



CARIBBEAN EXAMINATIONS COUNCIL

ANNUAL REPORT 2006



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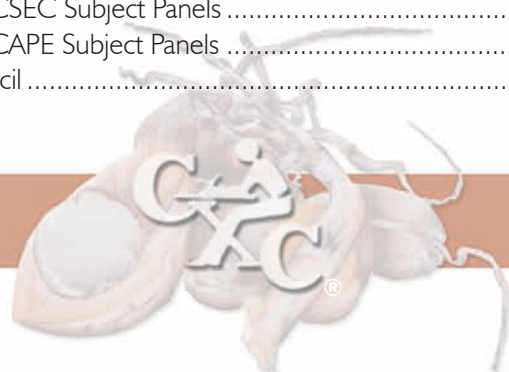
Coconuts

By
Sabrina Romulus
Castries Comprehensive Secondary School
St. Lucia
Option – Drawing
CSEC Visual Arts Examination 2006



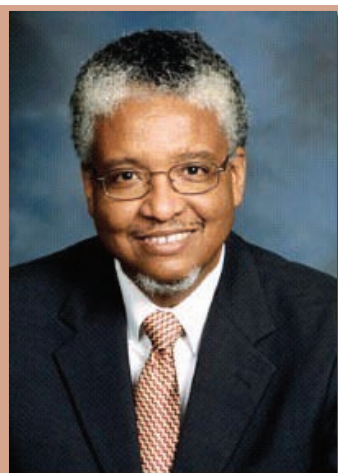
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STATEMENT FROM CHAIRMAN

In September this year, I was elected to serve as Chairman of the Caribbean Examinations Council (CXC). I succeeded His Excellency the Most Honourable Kenneth Hall, O.N., O.J., who served as Chairman from December 2002 to August 2006. I consider it an honour to be able to work with policy makers, educators and other resource persons in Participating Territories to continue to develop and strengthen this regional organization.



Professor E Nigel Harris
Chairman

This annual report on the work of the Council during the year demonstrates the continuing efforts of CXC to respond appropriately to the changing educational needs of the region.

A major initiative this year was the development of a secondary level programme for the Caribbean Certificate of Secondary Level Competence (CCSLC). The development of this programme and the syllabus revisions and amendments that were made demonstrate the Council's commitment to work with policy makers and educators to ensure that syllabuses and examinations continue to be relevant and up-to-date.

I wish to thank His Excellency the Most Honourable Kenneth Hall, O.N., O.J., for enabling a smooth transition in the Chairmanship and for so ably guiding the organization during his tenure as Chairperson. I wish to thank, too, the many persons from across the region who give so willingly of their time and expertise to the work of the Council.

Rapid changes are taking place in education at all levels and CXC, as the regional examination body, has to continually review its programmes in order to plan for anticipated changes and to respond to changing demands.

Over the years the Council has grown from strength to strength and I want to thank the Registrar and staff of the Council for the work they do and I look forward to the support of all of you in the new year.

Professor E Nigel Harris
Chairman

STATEMENT FROM REGISTRAR



Dr Lucy Steward
Registrar

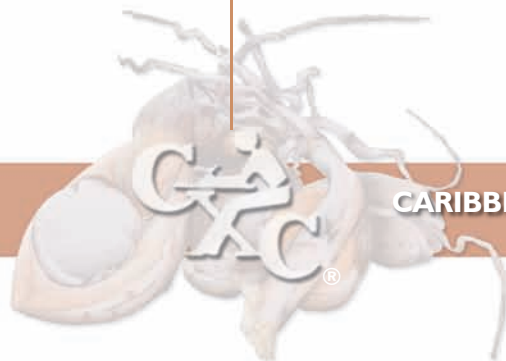
I am pleased to present the 2006 Annual Report which details the activities of the Council during this year. The report shows that this year the number of subject entries for the Caribbean Secondary Education Certificate (CSEC) and the Unit entries for Caribbean Advanced Proficiency Examination (CAPE) increased significantly. Also, performance in most of the subjects improved. With an increase in subject and Unit entries, the marking operations in four territories have also increased.

During the year the new secondary level programme for the Caribbean Certificate of Secondary Level Competence (CCSLC) was finalised. This new programme was developed in response to the need for a regional programme and certification that will be appropriate for students with a wide range of abilities. Other activities of the Council included the amendment and review of syllabuses; modifications to School-Based Assessment for CSEC and Internal Assessment for CAPE in order to improve efficiency and to meet the needs of teachers and students; and, enhancements to the Examination Processing System.

The report also shows the many activities that were undertaken in order to promote the work of the Council and to provide information and obtain feedback on syllabuses and examinations. The Council's programmes continue to benefit from the interactions with teachers, other educators and resource persons who assist us in syllabus development, examination preparation and marking scripts.

Many thanks to the staff and to the CXC family and best wishes for the new year.

Dr Lucy Steward
Registrar





Professor E Nigel Harris
Chairman

Professor Eon Nigel Harris was elected Chairman of the Caribbean Examinations Council (CXC) at a Special Meeting of the Council held on September 22nd in Jamaica.

Professor Harris, a Guyanese by birth, brings to CXC a wealth of experience in education. He is currently Vice Chancellor of the University of the West Indies. Before returning to the Caribbean in 2004, he was Dean and

Senior Vice President for Academic Affairs at Morehouse School of Medicine in Atlanta, USA.

Professor Harris graduated magna cum laude from Howard University, with a degree in Chemistry and proceeded on a fellowship to Yale University, where he received a Master of Philosophy degree in Biochemistry. He earned his medical degree from the University of Pennsylvania, completing this within three years and again graduating with honours. He then returned to the Caribbean where he completed his residency in internal medicine at the University of the West Indies at Mona and was awarded the post-graduate degree, Doctor of Medicine (DM).

He is internationally known for his work as a Rheumatologist. With colleagues in London, he helped to define a disorder which they called the Antiphospholipid Syndrome and devised a diagnostic test (the anticardiolipin test) for it. For this work he shared with Dr Graham Hughes and Dr Aziz Gharavi of Hammersmith Hospital the Ceiba-Geigy Prize. Over 150 papers,

PROFESSOR HARRIS IS NEW CHAIRMAN

editorials, reviews and chapters on this subject have been published by Professor Harris. He joined the University of Louisville, Kentucky, in 1987 and by 1993 became Professor of Medicine and Chief of the Division of Rheumatology. There he launched the Antiphospholipid Standardisation Laboratory which leads worldwide efforts in standardisation of the anticardiolipin test and distributing these standards to over 500 laboratories worldwide. The laboratory currently operates from the Morehouse School of Medicine and continues to attract international fellows.

His academic achievements and personal qualities have earned Professor Harris national leadership positions in organizations such as the Association of American Medical Colleges, the National Centre for Research Resources (NCCR) and the Association of Academic Health Centres. He has received many honours and awards, including the Centennial Award for Contributions to Medicine of the National Medical Association of America in 1995.

Professor Harris is married to Dr C. Yvette Williams-Harris, a general internist and they have three children.



New Chairman Professor E Nigel Harris (2nd right) takes the Chair and immediately settled in to chairing the Special Council Meeting in September. L to R – Wesley Barrett, Pro Registrar; Dr Lucy Steward, Registrar; Immediate Past Chairman His Excellence the Most Honourable Kenneth Hall, ON, OJ; Osmond Petty, Deputy Chairman



INTRODUCTION

This report summarizes the major activities and accomplishments of the Caribbean Examinations Council (CXC) in 2006. The report gives information on the achievements under the Strategic Goals; the performance of candidates in CAPE and CSEC examinations; the implementation of the new secondary level examination for the Caribbean Certificate of Secondary Level Competency (CCSLC); and, activities to enhance and promote the work of the Council.

2. The major activities and achievements of the Council for 2006 are given below.

(I) Caribbean Advanced Proficiency Examination (CAPE)

- Syllabuses for two subjects were reviewed.
- The Chemistry syllabus was revised.
- Both candidate entries and Unit entries increased by over 25 percent.
- Additional Study Guides for three subjects were printed and distributed.
- Regional Top Awards for outstanding performance were made for the first time.

(II) Caribbean Secondary Education Certificate (CSEC)

- Syllabuses for three subjects were revised.
- A Visual Arts Exhibition was held in Antigua and Barbuda in April.
- Candidate and subject entries for the January examinations increased this year compared with 2005.
- There was a substantial improvement in performance in the January sitting compared with previous years.
- Self-Study Guides for two subjects were printed and distributed.

(III) Caribbean Certificate of Secondary Level Competencies (CCSLC)

- SUBSEC approved syllabuses for six subjects which were sent to schools.
- An orientation and public information exercise was undertaken in territories from March to June.
- SUBSEC approved a modified structure of the programme for the CCSLC based on feedback from policy makers and educators

STRATEGIC GOALS

3. The Council's Business Plan for the triennium 2005-2007 comprises 13 Strategic Goals. These goals and the major outcomes pertaining to them in 2006 are summarised 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 CSEC

5. The number of subject entries submitted increased from 509 577 in 2005 to 522 492 this year, although there was a marginal decline in the number of candidates, from 138 383 to 138 120.

6. The number of candidates entered for the three new subjects increased significantly. For Electronic Document Preparation and Management (EDPM), the number increased from 1 991 candidates in 2005 to 4 182 this year; for Human and Social Biology the number almost doubled, from 8 243 last year to 16 027; and also in Physical Education and Sport entries increased from 552 to 1 163 this year.

CAPE

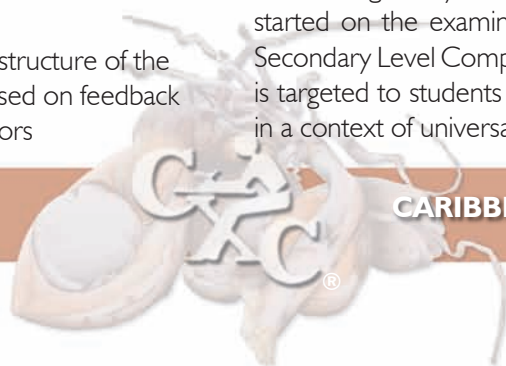
7. There was significant growth in entries for the CAPE. Unit entries increased by 57 percent. There were 69 018 Units entries this year compared with 43 993 last year. Candidate entries also increased from 13 651 candidates in 2005 to 19 019.

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

9. Three thousand, two hundred and thirteen candidates were eligible for the award of the Associate Degrees this year.

CCSLC

10. During the year, syllabuses were completed and work started on the examinations for the Caribbean Certificate of Secondary Level Competence (CCSLC). This new programme is targeted to students with a wide range of abilities, especially in a context of universal secondary education.



Strategic Goal 2

11. Develop and maintain syllabuses for the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) which reflect the cultural and social identity of the region and take account of curriculum reform initiatives of Participating Territories.

Outcomes

CSEC

12. Revised syllabuses for three subjects - Agricultural Science, Principles of Accounts and Principles of Business - were issued to schools in May 2006 for teaching from September for first examination in May/June 2008.

CAPE

13. A revised syllabus for Chemistry Unit 1 was issued to schools in May 2006 for teaching in September for the first examination in May/June 2007.

CCSLC

14. Panel meetings were convened to develop six syllabuses - English, Mathematics, Integrated Science, Social Studies, Spanish and French. The syllabuses were approved by SUBSEC in February and sent to schools in May.

15. Item-writing workshops were held in Barbados and Jamaica to prepare items for the first examinations in 2007.

16. A modified structure for the programme was approved by SUBSEC.

Strategic Goal 3

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

Outcomes

18. A Reader entitled "History of the Caribbean-The Atlantic World" was developed for CAPE History.

19. Also, five self-study guides were published and distributed. The self-study guides are for CSEC Information Technology (Technical) and Office Administration and for CAPE Sociology Unit 1, Economics Unit 1 and Accounting Unit 2.

Strategic Goal 4

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

Outcomes

21. Meetings were held in 14 territories with policy makers, education officials, teachers, principals, parents, students,

STRATEGIC GOALS (CONTINUED)

employers and the media to provide information and obtain feedback on the new programme for the CCSLC.

22. Discussions also continued with institutions in the region on the articulation of CXC programmes, in general, and the Associate Degree, in particular, with programmes offered by tertiary level institutions.

23. During the marking exercises, teachers were informed of new programmes and syllabus changes. The marking exercise also provided opportunity for the Council to obtain feedback on the implementation of programmes in schools.

24. In order to respond to the need to make syllabuses and resource materials more easily available, several book stores now stock these materials for sale.

Strategic Goal 5

25. 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

26. A public information and orientation programme was designed and implemented for the CCSLC. Posters, flyers, brochures and a power-point presentation were used in the promotion of the new programme.

27. The Registrar, Pro-Registrar and other officers visited several Participating Territories and met with various groups to discuss the programme and to obtain feedback in order to ensure relevance.

28. The CXC magazine The Caribbean Examiner was printed and distributed. Copies were also made available at the marking centres and at fairs and exhibitions.

29. Three issues of Team CXC, the Council's internal newsletter were printed and distributed.

30. An Art Exhibition was held in collaboration with the Ministry of Education, Human Development and Culture in Antigua and Barbuda from April 26 to 28. The exhibition featured CSEC Visual Arts pieces, and the work of students from schools in Antigua and Barbuda.

31. Queries and requests for information sent to Headquarters and to Western Zone office (WZO) were given prompt responses. Syllabuses were sent to universities outside the region. CAPE and CSEC booklets, flyers and past papers were also distributed widely.



STRATEGIC GOALS (CONTINUED)

32. The CXC television documentary “CXC 30th Anniversary Feature” was distributed to Government Information Service departments and television stations in all Participating Territories. The documentary was shown on public television in several territories.

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

34. Staff participated in college fairs held in Barbados and Trinidad and Tobago and in the Choices Education and Career Expo in Jamaica.

Strategic Goal 6

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

Outcomes

36. During the year the most cost-effective means of executing the Council's work programme were employed. In addition efforts at diversifying the Council's revenues continued with the sale self-study guides generating increased revenue in 2006. While costs increased in some areas efforts were made to minimise the impact.

Strategic Goal 7

37. *Identify and develop new business opportunities.*

Outcomes

38. The Council continued its efforts to expand the publication of resource materials and the marketing and distribution arrangements with bookstores in the region.

39. A number of CAPE past paper booklets were published and distributed throughout the region for sale.

Strategic Goal 8

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

Outcomes

41. Enhancements were made to the 2006 version of the Student Information Registration System (SIRS) application. These enhancements included the introduction of a history database for identification of candidates previously registered for the examinations. The application also caters for the transfer option available for eight subjects for CAPE. A modified electronic registration programme was developed

and distributed in order to address concerns which arose out of errors in the registration process.

42. A review of the Examination Processing System (EPS) to identify, document and resolve the challenges encountered when it was first used was completed in 2006.

43. The Council is currently reviewing the automation of the School Based Assessment (SBA) submissions from schools in order to improve efficiency in processing SBA data.

Strategic Goal 9

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

Outcomes

45. Ongoing activities to streamline the operations of the Council and to ensure cost-effectiveness took place. These included reviewing procedures in the Examination Administration Division, and in the moderation of SBA for some subjects.

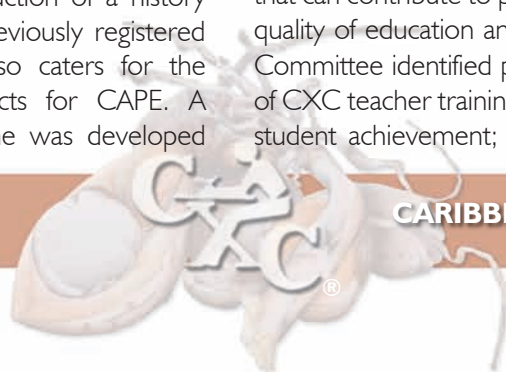
46. The enhanced EPS has integrated several functions that existed on separate platforms and allows staff to manipulate data and carry out examination processing functions on-line. This is expected to lead to improved data consistency, better version control, and reduced processing time.

47. Efforts continue to increase operational efficiency and promote cost-effectiveness. A comprehensive review of the procedures and timelines associated with examination administration is taking place in light of the technological enhancements associated with the Examination Processing System (EPS). The staff training and development programme has expanded its corporate training programme to optimize the productivity of its most valuable resource- its staff. Programmes including stress management, management development, team building and financial planning for retirement were arranged.

Strategic Goal 10

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

49. A Research Committee was established and convened its first meeting in October. The Committee will be working with staff to source funds and provide guidance on the implementation of research activities that are required to strengthen the operations of the Council and to provide findings that can contribute to policies and programmes to enhance the quality of education and the performance of candidates. The Committee identified priority areas which included the impact of CXC teacher training workshops on teacher proficiency and student achievement; teacher education and motivation and



the effect on performance; and best practices in schools that manage and implement School Based Assessment effectively.

Strategic Goal 11

50. Develop and maintain sound human resource management programmes.

Outcomes

51. On-going meetings were held between management and staff representatives to discuss staff matters. General staff meetings were held each quarter to provide information and to obtain feedback from all staff on staff matters and on the work of the Council.

52. Activities were planned at both Headquarters and Western Zone Office to commemorate Office Professionals' Day.

53. Staff at Headquarters participated in a one-day Stress Management seminar in April. The seminar was facilitated by the Barbados Productivity Council.

54. The Council also facilitated staff participation in conferences. Assistant Registrars, Suzan Boodoo (MED), Henderson Eastmond (MED), Nordia Weeks (MED) and Suzan Giles (EAD) attended the Conference of the Association of Commonwealth Examinations and Accreditation Bodies in Jamaica from March 6 – 10.

55. Ms Lucia Lewis, Archivist/Records Manager attended the Conference of the Association of Records Managers and Administrators (ARMA) in Texas, from October 22-25. The Senior Assistant Registrar (Personnel), Mrs Donna Walker attended the Caribbean Conference on Dispute Resolution from May 24-27 in Jamaica.

56. The Council also enabled several staff members to participate in academic and professional development

STRATEGIC GOALS (CONTINUED)

programmes by granting study leave, allowing flexible working hours and sponsoring some of the programmes.

Strategic Goal 12

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

58. The Health and Safety Committee continued to monitor and address concerns related to the working environment. Staff attended a Health and Safety Certification course in October 2006 to remain current with good practices and to obtain details on the requirements of the new Health and Safety legislation passed in Barbados in 2005.

59. The historic nature of the buildings currently used for CXC Headquarters continues to pose challenges for the organisation. Due to the level of deterioration of the buildings, repairs to, and refurbishment of buildings, environmental testing and the regular servicing of equipment including the air condition units were done.

Strategic Goal 13

60. Obtain and furnish buildings for CXC operations.

61. Efforts continued with the Ministries of Education in Barbados and Jamaica to secure permanent accommodation.

62. Further to the provision of a site in Barbados for construction, the National Insurance Scheme (NIS) in Barbados, partners with the Government in the construction project, published a notice in the press inviting bids from architects for the design of the CXC Headquarters building. The deadline for submission of bids is December 31, 2006.



FAREWELL PROFESSOR HALL

The Council paid tribute to the Most Honourable Kenneth Hall, O.N. O.J., the out-going Chairman of CXC at a Special Meeting held in Jamaica on September 22, 2006. He became Chairman in December 2002 and his Chairmanship ended on August 31, 2006.

Mr Osmond Petty, Deputy Chairman, past Chairman, Sir Keith Hunte, Ms Angella Jack (member of AFC), Mrs Wendy Griffith-Watson (member of SEC) and Mrs Coreen Kennedy (member of FAC) thanked His Excellency for his leadership and



Outgoing Chairman His Excellency the Most Honourable Kenneth Hall, ON, OJ and new Chairman Professor E Nigel Harris exchange greetings after the Special Council Meeting

contribution to the work of the Council as Chairman and as a member of Council for ten years.

Under his Chairmanship several changes in existing programmes were made and new programmes established in response to the changing demands of the education sector. Some of the changes and new initiatives included the discontinuation of the Basic Proficiency in all subjects except English, Mathematics and Social Studies, the introduction of the Associate Degree and the development of a new programme for the Caribbean Certificate of Secondary Level Competence (CCSLC). He was also instrumental in establishing the award of the University of the West Indies (UWI) scholarship for the top CSEC students.

Council looks forward to his continued contribution as a past-Chairman and wishes him well in his work as Governor General of Jamaica.



Laura Browne, Permanent Secretary in the Ministry of Education, St Vincent and the Grenadines presents His Excellency the Most Honourable Kenneth Hall, ON, OJ with a gift from Council



His Excellency the Most Honourable Kenneth Hall, ON, OJ, shares a light moment with SARs Sean Brissett (left) and Baldwin Hercules (right)

Administration of Examination

63. Twelve subjects were offered for CSEC examinations; 11 at General Proficiency and one at Technical Proficiency.

64. Candidate entries and subject entries both increased this year. Candidate entries increased, from 18 452 to 21 277 candidates, while subject entries increased marginally from 29 119 in 2005 to 29 808 entries this year.

Performance of Candidates

65. Candidates' performance in the examinations improved over that of 2005. Sixty-one percent of the entries achieved Grade I-III, a 24-percent improvement when compared with that of 2005.

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

Biology

67. Sixty-one percent of the candidates achieved Grades I to III in 2006, compared with 58 percent in 2005. Candidate performance on Paper 01, the multiple choice paper, continued to be satisfactory and stable. Although there was improvement on Paper 04/2, the alternative to School Based Assessment, many candidates failed to demonstrate the level of practical knowledge and skills required to answer the questions comprehensively. There was evidence that candidates had difficulties with the use of biological terms, such as 'biotic' and 'abiotic'.

Chemistry

68. The overall performance was similar to that of 2005, with 43 percent of the candidates who wrote the examination in 2006 achieving Grades I to III, compared with 44 percent in 2005. Most candidates were able to perform calculations involving the mole concept and energy changes in reactions. However, there was evidence of poor experimental techniques in measuring temperature changes in a chemical reaction, and in adding reagents during tests for anions and cations. In the planning and design exercise, candidates proposed procedures that bore no relationship to the stated aims.

English A

69. Candidates' performance in English A was significantly better than performance in 2005. Overall, approximately 61 percent of the candidates achieved Grades I to III in 2006, compared with 44 percent in 2005. While the performance on Paper 01 was slightly better than in 2005, performance on Paper 02 was significantly better. Candidates' performance in both the Understanding and Expression profiles in Paper 02 showed considerable improvement. Of note is that candidates

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) EXAMINATIONS

January Sitting

performed better in the questions based on the poem than in those based on the prose passage. The area of summary writing still needs to be improved.

Human and Social Biology

70. Forty percent of the candidates writing the examination achieved Grades I to III in 2006. Many of the candidates had misconceptions about the topics - Reproduction and HIV/AIDS. They experienced difficulties in drawing diagrams accurately and clearly and in spelling scientific terms. However, performance on Paper 01, the multiple choice paper was satisfactory.

Information Technology

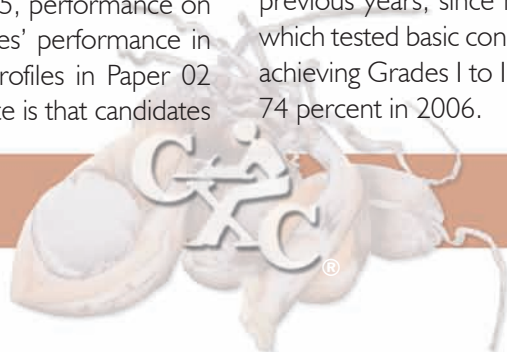
71. Forty-two percent of the candidates achieved Grades I to III compared with 61 percent in 2005. The performance on Paper 01 (Theory) and Paper 03 (the alternative to School Based Assessment) was much better than that of 2005. However, candidates continued to demonstrate a lack of mastery of programming skills which are tested in the Section 3 (Programming) of Paper 01. Weakest performance was seen in Paper 02 (Practical), where it was evident that the majority of candidates had not mastered certain tasks that required the integration of database reports in a word processing document.

Mathematics

72. Fifty-three percent of the candidates who sat the examination achieved Grades I to III. This is consistent with the 52 percent who achieved these grades in 2005. There was a decline in performance on Paper 01 (the multiple choice paper). However, this was compensated for by an improvement in performance on Paper 02. Candidates showed improved performance in Algebra but continued to perform poorly on questions testing Geometry.

Office Procedures

73. January 2006 was the last sitting of Office Procedures. It was replaced in June 2006 by Office Administration, a revised version of the Office Procedures syllabus. Candidates' performance declined in all three examination papers. The most significant decline was on Paper 02. Candidates were not as well prepared for this examination as they had been in previous years, since many were unable to answer questions which tested basic concepts. Overall, the number of candidates achieving Grades I to III decreased from 80 percent in 2005 to 74 percent in 2006.



Physics

74. Overall performance improved significantly when compared to that of January 2005 as 65 percent of the candidates achieved Grade I to III this year when compared with 57 percent in January 2005. The Examination Committee has noted, however, the slight decline in the percentage of candidates achieving Grade I (6.53 percent) compared with January 2005 (7.27 percent) in contrast to the steady increase in the past years. On the other hand, there was an increase in the percentage of candidates achieving Grades II and III. The question on Paper 03 based on energy considerations in pole vaulting and height returned the highest mean of all questions on that paper.

Principles of Accounts

75. In 2006, 49 percent of the candidates achieved Grades I to III. This performance was very similar to performance in 2005. The performance of candidates on Paper 01 (the multiple choice paper) was consistent with that in 2005. There was a decline, however, in the performance of candidates on Paper 02 (the essay paper) in comparison with 2005. This was compensated for by improved performance on Paper 03/2 (the alternative to SBA).

Principles of Business

76. Seventy-five percent of the candidates achieved Grades I to III, compared with 81 percent in 2005. The performance of candidates on Paper 01 (the multiple choice paper) and Paper

03/2 (the alternative to the School Based Assessment) was consistent with that in 2005. However, there was a decline in the performance on Paper 02, the essay paper. On Paper 02, the questions that tested Finance and Introduction to Economics presented the greatest challenge for candidates.

Social Studies

77. The performance of the candidates was satisfactory. Seventy-two percent of the candidates who sat the examination achieved Grades I to III, compared with 80 percent who achieved similar grades in 2005. Candidates performed well on Paper 03/2, the alternative to School Based Assessment. Good performances were also recorded on essay questions relating to Individual Interaction and Tourism. However, performance on questions relating to CARICOM, regional integration and communication was weak, and this contributed significantly to the lower overall performance.

Spanish

78. Eighty-three percent of the candidates achieved Grades I to III compared with 71 percent in 2005. This improvement was as a result of the excellent performance of candidates on Paper 02, the free response paper, especially in Section I (Directed Situations) and Section III (Reading Comprehension). However, there is still need for improvement in Section II (Letter / Dialogue / Composition) and Section IV (Expanded Paragraph). Candidates' performance on 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 similar to performance in 2005.



Administration of the examinations

79. The Council offered 33 subjects in the May/June sitting of the CSEC examinations this year; 20 at General Proficiency only, nine at Basic and General Proficiencies, three at Technical Proficiency only, and one subject at General and Technical Proficiencies.

80. A total of 522 492 subject entries were received from 138 120 candidates.

81. The largest entries were in English A (88 412) and Mathematics (86 479). Other subjects with large entries were Social Studies (44 143), Principles of Business (39 096), Principles of Accounts (30 200) and Information Technology - Technical (22 441).

82. Three new subjects also showed good growth in entries. Human and Social Biology increased from 8 243 last year to 17 027; Electronic Document Preparation and Management increased from 1 991 to 4 182 and Physical Education and Sports jumped from 552 to 1 163.

Performance of Candidates

83. Sixty percent of the subject entries presented for General and Technical Proficiencies achieved Grades I to III, compared with 62 percent last year. Performance of candidates improved in 17 subjects. Over 90 percent of subject entries achieved acceptable Grades (I to III) in two subjects - Electronic Document Preparation and Management and Physical Education and Sport.

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

Agricultural Science (DA)

85. Candidates' performance remained stable in 2006 when compared with 2005. Eighty-two percent of the candidates achieved Grades I to III in both 2005 and 2006. There was an improvement in candidates' responses to questions on the Animal Science profile. However, candidates demonstrated inadequate understanding of topics in Agricultural Mechanisation.

Agricultural Science (SA)

86. In comparison with 2005, there was an increase in the percentage of candidates achieving Grades I to III in Option A, Crops and Soils, while candidate performance remained stable for Option B, Animal Science. For Option A, 68 percent of the candidates achieved Grades I to III in 2006 compared with 60 percent in 2005. For Option B, 72 percent of the candidates achieved Grades I to III in 2005 and in 2006. In both options, candidates performed satisfactorily on questions assessing knowledge of Livestock Science. Candidates showed

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) EXAMINATIONS

May/June Sitting

improvement in providing more relevant responses to questions.

Biology

87. There was an improvement in the performance of candidates in 2006 when compared with the previous year. Sixty-eight percent of the candidates achieved Grades I to III in 2006, compared with 65 percent in 2005. The Examining Committee attributed this improved performance to the fact that most candidates were able to earn marks on all questions on Paper 02 and Paper 03. The Committee noted, however, that candidates continued to demonstrate weaknesses in selecting biological information that was relevant to the specific questions asked. Other weaknesses included imprecision in the use of biological terms, and poor spelling.

Building Technology

Option 1 - Woods

88. Sixty-three percent of the candidates achieved Grades I to III. There is scope for improvement in candidates' performance on Paper 02 and the written component of Paper 03, the School Based Assessment.

Option 2 - Construction

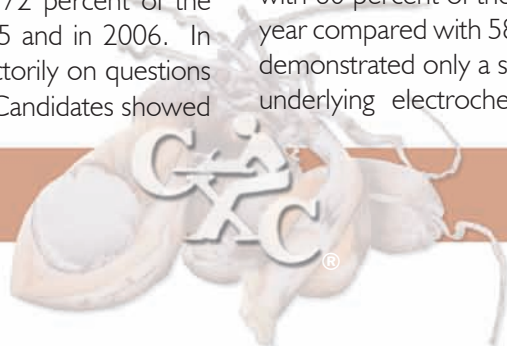
89. Candidates performed poorly on Paper 01 and the written component of Paper 03, the School Based Assessment. Seventy-three percent of the candidates achieved Grades I to III compared with 91 percent in 2005. Candidates' inability to express themselves clearly in writing and sketching was a major weakness in both Woods and Construction.

Caribbean History

90. Performance in the 2006 General Proficiency examination was the best in three years, with approximately 69 percent of candidates achieving Grades I to III compared with 60 percent in 2005. This improvement was evident across all papers, most significantly in Paper 03/2 - the alternative to the School Based Assessment. There is a need for further development of the analytical skills required for adequately responding to questions in Paper 02 and for better coverage of all objectives in some of the themes.

Chemistry

91. The overall performance of candidates improved in 2006, with 60 percent of the candidates achieving Grades I to III this year compared with 58 percent in 2005. Candidates, however, demonstrated only a superficial understanding of the principles underlying electrochemistry. They experienced difficulty in



drawing structures of organic compounds and crystal structures. There was some improvement in the planning and design exercises in both the School Based Assessment component and Paper 03 of the external examination.

Clothing and Textiles

92. Candidates' performance improved in 2006, with 89 percent of the candidates achieving Grades I to III compared with 84 percent in 2005.

93. Common areas of weakness were in knowledge of seams and sewing equipment which are fundamental to the study of clothing construction. Several candidates provided responses without reference to the specifics of the questions asked.

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

Electronic Document Preparation and Management

95. This was the second year that Electronic Document Preparation and Management was examined. The number of candidates registered for this subject this year was more than twice that of 2005. The percentage of candidates achieving Grades I to III also increased from 90 in 2005 to 95 this year. Candidates' performance in this examination was excellent, particularly in Paper 02. However, candidates experienced some difficulty in answering those questions in Paper 01 that required some knowledge of information technology.

Electrical and Electronic Technology

96. Forty percent of the candidates achieved Grades I to III. There is need for improvement in candidates' performance on Paper 02 and the written component of Paper 03, the School Based Assessment.

97. The responses of many candidates to questions on Paper 02 showed a lack of understanding of key concepts. Candidates also demonstrated weaknesses in basic calculations.

English A

98. This was the first examination on the revised English A syllabus. In the General Proficiency examination the number of candidates registered for this subject decreased slightly in 2006, compared with 2005. Fifty-one percent of the candidates achieved Grades I to III, with 12 percent, 15 percent and 24 percent achieving Grades I, II and III respectively. Candidates' performance in Paper 01 declined slightly compared with

performance in 2005. In Paper 02, performance in the questions testing summary and comprehension skills declined, while performance in short story and argumentative essay writing improved.

99. In the Basic Proficiency examination, there was a decrease in the number of candidates taking the examination. The percentage of candidates attaining Grades I to III in 2006 was 29, which was similar to performance in 2005. In Paper 02, performance on the question testing summary skills declined, while performance on the comprehension questions and short story writing improved.

English B

100. This year was the first examination on the revised English B syllabus and the first time this subject was assessed on three profile dimensions: Drama, Poetry and Prose Fiction. The number of candidates registered for this subject increased moderately compared with 2005. Candidates performed best in the Prose Fiction profile and slightly better in Drama than in Poetry. Overall, 44 percent of the candidates achieved Grades I to III, with 7 percent, 21 percent and 16 percent achieving Grades I, II and III respectively.

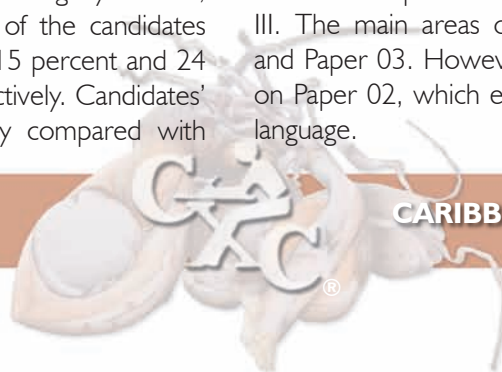
Food and Nutrition

101. There was a decline in the quality of candidates' performance in 2006 when compared with performance in 2005. Approximately 84 percent of the candidates who took the examination achieved Grades I to III, compared with 90 percent in 2005. Many candidates provided sketchy responses and ignored critical words in the stimuli and in the text of questions. The quality of responses suggested that some candidates found the scientific component of nutrition to be challenging.

102. In the School Based Assessment, candidates demonstrated proficiency in food preparation and service skills.

French

103. Seventy-eight percent of the candidates at the General Proficiency achieved Grades I to III compared with 73 percent in the 2005 examination. While candidates performed well on all papers, there was room for improvement especially on Paper 01, which assessed the listening, and reading skills, and Paper 03, which examined the listening and speaking skills. At the Basic Proficiency, 72 percent of candidates achieved Grades I to III. This was an improvement over the 2005 examination in which 67 percent of the candidates achieved Grades I to III. The main areas of improvement occurred in Paper 01 and Paper 03. However, there was a decline in performance on Paper 02, which examined candidates' ability to write the language.



Geography

I04. There was an overall decline in the quality of candidates' performance at the General Proficiency and a slight improvement at the Basic Proficiency.

I05. At the General Proficiency, 53 percent of the candidates achieved Grades I to III, a decrease of five percent compared with 2005. Less than two percent earned Grade I compared with just over three percent in 2005. Many candidates failed to demonstrate the required competence in map work and in the practical skills required for fieldwork. Although a slight improvement was noted in the performance on the written paper, there was a decline in the quality of the School Based Assessment.

I06. At the Basic Proficiency, 16 percent of candidates achieved Grades II to III, an increase of two percent compared with 2005. No candidate earned Grade I.

Home Economics Management

I07. Candidates' performance was similar in 2005 and 2006, with approximately 90 percent of the candidates achieving Grades I to III in both years.

I08. Candidates experienced difficulty in responding to command and key words in questions, and in some instances one-word responses were provided when an explanation was required. While the well-prepared candidates were able to provide comprehensive and informed responses, others simply listed facts vaguely related to the topics tested, without reference to the specific questions asked.

I09. Candidates demonstrated much creativity in the School Based Assessment.

Human and Social Biology

I10. This was the second May/June sitting of the examination and the candidate population showed significant growth. There was also a marked improvement in candidates' performance. Fifty-one percent of the candidates achieved Grades I to III in 2006 compared with 39 percent in 2005. Candidates, however, demonstrated an inadequate understanding of the principles underlying topics such as reproduction in human beings, heredity and immunity. They also experienced difficulty in answering the extended response questions but performed satisfactorily on the multiple choice paper.

Information Technology

I11. At the General Proficiency, 73 percent of the candidates achieved Grades I to III in 2006 compared with 79 in 2005. At the Technical Proficiency, the percentage of candidates achieving Grades I to III in 2006 decreased to 57 from 67 percent in 2005. For the first time in two years there was an improvement in the programming section of the Paper 01.

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) EXAMINATIONS (CONTINUED)

May/June Sitting

I12. The School Based Assessment for both Proficiencies was generally well done.

Integrated Science

I13. Seventy-seven percent of the candidates who wrote Integrated Science at the General Proficiency achieved Grades I to III, a decrease of three percent compared with the performance in 2005. Just over three percent of the candidates earned Grade I.

I14. There was improvement in the overall performance at the Basic Proficiency. Forty-four percent of the candidates achieved Grades I to III compared with 38 percent in 2005. However, no candidate earned Grade I in 2006 compared with 0.5 percent in 2005. The Basic Proficiency was written for the final time in June 2006.

I15. Generally, there was a decline in the quality of the reports submitted for the School Based Assessment compared with the quality in 2005.

Mathematics

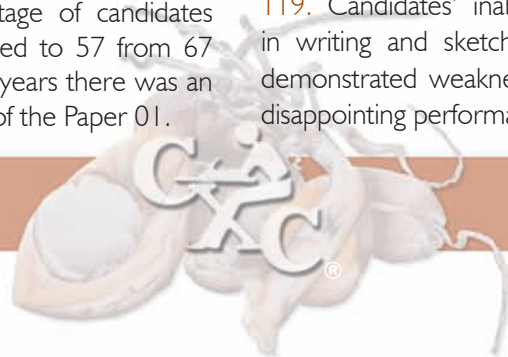
I16. Thirty-five percent of the candidates who sat the General Proficiency examination in 2006 achieved Grades I to III. This represents a four percent decline from 2005. Candidates' performance on Paper 01, the multiple choice paper, was significantly lower than that in 2005. However, the performance of candidates on Paper 02, was consistent with that of 2005. The areas of Relations, Functions and Graphs, and Geometry and Trigonometry presented challenges for candidates.

I17. At the Basic Proficiency, there was a significant improvement in the performance of candidates. The number of candidates achieving Grades I to III increased from 16 percent in 2005 to 40 percent in 2006. While the performance of candidates on Paper 01 was consistent with that in 2005, there was marked improvement on Paper 02.

Mechanical Engineering Technology

I18. Fifty-two percent of the candidates achieved Grades I to III. There was scope for improvement in candidates' performance on Papers 01, 02 and on the written component of Paper 03, the School Based Assessment.

I19. Candidates' inability to express themselves effectively in writing and sketching is a major weakness. Candidates demonstrated weakness in design, which contributed to the disappointing performance on Paper 02.



Music

120. Seventy percent of the candidates who wrote the examination in 2006 achieved Grades I to III, compared with 79 percent in 2005. Candidates performed well in listening and analysing music. They, however, needed to pay greater attention to the vocabulary used in responding to questions in Paper 01, where the listening and appraising skills were tested. There was a notable decline in performance on Paper 02. Candidates showed a high level of skill in performing as well as an improvement in their compositions. However, they did not adhere to the requirements of the practical examination, such as, the timely completion and submission of portfolios including the viva voce, an integral component of the examination for the Performing and Composing profiles. The performance on Paper 03, the School Based Assessment, was good.

Office Administration

121. This was the first year of examination on the new syllabus. Candidates performed well, with 84 percent achieving Grades I to III. Thirteen percent of the candidates achieved Grade I, while 31 and 40 percent achieved Grades II and III respectively. In the School Based Assessment more than 50 percent of the candidates performed at the Grade I level. Generally, candidates who complied with the syllabus requirements demonstrated an acceptable level of skills in research and synthesis.

Physics

122. Overall performance declined slightly from that of 2005. Fifty-five percent of the candidates achieved Grades I to III compared with 61 percent in 2005. Candidates continued to perform satisfactorily on Paper 04, the School Based Assessment. There was decline in performance on Paper 02 (structured questions) and on Paper 01 (multiple choice). On the other hand, a marginal improvement was noted on Paper 3 (essay).

Physical Education and Sport

123. In this, the second sitting of the examination, 73 percent of the candidates achieved Grades I to III compared with 91 percent in 2005. Candidates experienced difficulty in answering theory questions. In particular, questions on social issues dealing with persons with disabilities and banned or prohibited drugs in sport were poorly answered. However, candidate performance on the practical examination and on the School Based Assessment was good.

Principles of Accounts

124. Performance at the General Proficiency was similar to that of 2005 in that 67 percent of the candidates achieved Grades I to III in both years. Also, just as in 2005, most of the candidates were clustered at Grade III. At the Basic Proficiency, 69 percent of candidates achieved Grades I to III compared with 70 percent in 2005. However, 24 percent of the candidates were at Grades I and II in 2006 compared with 37 percent at those grades in 2005.

125. Candidates at both Proficiencies experienced difficulties with the questions that required them to apply accounting principles.

Principles of Business

126. There was a decline in the performance of candidates in the 2006 examinations. Sixty-four percent of the candidates achieved Grades I to III compared with 72 percent in 2005. Performance declined on Paper 01, the multiple choice paper, and Paper 02, the essay paper.

Religious Education

127. Approximately 82 percent of candidates achieved Grades I to III - a decline from 89 percent in 2005. The performance of several candidates in Paper 02 fell below the expected standard. These candidates often failed to interpret questions correctly and demonstrated some weaknesses in their analytical and expressive skills.

Social Studies

128. Overall performance at the General Proficiency was satisfactory. Approximately 76 percent of the candidates achieved Grades I to III compared with 83 percent in 2005. Performance at the Basic Proficiency improved significantly over 2005 with approximately 44 percent of candidates achieving Grades I to III compared with 30 percent in 2005. This improvement can be attributed to gains made in Paper 02. Candidates responded satisfactorily to those questions requiring knowledge and recall. However, many failed to demonstrate adequate skills of interpretation and analysis. The School Based Assessment projects were well designed and presented.

Spanish

129. Seventy-four percent of the candidates at the General Proficiency achieved Grades I to III compared with 65 percent in 2005. While there were improved performances on all papers, this was especially significant on Paper 02 which tested candidates' ability to write the language. At the Basic Proficiency, 57 percent of the candidates achieved Grades I to III compared with 50 percent in 2005. Improved performances on Paper 02 and Paper 03 were mainly responsible for the improvement.



Technical Drawing

130. Sixty-seven percent of the candidates achieved Grades I to III. Candidates performed best on Paper 03, the School Based Assessment. There was a slight improvement in candidates' performance on Paper 01 and Paper 02. Candidates demonstrated limited exposure to key technological elements of Technical Drawing.

Theatre Arts

131. The number of candidates registered for this examination increased slightly compared with 2005. Overall, candidates' performance in this examination declined, with 64 percent of the candidates achieving Grades I to III compared with 74 percent in 2005. The percentage of candidates achieving Grades I and II also declined when compared with performance in 2005. Generally, candidates' performance on Paper 01 was poor. Some of the weaknesses noted were misinterpretation of some questions and insufficient knowledge of prescribed material and of cultural forms in the various Caribbean territories. Performance on Paper 02 improved, and performance in the School Based Assessment was generally good. Candidates made use of the terminology of drama criticism and some candidates demonstrated sound analytical skills. This year candidates also demonstrated greater variety in their choice of subjects for School Based Assessment.

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) EXAMINATIONS (CONTINUED)

May/June Sitting

Typewriting

132. The number of candidates registered for this subject decreased considerably in 2006 compared with 2005. Candidates' performance in the examination, however, showed a significant improvement with 66 percent achieving Grades I to III. The performance in the School Based Assessment improved. However, performance on Paper 02, the practical examination, declined when compared with performance in 2005. Some candidates experienced difficulty in reading and typing tables from the information provided.

Visual Arts

133. Overall performance in this subject this year was similar to that of 2005. Sixty-three percent of the candidates achieved Grades I to III in both years. Drawing, Imaginative Composition, Graphic Design and Surface Decoration were the most popular options with more than 1000 candidates choosing these options. Reasonable performances were noted on all the other options. While a marked improvement was recorded for the Illustrated Paper option, slight improvement was noted in all options except Ceramics and Leathercraft where performance declined.



Nocturnal
By Antonio James
Mannings High School
Jamaica



Nocturnal
By Kinon Neale
Presentation College, San Fernando
Trinidad and Tobago



Part I

The attainment of Grade I at General or Technical Proficiency in at least EIGHT subjects. These subjects must include:

a) *English A and Mathematics*

b) *At least ONE from EACH of the following groups:*

- i) French, Spanish
- ii) Caribbean History, Geography, Religious Education, Social Studies, Agricultural Science (Single Award or Double Award), Biology, Chemistry, Human and Social Biology, Information Technology (General), Integrated Science, Physics

c) *ONE subject from any of the following groups:*

- i) Business Education
Economics, Electronic Document Preparation and Management, Information Technology (Technical), Office Administration, Principles of Accounts, Principles of Business, Typewriting

ii) Technical/Vocational

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

iii) Music, Visual Arts, Theatre Arts, English B, Physical Education and Sport

Part II: Ranking

Ranking of candidates who meet the criteria at (a) to (d) above would be based on:

- i) Excellence: number of Grade Is in the eight best subjects that fit the criteria;
- ii) General Capacity: the total number of Grades I, II and III obtained;
- iii) Profile performance on the best eight subjects which satisfy the minimum criteria for the award;
- iv) Highest average T-score across the best EIGHT subjects which satisfy the minimum criteria for the award.



134. Miss Shirvanie Persaud of Queen's College Guyana was the Most Outstanding Candidate Overall in the CSEC examinations. Shirvanie achieved Grade I in 12 subjects and Grade II in one subject. She achieved Grade I in Biology, Chemistry, English A, English B, Food and Nutrition, French, Human and Social Biology, Information Technology, Mathematics, Physics, Social Studies and Spanish and Grade II in Geography.

135. Miss Valencia Bailey, also of Queen's College Guyana received the award for the Most Outstanding Performance in the Sciences. Valencia achieved Grade I in 11 subjects and Grade II in one. She achieved Grade I in five Science subjects - Biology, Chemistry, Human and Social Biology, Information Technology (General) and Physics. The other subjects in which she achieved Grade I are Electronic Document Preparation and Management, English A, French, Food and Nutrition, Mathematics, Social Studies and Grade II in English B.

136. The award for the Most Outstanding Performance in the Humanities went to Miss Meghan Ghent of St Joseph's Convent, Port of Spain, Trinidad and Tobago. Meghan achieved Grade I in eight subjects and Grade II in one subject. She achieved Grade I in five Humanities subjects - Caribbean History, English A, English B, French and Spanish. Meghan also achieved Grade I in Biology, Social Studies, Mathematics and Grade II in Visual Arts.

137. Miss Florelle Hobson of the Charlestown Secondary School on Nevis in St Kitts and Nevis won the award for the Most Outstanding Performance in Technical/Vocational Subjects. She achieved Grade I in 11 subjects including three Technical/Vocational subjects - Building Technology (Construction), Electrical and Electronic Technology, and Technical Drawing. The other subjects she achieved Grade I in were Caribbean

OUTSTANDING PERFORMANCE IN THE MAY/JUNE 2006 CSEC EXAMINATIONS

History, Chemistry, English A, English B, French, Geography, Mathematics and Physics.

138. Another student from Charlestown Secondary School, Miss Agiel Browne, copped the award for the Most Outstanding Performance in Business Education. Agiel achieved Grade I in ten subjects including four Business subjects - Information Technology (Technical), Principles of Accounts, Principles of Business and Typewriting. She also achieved Grade I in Biology, Caribbean History, English A, Mathematics, Physics and Spanish.

139. Mr Mario Guevara of Queen's Royal College, Trinidad and Tobago was awarded the prize for the Best Short Story submitted in English A, General Proficiency examination. The story is based on a photograph of an elderly woman holding a small photograph of a young male in her hands.

140. Miss Sandra Green of the Charlemont High School, Jamaica, received the Award for the Most Outstanding Performance in Visual Arts, 3-Dimensional work. She created a relief entitled "Down and Out".

141. A student from St John's College, Belize, Mr Jia Wu won the award for the Most Outstanding Performance in Visual Arts, 2-Dimensional work. Jia's piece is based on a question in the Drawing Option. The design represents a bunch of coconuts arranged on coconut leaves.

142. Queen's College Guyana, received the School of the Year Award for 2006. The award is given to the school which entered the candidate who achieved the most outstanding performance in the May/June sitting of the CSEC examinations.

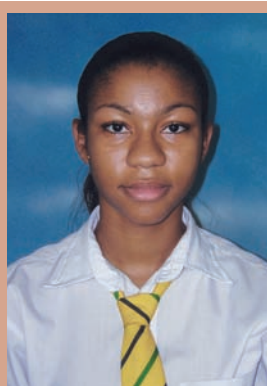


OUTSTANDING PERFORMERS

Outstanding Performance in the May/June 2006 CSEC Examinations



Miss Shirvanie Persaud



Miss Valencia Bailey



Miss Florelle Hobson



Miss Agiel Browne



Mr Mario Guevara



Miss Sandra Green



Mr Jia Wu



Miss Meghan Ghent



VISUAL ARTS EXAMINATIONS

Outstanding Pieces in the May/June 2006



Down and Out
By Sandra Green
Charlemont High School
Jamaica
CSEC Regional Top Award
3-Dimensional Work



Lines and Textures
By Zelema Charles
Grantley Adams Memorial School
Barbados



Traffic
By Ayanna Powell
Westwood High School
Jamaica



Mix and Match
By Samia Moseley
The St Michael School
Barbados



Coconuts
By Jia Wu
St John's College, Belize
CSEC Regional Top Award
2-Dimensional Work



Lines and Textures
By Sasha-Gay Raymond
Seaforth High School
Jamaica



Masks
By Nickesha Hixon
Government Secondary School
Montserrat



Administration of the Examination

I43. The Council examined 45 Units in 25 subjects for the Caribbean Advanced Proficiency Examination (CAPE).

I44. Candidate entries increased by approximately 39 percent from 13 651 in 2005 to 19 019 this year and Unit entries also increased, from 43 993 in 2005 to 69 018 entries this year, an increase of approximately 25 000 entries or 57 percent.

I45. Communication Studies had 10 218 entries this year. Other Units with large entries were Caribbean Studies (7 259), Pure Mathematics Unit 1 (4 413), Management of Business Unit 1 (3 878) and Sociology Unit 1 (3 670).

I46. In 16 of the 45 Units examined, more than 90 percent of the entries achieved Grades I to V, while in 14 of the Units more than 80 percent achieve Grades I to V. In two Units only did less than 60 percent of the entries achieved acceptable grades. These were Computer Science Unit 2 and Law Unit 2.

Performance of Candidates

I47. 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

I48. There was significant improvement in performance in Unit 1, and a marginal decrease in the percentage of candidates achieving acceptable grades in Unit 2.

I49. In Unit 1, 86 percent of the candidates achieved Grades I to V, compared with 78 percent in 2005. In Unit 2, 74 percent of the candidates achieved Grades I to V, compared with 77 percent in 2005.

I50. In both Units, candidates performed best in Module 1 (Accounting Theory, Recording and Control Systems in Unit 1 and Costing Principles in Unit 2). A common weakness in Unit 1 was related to the format used by candidates for the presentation of income statements. In Unit 2, some candidates were unfamiliar with the terms related to manufacturing costs.

I51. Performance on the Internal Assessment was generally satisfactory, but performance on the alternative paper to the Internal Assessment was weak.

Applied Mathematics

I52. This was the second year of examinations on the revised Applied Mathematics syllabus. One hundred and forty-three

candidates wrote the examination this year compared with six candidates in 2005. This subject allows candidates to choose from three options, and Option C - Discrete Mathematics; Probability and Distributions; and Particle Mechanics was the most popular.

I53. Eighty-five percent of the candidates achieved Grades I to V. Sixteen percent of the candidates achieved Grade I. The standard of work from most of the candidates was commendable. Candidates were well prepared in Discrete Mathematics (Module 1).

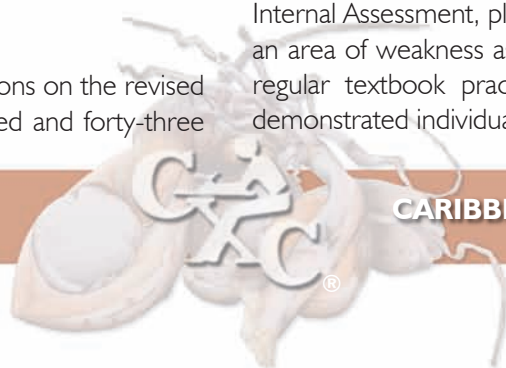
I54. Performance in the Internal Assessment was of a high standard.

Art and Design Units 1 and 2

I55. There was a 100 percent increase in the number of candidates writing Unit 1 in 2006 when compared to 2005. All the candidates achieved Grades I to IV. For Unit 1, the production papers were of a high standard for both the internal and external assessment components. In the external assessment, more candidates were attracted to the life drawing question. The standard of the three-dimensional pieces improved, especially in their finish. Candidates again demonstrated major weaknesses in construction and design. For Unit 2, performance in Modules 1 and 2 (Design and Applied Arts respectively) in the Internal Assessment improved. Module 3 (Creative Project) continued to provide the most rewarding and successful experience for candidates. Candidates showed keen interest in the theme: 'World Cup Cricket 2007' and produced a number of well-crafted designs. For the theme 'Music/Musical Instruments' candidates' responses lacked detail and variety. Candidates, however, seemed more confident in expressing their thoughts in writing.

Biology Units 1 and 2

I56. There was 84 percent increase in the number of candidates writing Unit 1 and 35 percent increase in the number writing Unit 2 compared with the numbers in 2005. Overall performance in Unit 1 improved marginally, as 91 percent of the candidates achieved Grades I to V compared with 90 percent in 2005. For Unit 2, performance was similar as 90 percent of the candidates achieved Grades I to V in both 2005 and 2006. For Unit 1, improved performance was recorded for Papers 01, 02 and 03 and across all three modules. For Unit 2, improved performance was evident for Papers 01 (structured) and 03 (Internal Assessment) and for Modules 1 and 3 (Bioenergetics and Applications of Biology). For the Internal Assessment, planning and designing activities remained an area of weakness as many of the samples submitted were regular textbook practical exercises rather than work that demonstrated individual initiative and skills.



Caribbean Studies

157. The number of candidates writing the subject in 2006 increased by more than 2 000 in 2006 compared with the number of candidates in 2005. This increase in candidates, however, was not matched by an improvement in performance. Although 98 percent of the candidates achieved Grade V or higher in both 2005 and 2006, there were fewer outstanding responses and as a result a smaller percentage achieved Grade I in 2006. The Examining Committee noted a deficit in knowledge of basic facts, terms and concepts related to the Caribbean. Many candidates were unable to locate places on a given map of the Caribbean, and to explain terms taken directly from the syllabus.

Chemistry Units 1 and 2

158. In Unit 1, 63 percent of the candidates achieved Grades I to V in 2006 compared with 66 percent in 2005. Candidates continued to demonstrate weaknesses in Module 2, The Chemistry of Carbon Compounds, and Module 3, Analytical Methods and Separation Techniques. In particular, candidates had difficulty answering questions based on functional group analysis and reaction mechanisms (Module 2), and infrared spectroscopy, phase separation and recrystallisation techniques (Module 3). Performance on the Internal Assessment component was satisfactory.

159. Seventy-eight percent of the candidates achieved Grades I to V in Unit 2. While candidate performance in the three Modules was satisfactory, performance could have been enhanced if candidates had used the language of the subject more effectively to produce more logical and technically acceptable responses.

Communication Studies

160. The number of candidates registered for this subject increased significantly from 6 400 in 2005 to more than 10 000 in 2006. Candidates' performance also improved, with 99 percent achieving Grade V and higher compared with 98 percent in 2005. The percentage of candidates obtaining Grade I increased significantly, from nine percent in 2005 to 19 percent in 2006, while the percentage achieving Grade II increased from 21 in 2005 to 33 percent in 2006. Performance of candidates on Paper 03/1, the Internal Assessment component, was comparable to that of 2005, but performance on Paper 03/2, the alternate paper, declined. Candidates' performance on Papers 01 and 02, however, showed marked improvement. This improvement was most evident in Modules 1 and 3 – Gathering and Processing Information and Speaking and Writing respectively. The quality of writing also improved.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) (CONTINUED)

May/June Sitting

Computer Science Units 1 and 2

161. The number of candidates who achieved Grades I to V in Unit 1 decreased to 86 percent in 2006 from 98 percent in 2005. For the second consecutive year candidates showed weakness in concepts related to Components of Computer Systems (Module 1).

162. In Unit 2, there was a decline in the overall performance of candidates in 2006 when compared to 2005. Fifty-four percent of the candidates achieved Grades I to V in 2006 compared with 83 percent in 2005. Candidates showed low levels of competence in higher-order tasks that required synthesis and evaluation of content relating to Programming Languages (Module 2) and Program Development (Module 3).

Economics Units 1 and 2

163. In Unit 1, 97 percent of the candidates achieved Grades I to V compared with 98 percent in 2005. Candidates performed satisfactorily in all papers and Modules.

164. The overall performance of candidates in Unit 2 declined when compared with performance in 2005. Seventy-eight percent of the candidates achieved Grades I to V in 2006 compared with 91 percent in 2005. Weakest performances were evident on Module 1 (Models of the Macro economy) and Module 2 (Macroeconomic Policy Analysis).

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

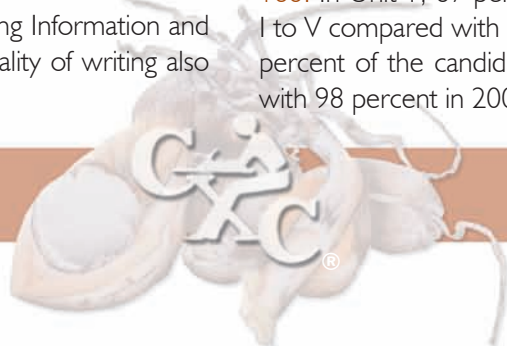
Electrical and Electronic Technology Units 1 and 2

166. The revised syllabus was examined for the first time this year. Seventy-one percent of the candidates achieved Grades I to V in Unit 1 and 73 percent achieved similar grades in Unit 2. The Electrical and Electronic Technology syllabus requires a focus on electrical principles as well as advanced technical skills.

Environmental Science Units 1 and 2

167. The number of candidates writing each Unit doubled in 2006 compared with the entries in 2005. The general performance in both Units was satisfactory.

168. In Unit 1, 87 percent of the candidates achieved Grades I to V compared with 98 percent in 2005, while in Unit 2, 96 percent of the candidates achieved Grades I to V compared with 98 percent in 2005.



169. Several candidates faltered on tasks requiring knowledge of basic concepts, definitions and principles. Tasks requiring analysis and interpretation of data proved to be challenging for candidates.

170. Generally, the performance on the Internal Assessment components of both Units was commendable.

Food and Nutrition Units 1 and 2

171. Candidate performance in Units 1 and 2 was satisfactory in spite of a decline in the performance of candidates in both Units when compared with 2005.

172. In Unit 1, 88 percent of candidates achieved Grades I to V compared with 90 percent in 2005. In Unit 2, 80 percent of the candidates achieved Grades I to V compared with 99 percent in 2005.

173. In Unit 1, performance was again weakest in Module 3, Food Preparation and Service: Principles and Methods, and in Unit 2, performance was weakest in Module 3, Food Preparation and Service: Large Quantity and Commercial.

174. Though candidates' performance was generally satisfactory, many candidates merely listed facts and principles in their responses and failed to demonstrate the required analytical skills. It was evident that some candidates were unfamiliar with several concepts, particularly the current topics in nutrition.

175. 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

176. The number of candidates in Unit 1 increased to 245 in 2006, from 129 in 2005. Candidates' performance in the 2006 examination was similar to that in 2005. Approximately 89 percent of the candidates achieved Grades I to V this year. A similar percentage of candidates achieved Grade I in both years, while there was a small increase in the percentage of candidates at Grade II, and a decline at Grade III. Candidates demonstrated a good level of comprehension in the selections to which they responded in Paper 01, which tested the aural skills. There was a decline in the performance in Paper 02, which tested the candidates' reading and writing skills. However, candidates performed better in Paper 03, the literary component of the examination. Their performance in Paper 04, the Internal Assessment component, which tested their communication skills, also improved significantly compared with last year.

177. Candidates' performance in Unit 2 was of a high level in 2006 and showed improvement over 2005. All the candidates achieved Grade V or higher in the examination this year. Eighty-three percent of the candidates achieved Grades I to III, compared with approximately 69 percent in 2005. As in previous years, candidates performed well in Papers 01 and 02. This year they also performed very well in Paper 04, the Internal Assessment. Despite the very good overall performance, a significant number of candidates showed weaknesses in their listening and writing skills.

Geography Units 1 and 2

178. There was a substantial increase in the candidate entry for both Units compared with 2005. However, there was a decline in the level of performance in both Units.

179. In Unit 1, candidates achieving Grades I to V decreased from 88 percent in 2005 to 80 percent in 2006. In both years, less than one percent of the candidates achieved Grade I.

180. In Unit 2, candidates achieving Grades I to V decreased from 91 percent in 2005 to 79 percent in 2006. In 2005, less than two percent of the candidates achieved Grade I compared with less than one percent in 2006.

181. Basic concepts, definitions, map reading and practical skills posed challenges for too many candidates. Generally, the performance on the Internal Assessment components of both Units was satisfactory.

Geometrical and Mechanical Engineering Drawing Units 1 and 2

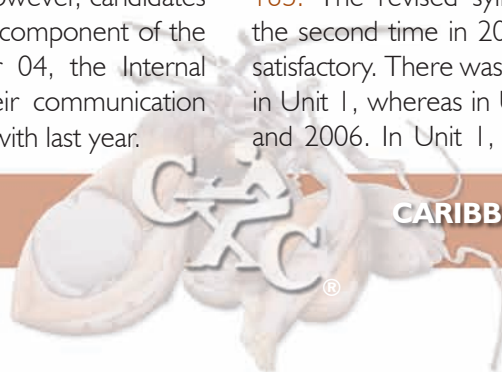
182. The revised syllabus was examined for the first time this year. The performance in Unit 1 was not significantly different from performance in 2005. As in 2005, candidates displayed poor drawing skills and limited knowledge of relevant ISO standards. Seventy-five percent of candidates achieved Grades I to V.

183. Seventy-three percent of the candidates achieved Grades I to V in Unit 2. The design component of this Unit presented significant challenges to candidates.

184. Major contributing factors to poor performance in this subject were the limited understanding of key technological processes and inadequate practice in the use of relevant ISO standards and conventions.

History Units 1 and 2

185. The revised syllabus was offered for examination for the second time in 2006. Performance in Units 1 and 2 was satisfactory. There was significant improvement in performance in Unit 1, whereas in Unit 2 performance was similar in 2005 and 2006. In Unit 1, 93 percent of the candidates achieved



Grades I to V, compared with 86 percent in 2005. In Unit 2, 87 percent of the candidates achieved Grades I to V in both years.

186. Though candidates generally demonstrated a satisfactory understanding of several historical issues, some candidates demonstrated poor analytical and essay-writing skills. The lack of coverage of particular topics was clearly evident. A common weakness was the inability of some candidates to confidently address all aspects of a topic. Hence, several responses focused on a topic with which candidates were merely familiar and not on the specific aspects required in the question.

187. Candidates continued to show improvement in their research skills and there were several well-researched and well-written papers submitted for the Internal Assessment component of the examination.

Information Technology

188. Eighty percent of candidates who sat this examination achieved Grades I to V, compared with 92 percent in 2005. Performance in Paper 02 and Paper 03 declined, but there was improvement in Paper 01. There was a satisfactory performance in Module 1 (Information Systems) and Module 2 (Information Processing and Presentation) but a less than satisfactory performance in Module 3 (Information and Communication Skills). The overall performance was affected by candidates' inability to master higher-order tasks involving processes such as evaluating, differentiating and explaining.

Law Units 1 and 2

189. The number of candidates writing Units 1 and 2 respectively increased in 2006 compared with 2005. Performance in each Unit was generally disappointing, as candidates demonstrated weaknesses in their ability to apply their knowledge of legal facts, concepts and cases in response to the tasks set. In Unit 1, 65 percent of the candidates achieved Grade V or higher, while in Unit 2 only 51 percent of the candidates achieved similar grades. However, the Examining Committee noted excellent responses from some candidates in Unit 2. These responses showed evidence of comprehensive coverage of the syllabus content and the ability to analyse legal issues with clarity.

Literatures in English Units 1 and 2

190. Ninety-one percent of the candidates achieved Grades I to V in Unit 1. This was comparable to the performance of candidates in the 2005 examination when 92 percent achieved similar grades. Candidates continued to perform best in Module 1 (Drama). There was a slight improvement in candidates' performance in Module 2 (Poetry). Performance in Module 3 (Prose Fiction) continued to be satisfactory.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) (CONTINUED)

May/June Sitting

191. In Unit 2, 96 percent of the candidates achieved Grades I to V, compared to 95 percent in 2005. However, a higher percentage of candidates (50%) achieved Grades I to III in 2006 than in 2005 (33%). There were improved performances by candidates in all three Modules.

Management of Business Units 1 and 2

192. Seventy-two percent of the candidates achieved Grades I to V in Unit 1 compared with 83 percent in 2005. A decline in performance was noted across all three modules. The performance in Paper 02, the essay paper, was consistent with that in 2005. However, there was a significant decline in the performance in Paper 01, the structured paper, and Paper 03, the Internal Assessment component.

193. There was also a decline in the performance of candidates in Unit 2. Eighty-nine percent of the candidates achieved Grades I to V, compared with 92 percent in 2005. The performance in Module 1, Production and Operations Management, improved, but there was a decline in the performance in Module 2, Fundamentals of Marketing, and Module 3, Small Business Management. There was a marginal improvement in the performance on Paper 02, the essay, but there was a decline in performance on Paper 01, the structured paper and Paper 03, the Internal Assessment component.

Physics Units 1 and 2

194. There was a 100 percent increase in the number of candidates writing Unit 1 and a 52 percent increase in the number writing Unit 2. Overall performance in Unit 1 was similar to that of 2005, as 85 percent of the candidates achieved Grades I to V in both years. In Unit 2, there was a decline in performance, as 86 percent of the candidates achieved Grades I to V compared with 94 percent in 2005. For the Internal Assessment component, an insufficient number of exercises required graphs in the analysis of data, and there was a tendency to neglect the practical components of electronics and atomic and nuclear physics.

Pure Mathematics Units 1 and 2

195. The revised syllabus in Pure Mathematics was examined for the second time in 2006. The general performance in both Units was commendable. However, there were clear indications that some candidates were inadequately prepared to write the examinations in Unit 1.

196. Sixty-three percent of the candidates writing Unit 1 achieved Grades I to V, compared with 67 percent in 2005.



Fifteen percent of the candidates, the same as in 2005, achieved Grade I.

197. There was a notable improvement in the level of performance in Unit 2, with 81 percent of the candidates achieving Grades I to V, compared with 76 percent in 2005. Twenty-four percent of the candidates achieved Grade I compared with 15 percent in 2005.

198. Candidates demonstrated a satisfactory level of competence in routine algorithmic processes especially in operations involving matrices, differentiation and integration. However, there was room for improvement in algebraic manipulation, and analytic or deductive competencies.

199. The performance on the Internal Assessment component in both Units was of a high standard.

Sociology Units 1 and 2

200. In 2006, the number of candidates writing the examination in Unit 1 exceeded the previous year's figure by more than 1000, while the number of Unit 2 candidates more than doubled that of 2005. In both Units, however, candidates did not perform as well in 2006 as they did in 2005. In Unit 1, 77 percent of the candidates achieved Grade V or higher, while in Unit 2, 92 percent of the candidates achieved similar grades. Major weaknesses included a deficit in knowledge of basic terms and concepts in the syllabus and a superficial approach to answering questions that required analysis and discussion.

Spanish Unit 1 and 2

201. In Unit 1, there was a significant increase in the number of candidates in 2006 compared with the number who wrote

the 2005 examination. The performance of candidates in 2006 was very good and similar to candidates' performance in 2005. Approximately 88 percent of the candidates achieved Grades I to V in the examination this year. Sixty-five percent of the candidates achieved Grades I to III, compared with 63 percent in 2005. Responses in Paper 01, where the aural skills were tested, indicated a clear need for candidates to improve their ability to comprehend the target language. There was an improvement in Paper 02, which tested reading and writing skills and a good performance by candidates in Paper 03, which tested literary knowledge and written skills. Candidates also performed well in the Paper 04, despite a marginal decline in their performance compared with last year.

202. There was a moderate increase in the number of candidates in Unit 2 in 2006, compared with the number in 2005. Approximately 94 percent of the candidates achieved Grades I to V this year, compared with 96 percent in 2005. Approximately 68 percent of the candidates achieved Grades I to III, compared with 66 percent in 2005. There was good performance in Paper 01, which tested aural skills and also in Papers 02 and 03. Although the performance in the oral examination, Paper 04, was good there was a marginal decline in comparison with last year.

Statistical Analysis

203. The overall performance of candidates in this examination declined when compared with the performance in 2005. In 2006, 66 percent of the candidates achieved Grades I to V, compared with 84 percent in 2005. This decline was consistent across Modules 2 and 3, Managing Uncertainty, and Analysing and Interpreting Data respectively. Candidates performed better in Module 1, Collecting and Describing Data, compared with their performance in the other Modules.



204. Mr Jansen Seheult of Naparima College, Trinidad and Tobago became the first recipient of the Dennis Irvine Award for the Most Outstanding Performance in the Caribbean Advanced Proficiency Examination 2006.

205. Jansen achieved Grade I in Caribbean Studies, Communication Studies, Chemistry Unit 1, Chemistry Unit 2, Physics Unit 1, Physics Unit 2, Pure Mathematics Unit 1 and Pure Mathematics Unit 2.

206. Jansen also won the award for the Most Outstanding Performance in Natural Science.

207. Miss Nerisa Holder of Holy Name Convent, Port of Spain, Trinidad and Tobago received the Mathematics Award with Grade I in Applied Mathematics, Pure Mathematics Unit 1, Pure Mathematics Unit 2 and Statistical Analysis, and Grade III in Caribbean Studies, Communication Studies, Physics Unit 1 and Physics Unit 2.

208. Miss Fadilah Ali of Holy Faith Convent, Trinidad and Tobago was awarded the Environmental Science Prize. Fadilah achieved Grade I in Caribbean Studies, Communication Studies, Biology Unit 1, Biology Unit 2, Environmental Science Unit 1 and Environmental Science Unit 2 and Grade II in Chemistry Unit 1.

209. Miss Simone Jaggernauth of St Joseph's Convent Port of Spain, Trinidad and Tobago won the award for the Most Outstanding Performance in Modern Languages with Grade I in Caribbean Studies, Communication Studies, French Unit 1, French Unit 2, Spanish Unit 1, Spanish Unit 2 and Sociology Unit 1.

210. Miss Breanne McIvor, another student of St Joseph's Convent Port of Spain, Trinidad and Tobago won the

OUTSTANDING PERFORMANCE IN THE 2006 MAY/JUNE CAPE

Humanities Award. Breanne achieved Grade I in Caribbean Studies, Communication Studies, History Unit 1, History Unit 2, Literatures in English Unit 1, Literatures in English Unit 2, Spanish Unit 1 and Spanish Unit 2.

211. Miss Nesha Marshall of Queen's College, Barbados received the award for Outstanding Performance in Business Studies with six Grade Is and three Grade IIs. She achieved Grade I in Communication Studies, Management of Business Unit 1, Management of Business Unit 2, Accounting Unit 1, Law Unit 1, Law Unit 2, and Grade II in Accounting Unit 2, Caribbean Studies and Computer Science Unit 1.

212. Another Queen's College, Barbados student, Miss Tiffany Jenkins, won the award for the Most Outstanding Performance in Technical Studies with six Grade Is and two Grade IIs. Tiffany achieved Grade I in Art and Design Unit 1, Art and Design Unit 2, Communication Studies, Computer Science Unit 1, Computer Science Unit 2 and Pure Mathematics Unit 2, and Grade II in Caribbean Studies and Pure Mathematics Unit 1.

213. Mr Kyle Lynch of Harrison College, Barbados, received the award for the Most Outstanding Performance in Computer Science. Kyle achieved Grade I in Communication Studies, Computer Science Unit 1, Computer Science Unit 2, Physics Unit 2, Pure Mathematics Unit 1, Pure Mathematics Unit 2 and Grade II in Caribbean Studies.

214. Naparima College, Trinidad and Tobago received the award for School of the Year for producing the Most Outstanding Candidate in CAPE.

CAPE AWARD IN MEMORY OF DR DENNIS IRVINE

215. Dr Dennis Irvine contributed to the establishment of CXC and served as Chairman from 1974 to 1979. He was Chairman when the first examinations were administered in 1979. He continued to serve as a co-opted member of Council until his death on 26 November, 2005. After the CSEC examinations were well established, he worked with Council to conceptualise the Caribbean Advanced Proficiency Examination (CAPE) which was administered for the first time in 1998. Council at its 36th Meeting held in Jamaica on December 2, 2005 paid tribute to Dr Irvine and agreed to establish an award in his memory. The top candidate in CAPE from this year and onwards will receive the Dennis Irvine Award.



OUTSTANDING PERFORMERS

Outstanding Performance in the 2006 May/June CAPE



Mr Jansen Seheult



Miss Nerisa Holder



Miss Fadilah Ali



Miss Simone Jaggernauth



Mr Kyle Lynch



Miss Tiffany Jenkins



Miss Breanne McIvor



Miss Nesha Marshall



216. The Council at its meeting in December 2005, approved the development of syllabuses and examinations for the Caribbean Certificate of Secondary Level Competence (CCSLC). This new programme was developed after several policy level discussions and in response to a need expressed by Participating Territories for a programme and certification that will be appropriate for students with a wide range of abilities, especially in a context of Universal Secondary Education. It was agreed that a regional programme will enable harmonisation of curricula and provide common standards.

217. The programme was conceptualized as a core comprising English, Mathematics, Integrated Science, Social Studies and Modern Languages (Spanish and French) and electives such as Level I programmes in Technical and Vocational Education.



Registrar presents Wendy Griffith-Watson (left) Chief Education Officer, Barbados and Laurie King (right) Education Officer with copies of the CCSLC syllabuses



Jennifer Hodge, Education Officer on Nevis and Leona Emtage, MED Officer participating in a radio interview in Nevis.

THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE

218. Using established procedures, subject panels were appointed to develop the syllabuses. The panel members drew on resource materials and syllabuses already developed in some territories, policy documents, reports on education reform and documentation from several Participating Territories on the expected profile of the secondary school graduate.

219. An extensive orientation exercise took place from April to June in order to provide details of the rationale, structure and content of the new secondary level programme. The Registrar, Pro-Registrar and staff visited 14 CXC Participating Territories and met with policy makers, education officials, teachers, students and employers. The CXC Officers also held press conferences and gave radio and television interviews.

220. Based on the feedback from the orientation visits and from Ministers of Education at a Retreat of Ministers with responsibility for Education held on June 8, 2006, the Sub-Committee of the School Examinations Committee (SUBSEC) modified the structure of the programme. The difference between the modified structure and the original structure is the removal of a compulsory core of five subjects. The modified structure has two compulsory subjects – English and Mathematics.



Maureen Grazette, MED Officer has the full attention of this teacher during the orientation in St Vincent and the Grenadines



MODIFIED STRUCTURE OF CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE

A candidate will be eligible for the Caribbean Certificate of Secondary Level Competence (CCSLC) if he/she successfully completes a minimum of five subjects selected from those given below.

A. *The two compulsory subjects:*

English (Syllabus developed by CXC specifically for the programme)
Mathematics

B. *Any three subjects from a group, or combination of groups, listed below:*

I. CXC subjects developed specifically for this programme

Integrated Science
Modern Languages: French
Spanish
Social Studies

II. CSEC TVET and Business Studies Programmes (Grades I-IV) listed below.

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

- Building Technology
- Electrical and Electronic Technology
- Mechanical Engineering Technology
- Technical Drawing
- Principles of Business
- Principles of Accounts
- Electronic Document Preparation and Management
- Office Administration
- Economics
- Information Technology (Technical)

III. CSEC Creative and Expressive Arts (Grades I-IV) Music

- Theatre Arts
- Visual Arts
- Physical Education and Sport

IV. TVET Regional Level I Programmes (for example, Beauty Culture)

V. TVET and other Programmes certified by other Boards (for example, City and Guilds and Royal College of Music)

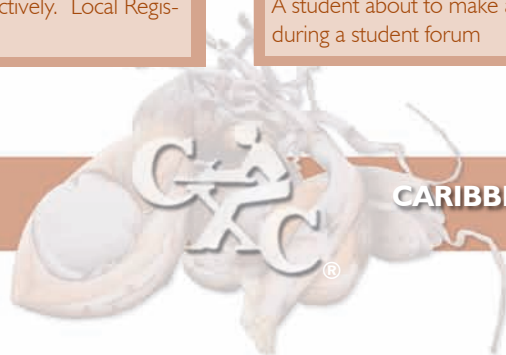
VI. **Only one subject may be selected from this group.** Any locally certified enrichment programme, (for example, Citizenship Education, Community Service) which satisfies the criteria set by CXC.



Pro Registrar Wesley Barrett (left) and the Registrar (right) presenting the Honourable Alden McLaughlin, Minister of Education, Cayman Islands with copies of the syllabuses and a gift respectively. Local Registrar Mary Rodrigues looks on



A student about to make an input to the discussions about the CCSLC during a student forum



CCSLC – A competency-based approach

Generic competencies

- Problem solving
- Informed decision-making
- Management of emotions
- Working in groups
- Dealing with diversity and change
- Handling conflict
- Developing positive self-concept

Subject-specific competencies

- Ability to communicate orally and in writing
- Mathematical literacy
- Scientific literacy
- Social and citizenship skills

Excerpts from two syllabuses developed specifically for the Caribbean Certificate of Secondary Level Competence (CCSLC)

English

AIMS

To produce students who can:

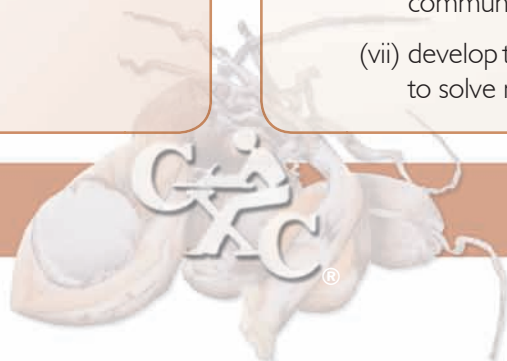
- use language effectively for the purpose of communication in a variety of social contexts;
- recognize, interpret and respond to ideas presented through different media;
- explore the moral, cultural and social values conveyed through language;
- develop competence and confidence in their use of language across the curriculum;
- appreciate the appropriateness and value of the varieties of English and of the dialects and creoles in different social and cultural contexts.

Mathematics

AIMS

To enable students to:

- develop an appreciation of mathematics and its continued contribution to modern life;
- develop critical thinking skills and spatial awareness;
- develop skills to analyze and solve problems arising out of real-life situations;
- develop the ability to identify situations where mathematical skills can be applied;
- develop investigative and problem-solving skills;
- develop an appreciation of the need to communicate quantitative data accurately;
- develop the skills to use appropriate technology to solve mathematical problems.



SYLLABUS DEVELOPMENT ACTIVITIES

Caribbean Secondary Education Certificate (CSEC)

Revised Syllabuses

Agricultural Science

221. A revised Agricultural Science syllabus was issued to schools in May 2006 for teaching from September 2006 and first examination in May/June 2008. The Single Award and Double Award syllabuses were restructured into one syllabus comprising five Sections. Candidates presented for the Single Award option are required to complete the first three Sections, while candidates presented for the Double Award are required to complete all five Sections of the syllabus.

Principles of Business

222. A revised Principles of Business syllabus was issued to schools in May 2006 for teaching from September 2006 and first examination in May/June 2008. The main emphasis of the revised syllabus is the nurturing of students' entrepreneurial skills to enable them to participate fully in the local, regional and global economy. To this end, the SBA Guidelines for the syllabus were revised to focus on the requirements for establishing a new business enterprise.

Principles of Accounts

223. A revised Principles of Accounts syllabus was issued to schools in May 2006 for teaching from September 2006 and first examination in May/June 2008. This syllabus also focuses on entrepreneurial skills and the SBA Guidelines for the syllabus were revised to include preparation of financial statements for a new business enterprise.

Caribbean Certificate of Secondary Level Competence (CCSLC)

224. The Council, in responding to the regional imperative for universal secondary education, completed the development of CCSLC syllabuses for six subjects that will enable secondary school students to acquire desirable knowledge, skills, abilities, attitudes and values. The six subjects are English, Integrated Science, Mathematics, French, Spanish and Social Studies.

225. SUBSEC at its meeting of September 2006 directed that a certificate, the Caribbean Certificate of Secondary Level Competence (CCSLC), will be awarded to candidates who are successful in five or more subject areas. These five subject

areas must include English and Mathematics developed for the CCSLC and three other subjects chosen from the CCSLC group or National Vocational Qualification Level I Technical and Vocational Educational Training (TVET) programmes or other recognized educational programmes. The first examination for the CCSLC is scheduled for May/June 2007.



Teachers participating in an Item-Writing Workshop for the CCSLC

Caribbean Advanced Proficiency Examination (CAPE)

Revised Syllabuses

Chemistry

226. A revised Chemistry syllabus was issued to schools in August 2006 for teaching from September 2006. The first examination for Unit 1 is May/June 2007 and for Unit 2, May/June 2008. In the revised syllabus, two Modules were exchanged in both Units in order to have a more logical sequence in Unit 1 as well as to provide students with the necessary knowledge and skills to complete the topics in Unit 2. The structure of the Section B, Paper 02 was amended to allow candidates to respond to three compulsory essay-type questions instead of the choice of three essay-type questions out of six.

Biology

227. A Review Committee meeting held in February 2006 recommended that Modules 2 and 3 in Unit 1 and all Modules in Unit 2 should be revised and restructured to provide a more logical sequence of topics. Section B, Paper 02 was amended to allow candidates to respond to three compulsory essay-type questions instead of the choice of three essay-type questions out of six. The draft syllabus was circulated to teachers and subject specialists for comment. A subject Panel meeting to complete the revision of the syllabus was held in October 2006

and the revised syllabus will be issued to schools in May/June 2007, for teaching from September 2007 and examinations from May/June 2008.

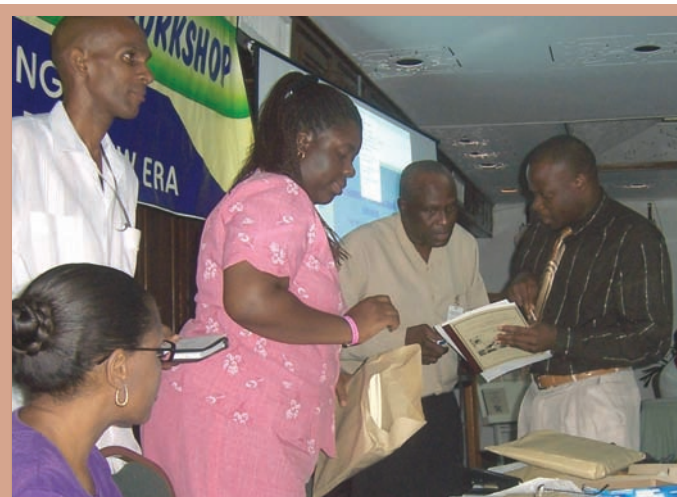
Physics

228. A Review Committee meeting held in March 2006 recommended that related topics be merged in and across Modules to provide a more logical sequence of topics in the Units. Section B, Paper 02 was amended to allow candidates to respond to three compulsory essay-type questions instead of the choice of three essay-type questions out of six. The draft syllabus was circulated to teachers and subject specialists for comment. A subject Panel meeting to complete the revision of the syllabus was held in October 2006 and the revised syllabus will be issued to schools in May/June 2007, for teaching from September 2007 and examinations from May/June 2008.

Teacher Orientation Workshops for CSEC and CAPE

229. Regional Orientation Workshops were held in September and October 2006, for teachers of three revised CSEC syllabuses – Principles of Business, Principles of Accounts and Agricultural Science. The workshops were held in five territories and attended by 745 participants from 16 territories. Workshops for CAPE Chemistry were held in Antigua and Barbuda, Barbados, Jamaica and Trinidad and Tobago. One hundred and twenty-three participants from 11 territories attended. The ministries of education in the host territories met the local costs. The participants were asked to share

SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)



Lennox McLeod (Syllabus Officer) listens attentively to teachers at a workshop in Jamaica

information provided with their colleagues through similar workshop sessions in their respective territories.

Resource Materials

230. Self-Study Guides for CSEC Information Technology (Technical), Office Administration and CAPE Sociology Unit 1, Economics Unit 1 and Accounting Unit 2 were developed in 2006.

APPLICATION OF TECHNOLOGY TO THE EXAMINATIONS PROCESS

Electronic Registration

231. Through the deployment of the Student Information Registration System (SIRS), the Council is able to provide to territories a more manageable and efficient way of registering candidates for CSEC and CAPE. This solution is more efficient than the traditional paper-based registration process and enables territories to identify candidates who were previously registered regardless of location.

232. The application is easy to use and can be downloaded via the web.

Examination Processing System (EPS)

233. The new EPS has been in operation since January 2005. The implementation of this system has improved processes related to the management of the examination administration activities.

234. The EPS provides management and other users with statistical information regarding the examinations. These statistics allow key users to identify trends and patterns.



REGIONAL AND INTERNATIONAL MEETINGS

235. The Registrar represented the Council at several meetings listed below:

January

236. Jamaica (January 30) - attended the signing ceremony for the Caribbean Single Market and Economy.

February

237. France (February 3 to 7) – as Executive Secretary of the International Association for Educational Assessment (IAEA) she attended the Executive Committee meeting in Paris.

March

238. Jamaica (March 6 to 10) - spoke at the opening ceremony of the Fourth Conference of the Association of Commonwealth Examinations and Accreditation Bodies (ACEAB) and participated in meetings with the Ministry of Education.

239. Cayman Islands (March 22) – together with the Pro-Registrar paid a courtesy call on Honourable Alden McLaughlin, the Minister of Education in the Cayman Islands and met with

several persons including education officials and teachers on the CCSLC.

240. St Vincent and the Grenadines (March 27) - paid a courtesy call on Honourable Girlyn Miguel, the Minister of Education in St Vincent and the Grenadines and together with two staff members participated in an orientation exercise for the CCSLC.

241. April to June – participated in promoting the new secondary level programme for the CCSLC in several territories.

June

242. Trinidad and Tobago (June 8) – on behalf of the Registrar, Mr Wesley Barrett, Acting Registrar and Mr Baldwin Hercules, SAR (EAD), attended a retreat of Ministers responsible for Education.

July

243. St Kitts and Nevis (July 3) – on behalf of the Registrar, Mr Guy Hewitt, Senior Manager attended the opening ceremony of the CARICOM Heads of Government Meeting.

August

244. St Lucia (August 11) - met with Honourable Mario Michel, Minister of Education, Human Resource Development,



The Registrar and Pro Registrar while paying a courtesy call on His Excellency the Most Honourable Kenneth Hall, ON, OJ, Governor General of Jamaica (centre) at King's House



The Registrar presents Honourable Girlyn Miguel (2nd right), Minister of Education in St Vincent and the Grenadines with a painting while paying a courtesy call. Witnessing the presentation are Laura Browne (2nd left) and Suzan Dougan (right).

REGIONAL AND INTERNATIONAL MEETINGS (CONTINUED)

Youth and Sports and the Permanent Secretary in St Lucia on the CCSLC.

October

245. Guyana (October 18) - participated in the National Awards ceremony for students.

(October 19-21) - attended the COHSOD meeting and presented a paper on the CCSLC.

November

246. Guyana (November 1) – together with the Chairman, paid a courtesy call on Honourable Shaik Baksh, Minister of Education. The Registrar provided an update to education officials on the CCSLC.

247. Trinidad and Tobago (November 8-9) – Together with MED staff met with lecturers from UWI Engineering Faculty and Mathematics Department to discuss CAPE Mathematics syllabuses.



The Registrar and Mr Hercules (SAR-EAD) distribute flyers to students at an orientation session in Guyana



PUBLIC RELATIONS AND OUTREACH ACTIVITIES

248. The CXC video documentary, CXC 30th Anniversary Special was distributed to television stations in the region as well as to Government Information Service departments and Ministries of Education. The documentary was shown in many territories and was also shown several times on Caribvision, the cable service of the Caribbean Media Corporation (CMC).



L to R: Baldwin Hercules SAR – (Examinations Administration), Dr Gordon Harewood (MED Coordinator) and the Registrar on a television programme in Guyana. The host of the programme is at right

Press Releases

249. The Press Releases issued during the year are as follows:

- **March** - on the results of the January sitting of the Caribbean Secondary Education Certificate (CSEC).
- **February** - on the core subjects for the Caribbean Certificate of Secondary Level Competence (CCSLC).
- **April** - on the Art Exhibition which was held in Antigua and Barbuda from April 26 to 28.
- **August** - on the May/June CAPE and CSEC results.
- **September** - on the announcement of CAPE and CSEC Regional Top Awards and election of the new Chairman

250. Brochures, flyers and posters were designed, printed and widely distributed to support the orientation exercises for the CCSLC.



CXC officials, the Pro Registrar (right) and Registrar (3rd right) in consultation with education officials in Jamaica including former Chief Education Officer Adelle Brown (2nd right)

251. Press conferences were held in Anguilla, Antigua and Barbuda, Belize, Dominica, Guyana, Montserrat, St Kitts and Nevis and St Vincent and the Grenadines as part of the public information and orientation campaign for the CCSLC.

252. The Public Information and Customer Services officer attended the Choices Expo in Jamaica on June. He gave a radio interview which focused on the CCSLC and the CXC Associate Degree.

253. The Caribbean Examiner magazine was printed and distributed in July. Copies were distributed at the marking centres and college fairs and sent to Council members and CXC resource persons.



Guy Hewitt-Senior Manager (centre) speaking at a Press Conference in Barbados. Dr Yolande Wright-SAR Measurement and Evaluation is at left and Cleveland Sam-AR (PI and CS) is at right

254. Dr Gordon Harewood, MED Coordinator, was the guest speaker at the Dominica Employers Confederation (DEC) Annual General Meeting on June 14th. The DEC invited CXC to speak on the CCSLC following a presentation by the Registrar to the Board in April.

255. A press conference was held in Barbados on June 27th to provide information on the CCSLC.

256. During the marking exercise, the CXC television documentary was shown at all three marking centres in Barbados.

257. A press conference was held at Knutsford Court Hotel in Jamaica on September 25 to announce the election of the Chairman and the Regional Top Awards for Outstanding Performances in CAPE and CSEC.

Resource Materials

258. CXC resource materials are more easily available through distribution by some bookstores. This year, Gaymes' Bookstore in St Vincent and the Grenadines was contracted as the distributor in St Vincent and the Grenadines.

259. Resource materials were also made available at the marking centres in Barbados and Jamaica and at special events such as form-level meetings and fairs.

260. The resource materials are self-study guides, syllabuses and past papers.

Exhibitions

261. The Annual Visual Arts Exhibition was held in Antigua and Barbuda from April 26th to 28th at the Multi-Purpose Centre in St Johns. Over 700 people visited the exhibition over the three days.

262. CXC staff participated in the Annual Choices Education and Career Expo in Jamaica on June 6th and 8th. This year, the exhibition was held at two venues. The first day it was held at the Hilton Hotel in Kingston, and on the second day at the Gold View Hotel in Mandeville.

263. The CCSLC was the main area of focus at the Expo. Brochures, flyers and posters were distributed. Sessions were also held with Guidance Counsellors and teachers to explain the new programme.

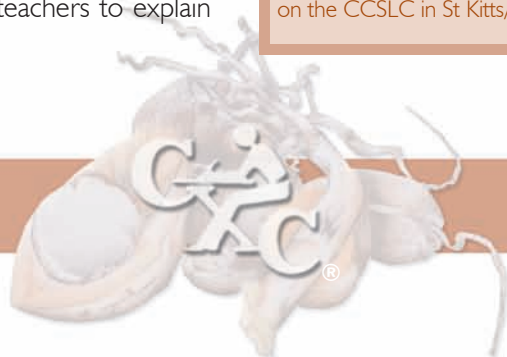
PUBLIC RELATIONS AND OUTREACH ACTIVITIES (CONTINUED)



Lennox McLeod - Syllabus Officer (centre) and Mrs Violet Dwyer (sitting) assist students visiting the CXC booth at the Choices Expo in Jamaica



A member of the audience speaking at one of the public consultations on the CCSLC in St Kitts/Nevis



VISUAL ARTS EXHIBITION

Antigua and Barbuda

264. The Annual Visual Arts Exhibition was hosted by the Ministry of Education, Human Development and Culture in Antigua and Barbuda from April 26th to 28th at the Multi Purpose Centre in St John's.

265. Approximately 700 people including students, teachers and parents visited the exhibition over the three days.

266. The objectives of the exhibition included highlighting the creative work of CSEC Visual Arts students; exposing students in the host territory to what examiners consider good Art; showcasing the work of CSEC Visual Art students to the public; and, showing potential CSEC Visual Arts students the standards that they are expected to achieve in the examination.

267. The exhibits included CSEC Visual Arts pieces from the past four years' examinations. The exhibits were in eight categories - Graphic Design, Decorative Craft, Surface Decoration, Drawing, Print Making, Imaginative Composition, Leather Craft and Fibre Art.

268. The opening ceremony for the exhibition was held on Wednesday 26 April. Mrs Ann Jonas, Executive Assistant to the Minister of Education delivered the feature address on behalf of the Honourable Bertrand Joseph, Minister of Education Human Development and Culture.

269. The exhibition received extensive media coverage. The week before the exhibition, Mrs Isa Francis and Mrs Gretta Burke-Hughes – Education Officers in the Ministry made a television appearance to promote the exhibition.

270. On Tuesday April 25, Mrs Francis and Mr Sam (AR Public Information and Customer Services) were guests on the early morning television show Wake Up Antigua and Barbuda.

271. Both newspapers, the Antigua Sun and the Observer carried articles on the exhibition.



Several visitors viewing the pieces on display at exhibition



Students and their teacher pay close attention to the Art on display



Exhibits in the Fibre Art section



Heather Dorum (Visual Arts Examiner) along with students and a teacher view the display

STAFF

272. The following persons left the employ of the Council in the year 2006:

Headquarters

- **Ms Loretta Mahon**, Maid/Cleaner (S/OM), with effect from March 31, 2006
- **Mr Yohance Young**, Temporary Programmer (ISD), with effect from May 31, 2006

Western Zone Office

- **Ms Tanya Cousins**, Stenographer (Exams) with effect from February 21, 2006
- **Mr Richard Malcolm**, Clerk, (Exams) with effect from April 12, 2006
- **Mr Leonard Wright**, Messenger/Driver with effect from May 8, 2006
- **Ms Gina Thompson**, Administrative Assistant (Exams) with effect from June 16, 2006
- **Ms Nicola Brown**, Administrative Assistant (Human Resources) with effect from October 3, 2006

New Appointments

Headquarters

Name	Post	Effective Date
Ms Odette Smith	Maid/Cleaner (Secretariat and Office Management)	June 1, 2006
Mr Keone James	Assistant Registrar – Temporary (Information Systems Division)	June 26, 2006
Ms Benita Byer	Assistant Registrar – Temporary (Measurement and Evaluation)	September 1, 2006

Western Zone Office

Ms Nicola Brown	Administrative Assistant (Human Resources)	January 16, 2006
Ms Tanneka Newell	Stenographer (Exams)	July 3, 2006
Ms Gina Thompson	Administrative Assistant (Exams)	February 16, 2006
Ms Karen Hamilton	Clerk (Exams)	September 1, 2006

Employee Awards

273. The Council will honour the following long service staff members in 2006 for their dedication and commitment.

Headquarters

30 years' service

- Mr Baldwin Hercules, Senior Assistant Registrar (EAD)
- Ms Deborah Chase, Administrative Assistant (MED)
- Mrs Valerie Gilkes, Administrative Assistant (Production)

25 years' service

- Mrs Susan Giles, Assistant Registrar (EAD)
- Ms Margaret Nurse, Records Supervisor (S/OM)

15 years' service

- Mrs Miranda Sealy, Senior Secretary (Personnel)
- Ms Anette Quimby, Clerk/Typist (S/OM)
- Mr Carson Darlington, Messenger/Driver (S/OM)



STAFF (CONTINUED)

10 years' service

- Ms Anita Sealy, Records Clerk (S/OM)
- Ms Sherry Brathwaite, User Support Coordinator (ISD)

5 years' service

- Dr Yolande Wright, Senior Assistant Registrar (MED)
- Ms Cyndra Ramsundar, Assistant Registrar (MED)
- Mr Wayne Morgan, Item Bank Clerk (MED)

Western Zone Office

25 years' service

- Mrs Violet Dwyer, Office Attendant (Administration)

15 years' service

- Mrs Sharon Cameron-Brown, Senior Clerk, Records/IT Assistant (Administration)

10 year's service

- Mrs Cheryl Stephens, Assistant Registrar, (Syllabus)
- Ms Marjorie Lewis, Senior Clerk (Administration)
- Mrs Cecile Wedderburn, Accounts Clerk (Finance)



Members of the CXC Choir singing at St Matthias Anglican Church Easter Services

APPENDIX 1

January CSEC Entry and Performance Data

TABLE 1
CSEC January Sitting: A Comparison of 2005 and 2006
Candidate Entries by Territory

Territory	2005		2006		DIFF 2005-2006	
	No.	%	No.	%	No.	%
Antigua and Barbuda	328	1.54	355	1.67	27	8.23
Anguilla	55	0.26	56	0.26	1	1.82
Barbados	954	4.48	1,569	7.37	615	64.47
Belize	9	0.04	11	0.05	2	22.22
BVI	2	0.01	6	0.03	4	200.00
Cayman	-	0.00	15	0.07	15	0.00
Dominica	22	0.10	79	0.37	57	259.09
Grenada	14	0.07	182	0.86	168	1200.00
Guyana	372	1.75	419	1.97	47	12.63
Jamaica	4,348	20.43	6,945	32.64	2597	59.73
Montserrat	9	0.04	9	0.04	0	0.00
St Kitts and Nevis	3	0.01	152	0.71	149	4966.67
Saint Lucia	129	0.61	875	4.11	746	578.29
St Vincent and the Grenadines	589	2.77	227	1.07	-362	-61.46
Trinidad and Tobago	5,173	24.31	10,134	47.62	4961	95.90
Turks and Caicos	140	0.66	208	0.98	68	48.57
Saba	3	0.01	7	0.03	4	133.33
St Maarten	116	0.55	30	0.14	-86	-74.14
Suriname	16	0.08	-	0.00	-16	-100.00
TOTAL	12,282		21,279		8997	



APPENDIX 1 (CONTINUED)

FIGURE 1: JANUARY SITTING: REGIONAL ENTRIES 2002 - 2006

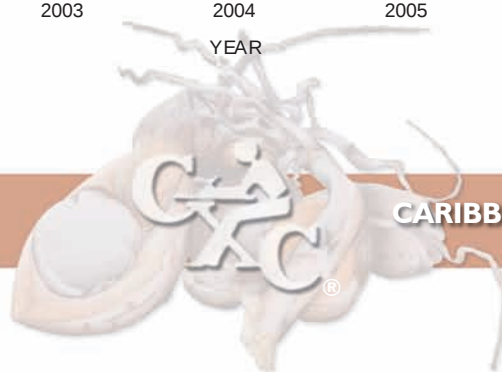
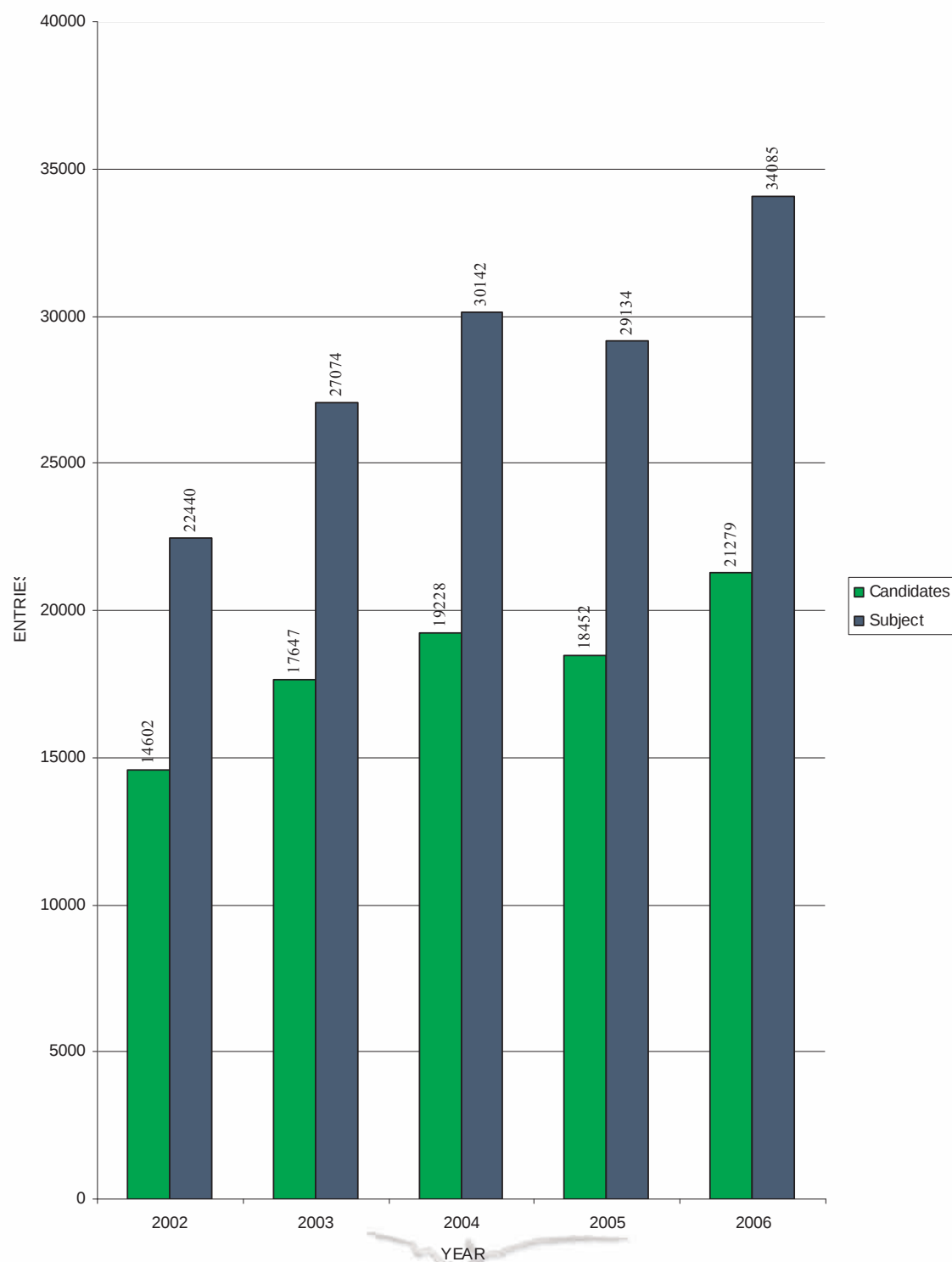


TABLE 2

**ANALYSIS OF PERFORMANCE OF REGIONAL CANDIDATE POPULATION IN
INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: JANUARY SITTING 2006**

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES
						I	II	III	IV	V	VI	OTHER*	
Biology	G	M	244	212	No.	5	32	99	64	12	0	32	136
					%	2.4	15.1	46.7	30.2	5.7	0.0		64.15
	G	F	433	366	No.	2	52	158	135	19	0	67	212
					%	0.5	14.2	43.2	36.9	5.2	0.0		57.92
	G	T	677	578	No.	7	84	257	199	31	0	99	348
					%	1.2	14.5	44.5	34.4	5.4	0.0		60.21
Chemistry	G	M	232	196	No.	7	26	60	65	38	0	36	93
					%	3.6	13.3	30.6	33.2	19.4	0.0		47.45
	G	F	317	279	No.	2	32	75	110	60	0	38	109
					%	0.7	11.5	26.9	39.4	21.5	0.0		39.07
	G	T	549	475	No.	9	58	135	175	98	0	74	202
					%	1.9	12.2	28.4	36.8	20.6	0.0		42.53
English (A)	G	M	4601	4185	No.	403	851	1471	1211	248	1	416	2725
					%	9.6	20.3	35.1	28.9	5.9	0.0		65.11
	G	F	6746	6174	No.	758	1377	2267	1565	207	0	572	4402
					%	12.3	22.3	36.7	25.3	3.4	0.0		71.30
	G	T	11347	10359	No.	1161	2228	3738	2776	455	1	988	7127
					%	11.2	21.5	36.1	26.8	4.4	0.0		68.80
H & S Biology	T	M	218	165	No.	1	16	43	70	34	1	53	60
					%	0.6	9.7	26.1	42.4	20.6	0.6		36.36
	T	F	898	708	No.	4	51	240	293	120	0	190	295
					%	0.6	7.2	33.9	41.4	16.9	0.0		41.67
	T	T	1116	873	No.	5	67	283	363	154	1	243	355
					%	0.6	7.7	32.4	41.6	17.6	0.1		40.66
Information Technology	T	M	168	129	No.	3	9	39	50	23	5	39	51
					%	2.3	7.0	30.2	38.8	17.8	3.9		39.53
	T	F	234	205	No.	2	18	58	65	53	9	29	78
					%	1.0	8.8	28.3	31.7	25.9	4.4		38.05
	T	T	402	334	No.	5	27	97	115	76	14	68	129
					%	1.5	8.1	29.0	34.4	22.8	4.2		38.62



APPENDIX 1 (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.	377	638	1140	1030	691	67	536	2155
					%	9.6	16.2	28.9	26.1	17.5	1.7		54.65
	G	F	7938	7002	No.	496	967	2165	1957	1298	119	936	3628
					%	7.1	13.8	30.9	27.9	18.5	1.7		51.81
	G	T	12417	10945	No.	873	1605	3305	2987	1989	186	1472	5783
					%								
Office Procedures	G	M	196	162	No.	15	39	65	33	10	0	34	119
					%	9.3	24.1	40.1	20.4	6.2	0.0		73.46
	G	F	747	634	No.	60	176	267	103	28	0	113	503
					%	9.5	27.8	42.1	16.2	4.4	0.0		79.34
	G	T	943	796	No.	75	215	332	136	38	0	147	622
					%	9.4	27.0	41.7	17.1	4.8	0.0		78.14
Physics	G	M	352	298	No.	19	62	112	82	23	0	54	193
					%	6.4	20.8	37.6	27.5	7.7	0.0		64.77
	G	F	186	165	No.	14	31	65	44	11	0	21	110
					%	8.5	18.8	39.4	26.7	6.7	0.0		66.67
	G	T	538	463	No.	33	93	177	126	34	0	75	303
					%	7.1	20.1	38.2	27.2	7.3	0.0		65.44
Principles of Accounts	G	M	509	392	No.	15	40	133	110	87	7	117	188
					%	3.8	10.2	33.9	28.1	22.2	1.8		47.96
	G	F	1218	969	No.	37	116	321	287	199	9	249	474
					%	3.8	12.0	33.1	29.6	20.5	0.9		48.92
	G	T	1727	1361	No.	52	156	454	397	286	16	366	662
					%	3.8	11.5	33.4	29.2	21.0	1.2		48.64
Principles of Business	G	M	719	596	No.	28	201	213	104	47	3	123	442
					%	4.7	33.7	35.7	17.4	7.9	0.5		74.16
	G	F	1472	1242	No.	65	388	462	204	116	7	230	915
					%	5.2	31.2	37.2	16.4	9.3	0.6		73.67
	G	T	2191	1838	No.	93	589	675	308	163	10	353	1357
					%	5.1	32.0	36.7	16.8	8.9	0.5		73.83
Social Studies	G	M	620	523	No.	31	120	224	102	46	0	97	375
					%	5.9	22.9	42.8	19.5	8.8	0.0		71.70
	G	F	1165	1003	No.	61	244	417	182	99	0	162	722
					%	6.1	24.3	41.6	18.1	9.9	0.0		71.98
	G	T	1785	1526	No.	92	364	641	284	145	0	259	1097
					%	6.0	23.9	42.0	18.6	9.5	0.0		71.89



APPENDIX 1 (CONTINUED)

SUBJECT	PROF	SEX	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES
						I	II	III	IV	V	VI	OTHER*	I-III
					%	8.0	14.7	30.2	27.3	18.2	1.7		52.84
					%	6.0	23.9	42.0	18.6	9.5	0.0		71.89
Spanish	G	M	151	126	No.	28	30	39	17	12	0	25	97
					%	22.2	23.8	31.0	13.5	9.5	0.0		76.98
	G	F	242	195	No.	40	73	55	16	11	0	47	168
					%	20.5	37.4	28.2	8.2	5.6	0.0		86.15
	G	T	393	321	No.	68	103	94	33	23	0	72	265
					%	21.2	32.1	29.3	10.3	7.2	0.0		82.55
TOTAL	G	M	12321	10798	No.	929	2055	3599	2888	1248	79	1523	6583
					%	8.60	19.03	33.33	26.75	11.56	0.73		60.96
	G	F	21362	18737	No.	1539	3507	6492	4896	2168	135	2625	11538
					%	8.21	18.72	34.65	26.13	11.57	0.72		61.58
	G	T	33683	29535	No.	2468	5562	10091	7784	3416	214	4148	18121
					%	8.36	18.83	34.17	26.36	11.57	0.72		61.35
	T	M	168	129	No.	3	9	39	50	23	5	39	51
					%	2.33	6.98	30.23	38.76	17.83	3.88		39.53
	T	F	234	205	No.	2	18	58	65	53	9	29	78
					%	0.98	8.78	28.29	31.71	25.85	4.39		38.05
	T	T	402	334	No.	5	27	97	115	76	14	68	129
					%	1.50	8.08	29.04	34.43	22.75	4.19		38.62
		M	12489	10927	No.	932	2064	3638	2938	1271	84	1562	6634
					%	8.53	18.89	33.29	26.89	11.63	0.77		60.71
		F	21596	18942	No.	1541	3525	6550	4961	2221	144	2654	11616
					%	8.14	18.61	34.58	26.19	11.73	0.76		61.32
		T	34085	29869	No.	2473	5589	10188	7899	3492	228	4216	18250
					%	8.28	18.71	34.11	26.45	11.69	0.76		61.10



APPENDIX 2

CSEC Entry and Performance Data for the May/June Examinations

CSEC May/June Subject entries 1997-2006

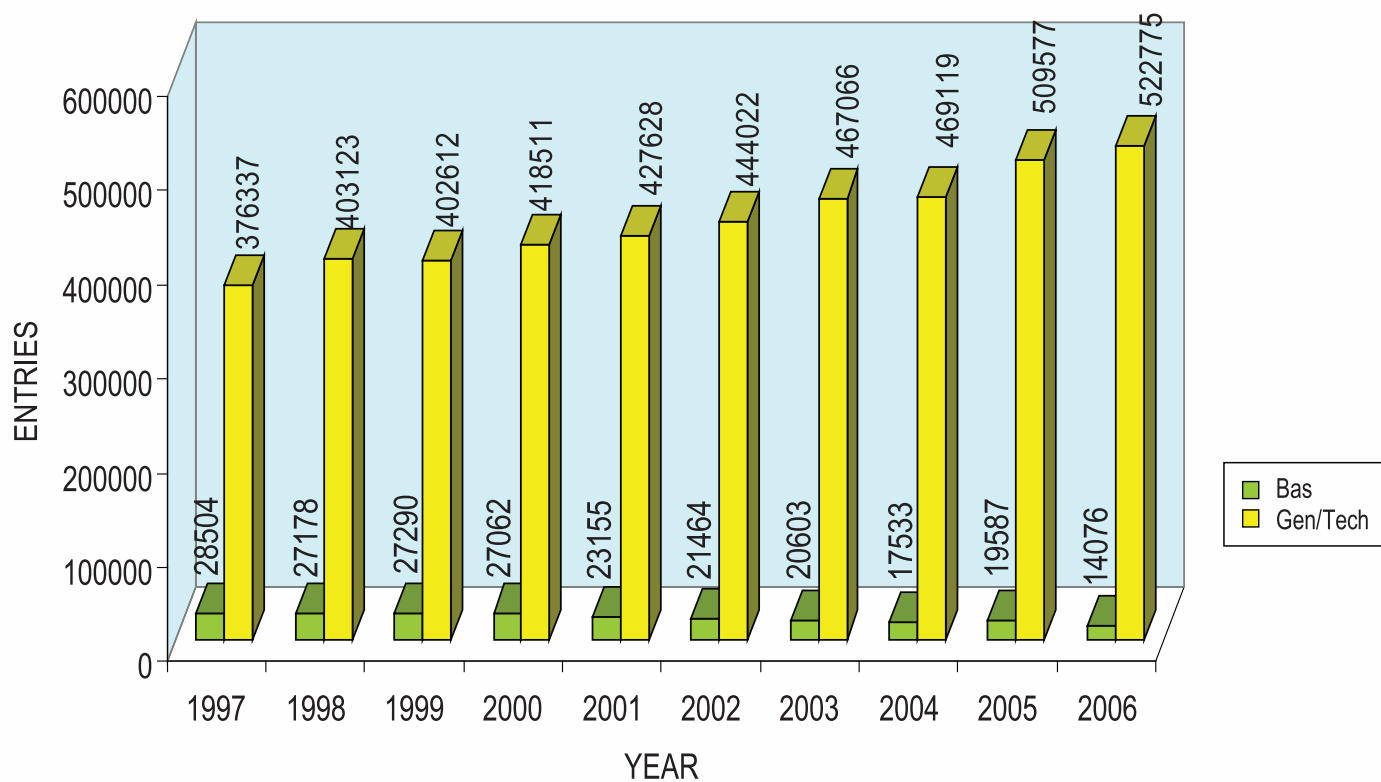


Figure 3: CSEC May/June Sitting: Subject Entries 1997-2006

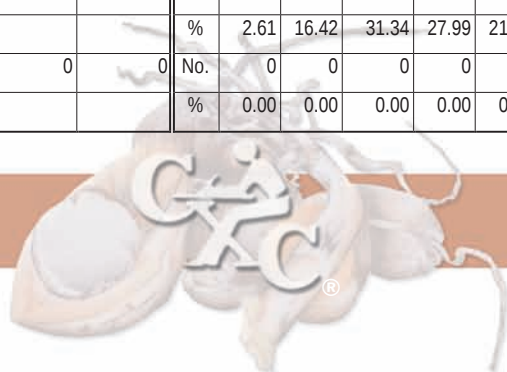


APPENDIX 2 (CONTINUED)

TABLE 3

Comparison of CSEC May-June Grade Distributions – Region 2005 and 2006

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Agricultural Sc. SA - Crops & Soils	General	2005	3,006	2,829	No.	79	610	999	732	399	10	177	689	1,688	2,420
					%	2.79	21.56	35.31	25.87	14.10	0.35		24.35	59.67	85.54
	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	2005	2,217	2,107	No.	59	550	901	449	145	3	110	609	1,510	1,959
					%	2.80	26.10	42.76	21.31	6.88	0.14		28.90	71.67	92.98
	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	2005	2,202	2,099	No.	157	525	1,029	317	70	1	103	682	1,711	2,028
					%	7.48	25.01	49.02	15.10	3.33	0.05		32.49	81.52	96.62
	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	2005	15,074	14,109	No.	1,661	2,826	4,635	3,076	1,899	12	965	4,487	9,122	12,198
					%	11.77	20.03	32.85	21.80	13.46	0.09		31.80	64.65	86.46
	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	2005	1,313	1,148	No.	338	464	112	203	30	1	165	802	914	1,117
					%	29.44	40.42	9.76	17.68	2.61	0.09		69.86	79.62	97.30
	Technical	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	2005	2,269	1,858	No.	39	451	196	1,004	167	1	411	490	686	1,690
					%	2.10	24.27	10.55	54.04	8.99	0.05		26.37	36.92	90.96
	Technical	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	2005	14,033	12,869	No.	478	2,500	4,713	3,028	2,128	22	1,164	2,978	7,691	10,719
					%	3.71	19.43	36.62	23.53	16.54	0.17		23.14	59.76	83.29
		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
	Basic	2005	438	268	No.	7	44	84	75	57	1	170	51	135	210
					%	2.61	16.42	31.34	27.99	21.27	0.37		19.03	50.37	78.36
		2006	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00



APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Chemistry	General	2005	11,066	10,389	No.	455	1,673	3,908	2,565	1,769	19	677	2,128	6,036	8,601
					%	4.38	16.10	37.62	24.69	17.03	0.18		20.48	58.10	82.79
		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	2005	2,215	2,043	No.	98	755	863	275	51	1	172	853	1,716	1,991
					%	4.80	36.96	42.24	13.46	2.50	0.05		41.75	83.99	97.45
		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
Electrical and Electronic Technology	Technical	2005	3,495	3,036	No.	259	912	545	1,054	247	19	459	1,171	1,716	2,770
					%	8.53	30.04	17.95	34.72	8.14	0.63		38.57	56.52	91.24
		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	2005	1,991	1,733	No.	473	712	369	116	61	2	258	1,185	1,554	1,670
					%	27.29	41.08	21.29	6.69	3.52	0.12		68.38	89.67	96.36
	General	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	2005	89,467	84,682	No.	13,085	14,984	21,549	21,840	11,820	1,404	4,785	28,069	49,618	71,458
					%	15.45	17.69	25.45	25.79	13.96	1.66		33.15	58.59	84.38
					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	2005	4,140	3,473	No.	234	420	470	997	920	432	667	654	1,124	2,121
					%	6.74	12.09	13.53	28.71	26.49	12.44		18.83	32.36	61.07
					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	2005	19,970	19,285	No.	3,523	5,049	3,908	3,317	3,007	481	685	8,572	12,480	15,797
					%	18.27	26.18	20.26	17.20	15.59	2.49		44.45	64.71	81.91
					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



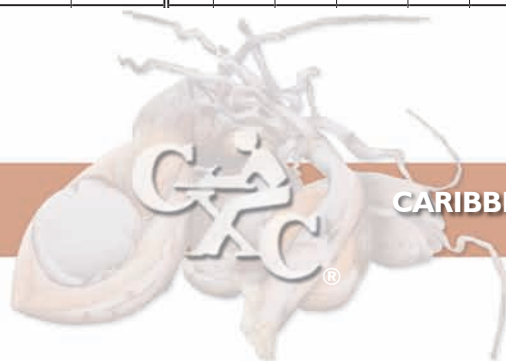
APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Food & Nutrition	General	2005	7,609	7,226	No.	465	2,900	2,845	871	145	0	383	3,365	6,210	7,081
					%	6.44	40.13	39.37	12.05	2.01	0.00		46.57	85.94	97.99
		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
French	General	2005	3,160	3,058	No.	342	865	979	541	324	7	102	1,207	2,186	2,727
					%	11.18	28.29	32.01	17.69	10.60	0.23		39.47	71.48	89.18
		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	2005	456	415	No.	10	90	172	100	43	0	41	100	272	372
					%	2.41	21.69	41.45	24.10	10.36	0.00		24.10	65.54	89.64
		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
		2005	14,134	13,139	No.	433	2,440	4,788	3,678	1,787	13	995	2,873	7,661	11,339
					%	3.30	18.57	36.44	27.99	13.60	0.10		21.87	58.31	86.30
Geography	General	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	2005	628	488	No.	1	6	61	146	263	11	140	7	68	214
					%	0.20	1.23	12.50	29.92	53.89	2.25		1.43	13.93	43.85
		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	2005	4,771	4,515	No.	274	2,091	1,700	393	57	0	256	2,365	4,065	4,458
					%	6.07	46.31	37.65	8.70	1.26	0.00		52.38	90.03	98.74
		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	2005	8,143	7,143	No.	170	809	1,820	2,227	2,017	100	1,000	979	2,799	5,026
					%	2.38	11.33	25.48	31.18	28.24	1.40		13.71	39.19	70.36
	General	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



APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Information Technology	General	2005	762	640	No.	122	206	179	78	54	1	122	328	507	585
					%	19.06	32.19	27.97	12.19	8.44	0.16		51.25	79.22	91.41
		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	2005	20,511	17,272	No.	3,276	5,242	2,994	4,198	1,497	65	3,239	8,518	11,512	15,710
					%	18.97	30.35	17.33	24.31	8.67	0.38		49.32	66.65	90.96
		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
Integrated Science SA	General	2005	19,763	17,797	No.	659	5,062	8,518	3,083	466	9	1,966	5,721	14,239	17,322
					%	3.70	28.44	47.86	17.32	2.62	0.05		32.15	80.01	97.33
		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
	Basic	2005	727	398	No.	2	41	110	126	113	6	329	43	153	279
					%	0.50	10.30	27.64	31.66	28.39	1.51		10.80	38.44	70.10
		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
Mathematics	General	2005	86,566	78,624	No.	5,455	9,303	17,241	18,147	24,924	3,554	7,942	14,758	31,999	50,146
					%	6.94	11.83	21.93	23.08	31.70	4.52		18.77	40.70	63.78
		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	2005	8,103	6,932	No.	108	324	813	1,387	4,300	0	1,171	432	1,245	2,632
					%	1.56	4.67	11.73	20.01	62.03	0.00		6.23	17.96	37.97
		2006	6,498	5,723	No.	237	674	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	2005	1,787	1,403	No.	174	299	246	517	151	16	384	473	719	1,236
					%	12.40	21.31	17.53	36.85	10.76	1.14		33.71	51.25	88.10
		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
Music	General	2005	431	306	No.	29	98	116	49	14	0	125	127	243	292
					%	9.48	32.03	37.91	16.01	4.58	0.00		41.50	79.41	95.42
		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



APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Office Administration	General	2005	17,955	15,570	No.	2,349	4,754	6,177	1,895	394	1	2,385	7,103	13,280	15,175
					%	15.09	30.53	39.67	12.17	2.53	0.01		45.62	85.29	97.46
		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	2005	552	413	No.	54	154	166	36	3	0	139	208.00	374.00	410.00
					%	13.08	37.29	40.19	8.72	0.73	0.00		50.36	90.56	99.27
	General	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	2005	9,965	9,209	No.	1,483	2,475	1,654	2,376	1,166	55	756	3,958	5,612	7,988
					%	16.10	26.88	17.96	25.80	12.66	0.60		42.98	60.94	86.74
		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	2005	31,053	26,463	No.	3,214	5,631	9,107	5,521	2,952	38	4,590	8,845	17,952	23,473
					%	12.15	21.28	34.41	20.86	11.16	0.14		33.42	67.84	88.70
		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	2005	688	402	No.	34	140	119	64	45	0	286	174	293	357
					%	8.46	34.83	29.60	15.92	11.19	0.00		43.28	72.89	88.81
		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
Principles of Business	General	2005	38,861	34,698	No.	3,000	9,500	12,652	6,273	3,170	103	4,163	12,500	25,152	31,425
					%	8.65	27.38	36.46	18.08	9.14	0.30		36.03	72.49	90.57
		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
	Basic	2005	801	384	No.	1	35	139	127	82	0	417	36	175	302
					%	0.26	9.11	36.20	33.07	21.35	0.00		9.38	45.57	78.65
		2006	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Religious Education	General	2005	2,734	2,456	No.	300	929	747	416	64	0	278	1,229	1,976	2,392
					%	12.21	37.83	30.42	16.94	2.61	0.00		50.04	80.46	97.39
		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



APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
Social Studies	General	2005	42,289	37,217	No.	5,667	12,006	13,171	4,672	1,687	14	5,072	17,673	30,844	35,516
					%	15.23	32.26	35.39	12.55	4.53	0.04		47.49	82.88	95.43
		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	2005	1,903	1,388	No.	53	163	201	553	376	42	515	216	417	970
					%	3.82	11.74	14.48	39.84	27.09	3.03		15.56	30.04	69.88
Spanish	General	2005	13,043	11,979	No.	1,751	2,341	3,407	2,402	1,972	106	1,064	4,092	7,499	9,901
					%	14.62	19.54	28.44	20.05	16.46	0.88		34.16	62.60	82.65
		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	2005	1,703	1,223	No.	43	184	358	294	329	15	480	227	585	879
					%	3.52	15.04	29.27	24.04	26.90	1.23		18.56	47.83	71.87
Technical Drawing	General	2005	8,435	6,807	No.	555	1,543	1,740	1,952	1,002	15	1,628	2,098	3,838	5,790
					%	8.15	22.67	25.56	28.68	14.72	0.22		30.82	56.38	85.06
		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
	Basic	2005	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Theatre Arts	General	2005	525	435	No.	42	170	157	46	20	0	90	212	369	415
					%	2.67	37.33	42.00	16.00	2.00	0.00		48.74	84.83	95.40
		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
	Basic	2005	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Typewriting	General	2005	2,507	2,251	No.	175	588	534	623	151	180	256	763	1,297	1,920
					%	7.77	26.12	23.72	27.68	6.71	8.00		33.90	57.62	85.30
		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
	Basic	2005	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00



APPENDIX 2 (CONTINUED)

SUBJECT	PROF	YEAR	CANDI- DATE ENTRY	CANDS WRITING EXAM	GRADES								CUMULATIVE GRADES		
						I	II	III	IV	V	VI		I-II	I-III	I-IV
		2006	0	0	No.	0	0	0	0	0	0	0	0	0	0
					%	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Visual Arts	General	2005	5,603	4,302	No.	76	579	2,083	1,227	321	16	1,301	655	2,738	3,965
					%	1.77	13.46	48.42	28.52	7.46	0.37		15.23	63.64	92.17
		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	2005	480,102	436,393	No.	46,683	94,628	132,655	92,221	64,039	6,167	43,709	141,311	273,966	366,187
					%	10.70	21.68	30.40	21.13	14.67	1.41		32.38	62.78	83.91
		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	2005	29,375	24,717	No.	4,086	7,368	4,093	6,976	2,092	102	4,658	11,454	15,547	22,523
					%	16.53	29.81	16.56	28.22	8.46	0.41		46.34	62.90	91.12
		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	2005	19,587	15,371	No.	493	1,447	2,527	3,869	6,528	507	4,216	1,940	4,467	8,336
					%	3.21	9.41	16.44	25.17	42.47	3.30		12.62	29.06	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



APPENDIX 2 (CONTINUED)

TABLE 4

**Percentage of Candidates achieving Grades I-III, by Subject in CSEC May-June 2006
General and Technical Proficiency Examinations**

90% or more		80-89%		70-79%		60-69%		Less than 60%	
(3 subjects)	%	(7 subjects)	%	(11 subjects)	%	(6 subjects)	%	(9 subjects)	%
Electronic Document Preparation and Management	97	Clothing & Textiles	89	French	78	Caribbean History	69	Info. Technology (T)	57
Physical Education and Sports	94	Office Administration	87	Integrated Science SA	77	Music	69	Physics	56
Home Econ. Management	90	Agricultural Sc. DA	86	Agricultural Sc. SA – Crops & Soils	76	Building Technology: Woods	66	Mech. Eng Technology	52
		Agricultural Sc. SA – Animal Science	84	Social Studies	76	Principles of Accounts	66	English A	51
		Food & Nutrition	84	Visual Arts	76	Principles of Business	66	Human and Social Biology	51
		Theatre Arts	83	Info. Technology (G)	73	Chemistry	63	Geography	53
		Religious Education	82	Spanish	73			Electrical and Electronic Technology	44
				Biology	72			English B	44
				Building Technology: Construction	72			Mathematics	36
				Technical Drawing	72				
				Typewriting	70				

TABLE 5

**Percentage of Candidates achieving Grades I-III, by Subject in CSEC May-June 2006
Basic Proficiency Examinations**

70% or more		50-69%		Less than 50%	
(2 subjects)	%	(1 subject)	%	(5 subjects)	%
French	71	Spanish	59	Integrated Science SA	45
Principles of Accounts	71			Mathematics	44
				Social Studies	44
				English A	29
				Geography	16

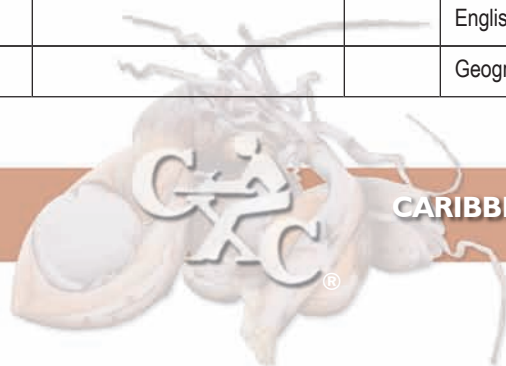


TABLE 6 Percentage of Candidates achieving Grades I-IV, by Subject in CSEC May-June 2006 General and Technical Proficiency Examinations							
90% or more		80-89%		70-79%		Less than 70%	
(22 subjects)	%	(11 subjects)	%	(2 subjects)	%	(1 subject)	%
Electronic Document Preparation and Management	99	Principles of Business	89	English A	79	Mathematics	56
Home Econ. Management	99	Caribbean History	88	English B	72		
Agricultural sc. DA	98	Electrical and Electronic Technology	88				
Clothing & Textiles	98	Principles of Accounts	87				
Food & Nutrition	98	Spanish	86				
Office Administration	98	Chemistry	85				
Physical Education and Sports	98	Physics	85				
Religious Education	98	Geography	84				
Agricultural Sc. SA – Animal Science	97	Info. Technology (T)	84				
Building Technology: Construction	96	Human and Social Biology	83				
Integrated Science SA	96	Music	83				
Theatre Arts	96						
Visual Arts	95						
Building Technology: Woods	94						
Technical Drawing	94						
French	93						
Social Studies	93						
Agricultural Sc. SA – Crops & Soils	92						
Info. Technology (G)	92						
Typewriting	91						
Biology	90						
Mech. Eng Technology	90						



APPENDIX 3

CAPE Entry and Performance Data

Table 7

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Accounting Unit 1																
	2002		6	86	10			27	333		36					498
	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
Accounting Unit 2																
	2002		2		7			3	346	6	36					400
	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
Applied Mathematics Unit 1																
	2002								12							12
	2003	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2
	2004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
	2006	13			1						2			127		143
Art and Design Unit 1																
	2002			24				3	15		6					48
	2003	0	0	34	0	0	0	0	57	0	2	0	0	0	0	93
	2004	0	3	24	0	0	0	2	40	0	5	0	0	0	0	74
	2005	0	0	22	0	0	1	0	23	0	6	0	0	14	0	66
	2006		1	22			3		70					25		121
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		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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Biology Unit 1																
	2002		7	91	10	0	0	64	297	3	17		0			489
	2003	22	10	89	4	0	0	15	414	1	28	0	0	0	0	583
	2004	38	11	93	8	4	82	72	645	2	21	0	0	82	0	1058
	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
Biology Unit 2																
	2002		2	28	17			17	63		13					140
	2003	0	7	55	0	0	0	49	223	2	13	0	0	0	0	349
	2004	14	5	68	3	1	0	8	305	1	16	0	0	0	0	421
	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
Caribbean Studies Unit 1																
	2002	73		216	4			104	1112	16	99					1624
	2003	66	19	347	8	0	0	131	1490	0	124	3	0	0	0	2188
	2004	71	22	326	6	0	0	238	1986	16	172	0	16	207	0	3060
	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
Chemistry Unit 1																
	2002			84	7	6	0	68	239		20		0			424
	2003	15	0	119	0	7	0	63	402	0	23	0	0	0	0	629
	2004	29	0	124	2	5	67	84	573	0	21	5	0	94	0	1004
	2005	36	2	116	10	0	66	102	537	1	27	7	0	641	0	1545
	2006	42	2	159	14		69	96	765		29			1443		2619
Chemistry Unit 2																
	2002			11	6			18	79		14					128
	2003	6	0	59	0	0	0	34	151	0	11	0	0	0	0	261
	2004	10	0	73	0	2	0	17	300	0	13	5	0	0	0	420
	2005	12	0	63	0	0	40	49	365	0	10	7	0	91	0	637
	2006	16		63	3		53	37	358		18			548		1096



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Communication Studies Unit 1																
	2002	199	27	235	18			185	1846			6				2516
	2003	226	32	387	0	0	0	192	2711	14	31	11	0	0	0	3604
	2004	196	39	394	15	0	0	193	3300	0	122	0	0	262	0	4521
	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
Computer Science Unit 1																
	2002	19	8	39				20	268		58	9				421
	2003	17	2	43	0	4	0	4	315	0	63	12	0	0	0	460
	2004	19	3	39	0	0	0	12	230	0	42	0	0	37	0	382
	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
Computer Science Unit 2																
	2002	11	7	6				11	147		14	13				209
	2003	16	4	32	0	0	0	6	209	0	48	1	0	0	0	316
	2004	13	2	34	0	0	0	0	310	0	36	0	0	0	0	395
	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
Economics Unit 1																
	2002	51	6		7			58	432	13	47					614
	2003	65	3	5	1	0	0	33	479	11	63	0	0	0	0	660
	2004	55	3	10	16	0	173	79	591	0	72	0	0	171	0	1170
	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
Economics Unit 2																
	2002	2	4					17	181		16					220
	2003	40	2	0	0	0	0	19	376	0	36	0	0	0	0	473
	2004	37	2	2	4	0	0	15	418	13	48	0	0	0	0	539
	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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Electrical and Electronics Tech Unit 1																
	2002	2	0					5	11						5	23
	2003	0	0	0	0	0	0	5	21	0	0	0	0	0	0	26
	2004	0	0	0	5	0	0	1	31	0	0	0	0	11	0	48
	2005	0	0	0	4	0	0	7	62	0	0	0	0	19	0	92
	2006				3			9	78					20		110
Electrical and Electronics Tech Unit 2																
	2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006				3									10		13
Environmental Science Unit 1																
	2002	0	16		2			31	55			1				105
	2003	1	0	0	0	0	0	17	60	0	0	24	0	0	0	102
	2004	2	9	0	11	0	0	29	56	0	8	13	0	24	0	152
	2005	12	0	20	9	0	0	28	81	0	13	12	4	67	0	246
	2006	41	2	27	17			51	212		8	8	3	176		545
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			169
Food and Nutrition Unit 1																
	2002			1				5	37							43
	2003	0	12	12	0	0	0	1	63	0	0	0	0	0	0	88
	2004	0	0	14	0	0	0	16	88	0	0	0	0	9	0	127
	2005	0	9	20	0	0	0	7	94	0	0	0	0	2	0	132
	2006	11		16				6	141					8		182
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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
French Unit 1																
	2002	9		29					10		2					50
	2003	9	0	38	0	0	0	0	10	0	7	0	0	0	0	64
	2004	7	0	17	0	0	9	0	25	0	9	0	0	16	0	83
	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
French Unit 2																
	2002			8					2							10
	2003	6	0	22	0	0	0	0	6	0	2	0	0	0	0	36
	2004	5	0	25	0	0	0	0	11	0	3	0	0	0	0	44
	2005	5	0	11	0	0	4	0	20	0	7	0	0	13	0	60
	2006	4		15			5		25		6			60		115
Functional French Unit 1																
	2002							7	11							18
	2003	0	0	1	1	0	0	4	17	0	2	0	0	1	0	26
	2004	0	0	0	0	0	0	5	5	0	11	0	0	0	0	21
	2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006															0
Functional Spanish Unit 1																
	2002				8			6	29					8		51
	2003	0	0	4	12	0	0	4	51	0	0	0	0	2	0	73
	2004	0	0	2	10	0	0	8	29	0	8	0	0	15	0	72
	2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006															0
Geography Unit 1																
	2002	13	3	68				12	184		18					298
	2003	30	1	62	0	0	0	2	334	0	23	0	0	0	0	452
	2004	18	1	48	0	0	33	12	182	0	24	0	0	37	0	355
	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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Geography Unit 2																
	2002	0	9	41				3	143		12					208
	2003	14	4	51	0	0	0	12	171	0	13	0	0	0	0	265
	2004	17	1	45	0	0	0	2	374	0	16	0	0	0	0	455
	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
Geometrical & Mechanical Engineering Drawing Unit 1																
	2002	7	5	25		0	0	4	97				0			138
	2003	12	3	26	0	0	0	0	124	0	0	0	0	0	0	165
	2004	14	0	23	0	0	0	0	99	0	0	0	0	3	0	139
	2005	15	0	28	0	0	0	0	104	0	0	0	0	61	0	208
	2006	12	2	44					168					142		368
Geometrical & Mechanical Engineering Drawing Unit 2																
	2002	7	5	25		0	0	4	97				0			138
	2003	12	3	26	0	0	0	0	124	0	0	0	0	0	0	165
	2004	14	0	23	0	0	0	0	99	0	0	0	0	3	0	139
	2005	15	0	28	0	0	0	0	104	0	0	0	0	61	0	208
	2006			31					41					49		121
History Unit 1																
	2002	16	0	70	8			26	614		37					771
	2003	24	4	67	2	0	0	18	755	0	39	0	0	0	0	909
	2004	17	7	58	6	0	51	41	791	0	31	0	0	106	0	1108
	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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
History Unit 2																
	2002	22	7	13	7			7	354		36					446
	2003	12	0	50	12	0	0	25	554	0	32	0	0	0	0	685
	2004	17	3	53	2	0	0	4	652	0	33	0	0	9	0	773
	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
Information Technology Unit 1																
	2002	24	1	47				86	245		8	5				416
	2003	14	1	77	0	0	0	43	279	13	0	0	0	0	0	427
	2004	13	0	39	0	0	1	61	187	5	0	0	0	11	0	317
	2005	8	0	35	0	0	0	61	212	13	0	0	72	41	0	442
	2006			60				49	395	10	25		50	79		668
Law Unit 1																
	2002							38	104		61					203
	2003	65	0	0	0	0	0	34	126	0	16	10	0	0	0	251
	2004	48	0	10	0	0	30	55	202	0	38	0	0	0	0	383
	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
Law Unit 2																
	2002	13	0					4	48		34					99
	2003	1	0	0	0	0	0	19	107	0	61	0	0	0	0	188
	2004	26	0	0	0	0	0	9	114	0	13	0	0	0	0	162
	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
Literatures in English Unit 1																
	2002	38	5	109		1	0	6	620	7	39		0			825
	2003	41	9	91	0	0	0	6	625	0	42	0	0	0	0	814
	2004	27	9	129	0	1	41	15	754	0	40	0	0	140	0	1156
	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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Literatures in English Unit 2																
	2002	21		46		2	0	10	145		25		0			249
	2003	24	5	135	0	0	0	11	509	0	31	0	0	0	0	715
	2004	19	6	75	0	0	0	0	535	0	31	0	0	0	0	666
	2005	20	5	106	0	0	29	1	570	0	26	0	0	204	0	961
	2006		5	65			29	7	493		28			444		1071
Management of Business Unit 1																
	2002	68	8	89	10	2	0	16	521		68	43	0			825
	2003	45	25	84	4	0	0	0	1004	3	89	57	0	0	0	1311
	2004	42	17	117	0	0	221	24	898	6	66	0	0	173	0	1564
	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
Management of Business Unit 2																
	2002	25	10		8				218		50	43				354
	2003	37	8	78	1	1	0	19	426	0	52	28	0	0	0	650
	2004	36	14	65	1	0	0	1	785	0	85	0	0	0	0	987
	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
Mathematics Unit 1																
	2002	89	9	154	11	6	0	46	598	5	26		0		11	955
	2003	106	5	230	9	10	0	36	799	5	37	0	0	0	3	1240
	2004	109	11	243	10	3	117	56	984	11	27	0	0	153	0	1724
	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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Mathematics Unit 2																
	2002	33			6			4	80		15					138
	2003	51	0	97	17	4	0	8	236	2	12	0	0	0	0	427
	2004	48	1	131	8	3	0	9	380	1	17	0	0	0	0	598
	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
Physics Unit 1																
	2002			94	4	4	0		182		6		0		9	299
	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
Physics Unit 2																
	2002				1				22		7					30
	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	1	363	0	5	0	0	132	0	621
	2006	10	5	73	2		23		287		9			595		1004
Sociology Unit 1																
	2002	93	0	23				30	785		54					985
	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
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



APPENDIX 3 (CONTINUED)

CAPE Comparison of Subject Entries by Territory 2002-2006																
SUBJECT	YEAR	ANT	ANG	B'DOS	BEL	BVI	GRE	GUY	J'CA	MONT	KITTS	LUC	ST V	T&T	T & C	TOTAL
Spanish Unit 1																
	2002	11	0	71					89		9					180
	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
Spanish Unit 2																
	2002	3	0	11	1				12		6					33
	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
Statistical Analysis Unit 1																
	2002	33	0	5	1			37	82		20					178
	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
TOTAL																
	2002	875	142	1724	153	21	0	978	10668	50	909	120	0	8	25	15673
	2003	1292	188	2867	106	30	0	973	16616	56	1113	169	0	3	5	23418
	2004	1301	203	2990	149	22	1202	1272	20427	70	1272	34	16	2010	0	30968
	2005	1319	214	3008	216	1	2100	1429	27138	100	1424	16	289	30088	4	69118
	2006	1541	193	3505	408	0	2544	1638	27180	106	1631	16	289	30071	4	69126



APPENDIX 3 (CONTINUED)

FIGURE 4: CAPE May-June Sitting - Regional Entries 2002 - 2006

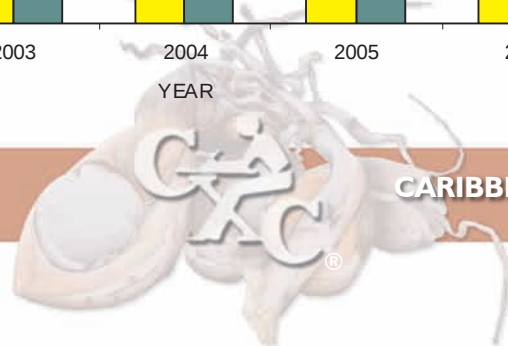
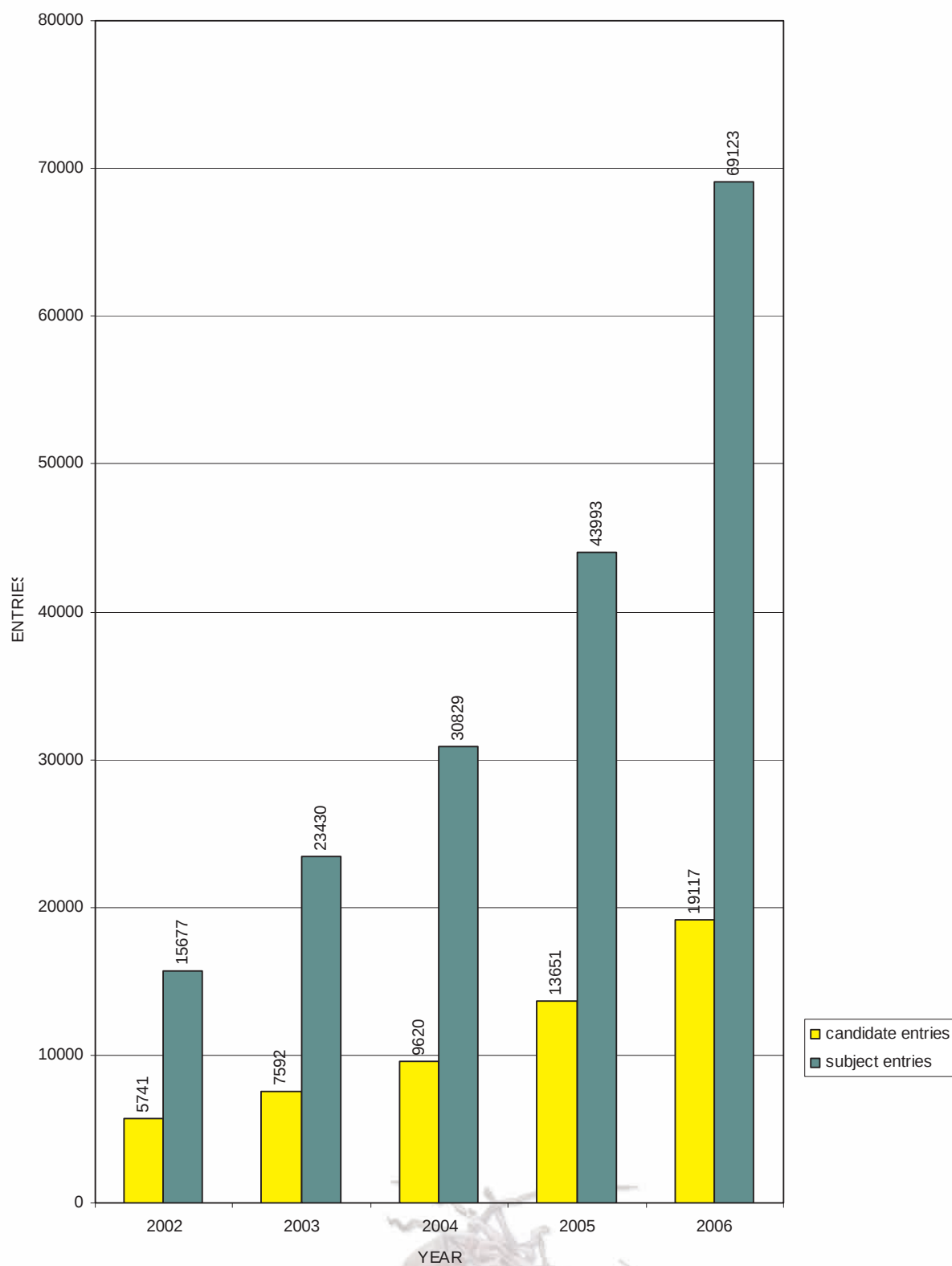


TABLE 8
COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2005 - 2006

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII	I	I-II	I-III
Accounting Unit 1	2005	1730	1571	No. 80	198	325	391	232	189	156	80	278	603
				% 5.09	12.60	20.69	24.89	14.77	12.03	9.93	5.09	17.70	38.38
	2006	2223	2024	No. 201	327	518	490	206	158	124	201	528	1046
				% 9.93	16.16	25.59	24.21	10.18	7.81	6.13	9.93	26.09	51.68
Accounting Unit 2	2005	1229	1152	No. 60	120	201	224	281	211	55	60	180	381
				% 5.21	10.42	17.45	19.44	24.39	18.32	4.77	5.21	15.63	33.07
	2006	2160	2046	No. 184	245	343	335	408	353	178	184	429	772
				% 8.99	11.97	16.76	16.37	19.94	17.25	8.70	8.99	20.97	37.73
Applied Mathematics	2005	6	6	No. 0	0	3	1	2	0	0	0	0	3
				% 0.00	0.00	50.00	16.67	33.33	0.00	0.00	0.00	0.00	50.00
	2006	140	138	No. 24	30	24	23	17	17	3	24	54	78
				% 17.39	21.74	17.39	16.67	12.32	12.32	2.17	17.39	39.13	56.52
Art and Design Unit 1	2005	66	50	No. 20	21	9	0	0	0	0	20	41	50
				% 40.00	42.00	18.00	0.00	0.00	0.00	0.00	40.00	82.00	100.00
	2006	121	95	No. 36	30	24	5	0	0	0	36	66	90
				% 37.89	31.58	25.26	5.26	0.00	0.00	0.00	37.89	69.47	94.74
Art and Design Unit 2	2005	58	52	No. 21	21	10	0	0	0	0	21	42	52
				% 40.38	40.38	19.23	0.00	0.00	0.00	0.00	40.38	80.77	100.00
	2006	52	47	No. 40	4	1	2	0	0	0	40	44	45
				% 85.11	8.51	2.13	4.26	0.00	0.00	0.00	85.11	93.62	95.74
Biology Unit 1	2005	1275	1200	No. 216	255	227	196	174	115	17	216	471	698
				% 18.00	21.25	18.92	16.33	14.50	9.58	1.42	18.00	39.25	58.17
	2006	2210	2086	No. 469	434	403	329	251	156	44	469	903	1306
				% 22.48	20.81	19.32	15.77	12.03	7.48	2.11	22.48	43.29	62.61
Biology Unit 2	2005	758	734	No. 104	163	163	147	94	56	7	104	267	430
				% 14.17	22.21	22.21	20.03	12.81	7.63	0.95	14.17	36.38	58.58
	2006	993	965	No. 165	195	188	182	162	65	8	165	360	548
				% 17.10	20.21	19.48	18.86	16.79	6.74	0.83	17.10	37.31	56.79



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII		I	I-II	I-III
Caribbean Studies Unit 1	2005	4748	4499	No. 706	1088	1351	850	416	87	1		706	1794	3145
				% 15.69	24.18	30.03	18.89	9.25	1.93	0.02		15.69	39.88	69.90
	2006	7299	6885	No. 779	1635	2260	1390	655	143	23		779	2414	4674
				% 11.31	23.75	32.82	20.19	9.51	2.08	0.33		11.31	35.06	67.89
Chemistry Unit 1	2005	1545	1475	No. 60	129	266	210	308	376	126		60	189	455
				% 4.07	8.75	18.03	14.24	20.88	25.49	8.54		4.07	12.81	30.85
	2006	2617	2513	No. 141	246	425	356	430	700	215		141	387	812
				% 5.61	9.79	16.91	14.17	17.11	27.86	8.56		5.61	15.40	32.31
Chemistry Unit 2	2005	637	620	No. 26	66	145	111	145	114	13		26	92	237
				% 4.19	10.65	23.39	17.90	23.39	18.39	2.10		4.19	14.84	38.23
	2006	1098	1060	No. 156	170	211	152	144	183	44		156	326	537
				% 14.72	16.04	19.91	14.34	13.58	17.26	4.15		14.72	30.75	50.66
Communication Studies	2005	6400	6078	No. 537	1306	1739	1497	839	142	18		537	1843	3582
				% 8.84	21.49	28.61	24.63	13.80	2.34	0.30		8.84	30.32	58.93
	2006	10237	9702	No. 1998	3196	2531	1367	525	65	20		1998	5194	7725
				% 20.59	32.94	26.09	14.09	5.41	0.67	0.21		20.59	53.54	79.62
Computer Science Unit 1	2005	470	434	61	101	139	82	43	7	1		61	162	301
				% 14.06	23.27	32.03	18.89	9.91	1.61	0.23		14.06	37.33	69.35
	2006	759	709	21	84	143	189	177	73	22		21	105	248
				% 2.96	11.85	20.17	26.66	24.96	10.30	3.10		2.96	14.81	34.98
Computer Science Unit 2	2005	320	291	31.00	46.00	63.00	47.00	55.00	34.00	15.00		31	77	140
				% 10.65	15.81	21.65	16.15	18.90	11.68	5.15		10.65	26.46	48.11
	2006	506	459	10	15	48	55	121	122	88		10	25	73
				% 2.18	3.27	10.46	11.98	26.36	26.58	19.17		2.18	5.45	15.90
Economics Unit 1	2005	1981	1750	392.00	451.00	464.00	237.00	160.00	42.00	4.00		392	843	1307
				% 22.40	25.77	26.51	13.54	9.14	2.40	0.23		22.40	48.17	74.69
	2006	2857	2592	173	507	793	660	364	82	13		173	680	1473
				% 6.67	19.56	30.59	25.46	14.04	3.16	0.50		6.67	26.23	56.83
Economics Unit 2	2005	802	763	7	82	178	234	188	68	6		7	89	267
				% 0.92	10.75	23.33	30.67	24.64	8.91	0.79		0.92	11.66	34.99
	2006	1894	1799	20	148	327	457	483	289	75		20	168	495
				% 1.11	8.23	18.18	25.40	26.85	16.06	4.17		1.11	9.34	27.52



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII	I	I-II	I-III
Economics Unit 2	2005	802	763	7	82	178	234	188	68	6	7	89	267
				% 0.92	10.75	23.33	30.67	24.64	8.91	0.79	0.92	11.66	34.99
	2006	1894	1799	20	148	327	457	483	289	75	20	168	495
				% 1.11	8.23	18.18	25.40	26.85	16.06	4.17	1.11	9.34	27.52
Electrical and Electronics Tech Unit 1	2005	92	74	No. 0	0	5	9	36	20	4	0	0	5
				% 0.00	0.00	6.76	12.16	48.65	27.03	5.41	0.00	0.00	6.76
	2006	120	111	No. 1	2	9	25	42	26	6	1	3	12
				% 0.90	1.80	8.11	22.52	37.84	23.42	5.41	0.90	2.70	10.81
Electrical and Electronics Tech Unit 2	2006	13	8	No. 0	1	1	3	3	0	0	0	1	2
				% 0.00	12.50	12.50	37.50	37.50	0.00	0.00	0.00	12.50	25.00
Environmental Science Unit 1	2005	246	223	No. 24	56	66	39	34	4	0	24	80	146
				% 10.76	25.11	29.60	17.49	15.25	1.79	0.00	10.76	35.87	65.47
	2006	545	491	No. 23	56	107	129	110	47	19	23	79	186
				% 4.68	11.41	21.79	26.27	22.40	9.57	3.87	4.68	16.09	37.88
Environmental Science Unit 2	2005	127	112	No. 12	19	41	26	12	2	0	12	31	72
				% 10.71	16.96	36.61	23.21	10.71	1.79	0.00	10.71	27.68	64.29
	2006	248	236	No. 12	54	64	51	45	8	2	12	66	130
				% 5.08	22.88	27.12	21.61	19.07	3.39	0.85	5.08	27.97	55.08
Food & Nutrition Unit 1	2005	132	114	No. 0	3	22	42	36	10	1	0	3	25
				% 0.00	2.63	19.30	36.84	31.58	8.77	0.88	0.00	2.63	21.93
	2006	182	162	No. 0	6	37	64	35	19	1	0	6	43
				% 0.00	3.70	22.84	39.51	21.60	11.73	0.62	0.00	3.70	26.54
Food & Nutrition Unit 2	2005	91	85	No. 4	18	28	25	9	1	0	4	22	50
				% 4.71	21.18	32.94	29.41	10.59	1.18	0.00	4.71	25.88	58.82
	2006	95	92	No. 0	9	30	35	17	1	0	0	9	39
				% 0.00	9.78	32.61	38.04	18.48	1.09	0.00	0.00	9.78	42.39
French Unit 1	2005	139	129	No. 9	21	39	28	22	10	0	9	30	69
				% 6.98	16.28	30.23	21.71	17.05	7.75	0.00	6.98	23.26	53.49
	2006	257	245	No. 18	44	52	45	60	23	3	18	62	114
				% 7.35	17.96	21.22	18.37	24.49	9.39	1.22	7.35	25.31	46.53



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII	I	I-II	I-III
French Unit 2	2005	60	58	No. 8 % 13.79	14 24.14	18 31.03	10 17.24	3 5.17	4 6.90	1 1.72	8 13.79	22 37.93	40 68.97
	2006	115	115	No. 18 % 15.65	32 27.83	45 39.13	10 8.70	10 8.70	0 0.00	0 0.00	18 15.65	50 43.48	95 82.61
Functional French Unit 1	2004	21	13	No. 0 % 0.00	9 69.23	0 0.00	1 7.69	1 7.69	2 15.38	0 0.00	0 0.00	9 69.23	9 69.23
	2004	72	64	No. 14 % 21.88	10 15.63	11 17.19	13 20.31	9 14.06	6 9.38	1 1.56	14 21.88	24 37.50	35 54.69
Geography Unit 1	2005	857	806	No. 6 % 0.74	47 5.83	122 15.14	255 31.64	278 34.49	95 11.79	3 0.37	6 0.74	53 6.58	175 21.71
	2006	1026	939	No. 5 % 0.53	52 5.54	142 15.12	264 28.12	293 31.20	164 17.47	19 2.02	5 0.53	57 6.07	199 21.19
Geography Unit 2	2005	277	266	No. 4 % 1.50	20 7.52	49 18.42	80 30.08	88 33.08	25 9.40	0 0.00	4 1.50	24 9.02	73 27.44
	2006	831	791	No. 6 % 0.76	48 6.07	125 15.80	194 24.53	254 32.11	152 19.22	12 1.52	6 0.76	54 6.83	179 22.63
Geometrical and Mechanical Engineering Drawing Unit 1	2005	208	167	No. 4 % 2.40	10 5.99	24 14.37	51 30.54	49 29.34	26 15.57	3 1.80	4 2.40	14 8.38	38 22.75
	2006	368	330	No. 10 % 3.03	27 8.18	42 12.73	76 23.03	93 28.18	62 18.79	20 6.06	10 3.03	37 11.21	79 23.94
Geometrical and Mechanical Engineering Drawing Unit 2	2006	121	99	No. 1 % 1.01	6 6.06	15 15.15	26 26.26	24 24.24	18 18.18	9 9.09	1 1.01	7 7.07	22 22.22
History Unit 1	2005	1186	1099	No. 14 % 1.27	93 8.46	243 22.11	315 28.66	282 25.66	133 12.10	19 1.73	14 1.27	107 9.74	350 31.85
	2006	1552	1441	No. 89 % 6.18	225 15.61	381 26.44	375 26.02	274 19.01	84 5.83	13 0.90	89 6.18	314 21.79	695 48.23
History Unit 2	2005	975	935	No. 26 % 2.78	97 10.37	217 23.21	273 29.20	215 22.99	87 9.30	20 2.14	26 2.78	123 13.16	340 36.36
	2006	1073	1000	No. 55 % 5.50	112 11.20	227 22.70	254 25.40	223 22.30	98 9.80	31 3.10	55 5.50	167 16.70	394 39.40



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES							CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII	I	I-II	I-III
Information Technology	2005	442	392	No. 0	20	77	147	117	28	3	0	20	97
				% 0.00	5.10	19.64	37.50	29.85	7.14	0.77	0.00	5.10	24.74
	2006	685	587	No. 1	18	63	163	228	97	17	1	19	82
				% 0.17	3.07	10.73	27.77	38.84	16.52	2.90	0.17	3.24	13.97
Law Unit 1	2005	412	353	No. 11	33	88	48	76	80	17	11	44	132
				% 3.12	9.35	24.93	13.60	21.53	22.66	4.82	3.12	12.46	37.39
	2006	625	546	No. 12	53	108	75	109	127	62	12	65	173
				% 2.20	9.71	19.78	13.74	19.96	23.26	11.36	2.20	11.90	31.68
Law Unit 2	2005	221	198	No. 5	32	51	15	38	35	22	5	37	88
				% 2.53	16.16	25.76	7.58	19.19	17.68	11.11	2.53	18.69	44.44
	2006	309	279	No. 18	14	38	26	45	94	44	18	32	70
				% 6.45	5.02	13.62	9.32	16.13	33.69	15.77	6.45	11.47	25.09
Literatures in English Unit 1	2005	1268	1152	No. 30	111	279	340	269	105	18	30	141	420
				% 2.60	9.64	24.22	29.51	23.35	9.11	1.56	2.60	12.24	36.46
	2006	1941	1808	No. 36	195	484	610	327	132	24	36	231	715
				% 1.99	10.79	26.77	33.74	18.09	7.30	1.33	1.99	12.78	39.55
Literatures in English Unit 2	2005	961	930	No. 20	84	211	317	227	64	7	20	104	315
				% 2.15	9.03	22.69	34.09	24.41	6.88	0.75	2.15	11.18	33.87
	2006	1093	1047	No. 17	160	294	361	167	43	5	17	177	471
				% 1.62	15.28	28.08	34.48	15.95	4.11	0.48	1.62	16.91	44.99
Management of Business Unit 1	2005	2878	2651	No. 34	310	609	673	580	399	46	34	344	953
				% 1.28	11.69	22.97	25.39	21.88	15.05	1.74	1.28	12.98	35.95
	2006	3884	3519	No. 29	212	553	805	872	776	272	29	241	794
				% 0.82	6.02	15.71	22.88	24.78	22.05	7.73	0.82	6.85	22.56
Management of Business	2005	1358	1279	No. 25	134	371	441	245	57	6	25	159	530
				% 1.95	10.48	29.01	34.48	19.16	4.46	0.47	1.95	12.43	41.44
	2006	2771	2650	No. 38	311	649	712	603	293	44	38	349	998
				% 1.43	11.74	24.49	26.87	22.75	11.06	1.66	1.43	13.17	37.66



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES		
				I	II	III	IV	V	VI	VII	I	I-II	I-III	
Mathematics Unit 1	2005	2613	2405	No.	375	284	276	335	335	411	389	375	659	935
				%	15.59	11.81	11.48	13.93	13.93	17.09	16.17	15.59	27.40	38.88
	2006	4434	4091	No.	594	539	419	476	552	674	837	594	1133	1552
				%	14.52	13.18	10.24	11.64	13.49	16.48	20.46	14.52	27.69	37.94
Mathematics Unit 2	2005	924	886	No.	136.00	112.00	129.00	120.00	173.00	147.00	69.00	136	248	377
				%	15.35	12.64	14.56	13.54	19.53	16.59	7.79	15.35	27.99	42.55
	2006	1515	1439	No.	344	237	190	181	207	175	105	344	581	771
				%	23.91	16.47	13.20	12.58	14.38	12.16	7.30	23.91	40.38	53.58
Physics Unit 1	2005	1194	1122	No.	88	139	216	234	278	152	15	88	227	443
				%	7.84	12.39	19.25	20.86	24.78	13.55	1.34	7.84	20.23	39.48
	2006	2412	2266	No.	142	259	351	551	568	374	21	142	401	752
				%	6.27	11.43	15.49	24.32	25.07	16.50	0.93	6.27	17.70	33.19
Physics Unit 2	2005	621	584	No.	57	55	113	175	149	33	2	57	112	225
				%	9.76	9.42	19.35	29.97	25.51	5.65	0.34	9.76	19.18	38.53
	2006	1004	968	No.	145	161	154	203	172	127	6	145	306	460
				%	14.98	16.63	15.91	20.97	17.77	13.12	0.62	14.98	31.61	47.52
Sociology Unit 1	2005	2324	2091	No.	108	444	695	536	236	64	8	108	552	1247
				%	5.16	21.23	33.24	25.63	11.29	3.06	0.38	5.16	26.40	59.64
	2006	3670	3346	No.	3	101	508	897	1064	611	162	3	104	612
				%	0.09	3.02	15.18	26.81	31.80	18.26	4.84	0.09	3.11	18.29
Sociology Unit 2	2005	1520	1449	No.	32	239	576	468	124	9	1	32	271	847
				%	2.21	16.49	39.75	32.30	8.56	0.62	0.07	2.21	18.70	58.45
	2006	1984	1899	No.	17	137	461	685	459	127	13	17	154	615
				%	0.90	7.21	24.28	36.07	24.17	6.69	0.68	0.90	8.11	32.39
Spanish Unit 1	2005	398	347	No.	86	67	67	64	47	12	4	86	153	220
				%	24.78	19.31	19.31	18.44	13.54	3.46	1.15	24.78	44.09	63.40
	2006	626	591	No.	109	142	132	87	50	49	22	109	251	383
				%	18.44	24.03	22.34	14.72	8.46	8.29	3.72	18.44	42.47	64.81



APPENDIX 3 (CONTINUED)

SUBJECT	YEAR	Subject Entry	Cands Writing Exam	GRADES								CUMULATIVE GRADES		
					I	II	III	IV	V	VI	VII	I	I-II	I-III
Spanish Unit 2	2005	223	222	No.	25	53	73	37	27	7	0	25	78	151
				%	11.26	23.87	32.88	16.67	12.16	3.15	0.00	11.26	35.14	68.02
	2006	313	303	No.	44	85	75	36	43	18	2	44	129	204
				%	14.52	28.05	24.75	11.88	14.19	5.94	0.66	14.52	42.57	67.33
Statistical Analysis	2005	221	200	No.	15	38	36	41	39	20	11	15	53	89
				%	7.50	19.00	18.00	20.50	19.50	10.00	5.50	7.50	26.50	44.50
	2006	270	238	No.	16	30	33	32	45	53	29	16	46	79
				%	6.72	12.61	13.87	13.45	18.91	22.27	12.18	6.72	19.33	33.19
TOTAL	2005	43993	41004	No.	3479	6600	10024	9371	6961	3481	1088	3479	10079	20103
				%	8.48	16.10	24.45	22.85	16.98	8.49	2.65	8.48	24.58	49.03
	2006	69207	64727	No.	6233	10606	14023	13428	10920	6868	2649	6233	16839	30862
				%	9.63	16.39	21.66	20.75	16.87	10.61	4.09	9.63	26.02	47.68



APPENDIX 4

General Description of the Council

274. 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.

275. 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

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

The Administrative and Finance Committee (AFC)

277. The Administrative and Finance Committee (AFC) is charged with the conduct of the Council's business between

meetings of the Council. The membership includes a representative from the Governments of Barbados, Guyana, Jamaica and Trinidad and Tobago. Four Government representatives are elected from the other Participating Territories.

The School Examinations Committee (SEC)

278. The School Examinations Committee (SEC) comprises:

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

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

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

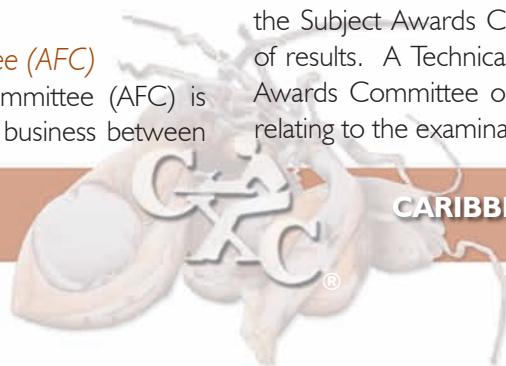
279. The Sub-Committee of the School Examinations Committee (SUBSEC) deals with technical and professional matters between the annual meetings of SEC. The membership of SUBSEC consists of:

- (a) the Chairman of the Council;
- (b) past Chairman;
- (c) one representative of SEC from each of the two regional Universities;
- (d) one representative of SEC appointed by each of the Participating Governments of Barbados, Guyana, Jamaica, Trinidad and Tobago;
- (e) four members from the remaining territories.

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

Final Awards Committee (FAC)

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



Subject Panels

282. 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.

283. 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.

284. 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

285. 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.

286. 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.

APPENDIX 4 (CONTINUED)

National Committees

287. 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.

288. 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

289. 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.

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

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



APPENDIX 5

Membership of the Council

292. Members of the Council are appointed for a triennium. Membership for 2006 to 2008 triennium is given in the table below.

PARTICIPATING TERRITORIES	REPRESENTATIVES
Regional Universities (Under Article II of the Agreement Establishing the Council) <i>A. University of the West Indies</i> (a) The Vice Chancellor (b) (i) "Three representatives ... appointed by the Vice Chancellor, regard being given to the geographical dispersion of the campuses"	Prof. Hazel Simons-McDonald Dean Faculty of Humanities, Cave Hill 1. Prof. Kenneth O Hall (Chairman) Until August 2006 Principal UWI, Mona Professor E Nigel Harris (Chairman) From September 2006 Vice Chancellor University of the West Indies Mona Campus 2. Professor Hilary Beckles Principal UWI, Cave Hill 3. Dr Bhoendradatt Tewarie Principal UWI, St Augustine
<i>B. University of Guyana</i> (a) (i) The Vice Chancellor (b) (ii) "one representative appointed by the Vice Chancellor"	Mr Al Creighton Deputy Vice Chancellor Dr Marlene Cox Director, Office of Resource Mobilisation & Planning



APPENDIX 5 (CONTINUED)

PARTICIPATING TERRITORIES	REPRESENTATIVES
ANGUILLA Government Representative Member of Teaching Profession	Mr Rodney Rey Permanent Secretary Mrs Verna Fahie (Until July 2006) Chief Education Officer Ms Rhonda Connor (From July 2006) Chief Education Officer
ANTIGUA AND BARBUDA Government Representative Member of Teaching Profession	Miss Lenore Henry (Until August 2006) Deputy Chief Education Officer Mrs Jacintha Pringle (from September 2006) Chief Education Officer (Ag) Mr Clare Browne
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 Mc Nab Chief Executive Officer Ms Salome Tillett
BRITISH VIRGIN ISLANDS Government Representative Member of Teaching Profession	Mr Angel Smith Chief Education Officer Mrs Barbara Turnbull



APPENDIX 5 (CONTINUED)

PARTICIPATING TERRITORIES	REPRESENTATIVES
CAYMAN ISLANDS Government Representative Member of Teaching Profession	Mrs Angela Martins, MBE, JP Permanent Secretary Mr Adrian Jones
DOMINICA Government Representative Member of Teaching Profession	Mr Stephenson Hyacinth Chief Education Officer Ms Alicia Jean-Jacques
GRENADA Government Representative Member of Teaching Profession	Mr Byron St Clair Senior Education Officer Mrs Gemma De Allie
GUYANA Government Representatives Member of Teaching Profession	Mr Pulandar Kandhi Permanent Secretary Ms Cherrilene Baxter-Dennis Assistant Chief Education Officer (Secondary Education) Mr Cleveland Thomas
JAMAICA Government Representatives Member of Teaching Profession	Mrs Maria Jones Permanent Secretary Mrs Adelle Brown (Until August 2006) Chief Education Officer (Ag) Mr Jasper Lawrence (From September 2006) Mr Hopeton Henry



APPENDIX 5 (CONTINUED)

PARTICIPATING TERRITORIES	REPRESENTATIVES
<i>MONTSERRAT</i> Government Representative Member of the Teaching Profession	Mrs Esternella West (Until February 2006) Permanent Secretary Mrs Daphne Cassell (From March 2006) Miss Kathleen Greenaway
<i>ST KITTS AND NEVIS</i> Government Representative Member of Teaching Profession	Mr Osmond Petty Permanent Secretary Ms Lorozone Williams
<i>ST LUCIA</i> Government Representative Member of Teaching Profession	Ms Esther Brathwaite Permanent Secretary Mr Terrence Fernelon
<i>ST VINCENT & THE GRENADINES</i> Government Representative Member of the Teaching Profession	Mrs Laura Browne Permanent Secretary Mrs Andrea Bowman
<i>TRINIDAD & TOBAGO</i> Government Representatives Member of the Teaching Profession	Ms Angella Jack Permanent Secretary Mr Peter O'Neil Chief Education Officer Dr Bernard Tappin
<i>TURKS & CAICOS ISLANDS</i> Government Representative Member of the Teaching Profession	Mrs Clara Gardiner Permanent Secretary Mr David Bowen
<i>Co-opted</i>	Sir Keith Hunte (Past Chairman) Sir Roy Augier (Past Chairman)



APPENDIX 6

Membership of the School Examinations Committee (SEC)

Membership during 2006 is as follows:

University of the West Indies The Chairman	Prof. Kenneth Hall (Until August 2006) (Mona) Prof. E Nigel Harris (From September 2006) Prof. Hazel Simons-McDonald (Cave Hill) Professor 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	Miss Lenore Henry (Until August 2006) Mrs Jacintha Pringle (From September 2006) Mr Clare Browne
BARBADOS Government Representative Member of Teaching Profession	Ms Idamay Denny (Chief Education Officer) Mrs Coreen Kennedy
BELIZE Government Representative Member of Teaching Profession	Ms. Maude Hyde Ms Juanita Lucas
BRITISH VIRGIN ISLANDS Government Representative Member of Teaching Profession	Mr. Angel Smith (Chief Education Officer) Mrs Caryl O'Neal-Alexander
CAYMAN ISLANDS Government Representative Member of Teaching Profession	Mrs Nyda Flatley (Chief Education Officer) Mrs Delores Thompson



APPENDIX 6 (CONTINUED)

DOMINICA Government Representative Member of Teaching Profession	Ms Catherine Daniel Ms Josephine Dublin
GRENADA Government Representative Member of Teaching Profession	Mrs Claudia Morgan-Carter Ms Irva Alexander
GUYANA Government Representative Member of Teaching Profession	Mrs Cherrilene Baxter-Dennis Mrs Elizabeth Isaacs-Walcott
JAMAICA Government Representative Member of Teaching Profession	Mrs Adelle Brown (Until August) Mr Jasper Lawrence (From September) Mr Hopeton Henry
MONTSERRAT Government Representative Member of Teaching Profession	Miss Yasmin White Mr Glenn Francis
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	Mrs Muriel Fraser Mr Hilton Browne



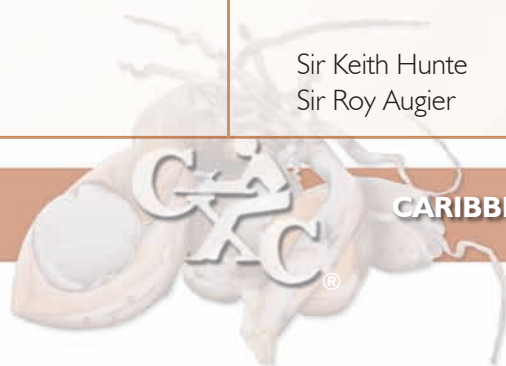
APPENDIX 6 (CONTINUED)

TRINIDAD AND TOBAGO Government Representative Member of Teaching Profession	Mr Peter O'Neil Fr. Franklyn Davidson
TURKS AND CAICOS ISLANDS Government Representative Director of Education Member of Teaching Profession	Mrs. Beatrice Fulford Mr David Bowen
Past Chairman	Sir Keith Hunte

APPENDIX 7

Membership of the Final Awards Committee (FAC)

Chairman	Professor Kenneth Hall (To August 2006) Professor E Nigel Harris (From September 2006)
Barbados	Mrs Coreen Kennedy
St Vincent and the Grenadines	Mr Hilton Browne
British Virgin Islands	Mr Angel Smith
Dominica	Ms Catherine Daniel
Guyana	Mrs Cherrilene Baxter-Dennis
Jamaica	Mrs Adelle Brown (To August 2006) Mr Jasper Lawrence (From September 2006)
St Lucia	Mr Rowan Seon
Trinidad and Tobago	Dr Bernard Tappin
<i>Co-opted</i> Past Chairmen	Sir Keith Hunte Sir Roy Augier



APPENDIX B

Membership of the Administrative and Finance Committee (AFC)

Chairman University of the West Indies	Prof. Kenneth Hall (To August 2006) Professor E Nigel Harris (From September 2006)
Deputy Chair St Kitts and Nevis	Mr Osmond Petty
Antigua and Barbuda	Ms Lenore Henry (To August 2006) Mrs Jacintha Pringle (From September 2006)
Barbados	Mrs Atheline Haynes
Belize	Ms Marian McNab
Guyana	Mr Pulandar Kandhi
Jamaica	Mrs Maria Jones
St Lucia	Ms Esther Brathwaite
Trinidad and Tobago	Mrs Angella Jack
<i>Co-opted</i> Past Chairman	Sir Keith Hunte



APPENDIX 9

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

Membership during 2006 is as follows:

Chairman	Professor Kenneth Hall (Until August 2006) Professor E Nigel Harris (From September 2006)
Deputy Chair	Mr Osmond Petty
Past Chairman	Sir Keith Hunte
University of the West Indies	Professor Hazel Simmons-McDonald
University of Guyana	Dr Marlene Cox
Anguilla	Ms Colleen Horsford
Barbados	Ms Idamay Denny
Cayman Islands	Mrs Delores Thompson
Dominica	Ms Catherine Daniel
Grenada	Mrs Claudia Morgan-Carter
Guyana	Mrs Cherrilene Baxter-Dennis
Jamaica	Mrs Adelle Brown (Until August 2006) Mr Jasper Lawrence (From September 2006)
Trinidad and Tobago	Mr Peter O'Neil
Turks and Caicos Island	Mrs Beatrice Fulford
Co-opted Past Chairman	Sir Roy Augier



APPENDIX 10

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	Mrs Mary Rodrigues
Dominica	Ms Catherine Daniel
Grenada	Mr Cyprian Bolah
Guyana	Mrs Juliette Persico
Jamaica	Mr Hector Stephenson
Montserrat	Ms Yasmine White
St. Kitts and Nevis	Mrs Blondell Franks
St. Lucia	Ms Carmelita Matthews (Deputy)
St. Vincent and the Grenadines	Ms Mary Thompson
Trinidad and Tobago	Ms Genevieve Harry
Turks and Caicos Islands	Ms Emily Malcolm
<i>External Territories</i> Saba	Mr. Franklyn Wilson
St. Maarten	Miss Marcella Hazel

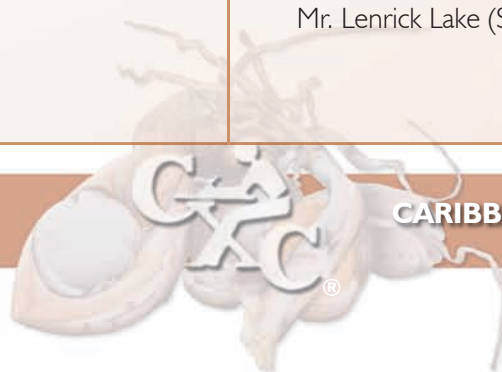


APPENDIX 11

Membership of the Subject Panels - CSEC

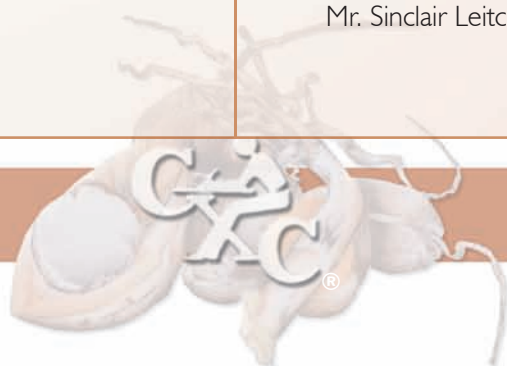
Membership during 2006 is as follows:

SUBJECTS	PANELS
Agricultural Science (Single Award and Double Award)	Dr. Majeed Mohammed (Trinidad and Tobago) - Convenor Mrs. Yvonne Blair-McIntosh (Guyana) Mr. Norman Yarru (Jamaica) Mr. Carson Bancroft (Barbados) Mr. Oswald Joseph (Antigua & Barbuda) Mr. Addison Warner (St Kitts & Nevis)
Biology	Dr. Grace Sirju-Charran (Trinidad and Tobago) - Convenor Mr. Cherlyn Hogan (Montserrat) Mr. Karl Rawlins (Barbados) Ms. Annette Charles (Grenada) Ms. Carol Browne (Guyana)
Business Education • 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) Mrs. Sandra West (Trinidad and Tobago)
Caribbean History	Mrs. Coreen Kennedy (Barbados) - Convenor Mrs. Brenda Armstrong (Belize) Mrs. Gloria Bean (Jamaica) Mr. Gordon French (Guyana) Mrs. Aurea Honoré (Trinidad and Tobago) Dr. Aleric Josephs (Jamaica)
Chemistry	Ms. Beverly Myers (Jamaica) - Convenor Mr. Gregory Blyden (Guyana) Ms. Valerie Moseley (Barbados) Mr. David Maharaj (Trinidad and Tobago) Mr. Rowan Seon (St. Lucia) Mr. Lenrick Lake (St Kitts & Nevis)



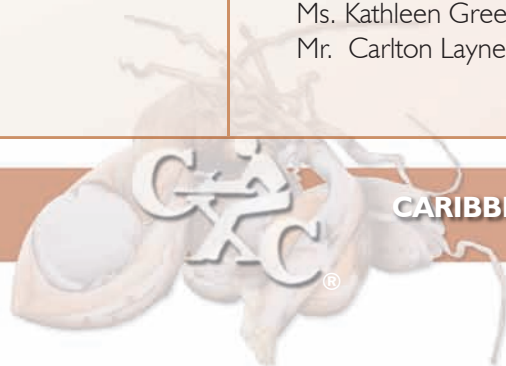
APPENDIX 11 (CONTINUED)

SUBJECTS	PANELS
Economics	Mrs. Paula Wright (Jamaica) - Convenor Mrs. Pamela Shaw (Antigua and Barbuda) Ms. Judy Reid (Barbados) Mrs. Odette O'Neil-Kerr (Trinidad and Tobago) Mr. Eginio Tzul (Belize) Mr. Frank Jordan (Guyana)
English A and English B	Dr. Joyce Stewart (Barbados) - Convenor Mrs. Andrea Bowman (St. Vincent and the Grenadines) Mrs. Lorna Down (Jamaica) Mrs. Ingrid Fung (Guyana) Mr. Leroy Pemberton (St. Kitts and Nevis) Ms. Ena Subnaik (Trinidad and Tobago)
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)



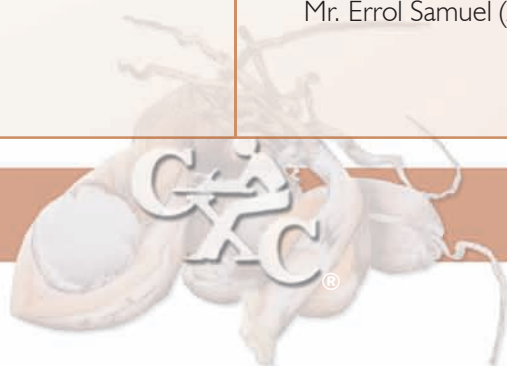
APPENDIX 11 (CONTINUED)

SUBJECTS	PANELS
Home Economics • Home Economics: Management • Clothing and Textiles • Food and Nutrition	Mrs. Daphne Samuels (Jamaica) - Convenor Mrs. Jennifer Athill (Antigua and Barbuda) Mrs. Penelope Harris (Guyana) Mrs. Hedda Phillips-Bynoe (Barbados) Ms. Norma Maynard (St. Lucia) Mrs. Joycelyn Richardson (Anguilla)
Human and Social Biology	Dr. Dalip Ragoobirsingh (Jamaica) - Convenor Miss Pamela Hunte (Barbados) Mrs. Barbara Williams (St. Kitts) Miss Oneilia Alexis (Trinidad and Tobago) Mr. Evan Peart (Jamaica) Mrs. Carol Alexander (Jamaica)
Industrial Technology • 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	Ms. Denise Hernandez (Trinidad and Tobago) - Convenor Ms. Annette Austrie (Dominica) Mrs. Magdalena Griffith (Barbados) Mrs. Sharon Patterson-Bourne (Guyana) Mrs. Yvette Stupart (Jamaica)
Mathematics	Mr. Gerald Rose (Barbados) - Convenor Mr. Marcus Caine (St. Vincent and the Grenadines) Ms. Cheryl Ann Foreman (Jamaica) Mr. Mohandat Goolsaran (Guyana) Ms. Kathleen Greenaway (Montserrat) Mr. Carlton Layne (Trinidad and Tobago)



APPENDIX 11 (CONTINUED)

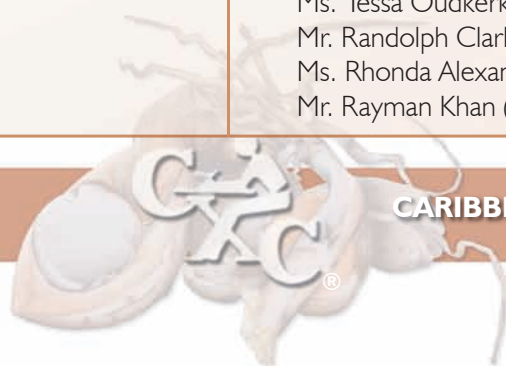
SUBJECTS	PANELS
Modern Languages	Mr. Sydney Bartley (Jamaica) - Convenor Mrs. Melva Persico (Guyana) Ms. Ariola Pasos (Belize) Mr. John d'Auvergne (St. Lucia) Mr. Noel Gittens (Barbados) Mrs. Marcelle Sosa (Trinidad and Tobago)
Physical Education and Sport	Mr. George Edwin Murray (Jamaica) - Convenor Mr. Michael N. Gaskin (Barbados) Mr. Lynden Dundas (Guyana) Mr. Anthony Lamontagne (St. Lucia) Ms. Auldith Bravo (Trinidad and Tobago) Mr. Mark Mungal (Trinidad and Tobago)
Physics	Mr. Jan Groenendaal (Belize) Ms. Vinette Halliday (St. Kitts and Nevis) Mr. Dwight DeFreitas (St Vincent and the Grenadines) Ms. Yvette Mayers (Barbados) Ms. Joanne DeBourg (Trinidad and Tobago)
Religious Education	Mr. Kenneth Runcie (Jamaica) - Convenor Mrs. Pauline Raymond (Jamaica) Sister Marilyn James (Grenada) Mrs. Aurea Honore` (Trinidad and Tobago) Mr. Verden Blease (Belize) Rev. Paul A. Douglas-Walfall (Barbados)
Social Studies	Mr. Stephenson Brathwaite (Barbados) - Convenor Mrs. Patricia Ann Bascombe-Fletcher (Trinidad and Tobago) Mr. Chandradat Deonandan (St. Lucia) Ms. Nourine Hammil (Jamaica) Mrs. Camille Pyle (Guyana) Ms. Bernadette Semper (Antigua and Barbuda)
Technical Drawing	Mr. John Monize (Guyana) - Convenor Mr. Bejaimal Beepat (Jamaica) Mr. Glenroy Davis (Trinidad and Tobago) Mr. Valdez Francis (Barbados) Mrs. Estellita Rene (St. Lucia) Mr. Errol Samuel (Antigua and Barbuda)



APPENDIX 12

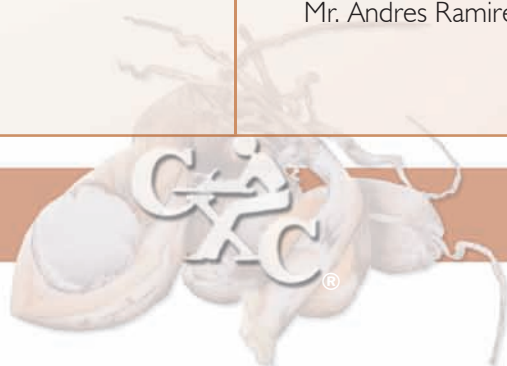
Membership of the Subject Panels - CAPE

SUBJECTS	PANELS
Accounting	Mr. Donley Carrington (Barbados) - Convenor Dr. Robertine Chaderton (St. Kitts and Nevis) Mr. Moolchand Raghunandan (Trinidad and Tobago) Mrs. Hazel Sharpe-Theodore (Trinidad and Tobago) Mr. Harold Stephney (Antigua and Barbuda)
Art and Design	Mr. Kenwyn Crichlow (Trinidad and Tobago) - Convenor Mr. Christopher Cozier (Trinidad and Tobago) Ms. Denyse Menard-Greenidge (Barbados) Dr. Nadine Scott (Jamaica) Ms. Josepha Tamayo Valz (Guyana)
Biology	Dr. Hyacinth Fields (Barbados) - Convenor Mrs. Veronica Alleyne (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 Vds Narinesingh (Trinidad and Tobago) Mr. Christopher Aird (Belize) Ms. Claudith Thompson (Guyana) Ms. Sybil Marshall (Barbados)
Computer Science and Information Technology	Dr. John Charlery (Barbados) - Convenor Mr. Sean Thorpe (Jamaica) Mr. Gerard Phillip (Trinidad and Tobago) Ms. Tessa Oudkerk (Guyana) Mr. Randolph Clarke (Barbados) Ms. Rhonda Alexander (Antigua and Barbuda) Mr. Rayman Khan (Guyana)



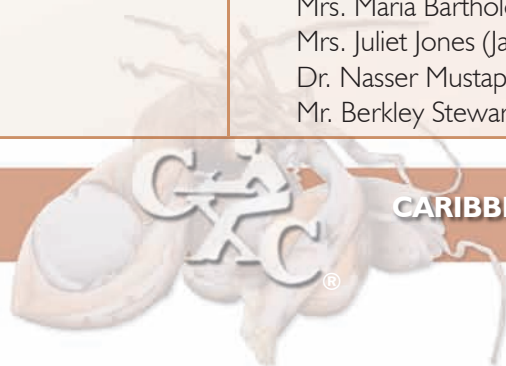
APPENDIX 12 (CONTINUED)

SUBJECTS	PANELS
Economics	Dr. Marie Freckleton (Jamaica) - Convenor (Ag) Mr. Rodney Romany (Trinidad and Tobago) Dr. Cyril Solomon (Guyana)
Electrical and Electronic Technology	Dr. Chandrabhan Sharma (Trinidad and Tobago) Dr. Frederick Isaac (St Lucia) Mr. Andrew C. Isaacs (Jamaica) Mr. Collin Basdeo (Guyana) Mrs. Paula Ferguson (Trinidad and Tobago)
Environmental Science	Prof. Wayne Hunte (Barbados) - Convenor Ms. Paulette Bynoe (Guyana) Mr. Raymond Dunkley (Jamaica) Dr. Hamid Farabi (Trinidad and Tobago) Ms. Anna Hoare (Belize)
Geography	Prof. Wilma Bailey (Jamaica) - Convenor Mrs. Gloria Jebodhsingh (Barbados) Mr. Kevin Malcolm (St. Vincent and the Grenadines) Dr. Jeniffer Mohammed (Trinidad and Tobago) Dr. Patrick Williams (Guyana)
Geometrical and Mechanical Engineering Drawing	Mr. Derrick Edwards (Trinidad and Tobago) - Convenor Mr. Maurice Fletcher (Jamaica) Mr. Cecil E. Ford (Belize) Mr. Austin Sankies (Guyana) Mr. Alphonso White (Barbados)
History	Prof. Verene Shepherd (Jamaica) - Convenor Dr. Janice Mayers (Barbados) Mrs. Ingrid Lake (Anguilla) Miss Cecilia McAlmont (Guyana) Mrs. Theresa Neblett- Skinner (Trinidad and Tobago)
Mathematics/ Statistical Analysis/ Applied Mathematics	Prof. Charles Cadogan (Barbados) - Convenor Dr. Leopold Perriott (Belize) Mr. Kenneth Baisden (Trinidad and Tobago) Mr. Rudolph Deoraj (Guyana) Mrs. Janice Steele (Jamaica) Mrs. Gaile Gray-Phillip (St Kitts and Nevis) Mr. Andres Ramirez (Belize)



APPENDIX 12 (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)
Litratures 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) Ms. Turkessa Simon (St. Kitts/Nevis)
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 13

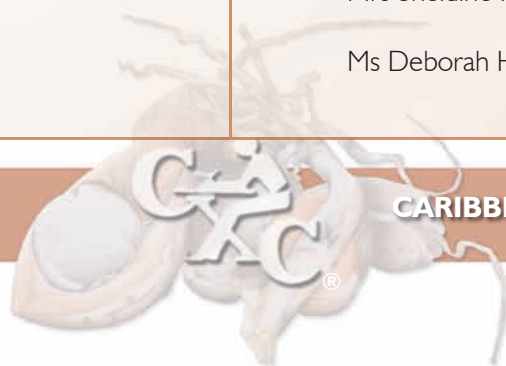
Staff of the Council

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



APPENDIX 13 (CONTINUED)

Administrative Assistants	Mrs Barbara Best Mrs Edwina Griffith Mrs Bernadine Parris
Senior Secretary	Mrs Hazel Larrier (acting as AA/ISD from Sept 14, 2006)
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 Sexious
Clerk/Typists	Ms Lisa Boyce (acting as SS /EAD from Sept 14, 2006) Ms Carla Hendy Ms Paula Nicholls Ms Christine Victor
Messenger/Driver	Mr Adrian Gooding
Information Systems Manager	Information Systems Division Mr Earl Seale
Assistant Registrar (Network Administrator)	Mr Rodney Payne
Assistant Registrar (Business Analyst)	Mrs Megan Vitoria
Assistant Registrars	Mr André Blair Mr Mark Wilson Mr Keone James (Temporary- from June 26, 2006)
Administrative Assistant	Mrs Michelle Harewood (on leave)
User Support Coordinator	Ms Sherry Brathwaite
Computer Operator	Mrs Sheldine Robinson
Assistant Computer Operator	Ms Deborah Haynes



APPENDIX 13 (CONTINUED)

Senior Assistant Registrar Assistant Registrars Administrative Assistant Stenotypist Item Bank Clerk Clerk/Typists	Measurement and Evaluation Division Dr Yolande Wright Ms Suzan Boodoo Mrs Brendalee Cato Mr Henderson Eastmond Mrs Leona Emtage Mrs Maureen Grazette Mr Stephenson Grayson Dr Gordon Harewood Mr Anthony Haynes Mrs Arlene Kirkpatrick Mr Fitzroy Marcus Ms Cyndra Ramsundar Mrs Nordia Weekes Ms Benita Byer –Temporary (from Sept 1, 2006) Ms Deborah Chase Mrs Andrea Gill-Mason Mr Wayne Morgan Ms Maria Stoute Mrs Donna Austin-Layne (Temporary) Ms Saadia Wilson (Temporary)
Senior Assistant Registrar Administrative Assistant Senior Secretary Clerk/Typist	Personnel Division Mrs Donna Walker Mrs Marion Coppin Mrs Miranda Sealy (acting as AR (S/OM from August 1, 2006) Ms Heather Herbert (acting as SS (Pers from August 1, 2006) Mrs Anjanette Forde-Hinds Ms Marva Lashley (Temporary)
Senior Assistant Registrar Administrative Assistant	Production Division Ms Elma Licorish Ms Valerie Gilkes



APPENDIX 13 (CONTINUED)

Security Records Keeper	Mrs Jennifer Cruickshank
Technical Assistant/Printer	Mr Hensley Hinkson
Printer/Draughtsman	Mr Frankey Worrell
Artist/Technical Assistant	Mr Christopher Bannister
Graphics/Compositor	Mrs Tarah Mayers
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
Assistant Registrar	Secretariat and Office Management Ms Roslyn Harewood (on leave of absence from October 10, 2006)
Assistant Registrar (Archivist/Records Manager)	Ms Lucia Lewis
Office Manager	Mr Rodney Alkins
Senior Clerk (Records Supervisor)	Ms Margaret Nurse
Clerk/Typist	Ms Anette Quimby
Clerks	Ms Pamela Brathwaite Mrs Prunella King Mrs Dennis O'Neale Ms Anita Sealy Mrs Jacqueline Chase-Marshall Ms Kath-Ema Armstrong
Receptionist	Ms Cheryl Rollins



APPENDIX 13 (CONTINUED)

Messenger/Drivers	Mr Norman Austin Mr Carson Darlington Mr Cleveland Yarde (Temporary)
Messenger/Office Attendant	Mr Dale Roachford
Watchmen	Mr Shirland Scantlebury Mr Kenrick Zepradine
Temporary Watchman/Guard	Mr Aricosta Layne
Maid/Cleaners	Mrs Sancia Bynoe
Temporary Maid/Cleaner	Ms Odette Smith (from June 1, 2006) Ms Juliette Austin
Temporary Gardener	Mr Andre Small
<i>WESTERN ZONE OFFICE</i>	
Pro-Registrar	Mr Wesley Barrett
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	Ms Nicola Brown (from January 16, 2006 to October 3, 2006) Mrs Yvette Dennis-Morrison Mrs Ingrid Kelly (from October 1, 2006)
Senior Clerks	Mrs Sharon Cameron-Brown Ms Marjorie Lewis



APPENDIX 13 (CONTINUED)

Stenographer/Clerks	Ms Tegra Bruce Ms Tanneka Newell (from July 3, 2006) Mrs Sheryl Shirley-McGregor Ms Natawyah Smith
Accounts Clerk	Mrs Cecile Wedderburn
Clerk	Ms Karen Hamilton
Receptionist	Ms Ava Henry
Office Attendant	Mrs Violet Dwyer
Messenger/Driver	Mr Michael Grant
Maid/Cleaner	Ms Beverlyn Henry





