

## ABSTRACT

### AN EVALUATION OF THE CXC HISTORY SYLLABUS IN NINE EASTERN CARIBBEAN COUNTRIES

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Evaluations are important in helping to make decisions about the worth of a programme in use. The process of investigation examines the inputs, processes and outcomes to determine if the objectives are being met, not being met, exceed expectations and why. This research was designed to evaluate the CXC History Syllabus at the General Proficiency level concentrating on finding out: a) if there are any differences between the aims, objectives and content as formulated by the CXC History Syllabus and the way the syllabus is being taught in the classroom, b) to what extent the knowledge, skills and attitudes outlined in the syllabus are being achieved and how useful they are, c) the effectiveness, and acceptability of CXC's methods of assessment, d) the adequacy of the time for effecting completion, and e) the factors which affect effective implementation of the syllabus.

Data were collected by means of questionnaires, interviews and observation of actual history lessons. 336 fifth form students, 34 High School teachers, 47 College/University students and 7 College/University tutors across 9 Eastern Caribbean countries answered questionnaires. 85 of the High School students, 17 of the teachers, 30 College/University students and the 7 tutors were

interviewed in four of the nine countries. 13 History lessons were also observed in these four countries. The data were summarized and analysed.

## Conclusions

The main conclusions drawn were:

1. The intentions of the syllabus are not always the classroom practices. To this end, the aims and objectives are not being achieved due to many factors.
2. Necessary resources are not always available for the proper execution of the syllabus.
3. The time frame is not adequate to achieve the aims and objectives.
4. Students are not being adequately prepared for further studies in terms of history knowledge and skills.
5. Some teachers are deficient in the teaching of some content and in implementing the suggested variety in teaching methods. As a result upgrading in content and assessment techniques, exposure to new pedagogical techniques for the development of required skills, development of time management skills, and support in finding the necessary resources are needed for teachers.
6. A critical assessment of the SBA component and the Paper 2 of the examination is necessary.

Keywords: Marcia Eloine Rosa Potter; evaluation; CXC History syllabus.