78	27.90	33.81	12.77	1.65	
	T	810	775	No.	6	26	94	202	282	150	15	35
				%	0.77	3.35	12.13	26.06	36.39	19.35	1.94	
Geom. and Mech. Eng. Draw. Unit 2	M	190	166	No.	5	22	43	34	39	23	0	24
				%	3.01	13.25	25.90	20.48	23.49	13.86	0.00	
	F	24	23	No.	2	2	7	9	2	1	0	1
				%	8.70	8.70	30.43	39.13	8.70	4.35	0.00	
	T	214	189	No.	7	24	50	43	41	24	0	25
				%	3.70	12.70	26.46	22.75	21.69	12.70	0.00	
History Unit 2	M	337	319	No.	11	45	66	99	64	28	6	18
				%	3.45	14.11	20.69	31.03	20.06	8.78	1.88	
	F	1002	967	No.	72	158	291	240	145	52	9	35
				%	7.45	16.34	30.09	24.82	14.99	5.38	0.93	
	T	1339	1286	No.	83	203	357	339	209	80	15	53
				%	6.45	15.79	27.76	26.36	16.25	6.22	1.17	
Law Unit 2	M	141	119	No.	5	10	23	7	21	30	23	22
				%	4.20	8.40	19.33	5.88	17.65	25.21	19.33	
	F	406	364	No.	11	36	82	33	79	88	35	42
				%	3.02	9.89	22.53	9.07	21.70	24.18	9.62	
	T	547	483	No.	16	46	105	40	100	118	58	64
				%	3.31	9.52	21.74	8.28	20.70	24.43	12.01	
Literatures in English Unit 2	M	283	274	No.	1	11	58	110	62	27	5	9
				%	0.36	4.01	21.17	40.15	22.63	9.85	1.82	
	F	1327	1306	No.	10	113	409	513	206	51	4	21
				%	0.77	8.65	31.32	39.28	15.77	3.91	0.31	
	T	1610	1580	No.	11	124	467	623	268	78	9	30
				%	0.70	7.85	29.56	39.43	16.96	4.94	0.57	

Appendix 3 (continued)

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
Management of Business	M	981	935	No.	15	87	270	328	189	45	1	46
Unit 2				%	1.60	9.30	28.88	35.08	20.21	4.81	0.11	
	F	1878	1794	No.	39	253	539	542	333	84	4	84
				%	2.17	14.10	30.04	30.21	18.56	4.68	0.22	
	T	2859	2729	No.	54	340	809	870	522	129	5	130
				%	1.98	12.46	29.64	31.88	19.13	4.73	0.18	
Pure Mathematics Unit 2	M	1215	1155	No.	215	175	119	155	173	173	145	60
				%	18.61	15.15	10.30	13.42	14.98	14.98	12.55	
	F	1309	1270	No.	281	210	184	191	176	147	81	39
				%	22.13	16.54	14.49	15.04	13.86	11.57	6.38	
	T	2524	2425	No.	496	385	303	346	349	320	226	99
				%	20.45	15.88	12.49	14.27	14.39	13.20	9.32	
Physics Unit 2	M	917	874	No.	197	146	189	184	125	31	2	43
				%	22.54	16.70	21.62	21.05	14.30	3.55	0.23	
	F	768	755	No.	166	161	161	153	95	19	0	13
				%	21.99	21.32	21.32	20.26	12.58	2.52	0.00	
	T	1685	1629	No.	363	307	350	337	220	50	2	56
				%	22.28	18.85	21.49	20.69	13.51	3.07	0.12	
Sociology Unit 2	M	641	612	No.	37	154	235	138	44	4	0	29
				%	6.05	25.16	38.40	22.55	7.19	0.65	0.00	
	F	2103	2041	No.	243	787	711	229	65	6	0	62
				%	11.91	38.56	34.84	11.22	3.18	0.29	0.00	
	T	2744	2653	No.	280	941	946	367	109	10	0	91
				%	10.55	35.47	35.66	13.83	4.11	0.38	0.00	
Spanish Unit 2	M	122	116	No.	7	9	29	23	31	14	3	6
				%	6.03	7.76	25.00	19.83	26.72	12.07	2.59	
	F	435	422	No.	48	65	115	77	81	31	5	13
				%	11.37	15.40	27.25	18.25	19.19	7.35	1.18	
	T	557	538	No.	55	74	144	100	112	45	8	19
				%	10.22	13.75	26.77	18.59	20.82	8.36	1.49	

Appendix 3 *(continued)*

Table 10 *continued*
ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE
POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2007

Subject	SEX	Subject Entry	Cands Writing Exam	GRADES								OTHER*
					I	II	III		V	VI	VII	
TOTAL	M	29805	27661	No.	2751	4269	6171	5935	4844	2656	1035	2144
				%	9.95	15.43	22.31	21.46	17.51	9.60	3.74	7.75
	F	52089	49440	No.	6270	10011	12196	9935	6728	3345	955	2649
				%	12.68	20.25	24.67	20.10	13.61	6.77	1.93	
	T	81894	77101	No.	9021	14280	18367	15870	11572	6001	1990	4793
				%	11.70	18.52	23.82	20.58	15.01	7.78	2.58	

Appendix 3 (continued)

TABLE 11
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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
Accounting Unit 1	2007	2604	2375	No.	211	336	571	576	325	232	124	229	211	547	1118	1694	2019
				%	8.88	14.15	24.04	24.25	13.68	9.77	5.22		8.88	23.03	47.07	71.33	85.01
	2006	2223	2024	No.	201	327	518	490	206	158	124	199	201	528	1046	1536	1742
				%	9.93	16.16	25.59	24.21	10.18	7.81	6.13		9.93	26.09	51.68	75.89	86.07
Applied Mathematics Unit 1	2007	182	166	No.	18	19	24	20	28	33	24	16	18	37	61	81	109
				%	10.84	11.45	14.46	12.05	16.87	19.88	14.46		10.84	22.29	36.75	48.80	65.66
	2006	146	144	No.	26	30	24	23	20	18	3	2	26	56	80	103	123
				%	18.06	20.83	16.67	15.97	13.89	12.50	2.08		18.06	38.89	55.56	71.53	85.42
Art and Design Unit 1	2007	166	157	No.	71	61	18	6	1	0	0	9	71	132	150	156	157
				%	45.22	38.85	11.46	3.82	0.64	0.00	0.00		45.22	84.08	95.54	99.36	100.00
	2006	121	95	No.	36	30	24	5	0	0	0	26	36	66	90	95	95
				%	37.89	31.58	25.26	5.26	0.00	0.00	0.00		37.89	69.47	94.74	100.00	100.00
Biology Unit 1	2007	2702	2561	No.	442	629	532	427	298	215	18	141	442	1071	1603	2030	2328
				%	17.26	24.56	20.77	16.67	11.64	8.40	0.70		17.26	41.82	62.59	79.27	90.90
	2006	2210	2086	No.	469	434	403	329	251	156	44	124	469	903	1306	1635	1886
				%	22.48	20.81	19.32	15.77	12.03	7.48	2.11		22.48	43.29	62.61	78.38	90.41
Caribbean Studies Unit 1	2007	8759	8345	No.	1379	2251	2481	1390	736	103	5	414	1379	3630	6111	7501	8237
				%	16.52	26.97	29.73	16.66	8.82	1.23	0.06		16.52	43.50	73.23	89.89	98.71
	2006	7299	6885	No.	779	1635	2260	1390	655	143	23	414	779	2414	4674	6064	6719
				%	11.31	23.75	32.82	20.19	9.51	2.08	0.33		11.31	35.06	67.89	88.08	97.59
Chemistry Unit 1	2007	3778	3644	No.	974	713	831	453	343	307	23	134	974	1687	2518	2971	3314
				%	26.73	19.57	22.80	12.43	9.41	8.42	0.63		26.73	46.30	69.10	81.53	90.94
	2006	2617	2513	No.	141	246	425	356	430	700	215	104	141	387	812	1168	1598
				%	5.61	9.79	16.91	14.17	17.11	27.86	8.56		5.61	15.40	32.31	46.48	63.59

Appendix 3 (continued)

TABLE 11 *continued*
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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
Communication Studies Unit 1	2007	10770	10291	No.	1604	3075	2974	1858	666	102	12	479	1604	4679	7653	9511	10177
				%	15.59	29.88	28.90	18.05	6.47	0.99	0.12		15.59	45.47	74.37	92.42	98.89
	2006	10237	9702	No.	1998	3196	2531	1367	525	65	20	535	1998	5194	7725	9092	9617
				%	20.59	32.94	26.09	14.09	5.41	0.67	0.21		20.59	53.54	79.62	93.71	99.12
Computer Science Unit 1	2007	974	883		10	103	216	235	206	113	0	91	10	113	329	564	770
				%	1.13	11.66	24.46	26.61	23.33	12.80	0.00		1.13	12.80	37.26	63.87	87.20
	2006	759	709		21	84	143	189	177	73	22	50	21	105	248	437	614
				%	2.96	11.85	20.17	26.66	24.96	10.30	3.10		2.96	14.81	34.98	61.64	86.60
Economics Unit 1	2007	2827	2569		112	360	695	773	462	149	18	258	112	472	1167	1940	2402
				%	4.36	14.01	27.05	30.09	17.98	5.80	0.70		4.36	18.37	45.43	75.52	93.50
	2006	2857	2592		173	507	793	660	364	82	13	265	173	680	1473	2133	2497
				%	6.67	19.56	30.59	25.46	14.04	3.16	0.50		6.67	26.23	56.83	82.29	96.33
Electrical and Electronics Tech Unit 1	2007	75	56	No.	0	1	5	10	22	15	3	19	0	1	6	16	38
				%	0.00	1.79	8.93	17.86	39.29	26.79	5.36		0.00	1.79	10.71	28.57	67.86
	2006	120	111	No.	1	2	9	25	42	26	6	9	1	3	12	37	79
				%	0.90	1.80	8.11	22.52	37.84	23.42	5.41		0.90	2.70	10.81	33.33	71.17
Environmental Science Unit 1	2007	677	617	No.	31	72	112	124	171	79	28	60	31	103	215	339	510
				%	5.02	11.67	18.15	20.10	27.71	12.80	4.54		5.02	16.69	34.85	54.94	82.66
	2006	545	491	No.	23	56	107	129	110	47	19	54	23	79	186	315	425
				%	4.68	11.41	21.79	26.27	22.40	9.57	3.87		4.68	16.09	37.88	64.15	86.56
Food & Nutrition Unit 1	2007	214	188	No.	4	30	79	51	21	3	0	26	4	34	113	164	185
				%	2.13	15.96	42.02	27.13	11.17	1.60	0.00		2.13	18.09	60.11	87.23	98.40
	2006	182	162	No.	0	6	37	64	35	19	1	20	0	6	43	107	142
				%	0.00	3.70	22.84	39.51	21.60	11.73	0.62		0.00	3.70	26.54	66.05	87.65
French Unit 1	2007	311	292	No.	21	51	73	69	47	24	7	19	21	72	145	214	261
				%	7.19	17.47	25.00	23.63	16.10	8.22	2.40		7.19	24.66	49.66	73.29	89.38
	2006	257	245	No.	18	44	52	45	60	23	3	12	18	62	114	159	219
				%	7.35	17.96	21.22	18.37	24.49	9.39	1.22		7.35	25.31	46.53	64.90	89.39

TABLE 11 *continued*
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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
Geometrical and Mechanical Engineering Drawing Unit 1	2007	407	364	No.	3	24	49	82	117	89	0	43	3	27	76	158	275
				%	0.82	6.59	13.46	22.53	32.14	24.45	0.00		0.82	7.42	20.88	43.41	75.55
	2006	368	330	No.	10	27	42	76	93	62	20	38	10	37	79	155	248
				%	3.03	8.18	12.73	23.03	28.18	18.79	6.06		3.03	11.21	23.94	46.97	75.15
History Unit 1	2007	1690	1580	No.	44	209	369	436	383	123	16	110	44	253	622	1058	1441
				%	2.78	13.23	23.35	27.59	24.24	7.78	1.01		2.78	16.01	39.37	66.96	91.20
	2006	1552	1441	No.	89	225	381	375	274	84	13	111	89	314	695	1070	1344
				%	6.18	15.61	26.44	26.02	19.01	5.83	0.90		6.18	21.79	48.23	74.25	93.27
Information Technology Unit 1	2007	680	595	No.	3	24	88	192	191	82	15	85	3	27	115	307	498
				%	0.50	4.03	14.79	32.27	32.10	13.78	2.52		0.50	4.54	19.33	51.60	83.70
	2006	685	587	No.	1	18	63	163	228	97	17	98	1	19	82	245	473
				%	0.17	3.07	10.73	27.77	38.84	16.52	2.90		0.17	3.24	13.97	41.74	80.58
Law Unit 1	2007	791	680	No.	51	102	193	78	120	107	29	111	51	153	346	424	544
				%	7.50	15.00	28.38	11.47	17.65	15.74	4.26		7.50	22.50	50.88	62.35	80.00
	2006	625	546	No.	12	53	108	75	109	127	62	79	12	65	173	248	357
				%	2.20	9.71	19.78	13.74	19.96	23.26	11.36		2.20	11.90	31.68	45.42	65.38
Literatures in English Unit 1	2007	1647	1518	No.	5	116	392	596	293	107	9	129	5	121	513	1109	1402
				%	0.33	7.64	25.82	39.26	19.30	7.05	0.59		0.33	7.97	33.79	73.06	92.36
	2006	1941	1808	No.	36	195	484	610	327	132	24	133	36	231	715	1325	1652
				%	1.99	10.79	26.77	33.74	18.09	7.30	1.33		1.99	12.78	39.55	73.29	91.37
Management of Business Unit 1	2007	4657	4323	No.	76	310	818	1070	1277	704	68	334	76	386	1204	2274	3551
				%	1.76	7.17	18.92	24.75	29.54	16.28	1.57		1.76	8.93	27.85	52.60	82.14
	2006	3884	3519	No.	29	212	553	805	872	776	272	365	29	241	794	1599	2471
				%	0.82	6.02	15.71	22.88	24.78	22.05	7.73		0.82	6.85	22.56	45.44	70.22
Pure Mathematics Unit 1	2007	5023	4638	No.	657	527	524	540	637	816	937	385	657	1184	1708	2248	2885
				%	14.17	11.36	11.30	11.64	13.73	17.59	20.20		14.17	25.53	36.83	48.47	62.20
	2006	4434	4091	No.	594	539	419	476	552	674	837	343	594	1133	1552	2028	2580
				%	14.52	13.18	10.24	11.64	13.49	16.48	20.46		14.52	27.69	37.94	49.57	63.07

Appendix 3 (continued)

TABLE 11 *continued*
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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	2007	2753	2597	No.	205	361	491	698	574	253	15	156	205	566	1057	1755	2329
				%	7.89	13.90	18.91	26.88	22.10	9.74	0.58		7.89	21.79	40.70	67.58	89.68
	2006	2412	2266	No.	142	259	351	551	568	374	21	146	142	401	752	1303	1871
				%	6.27	11.43	15.49	24.32	25.07	16.50	0.93		6.27	17.70	33.19	57.50	82.57
Sociology Unit 1	2007	3908	3609	No.	207	770	1166	847	451	168	0	299	207	977	2143	2990	3441
				%	5.74	21.34	32.31	23.47	12.50	4.66	0.00		5.74	27.07	59.38	82.85	95.34
	2006	3670	3346	No.	3	101	508	897	1064	611	162	324	3	104	612	1509	2573
				%	0.09	3.02	15.18	26.81	31.80	18.26	4.84		0.09	3.11	18.29	45.10	76.90
Spanish Unit 1	2007	722	667	No.	55	108	154	147	105	84	14	55	55	163	317	464	569
				%	8.25	16.19	23.09	22.04	15.74	12.59	2.10		8.25	24.44	47.53	69.57	85.31
	2006	626	591	No.	109	142	132	87	50	49	22	35	109	251	383	470	520
				%	18.44	24.03	22.34	14.72	8.46	8.29	3.72		18.44	42.47	64.81	79.53	87.99
Statistical Analysis	2007	321	271	No.	30	26	42	31	53	56	33	50	30	56	98	129	182
				%	11.07	9.59	15.50	11.44	19.56	20.66	12.18		11.07	20.66	36.16	47.60	67.16
	2006	270	238	No.	16	30	33	32	45	53	29	32	16	46	79	111	156
				%	6.72	12.61	13.87	13.45	18.91	22.27	12.18		6.72	19.33	33.19	46.64	65.55
Accounting Unit 2	2007	2084	1963	No.	263	292	358	357	379	242	72	121	263	555	913	1270	1649
				%	13.40	14.88	18.24	18.19	19.31	12.33	3.67		13.40	28.27	46.51	64.70	84.00
	2006	2160	2046	No.	184	245	343	335	408	353	178	114	184	429	772	1107	1515
				%	8.99	11.97	16.76	16.37	19.94	17.25	8.70		8.99	20.97	37.73	54.11	74.05
Art and Design Unit 2	2007	89	84	No.	40	26	15	3	0	0	0	5	40	66	81	84	84
				%	47.62	30.95	17.86	3.57	0.00	0.00	0.00		47.62	78.57	96.43	100.00	100.00
	2006	52	47	No.	40	4	1	2	0	0	0	5	40	44	45	47	47
				%	85.11	8.51	2.13	4.26	0.00	0.00	0.00		85.11	93.62	95.74	100.00	100.00
Biology Unit 2	2007	1740	1698	No.	350	488	453	258	98	49	2	42	350	838	1291	1549	1647
				%	20.61	28.74	26.68	15.19	5.77	2.89	0.12		20.61	49.35	76.03	91.22	97.00
	2006	993	965	No.	165	195	188	182	162	65	8	28	165	360	548	730	892
				%	17.10	20.21	19.48	18.86	16.79	6.74	0.83		17.10	37.31	56.79	75.65	92.44

TABLE 11 *continued*
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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 2	2007	1784	1739	No.	697	428	361	139	79	31	4	45	697	1125	1486	1625	1704
				%	40.08	24.61	20.76	7.9	4.54	1.78	0.2		40.08	64.69	85.45	93.44	97.99
	2006	1098	1060	No.	156	170	211	152	144	183	44	38	156	326	537	689	833
				%	14.72	16.04	19.91	14.34	13.58	17.26	4.1		14.72	30.75	50.66	65.00	78.58
Computer Science Unit 2	2007	540	443		5	23	49	77	124	101	64	97	5	28	77	154	278
				%	1.13	5.19	11.06	17.38	27.99	22.80	14.45		1.13	6.32	17.38	34.76	62.75
	2006	506	459		10	15	48	55	121	122	88	47	10	25	73	128	249
				%	2.18	3.27	10.46	11.98	26.36	26.58	19.17		2.18	5.45	15.90	27.89	54.25
Economics Unit 2	2007	2256	2156		23	128	314	611	642	365	73	100	23	151	465	1076	1718
				%	1.07	5.94	14.56	28.34	29.78	16.93	3.3		1.07	7.00	21.57	49.91	79.68
	2006	1894	1799		20	148	327	457	483	289	75	95	20	168	495	952	1435
				%	1.11	8.23	18.18	25.40	26.85	16.06	4.1		1.11	9.34	27.52	52.92	79.77
Electrical and Electronics Tech Unit 2	2007	62	61	No.	0	4	11	22	16	8	0	1	0	4	15	37	53
				%	0.00	6.56	18.03	36.07	26.23	13.11	0.0		0.00	6.56	24.59	60.66	86.89
	2006	13	8	No.	0	1	1	3	3	0	0	5	0	1	2	5	8
				%	0.00	12.50	12.50	37.50	37.50	0.00	0.0		0.00	12.50	25.00	62.50	100.00
Environmental Science Unit 2	2007	398	367	No.	10	33	60	74	95	70	25	31	10	43	103	177	272
				%	2.72	8.99	16.35	20.16	25.89	19.07	6.8		2.72	11.72	28.07	48.23	74.11
	2006	248	236	No.	12	54	64	51	45	8	2	12	12	66	130	181	226
				%	5.08	22.88	27.12	21.61	19.07	3.39	0.8		5.08	27.97	55.08	76.69	95.76
Food & Nutrition Unit 2	2007	139	124	No.	6	32	39	31	14	2	0	15	6	38	77	108	122
				%	4.84	25.81	31.45	25.00	11.29	1.61	0.0		4.84	30.65	62.10	87.10	98.39
	2006	95	92	No.	0	9	30	35	17	1	0	3	0	9	39	74	91
				%	0.00	9.78	32.61	38.04	18.48	1.09	0.0		0.00	9.78	42.39	80.43	98.91
French Unit 2	2007	217	209	No.	41	53	57	37	20	1	0	8	41	94	151	188	208
				%	19.62	25.36	27.27	17.70	9.57	0.48	0.0		19.62	44.98	72.25	89.95	99.52
	2006	115	115	No.	18	32	45	10	10	0	0	0	18	50	95	105	115
				%	15.65	27.83	39.13	8.70	8.70	0.00	0.0		15.65	43.48	82.61	91.30	100.00

Appendix 3 (continued)

TABLE 11 *continued*

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

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
Geography Unit 2	2007	810	775	No.	6	26	94	202	282	150	15	35	6	32	126	328	610
				%	0.77	3.35	12.13	26.06	36.39	19.35	1.94		0.77	4.13	16.26	42.32	78.71
	2006	831	791	No.	6	48	125	194	254	152	12	40	6	54	179	373	627
				%	0.76	6.07	15.80	24.53	32.11	19.22	1.52		0.76	6.83	22.63	47.16	79.27
Geometrical and Mechanical Engineering Drawing Unit 2	2007	214	189	No.	7	24	50	43	41	24	0	25	7	31	81	124	165
				%	3.70	12.70	26.46	22.75	21.69	12.70	0.00		3.70	16.40	42.86	65.61	87.30
	2006	121	99	No.	1	6	15	26	24	18	9	22	1	7	22	48	72
				%	1.01	6.06	15.15	26.26	24.24	18.18	9.09		1.01	7.07	22.22	48.48	72.73
History Unit 2	2007	1339	1286	No.	83	203	357	339	209	80	15	53	83	286	643	982	1191
				%	6.45	15.79	27.76	26.36	16.25	6.22	1.17		6.45	22.24	50.00	76.36	92.61
	2006	1073	1000	No.	55	112	227	254	223	98	31	73	55	167	394	648	871
				%	5.50	11.20	22.70	25.40	22.30	9.80	3.10		5.50	16.70	39.40	64.80	87.10
Law Unit 2	2007	547	483	No.	16	46	105	40	100	118	58	64	16	62	167	207	307
				%	3.31	9.52	21.74	8.28	20.70	24.43	12.01		3.31	12.84	34.58	42.86	63.56
	2006	309	279	No.	18	14	38	26	45	94	44	30	18	32	70	96	141
				%	6.45	5.02	13.62	9.32	16.13	33.69	15.77		6.45	11.47	25.09	34.41	50.54
Literatures in English Unit 2	2007	1610	1580	No.	11	124	467	623	268	78	9	30	11	135	602	1225	1493
				%	0.70	7.85	29.56	39.43	16.96	4.94	0.57		0.70	8.54	38.10	77.53	94.49
	2006	1093	1047	No.	17	160	294	361	167	43	5	46	17	177	471	832	999
				%	1.62	15.28	28.08	34.48	15.95	4.11	0.48		1.62	16.91	44.99	79.47	95.42
Management of Business Unit 2	2007	2859	2729	No.	54	340	809	870	522	129	5	130	54	394	1203	2073	2595
				%	1.98	12.46	29.64	31.88	19.13	4.73	0.18		1.98	14.44	44.08	75.96	95.09
	2006	2771	2650	No.	38	311	649	712	603	293	44	121	38	349	998	1710	2313
				%	1.43	11.74	24.49	26.87	22.75	11.06	1.66		1.43	13.17	37.66	64.53	87.28
Pure Mathematics Unit 2	2007	2524	2425	No.	496	385	303	346	349	320	226	99	496	881	1184	1530	1879
				%	20.45	15.88	12.49	14.27	14.39	13.20	9.32		20.45	36.33	48.82	63.09	77.48
	2006	1515	1439	No.	344	237	190	181	207	175	105	76	344	581	771	952	1159
				%	23.91	16.47	13.20	12.58	14.38	12.16	7.30		23.91	40.38	53.58	66.16	80.54

Appendix 3 (continued)

TABLE 11 *continued*

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2006 - 2007

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								OTHE R	CUMULATIVE GRADES				
					I	II	III	IV	V	VI	VII		I	I-II	I-III	I-IV	I-V
Physics Unit 2	2007	1685	1629	No.	363	307	350	337	220	50	2	56	363	670	1020	1357	1577
				%	22.28	18.85	21.49	20.69	13.51	3.07	0.12		22.28	41.13	62.62	83.30	96.81
	2006	1004	968	No.	145	161	154	203	172	127	6	36	145	306	460	663	835
				%	14.98	16.63	15.91	20.97	17.77	13.12	0.62		14.98	31.61	47.52	68.49	86.26
Sociology Unit 2	2007	2744	2653	No.	280	941	946	367	109	10	0	91	280	1221	2167	2534	2643
				%	10.55	35.47	35.66	13.83	4.11	0.38	0.00		10.55	46.02	81.68	95.51	99.62
	2006	1984	1899	No.	17	137	461	685	459	127	13	85	17	154	615	1300	1759
				%	0.90	7.21	24.28	36.07	24.17	6.69	0.68		0.90	8.11	32.39	68.46	92.63
Spanish Unit 2	2007	557	538	No.	55	74	144	100	112	45	8	19	55	129	273	373	485
				%	10.22	13.75	26.77	18.59	20.82	8.36	1.49		10.22	23.98	50.74	69.33	90.15
	2006	313	303	No.	44	85	75	36	43	18	2	10	44	129	204	240	283
				%	14.52	28.05	24.75	11.88	14.19	5.94	0.66		14.52	42.57	67.33	79.21	93.40
TOTAL	2007	81894	77101	No.	9021	14280	18367	15870	11572	6001	1990	4793	9021	23301	41668	57538	69110
				%	11.70	18.52	23.82	20.58	15.01	7.78	2.58		11.70	30.22	54.04	74.63	89.64
	2006	69254	64763	No.	6222	10594	14028	13443	10940	6879	2657	4491	6222	16816	30844	44287	55227
				%	9.61	16.36	21.66	20.76	16.89	10.62	4.10		9.61	25.97	47.63	68.38	85.28

Appendix 4

General Description of the Council

371. 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.

372. 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

373. 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.

374. Other details of the Committees of the Council were given on page 37.

Subject Panels

375. 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 Territories but persons can be co-opted for special meetings. At least three members of the panel must be practising teachers of the subject.

376. 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.

Examining Committees

377. 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.

378. 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

379. 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.

380. 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

381. 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.

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

383. 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

Appendix 4 (continued)

Examinations Committee and its Sub-Committee (SUBSEC), subject panels, and syllabus formulation and review.

Appendix 5

Membership of the Final Awards Committee (FAC)

Chairman	Professor E Nigel Harris
Deputy Chairman	Mr Osmond Petty
Barbados	Mrs Coreen Kennedy
British Virgin Islands	Mr Angel Smith
Dominica	Ms Catherine Daniel
Guyana	Mrs Juliet Persico
Jamaica	Mr Jasper Lawrence
St Lucia	Mr Rowan Seon
St Vincent and the Grenadines	Mr Hilton Browne
Trinidad and Tobago	Dr Bernard Tappin
<i>Co-opted</i>	
Past Chairmen	Sir Keith Hunte Sir Roy Augier

Appendix 6

Membership of the Council

Members of the Council are appointed for a triennium. Membership for 2007 is as follows:

PARTICIPATING TERRITORIES	REPRESENTATIVES
Regional Universities A. University of the West Indies (a) The Vice Chancellor (b) (i) "Three representatives ... appointed by the Vice Chancellor, regard being given to the geographical dispersion of the campuses"	Professor E Nigel Harris (Chairman) 1. Professor Hazel Simmons-McDonald Pro-Vice Chancellor Cave Hill 2. Professor Hilary Beckles Principal UWI, Cave Hill 3. Dr Bhoendradatt Tewarie Principal UWI, St Augustine
B. University of Guyana (a) (i) The Vice Chancellor (b) (ii) "one representative appointed by the Vice Chancellor" ANGUILLA Government Representative Member of Teaching Profession	Mr Al Creighton Deputy Vice Chancellor Dr Marlene Cox Director, Office of Resource Mobilisation and Planning Mr Rodney Rey Permanent Secretary Ms Rhonda Connor Chief Education Officer
ANTIGUA AND BARBUDA Government Representative Member of Teaching Profession	Mrs Jacintha Pringle Chief Education Officer Mr Clare Browne Principal

Appendix 6 (continued)

PARTICIPATING TERRITORIES	REPRESENTATIVES
BARBADOS Government Representatives Member of Teaching Profession	Mrs Atheline Haynes Permanent Secretary Mrs Wendy Griffith-Watson Chief Education Officer Mrs Coreen Kennedy
BELIZE Government Representative Member of Teaching Profession	Ms Marian McNab Chief Executive Officer Mrs Salome Tillett Principal
BRITISH VIRGIN ISLANDS Government Representative Member of Teaching Profession	Mrs Prudence Mathavious Chief Education Officer (Ag) Mrs Barbara Turnbull Principal
CAYMAN ISLANDS Government Representative Member of Teaching Profession	Mr Vaughn Carter Deputy Chief Education Officer Mr Pedro Lazzari Cayman Brac High School
DOMINICA Government Representative Member of Teaching Profession	Mr Stephenson Hyacinth Chief Education Officer Mrs Alicia Jean-Jacques Principal
GRENADA Government Representative Member of Teaching Profession	Mr Martin Baptiste Permanent Secretary (Ag) Mrs Gemma De Allie Principal

Appendix 6 *(continued)*

PARTICIPATING TERRITORIES	REPRESENTATIVES
GUYANA Government Representatives Member of Teaching Profession	Mr Pulandar Kandhi Permanent Secretary Ms Cherrilene Baxter-Dennis (Until January 2007) Assistant Chief Education Officer (Secondary Education) Ms Melcita Bovell (From September 2007) Assistant Chief Education Officer Mr Cleveland Thomas Headmaster
JAMAICA Government Representatives Member of Teaching Profession	Mrs Maria Jones Permanent Secretary Mr Jasper Lawrence Chief Education Officer Mrs Ena Barclay President Jamaica Teachers' Association
MONTSERRAT Government Representative Member of the Teaching Profession	Mrs Claudette Weekes Permanent Secretary Ms Kathleen Greenaway Director of Education
ST KITTS AND NEVIS Government Representative Member of Teaching Profession	Mr Osmond Petty Permanent Secretary Ms Lorozone Williams Principal

Appendix 6 *(continued)*

PARTICIPATING TERRITORIES	REPRESENTATIVES
ST LUCIA Government Representative Member of Teaching Profession	Ms Esther Brathwaite (Until May 2007) Permanent Secretary Dr Rufina Frederick (From August 2007) Permanent Secretary Mr Terrence Fenelon Principal
ST VINCENT & THE GRENADINES Government Representative Member of the Teaching Profession	Mrs Laura Browne Permanent Secretary Mrs Andrea Bowman Principal
TRINIDAD & TOBAGO Government Representatives Member of the Teaching Profession	Mrs Angella Jack Permanent Secretary Mr Peter O'Neil Chief Education Officer Ms Angela Iloo Principal
TURKS & CAICOS ISLANDS Government Representative Member of the Teaching Profession	Mrs Clara Gardiner Permanent Secretary Mr David Bowen Teacher
Co-opted	Sir Keith Hunte (Past Chairman) Sir Roy Augier (Past Chairman)

Appendix 7

Membership of the School Examinations Committee (SEC)

Membership during 2007 is as follows:

PARTICIPATING TERRITORIES	REPRESENTATIVES
University of the West Indies The Chairman	Prof. E Nigel Harris Prof. Hazel Simmons-McDonald (Cave Hill) Prof. Hilary Beckles (Cave Hill) Dr. Bhoendradatt Tewarie (St Augustine)
University of Guyana	Dr Marlene Cox
ANGUILLA Government Representative Member of Teaching Profession	Ms Colleen Horsford Mr Leroy Hill
ANTIGUA AND BARBUDA Government Representative Member of Teaching Profession	Mrs Jacintha Pringle Mr Clare Browne
BARBADOS Government Representative Member of Teaching Profession	Ms Idamay Denny Mrs Coreen Kennedy
BELIZE Government Representative Member of Teaching Profession	Mr Alan Genitty Mr Noel Carballo
BRITISH VIRGIN ISLANDS Government Representative Member of Teaching Profession	Mrs Prudence Mathavious Mrs Erma Vanterpool
CAYMAN ISLANDS Government Representative Member of Teaching Profession	Mrs Shirley Wahler Dr Chabienauth Samaroo

Appendix 7 *(continued)*

PARTICIPATING TERRITORIES	REPRESENTATIVES
DOMINICA Government Representative Member of Teaching Profession	Ms Catherine Daniel Mrs Josephine Dublin
GRENADA Government Representative Member of Teaching Profession	Mrs Claudia Morgan-Carter Mr Dominic Jeremiah
GUYANA Government Representative Member of Teaching Profession	Mrs Cherrilene Baxter-Dennis (Until January 2007) Ms Melcita Bovell (From September 2007) Mrs Elizabeth Isaacs-Walcott
JAMAICA Government Representative Member of Teaching Profession	Mr Jasper Lawrence Mrs Ena Barclay
MONTSERRAT Government Representative Member of Teaching Profession	Ms Yasmin White Mr Alrick Taylor
ST. KITTS AND NEVIS Government Representative Member of Teaching Profession	Mr Patrick Welcome Mrs Jennifer Hodge
ST. LUCIA Government Representative Member of Teaching Profession	Mrs Augusta Ifill Mr Rowan Seon
ST. VINCENT AND THE GRENADINES Government Representative Member of Teaching Profession	Mr Luis De Shong Mr Frank Jones

Appendix 7 *(continued)*

PARTICIPATING TERRITORIES	REPRESENTATIVES
TRINIDAD AND TOBAGO Government Representative Member of Teaching Profession	Mr Peter O'Neil Fr Franklyn Davidson
TURKS AND CAICOS ISLANDS Government Representative Member of Teaching Profession	Mrs Beatrice Fulford Mr David Bowen
Co-opted Past Chairmen	Sir Keith Hunte Sir Roy Augier

Appendix 8

Local Registrars

Anguilla	Ms Colleen Horsford
Antigua and Barbuda	Mr Myrick Smith
Barbados	Ms Idamay Denny
Belize	Mrs Carolyn Hulse
British Virgin Islands	Mrs Valentine Lewis
Cayman Islands	Mr Fred Speirs
Dominica	Ms Catherine Daniel
Grenada	Mr Cyprian Bolah
Guyana	Mrs Juliet Persico
Jamaica	Mr Hector Stephenson
Montserrat	Ms Yasmine White
St Kitts and Nevis	Mrs Blondell Franks
St Lucia	Ms Philomene Alexander
St Vincent and the Grenadines	Mrs Mary Thompson
Trinidad and Tobago	Ms Marlene Baksh (Supervisor of Examinations)
Turks and Caicos Islands	Mrs Emily Malcolm
<i>External Territories</i>	
Saba	Mr Franklyn Wilson
St Maarten	Ms Marcella Hazel

Appendix 9

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 and 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 - Office Administration - Principles of Accounts - Principles of Business - Typewriting/Electronic Document Preparation and Management	Mrs Joylyn Breedy (Guyana) – Convenor Ms Edlena Adams (St Vincent and the Grenadines) Ms Judith Carter (Antigua and Barbuda) Mrs Florence Harrigan (Anguilla) Mrs Joan Johnson (Jamaica) Mrs Christine Mathurin (St Lucia) Mr Courtney Senhouse (Barbados)
Caribbean History	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 and 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)

Appendix 9 *(continued)*

SUBJECTS	PANELS
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)
Expressive Arts • Music	Ms Joan Tucker (Jamaica) – Convenor Ms Pearl Christian (Dominica) Mrs Petronilla Deterville (St Lucia) Ms Lyndel Bailey (Jamaica) Mr Victor Prescod (Trinidad and Tobago)
• Theatre Arts	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 • Home Economics: Management • Clothing and Textiles • Food and Nutrition	Mrs Daphne Samuels (Jamaica) – Convenor Mrs Jennifer Athill (Antigua and Barbuda) Mrs Penelope Harris (Guyana) Mrs Hedda Phillips-Bynoe (Barbados) Mrs Norma Maynard (St Lucia) Mrs Joycelyn Richardson (Anguilla)

Appendix 9 *(continued)*

SUBJECTS	PANELS
Human and Social Biology	Dr Dalip Ragoobirsingh (Jamaica) – Convenor Miss Pamela Hunte (Barbados) Mrs Barbara Williams (St Kitts and Nevis) Miss Oneilia Alexis (Trinidad and Tobago) Miss Doreen Dealy (Guyana) Mrs Chrisilla Daniel (St Lucia)
Industrial Technology • Building Technology - Option I - Woods - Option II - Construction • Mechanical Engineering Tech • Electrical & Electronic Tech	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)
Integrated Science (Single Award)	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 Greenway (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)

Appendix 9 *(continued)*

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

Appendix 10

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 Julianne Pasos (Belize) Mr Raymond Ramsaroop (Guyana) Mrs Valerie Moseley (Barbados)
Communication Studies	Dr Kathryn Shields-Brodber (Jamaica) – Convenor Mrs Ina 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)

Appendix 10 *(continued)*

SUBJECTS	PANELS
Economics	Dr Marie Freckleton (Jamaica) – Convenor (Acting) Mr Rodney Romany (Trinidad and Tobago) Dr Cyril Solomon (Guyana)
Electrical and Electronic Technology	Dr Chandrabhan Sharma (Trinidad and Tobago) – Convenor Dr Frederick Isaac (St Lucia) Mr Andrew C. Isaacs (Jamaica) Mr Collin Basdeo (Guyana) Mrs Paula Ferguson (Trinidad and Tobago)
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/ 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)

Appendix 10 *(continued)*

SUBJECTS	PANELS
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)
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)
Physics	Dr Joseph Skobla (Jamaica) – Convenor Mrs Joyce Crichlow (Trinidad and Tobago) Mr John Lockhart (Trinidad and Tobago) Mr Lomer Rock (Barbados) Mr Dwight DeFreitas (St Vincent and the Grenadines)
Sociology	Prof. Christine Barrow (Barbados) – Convenor Mrs Maria Bartholomew (Grenada) Mrs Juliet Jones (Jamaica) Dr Nasser Mustapha (Trinidad and Tobago) Mr Berkley Stewart (Guyana)

Appendix 11

MEMBERSHIP OF THE SUBJECT PANELS – CCSLC

SUBJECTS	PANELS
English	Mrs Novelette McLean-Francis (Jamaica) – Convenor Mr Deryck Satchwell (Belize) Mrs Clara Cumberbatch (Barbados) Ms Ava Chapman (Guyana) Ms Pauline Millar (Barbados)
Social Studies	Mrs Sonia Robinson-Glanville (Jamaica) – Convenor Ms Grace Lewis-Antoine (Guyana) Ms Annie Greaves (St Lucia) Ms Sharon De La Rosa (Trinidad and Tobago) Mrs Maureen Adams (St Kitts and Nevis)
Modern Languages	Mrs Elsie Liburd-Brandy (St Kitts and Nevis) – Convenor Mr Sydney Bartley (Jamaica) Mrs Jacqueline Hewlett (Antigua and Barbuda) Mr Arthur Gaskin (Barbados) Ms Carol-Ann Villafana (Trinidad and Tobago) Mrs Margaret Leacock (St Vincent and the Grenadines)
Integrated Science	Mr Winston Forrest (Jamaica) – Convenor Ms Pamela Hunte (Barbados) Ms Deborah Domingo (Belize) Ms Cherlyn Hogan (Montserrat) Mr Frank Newton (Dominica)
Mathematics	Mr Kenneth Baisden (Trinidad and Tobago) – Convenor Mrs Janice Steele (Jamaica) Mr Kenneth Holder (St Vincent and the Grenadines) Mrs Claudia Morgan-Carter (Grenada) Mrs Grace Smith (Barbados)

Appendix 12

STAFF OF THE COUNCIL

HEADQUARTERS	
Registrar's Office Registrar Senior Manager Assistant Registrar (Public Information/Customer Services) Executive Secretary Senior Secretary Clerk/Typist	Dr Lucy Steward Mr Guy Hewitt Mr Cleveland Sam Mrs Wendy Patrick Mrs Jackie Niles-Squires Ms Patricia Clarke
Finance Division Financial Controller Assistant Registrars Administrative Assistant Senior Secretary Senior Clerks Clerks	Mr Anderson Marshall Mrs Marine Hall-Edey Mr Sean Wilson Mrs Stephnian Marshall Ms Amril Gittens Mrs Genoise Bowen Mrs Emsy Walkes-Sealy Mr Dorian Beckles Mrs Donna Davis Mrs Sharon Dowrich Ms Jenevese Jackson Mrs Paula Millar
Examinations Administration Division Senior Assistant Registrar Assistant Registrars Administrative Assistants	Mr Baldwin Hercules Mrs Susan Giles Mrs Julia Grant-Medford Mr Anthony Alleyne Mrs Sandra Thompson Mrs Barbara Best Mrs Edwina Griffith Mrs Bernadine Parris

Appendix 12 *(continued)*

Senior Secretary	Mrs Hazel Larrier
Senior Clerks	Mrs Rose Brathwaite Mrs Esther Leacock Ms Andrea Callender
Clerks	Mrs Avonda Foster Ms Andrea Gooding Ms Karene Graham Mrs Ingrid Lovell Mrs Mildred Daniel Mrs Carol-Ann Gill
Clerk/Typists	Ms Lisa Boyce Ms Carla Hendy Ms Paula Nicholls Ms Christine Victor
Messenger/Driver	Mr Adrian Gooding
Information Systems Division Information Systems Manager	Mr Earl Seale
Assistant Registrars (Network Administrator)	Mr Rodney Payne
Assistant Registrar (Business Analyst)	Mrs Megan Vitoria
Assistant Registrars	Mr André Blair Mr Mark Wilson Mr Keone James (Temporary)
Administrative Assistant	Mrs Michelle Harewood
User Support Coordinator	Ms Sherry Brathwaite
Computer Operator	Mrs Sheldine Robinson
Assistant Computer Operator	Ms Deborah Haynes
Measurement and Evaluation Division Senior Assistant Registrar	Dr Yolande Wright

Appendix 12 *(continued)*

Assistant Registrars	Ms Benita Byer (from September 1, 2007) Ms Suzan Boodoo Mrs Brendalee Cato Mr Henderson Eastmond Mrs Leona Emtage Mr Stephenson Grayson Mrs Maureen Gazette Dr Gordon Harewood (to May 30, 2007) Mr Anthony Haynes Mrs Heather Hennis (from June 1, 2007) Mrs Arlene Kirkpatrick Mr Fitzroy Marcus Ms Cyndra Ramsundar Mrs Nordia Weekes
Administrative Assistant	Ms Deborah Chase
Stenotypist	Mrs Andrea Gill-Mason
Item Bank Clerk	Mr Wayne Morgan
Clerk/Typist	Ms Maria Stoute
Personnel Division	
Senior Assistant Registrar	Mrs Donna Walker
Administrative Assistant	Mrs Marion Coppin
Senior Secretary	Mrs Miranda Sealy (acting as AR/Records from February 8, 2007)
Clerk/Typists	Ms Heather Herbert (acting as SS/Pers from February 8, 2007) Mrs Anjanette Forde-Hinds Ms Marva Lashley (Temporary) Mrs Juliette Taylor (Temporary)
Production Division	
Senior Assistant Registrar	Ms Elma Licorish (until May 31, 2007) Dr Gordon Harewood (from June 1, 2007)
Administrative Assistant	Mrs Valerie Gilkes
Security Records Keeper	Mrs Jennifer Cruickshank

Appendix 12 *(continued)*

Technical Assistant/Printer	Mr Hensley Hinkson
Printer/Draughtsman	Mr Frankey Worrell
Artist/Technical Assistant	Mr Christopher Bannister
Graphics Compositor	Mrs Tarah Mayers (on leave of absence from March 1, 2007) Ms Dionne Hunte (from March 5, 2007)
Compositors	Mrs Gloria Balram Mrs Greta Forde Ms Paula Graham Ms Kemba Gordon Ms Janelle Hooper
Stenotypist	Mrs Sandrene Doughlin
Clerk/Typists	Ms Judy Lokey Mrs Pamela Archer (Temporary)
Bindery Assistant	Mr Noel Stephens
<i>Secretariat and Office Management</i>	
Assistant Registrar	Ms Roslyn Harewood
Assistant Registrar (Archivist/Records Manager)	Ms Lucia Lewis (On leave of absence from February 8, 2007)
Office Manager	Mr Rodney Alkins
Senior Clerk (Records Supervisor)	Mrs Margaret Nurse
Clerk/Typist	Ms Anette Quimby
Clerks	Ms Pamela Brathwaite Mrs Prunella King Ms Anita Sealy Mrs Jacqueline Chase-Marshall Ms Kath-Ema Armstrong Mrs Lynn Austin-Thorne (from October 1, 2007)
Receptionist	Ms Cheryl Rollins

Appendix 12 *(continued)*

Messenger/Drivers	Mr Norman Austin Mr Carson Darlington Mr Cleveland Yarde (Temporary)
Messenger/Office Attendant	Mr Dale Roachford Mr Konrad Cadogan (from March 5, 2007)
Watchmen	Mr Shirland Scantlebury Mr Kenrick Zepradine
Temporary Watchman/Guard	Mr Aricosta Layne
Maid/Cleaner	Ms Odette Smith Ms Michelle Graham (from March 1, 2007)
Temporary Maid/Cleaner	Ms Juilette Austin
Temporary Gardener	Mr Andre Small
WESTERN ZONE OFFICE	
Pro-Registrar	Mr Wesley Barrett (to October 30, 2007) Mr Glenroy Cumberbatch (from September 1, 2007)
Senior Assistant Registrar	Mr Sean Brissett
Assistant Registrars	Mrs Alsian Brown-Perry Ms Eleanor McKnight Mr Lennox McLeod Mrs Cheryl Stephens Dr Leyland Thompson Accounting Officer Mrs Sheree Richards-Deslandes
Office Manager	Ms Eva Gordon
Executive Secretary	Ms Julianne Williams
Administrative Assistants	Mrs Yvette Dennis-Morrison Mrs Ingrid Kelly Mrs Judith Taylor (February 1, 2007)
Senior Secretary	Ms Marjorie Lewis

Appendix 12 *(continued)*

Senior Clerks

Mrs Sharon Cameron-Brown

Stenographer/Clerks

Ms Tegra Bruce
Mrs Sheryl Shirley-McGregor
Ms Natawyah Smith

Accounts Clerks

Mrs Cecile Wedderburn
Ms Ava Henry (from May 7, 2007)

Clerk

Ms Karen Hamilton

Receptionist

Ms Arana Thompson (from September 17, 2007)

Office Attendant

Mrs Violet Dwyer

Messenger/Drivers

Mr Michael Grant
Mr Richard Clarke

Maid/Cleaner

Ms Beverlyn Henry

