

ABSTRACT

An Evaluation Of The CXC 1985 Biology Syllabus
With Specific Reference To Student
Performance And Teacher Preparedness.

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This study surveyed the development, establishment and organisation of the Caribbean Examinations Council emphasizing its philosophy and strategies for developing its syllabuses. The CXC 1985 Biology syllabus was outlined and reasons for considering it to be a curriculum were discussed.

The literature review examined the difficulty of defining curriculum evaluation and examined various models and approaches for curriculum evaluation. Reasons for researching student performance and teacher preparedness as measures of curriculum implementation were presented.

The hypotheses tested indicated that there was no significant difference in the students' perception of their preparedness for the GCE O-level Biology examination and the students' perception of their preparedness for the CXC

Biology examination. However there were areas of significant differences which could influence the students' level of preparedness e.g. the CXC students felt better prepared in practicals than the GCE students.

In Mock examinations, the CXC students performed significantly better in 1986 than in 1985. However, for the GCE students the difference was not significant although the 1986 performance was better.

The projected results for the CXC students for both years were not significantly different. There was, however, a significant difference in the projected results for GCE students. Fewer students projected failure in 1986.

There was a significant difference in the performance of both CXC and GCE students in the Actual examination in both years. In 1986 in the school where there were students writing both examinations the CXC students performed significantly better than the GCE students. There was also a better overall performance in all profiles in the CXC Biology examination in 1986.

There was a significant difference in the perception of the level of preparedness of teachers attending both CXC development and implementation workshops and those who did not. There was, however, no significant difference in the level of preparedness to teach the syllabus of teachers involved in implementation workshops and those who were not.

The study revealed that the majority of CXC biology teachers did not own or have access to documents which would have enhanced their understanding of and level of preparedness to teach the CXC Biology syllabus.

The majority of teachers taught the syllabus as it was presented and felt most competent teaching the largest section of the syllabus, Section B. The teachers classified the majority of objectives in the syllabus as either very important or above average importance. However, the study revealed that a large proportion of the objectives classified by teachers as below average importance were tested in the examination. There was also evidence that the spread of objectives tested in the examination was small and very few

questions were set from related sections of the syllabus.

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