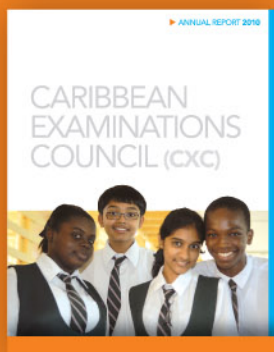


CARIBBEAN EXAMINATIONS COUNCIL (CXC)





► STUDENTS OF
BISHOPS HIGH SCHOOL,
GUYANA *photo by OBrey James*

► OUR MISSION:

To provide the region with:
syllabuses of the highest quality; valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests;
services to educational institutions in the development of syllabuses, examinations and examinations' administration, in the most cost-effective way.

► OUR VISION:

To ensure the global intellectual competitiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification.

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CHAIRMAN'S STATEMENT ▶



▶ It is with much pride that I present to you the Annual Report of the Caribbean Examinations Council for the year 2010. Our Registrar Dr Didacus Jules and Pro-Registrar Mr Glenroy Cumberbatch and their wonderful team have continued along a development trajectory that has been strategic in its focus and there have been

many accomplishments recorded against established targets. These targets included internal transformation to ensure operational and institutional effectiveness, consolidating and developing strategic partnerships with national, regional and international entities to enhance the CXC's visibility and looking at other means of generating income to finance further development activities.

As CXC diversified its subject offerings as well as broadened its scope in certification modalities, the emphasis has been on quality and relevance. The development needs of the region that the CXC has served so well for more than thirty years, continues to be at the core of our operations. Ensuring that subject offerings contain material that is relevant to national and regional development has been a central consideration of syllabuses review and development. We have also been working on ensuring that high quality material is available to our stakeholders - students, parents, teachers and governments, both in terms of syllabi and information about our programmes and services. In this regard, aggressive use of ICTs will ensure broad access, anywhere, anytime.

Ensuring that the examinations and certification processes that we offer are of the highest quality and are acceptable internationally has been a major focus. Articulation arrangements are being established with North American and United Kingdom institutions to ensure that students receiving CXC certification can move seamlessly across continents to pursue higher education.

In the current economic climate CXC has had to become more entrepreneurial in its outlook. Diversifying revenue streams has been a major strategic aim. In furtherance of this goal, a business model that allows CXC to leverage its in-house intellectual assets has been developed and a variety of services are offered to Governments and other stakeholders within the region.

As these changes take place, the staff of CXC has also been evolving. Building our human resource capacity and accompanying systems in support of our over-arching mission has been a key priority for us. I am delighted to note the cooperation of staff who have offered themselves for training and development seminars. The health and wellbeing of our staff is a primary concern and over the years, CXC has outgrown current accommodation both in Barbados and in Jamaica. I am very pleased that the design for a permanent headquarters for CXC in Barbados has been completed and the Government of Barbados has been unwavering in their commitment to have this building constructed. Similar discussions are underway in Jamaica to improve the Western Zone accommodation.

The Caribbean Examinations Council remains a shining example of cooperation between Governments – Ministers and Permanent Secretaries; resource persons – markers, subject panellists; the amazing staff at Headquarters in Barbados and at the Western Zone Office in Jamaica; and the people of the Caribbean who have supported our examinations for more than three decades. My sincere thanks are extended to all of them.

The report that follows captures the renewed energy, vigor and vibrance with which CXC resonates. My warmest congratulations to the Registrar, Pro-Registrar and staff for all that they have accomplished and I look forward to so much more in the years to come.

E. Nigel Harris

PROFESSOR E. NIGEL HARRIS
Chairman

REGISTRAR'S REVIEW ►



► 2010 was a hectic year characterized by efforts on many fronts to push the transformation of CXC to the next level. We did not achieve as much as the ambitious agenda anticipated, but we have made significant progress, and have learnt some vital lessons from the effort.

There are many things that drive the urgency of the transformation that we have embarked upon. In the last two and half years we have updated and revisited our SWOT and PESTLE analyses on at least three occasions and on all occasions, involved staff and the widest cross section of stakeholders available to us. These analyses have confirmed the strengths that CXC has historically accumulated; they have reminded us of the challenges of globalization, the potential of technology, and the exponential pace of change in today's world. They have also punctuated the challenges and threats that we face. CXC cannot bask in the comfort of its record over the past thirty odd years because what helped us succeed in the past will not necessarily help us in the future.

A major thrust in refining the vision for the organization was to examine ways in which identified weaknesses could be addressed, threats turned to opportunity and opportunities to realities. We have been unwaveringly focused on what we need to do to take CXC to the next level and in this process we have drawn on insights from the best minds in transformation and from international best practices. This is best summarized by the proposition of Vijay Govindarajan, foremost thinker on innovation and transformation, that strategic change must find the appropriate balance between three domains:

THE CONTEXT OF CHANGE

MANAGE THE PRESENT

- Existing suite of exams
- Outsourced national exams
- Syllabus Promotion

SELECTIVELY FORGET THE PAST

- New configuration of qualifications
- Expanding exam suite to other educational levels
- Policy feedback

CREATE THE FUTURE

INNOVATIVE POSSIBILITIES

- Very different forms of assessment, online, anytime
- Impacting teaching and learning – a new paradigm

We are using these insights to map the changes that we must undertake in a more systematic manner, and the experience of the past year has taught us that managing the present must not be neglected in the navigation towards the future.

This report documents in detail what was done in our regular and core business areas as well as the things that we have done to expand opportunities and to innovate the future, and we trust that Council will be satisfied that – in the context of the financial and other limitations that we faced – a great deal has been accomplished.

In November we achieved a breakthrough in communication and stakeholder relations when we successfully commenced blast e-mail to CXC Examiners and Assistant Examiners across the region. In the first batch, 11,000 customized e-newsletters were sent to teachers in our database, providing them with updates on changes in CXC and on matters relevant to them as teachers. As we evolve this capability, a whole new world of possibility is now open to us and the feedback from teachers and stakeholders is positive and encouraging. Every success, however, raises the bar on expectations and we are committed to meeting and exceeding them.

Didacus Jules

DR DIDACUS JULES

Registrar

INTRODUCTION ▶

▶ This report summarizes the major activities and accomplishments of the Caribbean Examinations Council (CXC) in 2010. The report gives information on the achievements under the Strategic Goals and tracks the progress of CXC's transformation initiatives.

The performance of candidates in the **Caribbean Secondary Education Certificate (CSEC) examinations** and the **Caribbean Advanced Proficiency Examination (CAPE)** is discussed in detailed, while highlights of the **Caribbean Certificate of Secondary Level Competence (CCSLC)** and the **Caribbean Vocational Qualification (CVQ)** are also given.

The region's most outstanding performers in **CSEC** and **CAPE** are featured prominently; along with activities undertaken in syllabus development and maintenance, marketing and public relations, new areas of business development and the application of technology to the Council's processes.

Caribbean Certificate of Secondary Level Competence (CCSLC)

- One additional country, St Lucia, submitted candidates for CCSLC this year. This brings to 13 the number of Participating Countries submitting candidates for this examination.
- Overall performance improved from 54 per cent in 2009 to 63 per cent this year.
- There was also improvement in performance at the highest level of Mastery; this year 11 per cent of the entries achieved Mastery compared with six per cent in 2009.
- Performance improved in five subjects — English, Mathematics, Integrated Science, Social Studies and Spanish and declined in French.
- There was a decline in both subject and candidate entries this year.
- Two syllabuses, English and Mathematics, were revised and distributed to schools for teaching in September.

Caribbean Secondary Education Certificate (CSEC)

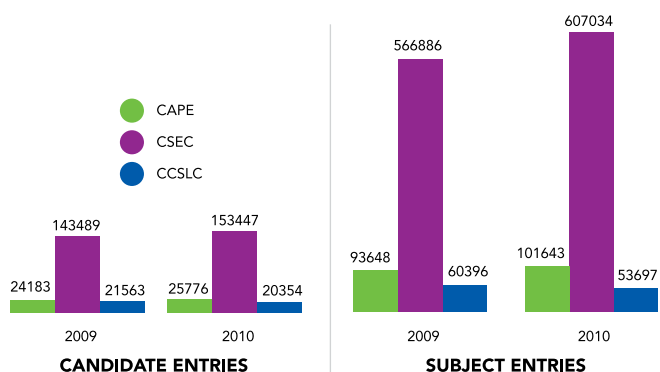
- A new subject, Additional Mathematics was introduced this year. The syllabus was developed and distributed to schools in September for teaching and the first examination has been slated for 2012.
- There was an increase in the number of candidates registering for CSEC this year; 153,447 candidates registered for the examinations, compared with 143,489 candidates in 2009.
- Overall performance improved to 69 per cent of subject entries achieving acceptable grades, up from 66 per cent in 2009 and 62 per cent in 2008.
- Performance in English A and English A showed significant improvements. For English A, 66 per cent of the subject entries achieved Grades I - III in 2010 compared with 56 per cent in 2009.
- For English B, 76 per cent of the entries achieved Grades I - III this year, compared with 58 per cent in 2009.
- Syllabuses for Religious Education and Theatre Arts were revised and distributed to schools for teaching in September.

Caribbean Advanced Proficiency Examination (CAPE)

- CAPE continues to experience growth with both candidate and Unit entries reaching significant milestones.
- The number of Unit entries passed 100,000 for the first time; some 101,643 Unit entries were submitted.
- The number of candidates passed the 25,000 mark; 25,776 candidates registered this year.
- Performance remained on par with the last two years with approximately 89 per cent of entries achieving acceptable grades.
- Three syllabuses, Communication Studies, Environmental Science and Literatures in English, were revised and distributed to schools for teaching in September.

Caribbean Vocational Qualification (CVQ)

- Trinidad and Tobago was the only country to submit entries for CVQ this year. Some 1,042 candidates were registered for 262 Units in 27 CVQs. A total of 9,971 Unit entries were submitted in 1,295 CVQ entries.
- One thousand, two hundred and ninety-five transcripts were issued and 585 certificates presented.



STRUCTURE OF THE COUNCIL ►

Legal Status

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.

Membership

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.



Final Awards Committee members Mrs Lorna Queeley-Connor (St Kitts and Nevis) and Ms Angela Iloo (Trinidad and Tobago)

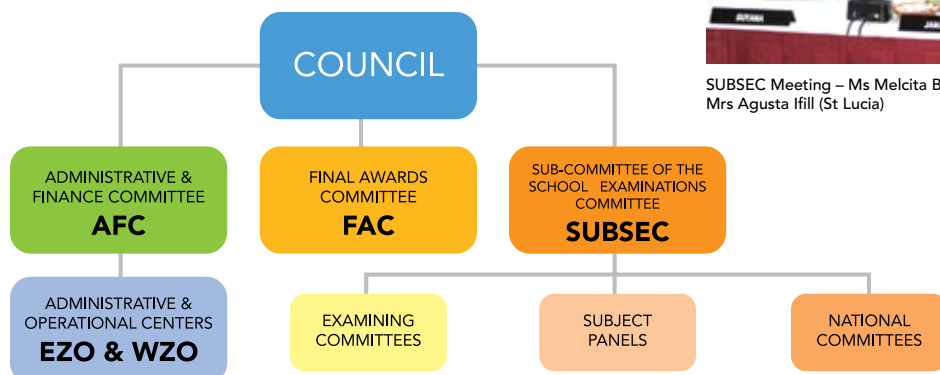
The Participating Countries are Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, and Turks and Caicos Islands.

Committees of the Council

The Council has two main committees which help to carrying out its work in between the annual Council meetings - the Administrative and Finance Committee (AFC) and the Sub-Committee of the School Examinations Committee (SUBSEC). Both Committees meet twice yearly; the AFC deals with administrative, financial and human resource matters while SUBSEC deals with technical and examination issues.



SUBSEC Meeting – Ms Melcita Bovell (Guyana), Mrs Grace-Ann McLean (Jamaica) and Mrs Augusta Ifill (St Lucia)



STRUCTURE OF THE COUNCIL (CONTINUED)



Final Awards Committee: Mrs Grace-Ann McLean (Jamaica), Ms Yasmine White (Montserrat), Mrs Lorna Queeley-Connor (St Kitts and Nevis), Ms Angela Iloo (Trinidad and Tobago), Dr Henry Hinds (TAC), Professor Stafford Griffith (TAC), Dr Desmond Broomes (TAC) and Mrs Sandra Thompson (CXC)

Subject Panels

Subject panels are appointed by the School Examinations Committee to provide advice on all matters concerning CXC subject 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 light of those comments.

Subject panels normally consist of six members of the education profession, drawn from Participating Countries, but persons can be co-opted for special meetings. At least three members of the panel must be practising teachers of the subject.

Subject panels have continuing responsibility for reviewing the syllabuses and ensuring that the Council is kept abreast of the developments in curricula throughout the region. Panels also nominate persons from whom SUBSEC selects members of the Examining Committees.

Examining Committees

The members of the Examining Committees are responsible for the main work of examining, these include setting question papers, preparing mark schemes, and supervising the marking by Examiners and Assistant Examiners after the examinations have been written.

An Examining Committee consists of a Chief Examiner and Assistant Chief Examiners. Their main task is the setting of question papers — a task requiring both care and expertise and demanding rigorous security at all stages. Staff members of the Examinations Development and Production Division assist the committees.

National Committees

A National Committee is established by each Participating Government in its territory and comprises representatives of a Ministry or Department of Education, the teaching profession, the universities in the area and the general community.

The Chairperson of a National Committee is normally an appointee by the Participating Government and selected from the membership of a National Committee.

Administrative and Operational Centres

For operational purposes, the region is divided into two geographical areas — the Eastern Zone and the Western Zone. Administrative and Operational Centres (AOCs), one for each zone, have been established in Barbados and Jamaica.

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

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

CERTIFICATION ▶

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) JANUARY SITTING 2010

Administration of the Examination

Twelve subjects were offered at the January sitting.

The number of candidates sitting the January CSEC examinations more than doubled in 2010. Some 54,866 candidates registered for the examinations this year compared with 26,093 in 2009.

Subject entries increased significantly with 76,899 subject entries received this year compared with 43,873 in 2009.

The increase was due mainly to a change in policy in Trinidad and Tobago, where the government paid the fees of all private candidates writing CXC examinations.

Performance of Candidates

Performance declined in nine of the 12 subjects, while there were improvements in the other three subjects. Overall, 51 per cent of entries achieved Grades I–III, compared with 55 per cent in 2009. The performance on individual subjects is reported below.

BIOLOGY

Forty per cent of the candidates achieved Grades I–III, compared with 59 per cent in 2009. Candidate performance declined on both Paper 01, the Multiple Choice paper, and Paper 02, the Structured Essay paper. However, candidate entry increased significantly from 884 in 2009 to 2,173 in 2010, an increase of 146 per cent. The Examining Committee noted that candidates had difficulties with topics such as fruit and seed dispersal, adaptations to the environment, and plant and animal cell structure.

CHEMISTRY

Some improvement was noted in candidates' responses to questions on data analysis and topics in inorganic chemistry. However, candidates continue to exhibit inadequate knowledge of key concepts and terms required by the syllabus. Performance was unsatisfactory in areas of organic chemistry such as polymers, and in qualitative analysis.

Candidates wrote the Alternative Paper to the School Based Assessment for the first time. The performance on the data analysis question was commendable but improvement is needed in the areas of qualitative analysis, and planning and designing.

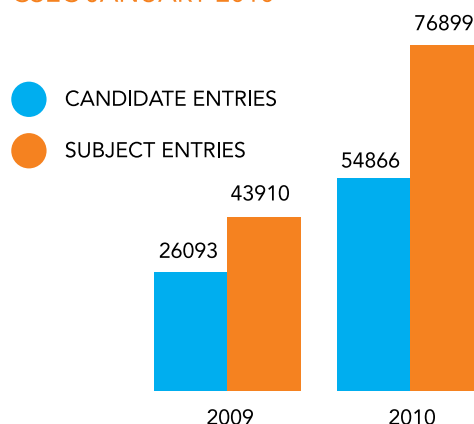
ENGLISH A

There were 18,103 candidates who wrote the English A examination in January 2010. This compares with 14,781 candidates in 2009. Performance was moderate, with 55 per cent of the candidates achieving Grades I–III, compared with 59 per cent in 2009. While there was a slight improvement in performance on Paper 02, candidates continue to experience difficulties on the Expression Profile, with essays often marked by weak language structure and mechanical skills.

HUMAN AND SOCIAL BIOLOGY

There was an increase in candidates' overall performance this year. Fifty-four per cent of the candidates achieved Grades I–III, compared with 45 per cent in 2009. Although candidate performance declined on Paper 01, the Multiple Choice paper, there was improvement on Paper 02, the Structured Essay paper, and consequently improvement on the Use of Knowledge Profile. Candidates' responses indicated that they were better able to utilise data in answering questions on Paper 02.

CSEC JANUARY 2010



CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) JANUARY SITTING 2010 (CONTINUED)

INFORMATION TECHNOLOGY

Six hundred and twenty-six candidates registered for this examination compared with 363 in January 2009. Sixty-four per cent of the candidates achieved Grades I–III compared with 56 per cent in January 2009. Candidate found challenges answering questions on binary mathematics, user interfaces, problem solving and programming, the filtering of data in spreadsheets, and the query component in database management. It must be noted that this is the last examination in this format as a new syllabus is to be examined effective June 2010.

MATHEMATICS

Forty-five per cent of the candidates achieved Grades I–III compared with 49 per cent in 2009. The performance of candidates on Paper 01, the Multiple Choice, was consistent with 2009, but declined on Paper 02, the Extended Response paper.

Performance was generally satisfactory in the areas of computation, consumer arithmetic, set theory and the investigation.

OFFICE ADMINISTRATION

There was a decline in the performance of candidates in 2010 compared with 2009. Fifty-one per cent of the candidates who wrote the examination achieved Grades I–III compared with 75 per cent in 2009.

The decline was most evident in Paper 03/2, the Alternative to the School Based Assessment, where 25 per cent of the candidates achieved Grades I–III compared with 57 per cent in 2009.

PHYSICS

Candidate entry increased by 16 per cent from 2008 to 2009 (744 to 860) but by 94 per cent from 2009 to 2010 (860 to 1,667). However, only 1,052 of the 1,667 candidates entered (58 per cent) actually wrote the examination. Nevertheless, this represents an increase of 50 per cent in candidates actually writing the examination compared with those who wrote in 2009. The overall performance of candidates declined when compared with that of January 2009, as 39 per cent of the candidates achieved Grades I–III this year compared with 60 per cent in 2009. There was a notable decline in Profile 3, Experimental Skills.

PRINCIPLES OF ACCOUNTS

Forty-six per cent of candidates achieved Grades I–III in the January 2010 examination compared with 54 per cent in 2009 and 58 per cent in 2008. While candidates' performance on Paper 01, the Multiple Choice paper, was comparable to that of 2009, there was a decline on both Paper 02, the Essay paper, and especially Paper 03/2, the Alternative to the School Based Assessment. The overall drop in candidates achieving Grades I–III was as a result of inferior performances on all three profiles on the three papers.

PRINCIPLES OF BUSINESS

Five thousand, nine hundred and ninety-nine candidates registered for this examination compared with 1,934 in January 2009. Forty-nine per cent of the candidates achieved Grades I–III compared with 64 per cent in January 2009. Candidates found challenges answering questions which assessed Profile 3 (Knowledge of the Business Environment). Topics under this profile include the role of government, social accounting and global trade, and the regional and global business environment.

SOCIAL STUDIES

The number of candidates writing the examination increased from 1,337 in January 2009 to 4,096 this year. Performance overall was fair. Approximately 62 per cent of the candidates who sat the examination achieved Grades I–III, consistent with results in 2009 when 63 per cent of the candidates achieved this standard. Improvement was noted on Paper 03/2, the Alternative to the School Based Assessment. While the knowledge and application components in some questions were well handled, there was a general weakness in interpretation evidenced by inadequate explanations and examples.

SPANISH

Seventy-two per cent of the candidates achieved Grades I–III compared with 75 per cent in January 2009. While candidates' performance on Paper 01 (which assesses the listening and reading skills) and Paper 03 (which assesses the listening and speaking skills) mirrored that of 2009, there was a decline on Paper 02, the Free Response paper, which assesses candidates' ability to write the language.

The Reading and Writing profiles continue to pose the greatest challenge to candidates.

The interference from candidates' native language, (English) in the production of Spanish is also hampering their production of the target language. This is a normal situation when two languages come into contact with each other. It is recommended that teachers and students of Spanish equip themselves with Spanish pronunciation exercises (available on the internet).

CERTIFICATION ►

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) MAY/JUNE SITTING 2010

Administration of the Examination

Thirty-four subjects were administered at the May/June sitting of the CSEC examination.

This was the first year no subject was offered at the Basic Proficiency level.

Thirty-one subjects were offered at General and three subjects offered at Technical Proficiency level.

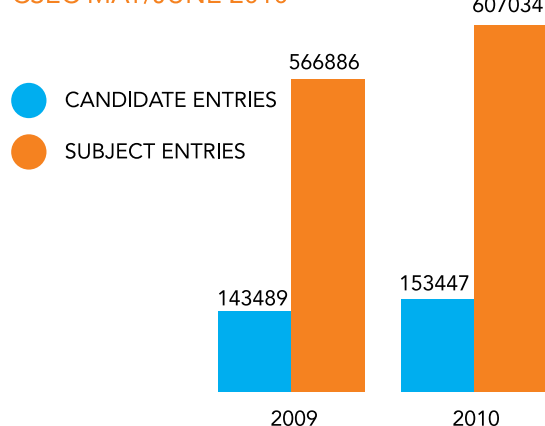
The number of candidates taking the examinations increased to 153,447 candidates compared with 143,489 candidates in 2009. The number of subject entries increased from 566,886 in 2009 to 607,034 this year.

Performance of Candidates

For the fourth consecutive year, there was an improvement in the overall performance of candidates. Sixty-nine per cent of subject entries achieved Grades I–III, the acceptable grades at CSEC, compared with 66 per cent in 2009.

Performance in individual subjects is reported below.

CSEC MAY/JUNE 2010



AGRICULTURAL SCIENCE (DOUBLE AWARD)

Approximately 88 per cent of the candidates achieved Grades I–III compared with 87 per cent in 2009. While overall performance was good, candidates continued to demonstrate weakness on questions which required the application of practical knowledge, particularly in relation to the Profile, Animal Production. The Examining Committee reported a significant decline in performance on Paper 03, the Essay paper, particularly on the topics banana and anthurium production, and milk production.

AGRICULTURAL SCIENCE (SINGLE AWARD)

Ninety-one per cent of the candidates achieved Grades I–III. This was an improvement over 2009 when 87 per cent of the candidates achieved Grades I–III. Candidates performed better on Profile 2, Crop Production. However, candidates continued to experience difficulties with questions which assessed their knowledge of practical skills, particularly in relation to Profile 3, Animal Production.

BIOLOGY

There was comparability in candidate performance in 2010 with that of 2009. Seventy-five per cent of the candidates achieved Grades I–III, compared with 74 per cent in 2009. Although performance on the questions that assessed Genetics and Ecology improved, the Examining Committee reported that candidates continued to have difficulty manipulating biological information, and applying knowledge in novel situations.

BUILDING CONSTRUCTION

OPTION 1: Construction

In 2010 81 per cent of candidates achieved Grades I–III, compared with 76 per cent in 2009. Notable improvement was shown on Paper 02, the Structured paper. This may be attributed to the availability of the sample responses in the appendix of the subject reports. Both teachers and students are urged to read the subject report and to make an effort to cover all topics in the syllabus. Areas of weakness which teachers must focus on are sketching and writing skills.

OPTION 2: Woods

Eighty-three per cent of the candidates who wrote the examination in 2010 achieved Grades I–III compared with 73 per cent in 2009. There was an improved showing on Paper 01, the Multiple Choice paper, while Paper 02, the Structured and Essay paper, and Paper 03, the School-Based

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) MAY/JUNE SITTING 2010 (CONTINUED)

Assessment, recorded similar performances when compared with those of 2009. Areas of weakness which teachers need to focus on are stating steps of operations and procedures in the correct sequence.

CHEMISTRY

The performance in 2010 was below the level of performance achieved in 2009. Approximately 70 per cent of the candidates writing the 2010 examinations earned Grades I–III compared with 78 per cent in 2009.

The majority of candidates performed satisfactorily on the questions requiring knowledge of the mole, the periodic table, and the ability to draw and interpret graphs. However, candidates continued to find qualitative analysis challenging as well as aspects of organic chemistry, particularly polymers and knowledge of basic concepts including definitions. Greater exposure to laboratory exercises, particularly qualitative analysis, and planning and design would be beneficial to most candidates.

CARIBBEAN HISTORY

Performance in the 2010 examination was fair, with an increase in the number of candidates achieving Grades I–III. Sixty-five per cent of candidates achieved at this level compared with 58 per cent in 2009. Performance improved most significantly on Paper 02, although candidates continue to demonstrate weakness in analysis and evaluation skills. Additionally, the later themes in the syllabus posed significant difficulty for candidates who demonstrated inadequate knowledge of the content tested.

CLOTHING AND TEXTILES

Performance in this subject was good. Approximately 84 per cent of the candidates writing the 2010 examination achieved Grades I–III compared with 80 per cent in 2009. While performance on Papers 01 and 02 improved slightly, there was a decline in performance on Paper 03/1.

ECONOMICS

Overall performance was consistent with that of 2009. Sixty-two per cent of the candidates achieved Grades I–III in 2010 compared with 64 per cent in 2009. In general, many candidates demonstrated a limited grasp of key economic concepts and continued to be challenged by quantitative and analytical questions at the most basic level. The selection of appropriate topics for the School Based Assessment component of the examination continued to be a challenge. Several projects were beyond the scope of the syllabus or did not relate to any aspect of Economics.

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

The overall performance of candidates in this examination was consistent with performance in 2009. Ninety per cent of the candidates achieved Grades I–III in both years. There was an improvement in the performance of candidates on Paper 01, the Structured paper and Paper 02, the Production paper. However, there was a decline in the performance on the School Based Assessment. Generally, candidates completed the tasks in the allotted time but needed to pay greater attention to the accuracy of the finished product.

ENGLISH A

Performance in English A in 2010 was fair, with 61 per cent of candidates achieving Grades I–III compared with 56 per cent in 2009. The greatest improvement was evident in Paper 02 where candidates achieved best results on Section 3, Story Writing, and Section 4, Argument. Performance on the Understanding Profile, tested mainly through comprehension passages on Papers 01 and 02, continues to be an area of weakness. Performance on the Expression Profile which targets writing skills, while recording a slight improvement, still remains generally unsatisfactory.

ENGLISH B

Approximately 76 per cent of the candidates achieved Grades I–III compared with 53 per cent in 2009. There was significant improvement in candidates' performance on Profile 1, Drama, and Profile 2, Poetry. However, performance on Profile 3, Prose Fiction, declined. Candidates demonstrated an excellent grasp of the principles of literary appreciation and added their personal informed response to the texts. Candidates in general need to be taught to base their inferences on a careful reading of the evidence in the texts/excerpts as a whole, and to display strategies that come from thoughtful processing of the events described.

FOOD AND NUTRITION

Ninety-two per cent of the candidates achieved Grades I–III compared with 88 per cent in 2009. Candidates' performance on Paper 01, the Multiple Choice paper, was comparable with that of 2009. However, performance on Paper 02, the Theory paper, was much better than in 2009. Candidates' performance on Paper 03, the School Based Assessment, was similar to that of 2009.

FRENCH

Sixty-seven per cent of the candidates achieved Grades I–III in 2010, similar to what was achieved in the 2009 examination. There were comparable performances on all three papers – Paper 01, the Multiple Choice paper, which assesses listening and reading skills; Paper 02, the Free Response paper, which assesses candidates' ability to write the language and Paper

03, the Oral, which assesses listening and speaking skills. General weaknesses centered on candidates' analytical skills.

GEOGRAPHY

Sixty-six per cent of the candidates gained Grades I–III compared with 60 per cent in 2009. Candidates performed better in Human Systems and Human Environment Systems but demonstrated weaknesses on the compulsory question based on map reading.

Although candidates generally performed well on the School Based Assessment, some of them displayed poor performance in the application of fieldwork skills.

HOME ECONOMICS MANAGEMENT

There was comparability in candidate performance in 2010 with that of 2009. Eighty-six per cent of the candidates achieved Grades I–III, compared with 87 per cent in 2009. Although there was improvement on Paper 02, the Structured Essay paper, the Examining Committee observed that candidates still lacked good written communication skills.

HUMAN AND SOCIAL BIOLOGY

Candidate performance declined significantly in 2010, with approximately 68 per cent of the candidates achieving Grades I–III, compared with 78 per cent in 2009. Candidates performed better on Paper 01, the Multiple Choice paper than on Paper 02, the Structured Essay paper. However, they experienced difficulties with the questions that required knowledge of the eye, genetics, chronic diseases and high blood pressure. The Examining Committee noted that candidates continued to use slang instead of correct scientific terminology.

INFORMATION TECHNOLOGY

This was the first examination on the new syllabus which represents a combination of the former General and Technical Proficiencies. The new examination assessed three profiles: Theory, Productivity Tools, and Problem Solving and Programming. The examination used three papers to assess the three profiles: Paper 01, the Multiple Choice paper assessed all three profiles; Paper 02, the Structured Response paper assessed all three profiles and Paper 03, the School Based Assessment, examined Productivity Tools and Problem-Solving and Programming. Twenty-five thousand seven hundred and sixteen candidates registered for this examination and 24,175 candidates wrote the examination. Eighty-one per cent of those who wrote the examination achieved Grades I–III. Areas of weakness which teachers must focus on are problem solving, programming and data base management.

INTEGRATED SCIENCE

Eighty-five per cent of the candidates achieved Grades I–III compared with 89 per cent in 2009. Candidates' performance on Paper 01, the Multiple Choice paper, was comparable with that of 2009 but there was a decline in the performance on Paper 02, the Theory paper, and Paper 03, the School Based Assessment.

MATHEMATICS

This was the first examination since the revision of the syllabus and the discontinuation of the Basic Proficiency. The performance of candidates in 2010 was consistent with performance in 2009. Forty-one per cent of the candidates achieved Grades I–III compared with 40 per cent in 2009. There was improved performance on Paper 01, the Multiple Choice paper and Paper 02, the Extended Response paper. Candidates' main area of weakness was on questions in the optional section of Paper 02 which tested concepts related to Geometry and Trigonometry.

MECHANICAL ENGINEERING TECHNOLOGY

Sixty-six per cent of the candidates who wrote the examination in 2010 achieved Grades I–III compared with 61 per cent in 2009. There was a marginal decline in performance on Paper 01, the Multiple Choice paper, but a compensatory improvement in performance on Paper 02, the Structured Response paper. There was also improved performance on Question 1 of Paper 02, the compulsory question. An area of weakness which teachers must focus on is heat treatment.

MUSIC

Approximately 53 per cent of the candidates achieved Grades I–III in 2010 compared with 54 per cent in 2009. This decline was more evident in the performance on Paper 03, the School Based Assessment (SBA). The Examining Committee reported that candidates' SBA, which comprised a written project based on a musical analysis, lacked depth and there seemed to be a misunderstanding of the requirements of the project.

OFFICE ADMINISTRATION

Seventy-one per cent of the candidates who wrote the examination in 2010 achieved Grades I–III compared with 81 per cent in 2009. There was an improvement in the performance of candidates on Paper 02, the Extended Response paper. However, there was a decline in the performance of candidates on Paper 01, the Multiple Choice paper and Paper 03/1, the School Based Assessment, when compared with 2009.

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC) MAY/JUNE SITTING 2010 (CONTINUED)

PHYSICAL EDUCATION AND SPORT

Overall candidate performance was comparable to that of 2009. Ninety-eight per cent of candidates achieved Grades I–III in 2010 where 97 per cent achieved similar in 2009. Responses to the questions on Paper 01, the Theory paper, indicated that candidates continue to have difficulties using correct scientific terminology. Although candidates knew the answers to some of the questions, they could not develop them to the extent required. Candidates performed well on Paper 02, the Practical examination, and on Paper 03, the School Based Assessment.

PHYSICS

Seventy-five per cent of the candidates achieved Grades I–III compared with 77 per cent in 2009. The overall standard of the School Based Assessment was comparable to that of 2009. Candidates performed satisfactorily in the practical skills component of the examination tested in the School Based Assessment.

PRINCIPLES OF ACCOUNTS

Sixty-four per cent of the candidates achieved Grades I–III compared with 61 per cent in 2009. Performance on Paper 01, the Multiple Choice paper, and Paper 03/1, the School Based Assessment, was consistent with that of 2009. However, there was improved performance on Papers 02, the Problem Solving paper and Paper 03/2, the Alternative to the School Based Assessment.

PRINCIPLES OF BUSINESS

The performance of candidates on this year's examination was consistent with that of 2009. Seventy-nine per cent of the candidates achieved Grades I–III compared with 80 per cent in 2009. There were improvements in the performance of candidates on Paper 01, the Multiple Choice paper, Paper 03/1, the School Based Assessment, and Paper 03/2, the Alternative to the School Based Assessment. However, there was a decline in the performance on Paper 02, the Essay paper. The decline in performance was evident in Profile 3, The Business Environment.

RELIGIOUS EDUCATION

Candidates' performance in this subject improved in 2010 compared with performance in 2009. In 2010, approximately 90 per cent of the candidates achieved Grades I–III compared with 81 per cent in 2009. This improvement in performance was as a result of improvement on Profile 2, Interpretation and Analysis, and Profile 3, Application. Candidates showed improvement in their ability to interpret biblical principles and to apply these principles to very topical life situations. It is recommended that the attention being given to training candidates in these two areas be maintained.

SOCIAL STUDIES

There was an improvement in performance in the 2010 Social Studies examination. The percentage of candidates achieving Grades I–III was 81 compared with 79 in 2009. This improvement was evident on all papers. However, for Paper 02, the improvement was most marked, as candidates seemed better able to develop their responses with relevant details and examples. Performance on Papers 03/1 and 03/2 continues to be fairly good.

SPANISH

Sixty-four per cent of the candidates achieved Grades I–III in 2010 compared with 69 per cent in 2009. The decline was due mainly to the less than satisfactory performance in Section III, Contextuals, and Section IV, Reading Comprehension, on Paper 02, the Free Response paper, which assesses candidates' ability to write the language.

Candidates' performance on Paper 01, the Multiple Choice paper, which assesses the listening and reading skills, and Paper 03, the Oral, which assesses the listening and speaking skills, mirrored that of 2009.

TECHNICAL DRAWING

Seventy-seven per cent of the candidates earned Grades I–III compared with 71 per cent in 2009. Although candidates generally performed well on the School Based Assessment, some weaknesses were exhibited in the tasks requiring the use of line work and dimensioning.

THEATRE ARTS

Eighty-nine per cent of the candidates achieved Grades I–III in 2010 compared with 81 per cent in 2009. There was significant improvement on Paper 01, the External examination. However, performance on Paper 03, the School Based Assessment, declined. It is recommended that teachers pay greater attention to the use of formative assessment techniques in assisting candidates with the preparation of the School Based Assessment.

VISUAL ARTS

Overall performance in this examination declined in 2010. Approximately 63 per cent of the candidates achieved Grades I–III compared with 72 per cent in 2009. The quality of the pieces submitted by the candidates has declined steadily since 2008. The revised syllabus for this subject will be examined for the first time in 2011.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) MAY/JUNE SITTING 2010

Administration of the Examination

The Council examined 46 Units in 24 subjects this year for CAPE. Candidate and Unit entries continue to grow and they both passed important milestones; candidate entries passed the 25,000 mark and Unit entries passed the 100,000 mark.

Some 101,643 Unit entries were submitted this year compared with 93,648 in 2009.

Some 25,776 candidates registered for the examinations, compared with 24,194 candidates in 2009.

Performance of Candidates

Performance remained steady with approximately 89 per cent of entries achieving Grades I–V, the acceptable grades at CAPE, the same as in the last two years.

Performance in individual Units is reported below.

ACCOUNTING

Ninety-six per cent of the candidates earned Grades I–V in Unit 1 compared with 95 per cent in 2009. Performance on Module 1 (Accounting Theory, Recording and Control Systems) and Module 3 (Financial Reporting and Interpretation) compared favourably with the same Modules in 2009. However, there was a decline in performance on Module 2 (Preparation of Financial Statements).

Candidates' performance in Unit 2 was comparable with performance in 2009. Eighty-seven per cent of the candidates achieved Grades I–V in 2010 compared with 87 per cent in 2009.

For both Units, performance on the Internal Assessment continues to be satisfactory.

APPLIED MATHEMATICS

In Unit 1, approximately 78 per cent of the candidates achieved Grades I–V, compared with 85 per cent in 2009. As in previous years, weaknesses in algebraic manipulation affected the overall performance of some candidates.

Eighty-three per cent of the candidates achieved Grades I–V in Unit 2 compared with 96 per cent in 2009. Overall, module performance was lower on the three modules, but more so on Module 3 (Particle Mechanics).

The overall presentation and quality of the internal assessment samples submitted this year were again satisfactory. Generally, candidates chose topics that were suitable to their level and were relevant to the objectives.

ART AND DESIGN

In the Unit 1 examination, 100 per cent of the candidates achieved Grades I–V in 2010, the same as was achieved in 2009. In Unit 2, a similar result was also obtained with 100 per cent of the candidates achieving Grades I–V, just as in 2009.

Although all candidates achieved passing grades, the standard of work submitted for the examination was not as high as in 2009. In Unit 1, Module 1, performance declined on the Cultural Studies paper, which tested candidates' knowledge of the linkages between art and design and the cultural aspects of the Caribbean.

For the Internal Assessment component, some of the projects submitted in both Units 1 and 2 were very creative. However, the Production Pieces were generally not of the same standard as those presented in 2009.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) MAY/JUNE SITTING 2010 (CONTINUED)

BIOLOGY

In Unit 1, there was a decline in performance with approximately 84 per cent of the candidates achieving Grades I–V compared with 91 per cent in 2009.

Performance also declined in Unit 2, with 94 per cent of the candidates achieving Grades I–V compared with 97 per cent in 2009.

The decline in both Units was evident mainly in the performance on Paper 02, the Structured Essay paper. Candidates were particularly challenged by the questions requiring critical thinking, application of knowledge, and interpretation of graphs.

CARIBBEAN STUDIES

Overall performance was consistent with 2009 in that 97 per cent of the candidates who wrote the examination achieved Grades I–V in 2010 compared with 98 per cent in 2009.

Candidate performance showed some improvement in the skills of comprehension, application and analysis. However, Module 2, which tests candidates' understanding of Caribbean economic development, continues to pose challenges for candidates.

The quality and overall presentation of the research papers for the Internal Assessment component of the examination were satisfactory. However, candidates continued to encounter challenges with key requirements that are essential to the research process.

CHEMISTRY

In the 2010 Unit 1 examinations, 85 per cent of the candidates earned Grades I–V, consistent with the performance in 2009. The level of performance on Unit 2 continues to be stronger than on Unit 1. Ninety-two per cent of the candidates who wrote the examination earned Grades I–V compared with 90 per cent in 2009.

Candidates seemed to be most comfortable with the Chemistry of Elements in Unit 1 and Analytical Methods in Unit 2. More emphasis needs to be placed on the correct or precise use of chemical terms such as ions, electrons, molecules and compounds; the writing of chemical equations; and the ability to perform basic calculations. As in 2009, greater attention needs to be paid to planning and design in the laboratory exercises as well as to the appropriateness of the assignments.

COMMUNICATION STUDIES

Ninety-six per cent of the candidates achieved Grades I–V in 2010, a similar percentage to that achieved in 2009. While candidates' performance this year on Paper 01 declined in comparison to 2009, this was balanced by an improvement on Paper 02. There was also comparable performance among all three modules, just as there was in 2009.

COMPUTER SCIENCE

This year was the second examination for the revised syllabus. Seventy-five per cent of the candidates who wrote the Unit 1 examination earned Grades I–V compared with 83 per cent in 2009.

Ninety-two per cent of the candidates earned Grades I–V in Unit 2 compared with 63 per cent in 2009. Overall, module performance was better on each of the three modules, but more so on Module 1 (Data Structures).

Candidates experienced difficulty with algorithm development and computer programming.

Performance on the Internal Assessment component of the examination was satisfactory.

ECONOMICS

Eighty-six per cent of the candidates who wrote Unit 1 achieved Grades I–V compared with 88 per cent in 2009. Improved performance was noted in all components of the examination, but particularly on Paper 02, the Essay paper. The performance of candidates on Unit 2 was consistent with that of 2009. Eighty-six per cent of the candidates achieved Grades I–V in 2010 and 2009. Performance was generally consistent across papers and modules.

ELECTRICAL AND ELECTRONIC TECHNOLOGY

Entries for this subject remain very low (162 for Unit 1 in 2010 compared with 117 in 2009). For Unit 2, entry in 2010 was 87 compared with 92 in 2009. Forty-two per cent of the candidates who wrote the examination achieved Grades I–V in Unit 1 compared with 84 per cent in 2009. There was a marked decline in performance on both external papers. Fifty-one per cent of the candidates earned Grades I–V in Unit 2 compared with 74 per cent in 2009. This decline was due to a marked drop in performance on Paper 02, the Essay paper. Electronics poses severe challenges to candidates. Candidates seemed inadequately prepared for the examination.

ENVIRONMENTAL SCIENCE

In Unit 1, overall performance was comparable with that of 2009 with 94 per cent of candidates earning Grades I–V. There was an improvement in the number of candidates who demonstrated the breadth of knowledge necessary to perform well. Some candidates continue to have problems with questions which require the use of higher-order cognitive skills.

The overall standard of the Internal Assessment was comparable to that of 2009. Many of the candidates submitted work that was of a very high standard. Candidates performed best on Module 2 (People and the Environment), followed by Module 3 (Sustainable Use of Natural Resources), and then Module 1 (Fundamental Ecological Principles).

In Unit 2, the percentage of candidates earning Grades I–V was comparable with that of 2009 (97 per cent in 2010 versus 96 per cent in 2009). Candidates performed well in the sections of the question which required basic knowledge and comprehension skills; where questions required higher-order cognitive skills candidates did not perform satisfactorily.

Candidates performed best on Module 1 (Sustainable Agriculture), followed by Module 2 (Sustainable Energy Use), and then Module 3 (Pollution of the Environment). There was an overall improvement in the quality of the laboratory exercises and the journals.

FOOD AND NUTRITION

Ninety-nine per cent of candidates achieved Grades I–V in Unit 1 compared with 94 per cent in 2009.

In Unit 2, 98 per cent of candidates achieved Grades I–V compared with 99 per cent in 2009.

Candidates continue to perform very well in the area of Food and Nutrition. However, there is still a general lack of knowledge of specific scientific principles associated with the subject. A greater depth of coverage of the syllabus with respect to Unit 1, Module 3 (Food Preparation and Service: Principles and Methods) and Unit 2, Module 3 (Food Preparation and Service: Large Quantity and Commercial) is required.

FRENCH

Ninety-seven per cent of the candidates achieved Grades I–V in Unit 1 in the 2010 examination compared with 90 per cent in 2009. There were improved performances on all three written papers – Paper 01, which assessed the aural skills, Paper 02, which assessed the reading and writing skills and Paper 03, which assessed the literary skills. Performance on Paper 04, the oral paper, was comparable with that of 2009. While candidates performed best on Module 1 (L'Individu, la famille et la vie journalière), there were also improvements on Module 2 (La Société et les affaires sociales) and Module 3 (L'Environnement). Grammar, general vocabulary and literary vocabulary posed the greatest challenges to candidates.

In Unit 2, while overall performance in 2010 was comparable with that of 2009, with 98 per cent and 99 per cent of candidates achieving Grade I–V respectively, there was a significant decline in the percentage of candidates achieving the two highest grades. This decline was due mainly to candidates' unsatisfactory performance on Paper 01, which assessed the aural skills, and Paper 02, which assessed the reading and writing skills.

With respect to performance on the Modules, weaknesses were most noticeable in Module 1 (L'Actualité) and Module 2 (La Science et la technologie).

GEOGRAPHY

Ninety-five per cent of candidates who wrote the Unit 1 examination achieved Grades I–V in 2010 compared with 97 per cent in 2009. Ninety-five per cent of candidates also earned Grades I–V in Unit 2, consistent with what was achieved in 2009. Although some improvement was evident in the performance on questions requiring map-reading and other practical skills, performance on hydrological, fluvial, coastal and limestone environments was below the required standard. Greater attention is still required for some basic concepts, geographical terms, the language of geography and the new areas of the revised syllabus.

Generally, candidates and teachers need to focus more on the design of the project for the Internal Assessment and to ensure that the methodology is appropriate for achieving the stated objectives. Some improvement was noted in the Internal Assessments for Unit 2.

GEOMETRICAL AND MECHANICAL ENGINEERING DRAWING

Seventy-nine per cent of the candidates who wrote the examination in 2010 earned Grades I–V in Unit 1 compared with 68 per cent in 2009. A notable improvement in performance was recorded for Paper 01 while a notable decline was recorded for Paper 02.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) MAY/JUNE SITTING 2010 (CONTINUED)

Eighty-two per cent of the candidates who wrote the examination in Unit 2 earned Grades I–V compared with 85 per cent in 2009. There was a marked decline in performance on both external papers. Performance on the Internal Assessment continues to be of a high standard in both Units.

Areas of weakness which teachers must focus on are drawing skills, knowledge of machine tools, materials and the manufacturing process as well as the design process. Teachers must focus on the ISO convention, for example line types, dimensioning and text on drawing paper. Teachers must also focus on auxiliary projection and its application to solving problems and on graphical integration.

HISTORY

Overall performance declined when compared with 2009. In the Unit 1 examination, 85 per cent of the candidates achieved Grades I–V compared with 90 per cent in 2009. Eighty-four per cent of the candidates achieved Grades I–V in Unit 2 compared with 91 per cent in 2009.

Candidates demonstrated a general understanding of key historical issues. However, some of them were unable to demonstrate the standard of analytical and essay writing skills that are required at the advanced level.

In some instances, there was little evidence of adequate preparation of all aspects of the themes as stipulated in the syllabus.

Performance on the Internal Assessment component of the examination was satisfactory.

INFORMATION TECHNOLOGY

Seventy-three per cent of the candidates who wrote the Unit 1 examination in 2010 achieved Grades I–V compared with 83 per cent in 2009. This decline was primarily as a result of the decline in the performance on Paper 02, the Extended Response paper. There was also a decline in the performance of candidates across all three modules. The Examining Committee reported that the responses of candidates on items testing Analysis and Assessment and Synthesis and Evaluation were below the required standard.

Ninety-four per cent of the candidates achieved Grades I–V in Unit 2 compared with 83 per cent in 2009. There was an improvement in performance on Paper 01, the Multiple Choice paper. However, there was a decline in the performance of candidates on Paper 02, the Extended Response paper and on Paper 03/2, the Alternative to the Internal Assessment.

LAW

The revised syllabus was examined for the first time in 2010. Paper 01 comprised multiple-choice questions and Paper 02 comprised optional, extended-response questions.

Seventy-five per cent of candidates who wrote the 2010 Unit 1 examination achieved Grades I–V compared with 70 per cent in 2009.

Similarly, there was a notable improvement in performance on Unit 2. Eighty-five per cent of the candidates who wrote this Unit in 2010 earned Grades I–V compared with 52 per cent in 2009.

Most candidates displayed adequate knowledge of decided cases, legal concepts and theories and were able to provide the required depth to their responses. Generally, performance on the Internal Assessment components in both Units was satisfactory.

LITERATURES IN ENGLISH

Candidates' performance in the 2010 Unit 1 examination improved. Approximately 97 per cent of the candidates achieved Grades I–V in 2010 compared with 85 per cent in 2009. Improvement in performance on all three modules (Drama, Poetry and Prose Fiction) accounted for the overall improvement in the subject. Candidates demonstrated greater analysis and application skills in the 2010 examination compared with previous years.

In Unit 2, the percentage of candidates achieving Grades I–V was the same as in 2009. Approximately 96 per cent of the candidates achieved Grades I–V in 2009 and 2010. While performance on Module 2 (Poetry) was consistent with that of 2009, performance on Module 1 (Drama) declined. However, candidates' performance on Module 3 (Prose Fiction) showed significant improvement.

MANAGEMENT OF BUSINESS

Eighty-one per cent of the candidates who wrote Unit 1 achieved Grades I–V compared with 90 per cent in 2009. In Paper 02, candidates did not perform as well as they normally do on Module 3 (Business Finance and Accounting). This contributed to the overall decline in performance on Unit 1.

Ninety-five per cent of the candidates who wrote Unit 2 achieved Grades I–V in 2010 compared with 97 per cent in 2009. There was a decline in performance on Paper 01, the Multiple Choice paper.

PHYSICS

In Unit 1, 91 per cent of the candidates who wrote the examination in 2010 earned Grades I–V compared with 88 per cent in 2009. There was marked improvement on Paper 01, the Multiple Choice paper, and marginal improvement on Paper 02, the Structured and Essay paper.

In Unit 2, 94 per cent of the candidates who wrote the examination earned Grades I–V compared with 90 per cent in 2009. Similar performances were recorded on the external papers when compared with 2009. Continued good performances were recorded for the Internal Assessment in both Units. Continued improvement has been recorded on Digital Electronics. Areas of weakness which teachers must focus on using the resultant force in Newton's Second Law, Simple Harmonic Motion and the explanation of the First Law of Thermodynamics.

PURE MATHEMATICS

The performance of candidates on Unit 1 in 2010 was consistent with what obtained in 2009. Sixty-two per cent of the candidates achieved Grades I–V in both years. There was an improvement in performance on Paper 01, the Multiple Choice paper and Paper 032, the Alternative to the Internal Assessment. Performance on Paper 02, the Extended Response, and Paper 03/1, the Internal Assessment, was consistent with 2009. The level of performance was generally consistent across the three modules.

Seventy-four per cent of the candidates who wrote the Unit 2 examination achieved Grades I–V, compared with 75 per cent in 2009. Generally, the performance of candidates across all the papers and modules was consistent with performance in 2009.

SOCIOLOGY

Overall, performance on both Units was consistent with performance in 2009. Eighty-eight per cent of candidates achieved Grades I–V in Unit 1 compared with 87 per cent in 2009. Ninety-seven per cent of the candidates achieved Grades I–V in Unit 2 compared with 99 per cent in 2009.

While most candidates demonstrated a general understanding of some of the sociological concepts and theories, they continued to face challenges in the evaluation of these sociological theories and their application to the Caribbean context.

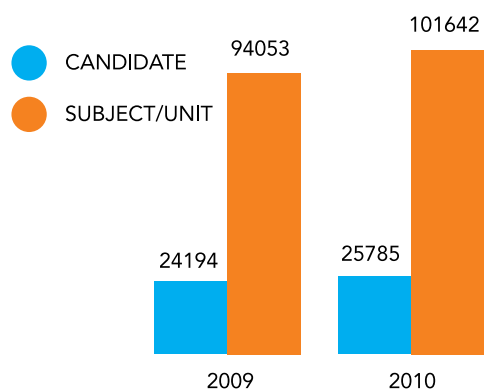
Performance on the Internal Assessment component of the examination was generally satisfactory.

SPANISH

Ninety-three per cent of the candidates achieved Grades I–V in Unit 1 in the 2010 examination compared with 86 per cent in 2009. In the external assessment papers, there was improvement in candidates' performance on Paper 01, which assessed the aural skills, and on Paper 03, which assessed the literary skills. On Paper 02, which assessed the reading and writing skills, performance remained comparable with that of 2009. Performance on Paper 04, the oral paper, was also similar to that of 2009. There was general improvement in candidates' level of performance across the three modules.

Ninety-six per cent of candidates achieved Grades I–V in Unit 2 compared with 91 per cent in 2009. Candidates' performance on Paper 01, which assessed the aural skills, and Paper 03, which assessed the literary skills provided proof of improved performance. However, Paper 02, which assessed the reading and writing skills, showed a decline in candidate performance. Paper 04, the oral paper, showed comparable performance with that of 2009.

Candidates' main area of weakness continued to be in the literary analytical skills in both Units.

CAPE JUNE 2010

OUTSTANDING PERFORMANCE ▶

Caribbean Secondary Education Certificate (CSEC) 2010

▶ For the first time, a student from **Belize** was awarded the **Most Outstanding Candidate Overall in the Region** for the **CSEC May/June examinations**. **Dorien Villafranco** of **St John's College** received the top CSEC prize with 15 Grade Is. Dorien achieved Grade I in Biology, Caribbean History, Chemistry, English A, English B, Information Technology, Integrated Science, Mathematics, Physics, Principles of Accounts, Religious Education, Social Studies, Spanish, Physical Education and Sport, and Human and Social Biology.

Dorien achieved A profiles in all his subjects except in Caribbean History and Integrated Science in which he received one B profile each.

She`niele Grant of **Wolmers Girls' School**, Jamaica, received the award for the **Most Outstanding Candidate** in Business Education. She achieved Grade I in 11 subjects, including five business subjects with all A profiles. The five business subjects are Economics, Information Technology, Office Administration, Principles of Accounts and Principles of Business. She`niele also achieved Grade I in Chemistry, English A, English B, Mathematics, Physics and Spanish.

Two other candidates from Jamaica also received awards. **Ayala Bennett** of **Ardenne High School** received the award for the **Most Outstanding Candidate in the Humanities**. Ayala achieved Grade I in 11 subjects including six Humanities subjects—Caribbean History, English B, French, Geography, Social Studies and Spanish. She also achieved Grade I in English A, Information Technology, Mathematics, and Human and Social Biology.

The other Jamaican candidate to receive a prize this year is **Adrian Kellyman** of **Seaforth High School**. Adrian received the award for the **Most Outstanding Performance in Visual Arts, 2-Dimensional work**. Adrian produced a piece of work in the Imaginative Composition Section entitled "The City Dump". The piece depicts various scenes and activities in a city dump.



DORIEN VILLAFRANCO
St John's College, Belize
Most Outstanding Candidate
Overall in the Region



ADRIAN KELLYMAN
Seaforth High School, Jamaica
Most Outstanding Performance
in Visual Arts, 2-Dimensional work



SHE`NIELE GRANT
Wolmers Girls' School, Jamaica
Most Outstanding Candidate
in Business Education



AYALA BENNETT
Ardenne High School, Jamaica
Most Outstanding Candidate
in the Humanities

OUTSTANDING PERFORMANCE (CSEC) (CONTINUED)

The other Visual Arts award went to **Hemawati Lochansingh**, a student of **Rio Claro West Secondary School, Trinidad and Tobago**. Hemawati received the award for the **Most Outstanding Performance in Visual Arts, 3-Dimensional work**. Hemawati designed and produced a container for saving coins. Using ceramics, the container was designed in the shape of a tree trunk with two iguanas looking over the opening for the coins.

Oliver Maynard of **Presentation Boys College, Grenada** received the award for the **Most Outstanding Candidate in Technical Vocational Education**. Oliver achieved Grade I in 10 subjects, Grade II in one subject and Grade III in one subject. He achieved Grade I in three Technical Vocational subjects – Agricultural Science, Technical Drawing and Electrical and Electronic Technology. Oliver also achieved Grade I in Biology, Chemistry, English A, Information Technology, Mathematics, Physics and Principles of Business. He achieved Grade II in Caribbean History and Grade III in Spanish.

Navindra Baldeo of **Queen's College, Guyana** received the award for the **Most Outstanding Candidate in the Sciences**. Navindra achieved 12 subjects at Grade I and one subject at Grade II. He achieved Grade I in six Science subjects – Agricultural Science, Biology, Chemistry, Information Technology, Integrated Science and Physics. He also achieved Grade I in English A, English B, Geography, Electronic Document Preparation and Management and Human and Social Biology, and Grade II in French.

The award for the Best Short Story in the English A examination went to **Zoie Hamilton** of **Washington Archibald High School, St Kitts and Nevis**.

Zoie's story is entitled **Grasping Death** and is based on the stimulus: *It was the middle of the mathematic class. Mrs. Taylor our teacher suddenly collapsed and sprawled unconscious on the floor. It was terrifying.*



HEMAWATI LOCHANSINGH
Rio Claro West Secondary School,
Trinidad and Tobago
Most Outstanding Performance
in Visual Arts, 3-Dimensional work



OLIVER MAYNARD
Presentation Boys' College, Grenada
Most Outstanding Candidate
in Technical Vocational Education



NAVINDRA BALDEO
Queen's College, Guyana
Most Outstanding Candidate
in the Sciences



ZOIE HAMILTON
Washington Archibald High School,
St Kitts and Nevis
Best Short Story

OUTSTANDING PERFORMANCE ▶

Caribbean Advanced Proficiency Examination (CAPE) 2010

▶ **Nicholas Sammy**, a student of **Presentation College, San Fernando, Trinidad and Tobago** received the award for the **Most Outstanding Candidate Overall in the Region** in the Caribbean Advanced Proficiency Examination (CAPE) this year. Nicholas achieved Grade I in 14 CAPE Units—Applied Mathematics Units 1 and 2, Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communications Studies, Physics Units 1 and 2, Pure Mathematics Units 1 and 2 and Spanish Units 1 and 2.

Students from schools in Trinidad and Tobago won four other awards, while four students from schools in Jamaica won the other four awards.

Jonelle Humphrey of Holy Faith Convent, Penal, Trinidad and Tobago won the award for **Most Outstanding Candidate in the Humanities**. Jonelle achieved Grade I in eight Units including six in the Humanities – History Units 1 and 2, Literatures in English Units 1 and 2 and Sociology Units 1 and 2. She also achieved Grade I in Caribbean Studies and Communication Studies.

Bjorn Ramroop, a student of **Naparima College** received the award for **Most Outstanding Candidate in Mathematics**. Bjorn achieved Grade I on 11 Units including four Mathematics Units – Applied Mathematics Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Computer Science Unit 1, Physics Units 1 and 2, and Pure Mathematics Units 1 and 2. He achieved Grade II in Computer Science Unit 2.

Jenisa Bala of Lakshmi Girls' Hindu School received the award for the **Most Outstanding Candidate in Business Studies**. Jenisa achieved Grade I in eight Units with all As on the Module scores. These included six Business Units – Accounting Units 1 and 2, Economics Units 1 and 2 and Management of Business Units 1 and 2. She also achieved Grade I in Caribbean Studies and Communications Studies.

Arjesh Raghunathsingh of ASJA Boys' College, San Fernando received the award for the **Most Outstanding Candidate in Environmental Science**. Arjesh achieved Grade I in six Units and Grade II in two Units. He achieved Grade I in Biology Units 1 and 2, Communications Studies, Environmental Science Units 1 and 2, and Geography Unit 2. He achieved Grade II in Caribbean Studies and Geography Unit 1.



NICHOLAS SAMMY
Presentation College, San Fernando,
Trinidad and Tobago
Most Outstanding Candidate
Overall in the Region



ARJESH RAGHUNATHSINGH
ASJA Boys' College, San Fernando,
Trinidad and Tobago
Most Outstanding Candidate
in Environmental Science



JONELLE HUMPHREY
Holy Faith Convent, Trinidad and Tobago
Most Outstanding Candidate in the
Humanities



JENISA BALA
Lakshmi Girls' Hindu School
Trinidad and Tobago
Most Outstanding Candidate
in Business Studies

OUTSTANDING PERFORMANCE (CAPE) (CONTINUED)

Students from Jamaica continue to dominate the Information and Communication Technology award. For the fourth consecutive year, a Jamaican student is the recipient of this prize.

Aston Hamilton, a student of **Campion College** received the award for **Most Outstanding Candidate in Information and Communication Technology** this year. He achieved Grade I in six Units – Caribbean Studies, Computer Science Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Unit 2; Grade II in Communication Studies, Geometrical and Mechanical Engineering Drawing Unit 1 and Pure Mathematics Unit 1; and Grade IV in Geometrical and Mechanical Engineering Drawing Unit 2.

André Bascoe, another student from **Campion College**, received the award for **Most Outstanding Candidate in Modern Languages** with Grade I in 10 Units and As in all Module grades with the exception of one B.

André achieved Grade I in four Units of Modern Languages – French Units 1 and 2, Spanish Units 1 and 2. He also achieved Grade I in Caribbean Studies, Communication Studies Law Units 1 and 2 and Literatures in English Units 1 and 2.

Another student of **Campion College**, **Sharlayne Waller**, received the award for the **Most Outstanding Candidate in Natural Science** with Grade I in 12 Units with all As on the Module grades. These include six Natural Science Units–Biology Units 1 and 2, Chemistry Units 1 and 2 and Physics Units 1 and 2. Sharlayne also achieved Grade I in Caribbean Studies, Communication Studies, French Units 1 and 2 and Pure Mathematics Units 1 and 2.

Andre Sargent of **Ardenne High School** copped the award for the **Most Outstanding Candidate in Technical Studies** with eight Grade Is, one Grade II and one Grade III. Andre achieved Grade I in Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Food and Nutrition Units 1 and 2 and Grade II on Physics Unit 2 and Grade III in Physics Unit 1.



BJORN RAMROOP
Naparima College, Trinidad and Tobago
Most Outstanding Candidate in
Mathematics



SHARLAYNE WALLER
Campion College, Jamaica
Most Outstanding Candidate
in Natural Science



ASTON HAMILTON
Campion College, Jamaica
Most Outstanding Candidate
in Information and Communication
Technology



ANDRÉ BASCOE
Campion College, Jamaica
Most Outstanding Candidate
in Modern Languages



ANDRE SARGENT
Ardenne High School, Jamaica
Most Outstanding Candidate
in Technical Studies

OUTSTANDING PERFORMANCE ▶

CARDI Award for Outstanding Performance in Agricultural Science

The Caribbean Agricultural and Research and Development Institute (CARDI) has partnered with CXC to offer an award to the Most Outstanding Candidate in Agricultural Science in the Region.

The winner of the award for 2010 was **Sarah Khemraj** of **New Amsterdam Multilateral School in Guyana**.

She achieved Grade I in Agricultural Science (Double Award) with all A in the profile grades. Sarah also achieved Grade I in Biology, Chemistry, English A, English B, Food and Nutrition, Information Technology, Mathematics, Social Studies and Human and Social Biology; and Grade II in Physics.

US Embassy/CXC National Award for Outstanding Performance in CSEC

The United States Embassy in Barbados and CXC have partnered to offer awards to the Most Outstanding Candidate in Barbados and the Organisation of Eastern Caribbean States served by the embassy. The following are the recipients of the awards for 2010:

Antigua and Barbuda

Shauna Abdouche of **Christ The King High School** won the award with 13 Grade Is. She achieved Grade I in Biology, Chemistry, Economics, English A, English B, Food and Nutrition, Geography, French, Information Technology, Mathematics, Physics, Principles of Accounts and Principles of Business.

Barbados

Jason Gaskin of **Harrison College** won the award for Barbados with eight Grade I and one Grade II. He achieved Grade I in Biology, Chemistry, English A, English B, Information Technology, Mathematics, Physics and Spanish, and Grade II in Caribbean History.

Dominica

Liam Rolle continued the domination of this award in Dominica by **St Mary's Academy** students. Liam achieved Grade I in nine subjects – Biology, Chemistry, English A, English B, French, Information Technology, Mathematics, Physics and Principles of Accounts.

Grenada

Carla Stroud of **Westmoreland Secondary School** took the award for Grenada with 10 subjects, eight Grade Is and two Grade IIs. She achieved Grade I in English A, English B, Geography, Integrated Science, Mathematics, Principles of Business, Social Studies and Spanish; and Grade II in Information Technology and Office Administration.

St Kitts and Nevis

Amanda Greene of **Washington Archibald High School** won the award with eight Grade Is and one Grade II. Amanda achieved Grade I in Caribbean History, Chemistry, English A, English B, French, Information Technology, Mathematics and Spanish, and Grade II in Geography.

St Lucia

Jermia Joseph of **Vieux Comprehensive Secondary School** topped the award for St Lucia and broke the stranglehold of St Joseph's Convent on the award since its inception. Jermia achieved Grade I in 11 subjects – Agricultural Science, Biology, Chemistry, English, Integrated Science, Mathematics, Physics, Social Studies, Spanish, Human and Social Biology, and Electrical and Electronic Technology.

St Vincent and the Grenadines

Israel Carr of the **St Vincent Grammar School** gave the school its second consecutive award, following **Gregory Tuayev-Deane** last year. Israel achieved Grade I on Biology, Chemistry, English A, English B, French, Geography, Information Technology, Mathematics, Physics, Principles of Business, Social Studies and Spanish.

Eric Williams CAPE History Prize

This award which was introduced in 2008 honours the former Trinidad and Tobago Prime Minister, Dr Eric Williams, a world-renowned historian. The award is donated by the Eric Williams Memorial Collection and is for the Most Outstanding

Candidate in CAPE History over his/her two years of study. The recipient is required to achieve Grade I in both Units of CAPE History.



MS RENICE HENRY
St Jago High School, Jamaica

The 2010 recipient was **Renice Henry** of **St Jago High School in Jamaica**. Renice achieved Grade I in History Units 1 and 2, all with As in the Module grades.

STRATEGIC DIRECTION ►

► PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 1

PROVIDE HIGH-QUALITY AND RELEVANT SYLLABUSES, EXAMINATIONS AND RELATED SERVICES AND MATERIALS.

Outcomes

CAPE

During the year under review, revised syllabuses for Communications Studies, Environmental Science and Literatures in English were issued to schools for teaching in September and first examination in May/June 2011. Four syllabuses, Accounting, Caribbean Studies, Modern Languages and Management of Business are under review.

The syllabus for Art and Design was amended.

Candidate entry increased to 101,643 up from 93,648 in 2009. The Unit entries also increased; from 24,183 last year to 25,776 this year.

CSEC

A new syllabus for Additional Mathematics was developed and distributed to schools in September for teaching. The first examination for this new subject will be offered in 2012.

The syllabus for Theatre Arts was revised and distributed to schools for teaching in September and first examination slated for 2012.

The Religious Education syllabus was amended, while three syllabuses—Electronic Document Preparation and Management, Office Administration and Physical Education and Sport underwent a review this year.

CSEC candidate entries grew this year, however, the subject entries declined when compared with last year's. The number of candidates taking the examination increased to 153,447 compared with 143,489 candidates in 2009; while subject entries fell to 536,112, down from 566,886 in 2009.

Overall performance improved, with 69 per cent of entries achieving acceptable grades, compared with 66 per cent in 2009.

CCSLC

Two syllabuses, English and Mathematics were revised and distributed to schools for teaching in September, while Integrated Science and Social Studies underwent a review.

Overall performance improved from 54 per cent in 2009 to 63 per cent this year.

Performance improved in five of the subjects—English, Mathematics, Integrated Science, Social Studies and Spanish and declined in French.

There was a slight decline in both subject and candidate entries. This year 53,697 subject entries were submitted compared with 60,396 last year; while candidate entries fell from 21,563 in 2009 to 20,354 this year.

CVQ

A total of 9,971 Unit entries were submitted in 1,295 CVQ entries. Some 1,042 candidates were registered for CVQs this year.

One territory, Trinidad and Tobago submitted entries for CVQ.

One thousand, two hundred and ninety-five transcripts were issued for partially completed Units of CVQs and 585 certificates awarded to candidates who completed CVQs.

STRATEGIC DIRECTION ▶

▶ PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 2

STRENGTHEN AND IMPLEMENT A WELL-COORDINATED PROMOTION AND MARKETING STRATEGY.

Outcomes

The organisation continues to employ strategies to maintain a positive brand and to improve customer experience in interacting with CXC. The major accomplishment this year was the migration from a simple to a sophisticated presence in cyberspace. This was achieved with the launch of the new CXC web site on 10 May and the upgrading of the Council's social networking sites-face book, youtube and twitter.

Three major press events were hosted this year. On 8 April the Council in conjunction with Ian Randle Publishers hosted a press conference to launch the new past paper booklets for CAPE and CSEC.

On 10 May the new and improved web site was launched at a press event at Headquarters. This involved students from schools in Barbados launching the site as well as unveiling a CXC vehicle wrapped with a design highlighting the web site.

As a result of the state of emergency which was declared in Kingston and St Andrew in Jamaica during the administration of CAPE and CSEC, the Government of Jamaica requested that special consideration be given to affected candidates. On 16 August, CXC and the Ministry of Education hosted two special events to deliver the results for Jamaica. A special meeting was held with principals of secondary schools and other stakeholders where CXC presented the results and explained the procedures which were used to give special consideration to affected candidates. A press conference was hosted following the meeting to share the information with the media.

A major advertising campaign was conducted in Jamaica on the entire suite of qualifications offered by CXC. The campaign included advertisements for radio, television, newspaper, buses and billboards around Jamaica. The Ad campaign ran from February to November.

The Council hosted two major events for students during the year. The annual Visual Arts exhibition was hosted in Grenada from 19 to 23 April.

CXC's first Students' Forum was held in Guyana on 29 September at the Queen's College Auditorium in conjunction with the Ministry of Education.

During the year, the CXC participated in several regional and international activities which raised awareness about the organisation and also raised its profile.

Apart from the three media events, several press releases and statements were issued and the Registrar and other officers gave several interviews and or participated in radio and television talk shows across the region.



STRATEGIC DIRECTION ►

► PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 3

EXERCISE FISCAL RESPONSIBILITY AND IMPLEMENT STRATEGIES TO PROMOTE FINANCIAL VIABILITY, NEW BUSINESS OPPORTUNITIES, GREATER EFFICIENCY AND WELL-MANAGED ORGANIZATIONAL CHANGE.

Outcomes

The recent economic crisis emphasised the need for **CXC** to develop a high level of financial self-reliance to meet its operating costs and to fulfil its mission statement. Beyond the pursuit of new business opportunities, there is a need to continue to pursue philanthropic opportunities.

With the establishment of the Corporate Strategy and Business Development Unit (CSBD), CXC is moving ahead with various initiatives aimed at accomplishing this objective.

CXC has signed several Memoranda of Understanding with various companies to facilitate strategic partnerships which will rebound to its financial benefit, and also provide additional resource materials to learners.

These partnerships include a contract with Nelson Thornes Publishers for the production of **CCSLC**® textbooks and **CSEC**® and **CAPE**® Study Guides; contract with Ian Randle Publishers for the production of past paper booklets and syllabuses.

CXC will explore the potential interest among corporate entities to advertise in **CXC's** printed materials, on its website, vehicle signage and billboards. Sponsors will also be sought for the distribution of mail shots to students throughout the Caribbean region, and for memorabilia, including shirts, caps, key rings and pens.

With specific reference to organisational change, CXC with funding support from the Caribbean Development Bank, has under a Business Process Review. The BPR was conducted by consultants from Price Waterhouse Coppers and KPMG. The recommendations from the BPR will inform the future strategic direction of CXC with specific reference to its core processes.

STRATEGIC DIRECTION ▶

▶ PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 4

OBTAIN AND USE APPROPRIATE TECHNOLOGIES FOR GREATER EFFICIENCY AND TO ENHANCE THE WORK OF THE COUNCIL.

Outcomes

With respect to our external clients, the new website, www.cxc.org was launched, the online registration system (ORS) was fine-tuned, results were delivered electronically to centres via the ORS, and the markers portal www.cxc.org/markers was launched.

The new Human Resource Management application went live bringing HR transactions to staff finger tips, immediately empowering the entire organization! Similarly, Examination Development and Production Division and Examinations Administration and Security Division took control of most of their processes and

enjoyed the anticipated gains in operating efficiency during the June to August marking and grading exercises. Remote or mobile working was also welcomed, saving the all-night vigil while long-running processes kept the CPUs crunching; they were monitored from the comfort of one's home.

IT staff completed training and certifications in Database Administration, Network Administration and Infrastructure, Project Management, E-Commerce, Information Security, Desktop Support and ITIL v3.

▶ PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 5

IMPLEMENT SOUND HUMAN RESOURCE MANAGEMENT PROGRAMMES.

Outcomes

As we continued on the path to moving CXC to the next level, we realized the need to refocus our Human Resources (HR) Department and its functionalities. While this is still a work in progress, some notable progress was made. We engaged the services of LCI Consultants to review our processes and make recommendations for changes so that the department would be better positioned to carry out a more strategic role within the organization. In keeping with this focus, we implemented a Human Resources Management Information System to assist with reduction of the transactional focus by having a self-service module whereby employees are able to manage maintenance of their information and easily access needed information pertaining to leave balances. In time, this system will also be able to provide invaluable metrics which will be critical in the analysis of the various HR programmes.

This year, we saw changes to our workforce as a new Webmaster, Ms Simone Pasmore; Editor, Ms La-Raine Carpenter; Senior Assistant Registrar in Syllabus and Curriculum Development, Dr Carol Granston; as well as three new Measurement and Evaluation Officers, Dr Grace-Ann Jackman, Dr John Andor, and Ms Charlotte Lewis; joined the CXC Team.

In keeping with our commitment to the development of our human capital as well as technological enhancements to improve our working processes, while we continued to ensure that staff members attended conferences and seminars targeted at professional development, we also had a technological focus in our training programme and all staff were trained in the use of the new technologies which were implemented at the Council.

STRATEGIC DIRECTION ►

► PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 6

IMPROVE THE WORKING ENVIRONMENT AT HEADQUARTERS AND THE WESTERN ZONE OFFICE.

Outcomes

The physical space at both the Barbados and Jamaica offices continue to be a challenge as the operation grows and the aged buildings require increased maintenance. Given these limitations, our efforts to improve the working environment included:

- (a) a clean-up and awareness drive whereby staff are encouraged to take responsibility for their immediate space and remove all the unnecessary clutter;
- (b) ensure that all staff members have storage with the appropriate security so that materials can be properly locked away to facilitate proper cleaning;
- (c) clean up of all corridors and storage area and reorganise and label materials to facilitate easy access;
- (d) change the cleaning arrangement at Block A and WZO by engaging professional cleaners on evenings and week-ends;
- (e) engage more than one cleaning firm to foster competition and ultimately improvement of service;
- (f) conduct staff surveys and encourage feedback and suggestions;
- (g) conduct regular inspections;
- (h) improve response time to dealing with maintenance issues and provide adequate feedback.

► PROGRESS ON GOALS FOR 2010 STRATEGIC GOAL 7

ACQUIRE PERMANENT ACCOMMODATION FOR THE COUNCIL'S OPERATIONS AT HEADQUARTERS AND THE WESTERN ZONE OFFICE.

Outcomes

The Corporate Strategy and Business Development Unit is coordinating the construction of the permanent Headquarters building for **CXC**, which the Government of Barbados is committed to do. CXC signed off on the designs for the building earlier this year. The National Insurance Scheme who is financing the venture has also advertised and recruited consultants for the pre-construction phases of the project.

The architects have indicated an expectation of breaking ground within the first quarter of 2011.



BUSINESS PROCESS REVIEW ►



Syllabus Officers Mrs Alsian Brown-Perry, Ms Cheryl Stephens and Mr Gerard Philip participating in group discussion during the BPR

CXC is undertaking a Business Process Review for which the Caribbean Development Bank (CDB) has provided grant financing.

The projected outcomes of the review are as follows:

- Identification of bottlenecks, recommendations and documented processes
- Identification of non value-added tasks
- The role of Information Technology and its potential to further reduce costs
- Road map showing key quality checkpoints and measures to improve quality assurance
- Road map highlighting security control noted and recommendations to enhance security
- Recommendations to reduce gaps in skills set.

Two well-known firms, Price Waterhouse Coopers (PWC) and KPMG have been contracted to conduct the process review. PWC is responsible for reviewing the work flows and KPMG for identifying how Information and Communication Technology (ICT) can be applied to the processes. PWC is the coordinator of the project but each consultant will share their respective findings, in order to develop the recommendation.

The review started in April and was completed in October.

The Project Charter (PWC) and Inception Report (KPMG) were completed in April.

The PWC project plan outlined the review in the following Phases:

- **Phase 1:** Project Mobilization & Determination of Business Needs
- **Phase 2:** Assessment of "As-Is" Processes
- **Phase 3:** Design and documentation of 'To-Be' Processes
- **Phase 4:** Development of Implementation Plan
- **Phase 5:** Project Close

The KPMG project plan outlined the review in the following Phases:

- **Phase 1:** Plan the Engagement
- **Phase 2:** Review/Analyse "As-Is" Business Processes
- **Phase 3:** Develop "To-Be" Business Processes
- **Phase 4:** Define IT Role and Potential for Improvement
- **Phase 5:** Identify the Human Resources Capability
- **Phase 6:** Prepare and Present Final Report

Phases 1 and 2 for both PWC and KPMG have been completed and the "As Is" reports delivered. Phase 3 is now in progress.

The "As Is" phase identified the Core or Key Processes as being the following:

- Develop examinations
- Register candidates
- Administer examinations
- Mark and score examinations
- Grade examinations
- Distribute results

BUSINESS PROCESS REVIEW (CONTINUED)

The following are samples of some of the issues identified from the “As Is” review

Strategic Issues

- Policies and Procedure
- Macro Planning
- Project Planning
- Lessons Learned

Organizational Issues

- Staffing
- Permanent Resources
- Technical Resources
- Temporary Resources
- Talent Pipeline

Operational Issues

- Validity of Results and Certificates
- Development of the Examination Papers
- The Quality of Edit Keys
- Registration
- Raw Score Checks
- Performance Management
- Communication

Process Issues

- Logistics Management
- Distribution of Semi-Secure Material
- Preparation and Delivery of Secure Examinations Materials
- Security



Dr Gordon Harewood, Mrs Valerie Gilkes, Ms Cheryl Fitz-Patrick (KPMG) and Mrs Susan Giles discussing the process mapping



Ms Brenda Pope (KPMG), Ms Cassandra Ramkerrysingh (PWC) and Dr Yolande Wright (CXC) are mapping the business processes as part of the BPR

Technology Issues

Separate and unrelated data dictionaries for key applications
e.g. EPS, FAIM, ORS, Experts, Accpac

Data exists in separate applications

Users do not have easy access to all information required to perform duties

Dependence on ISD for providing queries and reports

Some applications are not able to provide reports based on input of specific criteria (i.e Experts)

There are many separate and distinct applications to support business functions with both custom-built interfaces and manual uploads

Insufficient integration of some stand-alone systems

Some users are not fully aware of the applications' features and functionality and hence suboptimal use i.e DocuShare

Ineffective approaches and sometimes tools to manage network infrastructure

Overall technology base is slow and prone to outages due to insufficient bandwidth

Workshops to consider the “To Be” processes have already been held and the consultants should present their recommendations for the “To Be” Processes by year end.

CORPORATE STRATEGY AND BUSINESS DEVELOPMENT ACTIVITIES ▶

▶ The creation of the Corporate Strategy and Business Development (CSBD) directorate as part of the restructuring of the organisation into three functional areas – Examinations Services, Corporate Services, and Business Services (designated CSBD) – has provided greater focus in the areas of business development and revenue generation.

The pursuit of new business has had a three-fold effect: (i) to emphasise the impetus towards greater financial self-reliance; (ii) to support the growing demand for diversity in learning to support the development of the “ideal CARICOM person”, that is, learners with strong self-awareness, sound ethical values, and the necessary skills and knowledge to live, learn and earn; and (iii) to explore new opportunities and the use of new technologies to improve student performance and by extension, the returns on the huge public investments in secondary education.

The following activities are the current focus of the CSBD directorate in an effort to support the transformation of **CXC**® and education in the region.

Publishing

Ian Randle Publishers

Following the signing of a contract with Ian Randle Publishers in 2009 for the production of all **CSEC**® and **CAPE**® syllabuses and examination past papers, the first set of past papers was issued in March 2010. This collaboration provides for a more effective distribution system for these resource materials across all **CXC** participating countries. However, it should be noted that delays at **CXC** impacted on IRP’s ability to deliver the syllabus materials to the market according to the agreed schedule. This is not expected to reoccur in 2011.



Mr Ian Randle (R), Chairman of Ian Randle Publishers presenting Mr Laurie King, Chief Education Officer (Ag) in Barbados with copies of the past paper booklets

Nelson Thornes Publishers

In April 2010, CXC signed a contract with Nelson Thornes Publishers for the production of **CCSLC**® textbooks and **CSEC** and **CAPE** Study Guides. Textbooks for **CCSLC** Mathematics and English along with seven **CSEC** and **CAPE** Study Guides – the first offerings in a four-year development process that is planned to ensure that resources are available for most subjects – are to be available for purchase in 2011.

The CXC-Nelson Thornes collaboration is expected to support the further growth of the **CCSLC** candidate population through the availability of supplementary textbooks and other learning materials for the curriculum. Additionally, the redesign and repackaging of the existing study materials, the development of new guides, and the improved marketing and distribution are expected to realise increased sales across the region.

Open Schooling

(Open and Distance Learning)

There is an urgent need to increase the return on investment in education. Currently, less than 25 per cent of the regional candidate population sits five or more **CSEC** subjects, the standard requirement for employment and for matriculation into tertiary education and, more notably, only 53 per cent of this group (13 per cent of the total **CSEC** candidate population) gets five or more passes.

This underperformance in terms of attaining acceptable grades in the higher ranges, coupled with the absence of resources either to allow the majority of these students to stay in secondary school or to continue to participate in government-funded educational programmes, has necessitated that **CXC** explore the provision of open and distance learning through the use of online technology to deliver learning content and support.

Given the “openness” of the system, there are often no restrictions in terms of student age, prerequisites, or the number of courses in which learners must enrol. The Commonwealth of Learning (CoL), a global leader in open and distance learning, is supporting the development of a regional capacity to develop and sustain open and distance learning in the region. **CXC** will be working with CoL and NotesMaster, an existing **free** learning platform for **CXC** students and teachers, on this innovative undertaking, and has already signed Memoranda of Understanding with them.



Ms Grace Smith, Ms Kisha Francis and Mr Paul Metcalf working on CCSLC text at a workshop hosted by CXC and Nelson Thornes Publishers

Technical and Vocational Education and Training (TVET)

CXC's approach to vocational education is: (i) to place TVET on equal footing with other secondary school offerings; (ii) to create multiple pathways for learners; (iii) to provide greater diversity and choice on which knowledge and careers may be built; (iv) to help cultivate the essentials of employability – attitude, behaviour, and communication; and (v) to support the provision of technically proficient, work-ready graduates.

In December 2009, **CXC** entered into a Memorandum of Understanding (MOU) with Pearson Education and Edexcel jointly to form an alliance to produce and deliver new vocational education products for the Caribbean market. However, in August 2010 CXC convened the inaugural meeting of the TVET Policy Committee to build on the work done by the CARICOM Regional Coordinating Mechanism for Technical and Vocational Education and Training (RCMTVET).

The Committee has included in its scope of works, research on the performance of current TVET offerings against the future needs of the region including an assessment of **CXC** programmes against international offerings. It is expected to develop a strategy for the coordination of TVET offerings at the secondary level.

This initiative, which includes Participating Governments, requires that **CXC** suspend its work with Pearson until the Policy Committee agrees on the direction to be taken.

Teacher Professional Development

At the 2009 annual meeting of Council, **CXC** signed an MOU with the University of the West Indies Open Campus to design a professional development programme through open and distance learning that will specifically support teachers' needs to deepen their knowledge in, and acquire new methods of, delivering CXC programmes. The course of study will use an accessible, blended learning delivery format.

The objective of the **CXC**-Open collaboration is to offer top-quality, accredited courses for teachers of CXC syllabuses. However, the initial focus will be on: the delivery of **CCSLC** and **CSEC** English and Mathematics, supporting school-based assessments, enhancing competency-based education, and incorporating ICT in learning including the use of video, audio, and interactive technologies.

CoL, also a leader in combining the use of technology in the delivery of learning programmes and assessment, is expected to support the development of this teachers' continuing professional development programme.

Textbooks Review and Endorsement

As previously reported to Council, separate meetings with the Caribbean Publishers Network and the UK Publishers Caribbean Working Party elicited requests for **CXC** to consider providing a central service for the review of textbooks and the possible endorsement of those that provide substantial and appropriate support for delivery of the relevant syllabus.

CXC was encouraged to offer this service based on the fact that textbooks are some of the most important resources to support teachers' delivery of quality instruction and to help students achieve their full potential. A centralised review and endorsement process was considered likely to impact positively on the development of high-quality resources, protect consumer rights and reduce the time taken to get textbooks approved.

Notwithstanding the approval in principle given by Participating Governments at the 2009 meeting of Council, **CXC** has been unable to get the required feedback from countries. To date, only Barbados, Belize, Dominica and Montserrat have responded to the request for information to take this project forward. It is hoped that Participating Governments will give greater attention to this initiative in 2011.

CORPORATE STRATEGY AND BUSINESS DEVELOPMENT ACTIVITIES (CONTINUED)

Financing and Corporate Strategy

The recent economic crisis emphasised the need for **CXC** to develop a high level of financial self-reliance to meet its operating costs and to fulfil its mission statement. Beyond the pursuit of new business opportunities, there is a need to continue to pursue philanthropic opportunities.

Further, with the expiration of the current Strategic Plan at the end of 2010, the development of the 2011 – 2015 Plan will focus on the transformation of **CXC**. By employing a participatory process, the Plan is expected to serve a variety of other purposes, including:

- (i) clearly establishing realistic goals and objectives consistent with the mission in a defined timeframe within the organisation's capacity for implementation;
- (ii) locating the Plan within a wider regional human resource development strategy;
- (iii) communicating those goals and objectives to key stakeholders and constituents;
- (iv) developing a broad sense of ownership of the Plan and consensus around CXC's direction;
- (v) ensuring that the most effective use is made of available resources by focusing on key priorities;
- (vi) providing a base from which progress can be measured, and establishing a mechanism for transformation and informed change.



Mr Hassan B. Ndahi, Senior Specialist with the International Labour Organisation and Ms Pauline Whiteman, Programme Manager, National Training Agency, Trinidad and Tobago attending the Regional CVQ meeting at CXC Headquarters in Barbados

Other Business Initiatives

Advertising

CXC has sought expressions of interest from leading marketing and advertising agencies to develop high-quality, cost-effective campaigns in various forms to market and advertise **CXC's** products and services. **CXC** will explore the potential interest among corporate entities to advertise in **CXC's** printed materials and on its website, vehicle signage and billboards. Sponsors will also be sought for the distribution of mail shots to students throughout the Caribbean region, and for memorabilia, including shirts, caps, key rings and pens.

Rosetta Stone

CXC has approached Rosetta Stone, an interactive language-learning software company that teaches a new language by immersion, rather than translation and memorization drills, to explore the forming of an alliance for distribution in the region and the possible use the product to enhance the language-learning curriculum to students. There has been an initial expression of interest from a number of Participating Governments.

Profiles International

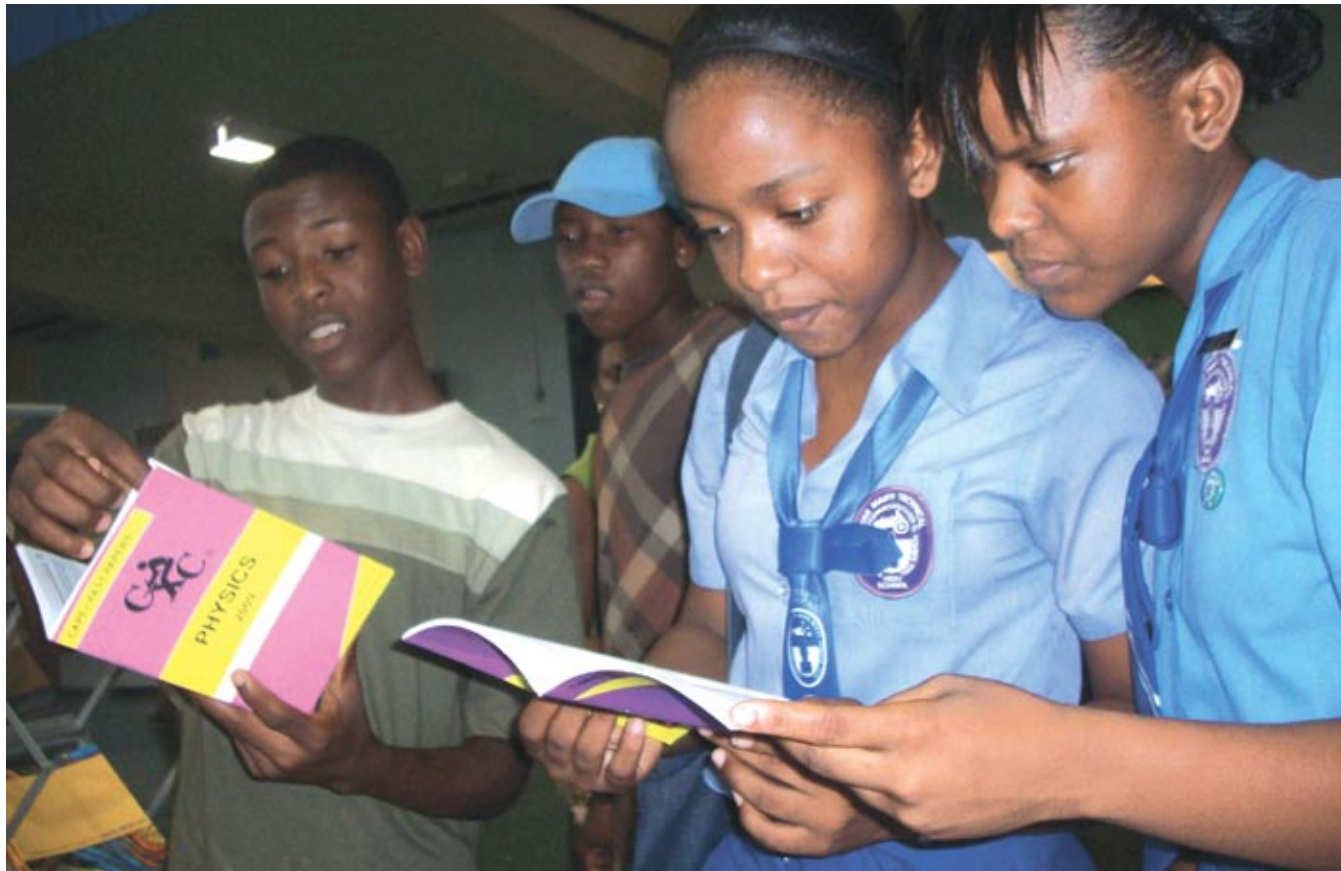
CXC is exploring with Profiles International's educational services and government solutions the feasibility of offering or adapting their **Pathway Indicator** which helps identify top 3 potential career clusters for 13- and 14-year-olds, and the **Pathway Ready** which matches 16-year-old users with occupations best suited to their unique strengths and fit for career.

Yearbook Initiative

CXC, based on the acquisition of a new Xerox digital printing press and the formation of a business partnership with Barbados Business Machines, explored the possibility of developing a yearbook for all schools across the region to record, highlight, and commemorate the past school year. However, this is not deemed feasible at this time.

Work skills

CXC is seeking to develop a flexible suite of qualifications suitable for learners of all ages to equip young people with the skills to gain and retain a job in challenging times. This will focus on instilling wide-ranging skills built on the ABC of employability – attitude, behaviour and communication – to give learners an edge in a competitive climate.



Jamaican students taking a keen interest in the new past paper booklets on display at the Jamaica Science and Technology Expo

Character Education

This is an interlocked set of personal values and virtues that normally underpins conduct. Character education is about who we are and who we will become, and includes the virtues of responsibility, honesty, self-reliance, reliability, generosity, self-discipline, and a sense of identity and purpose. It is recognised that education should not only focus on certification and the acquisition of skills, but should also contribute to personal well-being, moral sensitivity and the flourishing of human society. **CXC** looked into this programme but felt that it would be best implemented at the community level.

University for Industry (Ufi)

CXC is exploring with Ufi, a UK Government initiative, the possibility of providing a dedicated adult learning programme to improve employability and to transform skills and productivity through a wide range of flexible online courses. From foundation skills to vocational qualifications, Ufi has online courses that can allow adult learners to log on and learn wherever suits them best, whether at home, at work, in a local community centre, or anywhere with Internet access.

Other Initiatives Undertaken

Intellectual Property and Copyright

The matter of conflict of interest among resource persons has been addressed in the IP policy and there has been an update of the terms and conditions for the granting of permission for use of **CXC** copyright materials.

Amending the Agreement Establishing the Council

CXC is exploring the means of using a less complicated process to allow for accession of new members as well as the possibility of creating a category of associate members to allow for the inclusion of key regional inter-governmental and non-governmental agencies in the work of the Council.

New Building

CSBD is coordinating the construction of the permanent Headquarters building for **CXC**. The architects have indicated an expectation of breaking ground within the last quarter of 2010.

NEW TECHNOLOGICAL APPLICATIONS ▶

2010 was the year of training and consolidation for the Information Systems Division. It was the year the user community began to master the technology deployed in the previous 18 months.

On the public side, the new website, www.cxc.org was launched, the online registration system (ORS) was fine-tuned, results were delivered electronically to centres via ORS, and the markers portal www.cxc.org/markers was launched.

Internally, the new Human Resource Management application went live bringing HR transactions to staff's finger tips, immediately empowering the entire organization! Similarly, Examination Development and Production Division and Examinations Administration and Security Division took control of most of their processes and enjoyed the anticipated gains in operating efficiency during the June to August marking and grading exercises. Remote or mobile working was also welcomed, saving the all-night vigil while long-running processes kept the CPUs crunching; they were monitored from the comfort of one's home.

The end-users were not the only ones honing their skills. IT staff completed training and certifications in, Database Administration, Network Administration and Infrastructure, Project Management, E-Commerce, Information Security, Desktop Support and ITIL v3. In keeping with the thrust towards ISO 9000 certification, we strengthened our policy and procedures documents releasing the Information Security Policy and the Service Level Agreement for ratification.

Looking to 2011, the pace of transformation will not slow. Coming out of the Business Process Review of 2010 we anticipate significant changes to our core processes. A new enterprise engine will drive tighter integration of all our support systems, and seamless data flows will enable more timely responses to both internal and external customers. Self-help services are planned via web interfaces and in the not-too-distant future, 'exam-on-demand' will be a reality!

It has been a productive year for the Information Systems team; the seeds sown have begun bearing fruit and the IT-Intelligent organization is beginning to emerge; the journey continues.

ARCHIVES & RECORDS MANAGEMENT ▶

Going Electronic

With the introduction of an electronic records management system, the Archives and Records Management (ARM) Unit has started a new focus on its journey in managing the records of the Council. The Versatile system identified for this purpose is currently being used to facilitate file creation, and charge-out requests. The robustness of the system will eventually allow for the storage and retrieval at the item level as we aim to achieve maximum utilization of the system. Embracing new technologies such as DocuShare and Versatile will no doubt increase the capacity and speed at which documents, when created and received, are easily captured and made available for retrieval and access. Since Versatile's implementation, the Records team has been readily available to supplement the initial training previously delivered both by the Zaiso system consultant and by the AR (Records).

Keeping Abreast

Records Unit has been continually attentive to the professional aspects of records management and administration at the local and international levels.

- This year Miss Heather Herbert of the Human Resources Division; Mrs Mildred Daniel, of the Archives and Records Management Unit; and Ms Michelle Belgrave (Temporary) of the Human Resources Division successfully completed the Certificate in Records Management summer programme conducted by The University of the West Indies, Cave Hill Campus.
- Members of the ARM Unit attended the annual conference of the Barbados Archives and Information Managers (BARIM) held at the Hilton Hotel in Barbados in April.

Managing our records

In accordance with the 2008 ARM Policy, there is ongoing appraisal to assess the value of the information contained in the records stored at the Records Storage Centre. Vital records and records of evidential and research value are maintained into physical and/or electronic systems for future retrieval, access and use. Special effort was made to ensure that records lacking permanent value were systematically disposed in controlled environments. Dispositions scheduled for WZO and HQ were completed in March and July 2010 respectively.

SYLLABUS DEVELOPMENT ACTIVITIES ▶



Dr Angela Shirley, Mr Javed Samuels and Dr Anthony Haynes, CXC Measurement and Evaluation Officer working on the Additional Mathematics syllabus

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC)

NEWLY DEVELOPED SYLLABUS

Additional Mathematics

The Panel meeting to develop the syllabus for Additional Mathematics was held in May 2009. The first draft of the syllabus along with specimen examination papers, keys and mark schemes were submitted to SUBSEC in October 2009, requesting approval to complete the development of the syllabus. The approval was granted. The second Panel meeting was convened in November 2009, to complete the development of the syllabus. The final draft of the syllabus along with specimen examination papers, keys and mark schemes were submitted to SUBSEC in April 2010, for approval. The syllabus was approved and copies were distributed to schools in August 2010, for first examination in May/June 2012.

The syllabus aims to bridge the gap between the CSEC Mathematics Syllabus and the CAPE Mathematics syllabuses by; promoting effective mathematical communication; instil further curiosity and analytical thinking in deriving solutions to problems which may not necessarily be solved by a single/unique approach; develop positive intrinsic mathematical values such as accuracy, confidence, rigor and systematic

reasoning; provide the foundation for CAPE Mathematics and the sciences; and develop the abilities to reason logically.

The Panel recommended that the syllabus be offered at the CSEC level. The syllabus is organized in four sections, namely, Section 1, Algebra and Function; Section 2, Coordinate Geometry and Trigonometry; Section 3, Introductory Calculus and Section 4, Basic Mathematical Applications. The examination will consist of three papers. Paper 01 comprises forty-five multiple-choice items. Paper 02 consists of two Sections. In Section I, there will be six compulsory structured and problem-solving type questions from Sections 1, 2 and 3 of the syllabus while Section II will consist of two structured and problem-solving type questions from Section 4. Paper 03, the School Based Assessment comprises a project requiring candidates to demonstrate the practical application of mathematics in everyday life.

AMENDED SYLLABUS

Religious Education

A Panel meeting held in April 2009 amended the Religious Education Syllabus to include the Options of Hinduism, Judaism and Islam. The amended syllabus incorporating the three Options was submitted for SUBSEC's approval in October 2009. The approved syllabus was distributed to schools in August 2010, for first examination in May/June 2012.

SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

SYLLABUSES UNDER REVIEW

Physical Education and Sport

The Review Committee at its meeting held in April 2010, revised the Rationale, Aims and General Objectives of the syllabus to reflect the attributes of the “Ideal Caribbean Person” and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The Specific Objectives and Content were clarified and expanded to indicate the breadth and depth to which the knowledge and skills should be covered. The format of the Core was restructured to include two columns, that is, Specific Objectives and Content to allow for easier reading. An additional sport, softball/baseball was added to Option C of the syllabus since it is taught in some schools in the region. More career options were included as well as a glossary of examination terms. It was recommended that the format of Paper 01 be changed so that Section A would comprise thirty compulsory multiple-choice items and Section B five compulsory structured essay questions. It was further recommended that Paper 02 be assessed by the External Examiner only and 30 marks be allocated to this paper. The structure of Paper 03, the School Based Assessment would remain the same; however, the marks would be reduced from 120 to 90.



Physical Education and Sport Under Review: Front Row: Mr Orson Pierre James, Ms Andrea Nichols, Ms Vilma Charlton, Ms Cyndra Ramsundar. Back Row: Mr Mark Mungal, Dr John Andor, Ms Joyce Graham-Royale, Mr Hance Richards, Ms Alsian Brown-Perry

Electronic Document Preparation and Management

A Review Committee meeting held in April 2010 to review the EDPM syllabus recommended the expansion and clarification of objectives and content to better reflect current practice in electronic document preparation and management and the inclusion of current Information and Communication Technologies. The objectives and content of existing Sections in the syllabus were substantially expanded

and new sections added. Adjustments were proposed to the definition of profile dimensions for assessment, merging accuracy with speed, and introducing knowledge and comprehension. Adjustment in the distribution of marks among the profile dimensions in the external assessment was also recommended. The School-Based Assessment was also restructured, replacing the reference manual with the preparation of a portfolio. Attendant changes were also made to the distribution of marks in the SBA. The syllabus was submitted to SUBSEC at its meeting in October 2010. It is expected that the syllabus will be finalised in 2011.

Office Administration

A Review Committee meeting held in April 2009 recommended changes to the syllabus to respond to the impact of Information and Communications Technology (ICT) on the operations in the modern office environment. The rationale, objectives and content were reviewed and updated. The Sections of the syllabus were renamed and reordered to provide for a more logical and coherent sequence of the topics covered.

It was recommended that Paper 02 be modified to comprise THREE compulsory questions in Section 1 covering Sections I – VI of the syllabus. Section 2 of Paper 02 would consist of FOUR questions from which candidates must attempt THREE. The Committee also recommended changes to the format of the Internal Assessment, placing emphasis on the impact of ICT on the modern office. A panel meeting was held to finalize the syllabus in November 2009. Further comments were recommended and the draft syllabus was circulated to teachers, subject specialists and other stakeholders soliciting their views on the proposed changes. A Panel meeting was held in November 2010 to finalize the syllabus. The finalised syllabus will be submitted to SUBSEC for approval at its meeting in April 2011. If approved, copies of the syllabus will be distributed to schools in May 2011, for first examination in 2013.

REVISED SYLLABUSES

Theatre Arts

SUBSEC approved the syllabus at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2012.

The Rationale of the syllabus was revised to emphasise and to state explicitly the link between the syllabus and the creation of the “Ideal Caribbean Person”. The syllabus was reorganised into the three Options, namely, Drama, Dance and Stage Crafts to make the syllabus more manageable for teachers and students and to be more reflective of learning in the arts. The Panel agreed with the recommendation for the inclusion of the viva voce in all three Options of Paper 02

SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

and the redistribution of the marks across the three profile dimensions, "Appreciating and Analyzing", "Performing" and "Creating". The marking criteria for the Performance Options were revised in order to give better guidance to teachers in the awarding of marks for the Dance, Drama and Stage Crafts Options under the three Profile Dimensions, "Appreciating and Analysing", "Performing" and "Creating." To provide further guidance to teachers, the Glossary of Theatre Terms in the syllabus was expanded. An updated list of Suggested Reading and Resource Materials was included in the syllabus document. The list of cultural forms identified in the syllabus was reviewed and refined and a table which linked the forms with the territory or territories in which they were practised was included. The syllabus contains the prescribed list of cultural forms to be studied for the two cycles, 2012 – 2014 and 2015 – 2017 and at least one cultural form that was practised in all Participating Countries. A section providing detailed guidelines to teachers on setting and marking the School Based Assessment, namely, the Critique and the Research Paper was also included in the syllabus.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

AMENDED SYLLABUS

Art and Design

A subcommittee of the CAPE Art and Design Panel met in March 2009 to amend the Syllabus. The amendment was in response to recommendations that the objectives be defined with greater specificity, that greater use of Modern Technology and new approaches to Art and Design Production be reflected in the syllabus and that strategies be developed for the observation of deadlines by Centres for submission of Internal Assessment and examination pieces. The Rationale was revised and rewritten to emphasise the practical nature of Art and Design skills, knowledge and practices and their connection to other fields of study and intellectual development. The General and Specific Objectives were revised and rewritten to clarify the requirements for the research papers and to expand on the critical thinking, analytic and interpretation skills of the cultural studies. The content was revised and expanded to emphasise innovative use of Art and Design media and materials, ICT, digital, still and video photography and the production of games, toys and models in two and three dimensional formats. Teaching and Learning activities were increased to include the use of ICT to achieve the objectives of the syllabus and to develop students' awareness of safety, entrepreneurial skills, intellectual property rights and copyrights. The finalised syllabus will be effective for teaching in September 2011 and first examination in May/June 2012.

SYLLABUSES UNDER REVIEW

Accounting

The Review Committee, at its meeting held in March 2009, recommended several structural changes to the Accounting syllabus. It was recommended that references in the syllabus to the British accounting standard be replaced with the International Accounting Financial Standards (IAFS). The content of the syllabus was realigned to associated specific objectives to ensure clarity of the scope of material to be covered. A reduction in the number of questions in Paper 01 from 54 to 45 was recommended in keeping with what obtains in other CAPE cognate subjects. Adjustment was also proposed in the mark allocation for the Internal Assessment for Unit 1, increasing the total from 42 to 60. A revised Internal Assessment mark scheme was also developed.

The syllabus was deliberated upon at a meeting of the Panel in November 2009. Further comment on the syllabus was sought however, and the draft syllabus was circulated to teachers, subject specialists and other stakeholders in the business/financial sector. A panel meeting was held in November 2010. The finalised syllabus will be submitted for SUBSEC's approval in April 2011. If approved, copies of the syllabus will be distributed to schools in May 2011, for first examination in May/June 2012.

Caribbean Studies

The Review Committee at a meeting held in March 2010, recommended that the Rationale of the syllabus be revised to emphasise and state explicitly the link between the syllabus and the creation of the "Ideal Caribbean Person". The Specific Objectives and Content of the syllabus were reviewed and revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. Module 2 was revised to include how the issues of Diaspora and Migration gave rise to, or not, to a diasporic psyche and more themes for research were included in Module 3. The draft syllabus contain a revised Marking Criteria which will assist teachers in the assessment of the Internal Assessment assignment. Paper 03B was revised and a Glossary of terms used in the Caribbean Studies examination was included in the syllabus document.

Management of Business

The Committee for the Review of the Management of Business syllabus convened in January 2010 and made several adjustments to the syllabus. The sequence of topics in Unit 1 was reorganised and topics considered by the Committee to be redundant were replaced. Lengthy accounting procedures in Unit 1 Module 3 were revised and some requirements

SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

removed. The Committee also recommended a reduction in the number of topics to be covered in Unit 2 Module 1, and the introduction of new topics in Production. A structural change was recommended in Unit 2, changing the emphasis of Module 3 from Entrepreneurship to Small Business, with inclusion of pertinent topics such as the development of a business plan. The Internal Assessment requirements were amended to allow candidates the option to prepare project reports on any one, two or on all three Modules within the Unit being assessed.

A draft copy of the syllabus containing the recommendations of the Review Committee was submitted to SUBSEC at its meeting in April 2010. Copies of the draft syllabus were also sent to teachers and other stakeholders for comment. A meeting of the Subject Panel to finalize the syllabus will be held in October, 2010. Following this meeting, the syllabus will be submitted to SUBSEC at its meeting in April 2011. If approved, copies of the syllabus will be distributed to schools in June 2011 for first examination in May/June 2012.

Modern Languages

A Review Committee at a meeting held in March 2010, recommended that the Rationale of the syllabuses be revised to emphasise and to state explicitly the link between the syllabuses and the creation of the "Ideal Caribbean Person". The Specific Objectives and Content of the syllabuses were reviewed and revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. Included in the syllabus documents are the mandatory requirement for Internal Assessment component for both Units of the syllabuses. In the Internal Assessment component for both syllabuses, the guidelines and sample questions were revised. The prescribed texts and themes were also included. In Paper 02, the word limit for the essay was increased to 350/400 from 250/350 words the time was increased from two hours to two hours ten minutes. The word limit for the essay in Paper 03 was also increased from 350/400 words to 450/500 words.

REVISED SYLLABUSES

Communication Studies

The revised syllabus was approved by SUBSEC at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2011.

The Rationale of the syllabus was revised to emphasise and to state explicitly the link between the syllabus and the creation of the "Ideal Caribbean Person" as defined in the CARICOM document, The Caribbean Education Strategy (2000). The Specific Objectives and Content of the syllabus were revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. The Section,

"Approaches to Teaching the Syllabus", was expanded to provide needed guidance to administrators and teachers. The requirements of the Internal Assessment were reduced to make it more manageable for students and teachers. In addition, the Allocation of Marks and Marking Criteria for the Portfolio was adjusted. The Glossary was extended to further clarify and include terms which were still proving difficult for teachers.

Environmental Science

SUBSEC approved the syllabus at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2011.

The Rationale and the Aims were revised. The General Objectives were reviewed and refined. The Specific Objectives were clarified and the Explanatory Notes were expanded. The syllabus document was restructured to include two columns to bring it in line with the syllabus document for other science subjects. The practical abilities to be assessed were reviewed and refined to reflect the practical nature of the syllabus. All Modules in Unit 2 were also reviewed and refined to ensure that the syllabus focused more on environmental issues. In order to bring the syllabus in line with the external assessment component of the other CAPE science syllabuses, the structure of Paper 02 was changed to allow candidates to respond to six compulsory essay-type questions. For the internal assessment candidates will be required to submit a separate journal for both Units which will comprise the reports of site visits and laboratory exercises.

Literatures in English

SUBSEC approved the syllabus at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2012.

The Rationale of the syllabus was revised to emphasise and to state explicitly the link between the syllabus and the creation of the "Ideal Caribbean Person". The General Objectives, Specific Objectives and Content of the syllabus were revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. The definition of the Skills and Abilities to be developed across the entire syllabus were refined and the requirements of the Internal Assessment assignments were clarified. A Glossary of Literary Terms was included as an Appendix to the syllabus. The prescribed texts and plays for the next cycle, 2012-2017 were included in the syllabus document.



CCSLC

SYLLABUSES UNDER REVIEW

INTEGRATED SCIENCE
SOCIAL STUDIES

REVISED SYLLABUSES

ENGLISH
MATHEMATICS

CSEC

SYLLABUSES UNDER REVIEW

PHYSICAL EDUCATION AND SPORT
ELECTRONIC DOCUMENT
PREPARATION AND
MANAGEMENT
OFFICE ADMINISTRATION

REVISED SYLLABUS

THEATRE ARTS

AMENDED SYLLABUS

RELIGIOUS EDUCATION

NEWLY DEVELOPED SYLLABUS

ADDITIONAL MATHEMATICS

CAPE

SYLLABUSES UNDER REVIEW

ACCOUNTING
CARIBBEAN STUDIES
MODERN LANGUAGES
MANAGEMENT OF BUSINESS

REVISED SYLLABUSES

COMMUNICATION STUDIES
ENVIRONMENTAL SCIENCE
LITERATURES IN ENGLISH

AMENDED SYLLABUS

ART AND DESIGN

SYLLABUS DEVELOPMENT ACTIVITIES (CONTINUED)

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SYLLABUSES UNDER REVIEW

Integrated Science

At the Review Committee meeting held in April 2010, the Rationale, Aims and General Objectives of the syllabus were revised to reflect the attributes of the “Ideal Caribbean Person” and other areas for consideration based on the political, philosophical and psychological considerations for syllabus development. The Skills and Abilities to be Assessed were also reviewed and revised to ensure that the syllabus would provide the foundational skills to articulate with the CSEC sciences. The Specific Objectives, Content, Suggested Teaching and Learning Activities, and formative Assessment tasks were clarified and expanded. Modules 1, 2 and 3 were rearranged. Topics which were of relevance to students at this level such as Air pollution and its effect, Natural disasters and more on the use of technology in the syllabus were included in the syllabus. The Teacher Assessment tasks were reviewed and refined.

Social Studies

The syllabus was reviewed at a meeting held in June, 2010. The Review Committee proposed structural adjustments to the syllabus to refocus its direction towards exploring the interaction between individuals and their physical and socio-cultural environment. With this as a philosophical underpinning, the Committee refocused the objectives and content of the syllabus to develop candidates’ understanding of self; the development of competencies, attitudes and values to function in society; an appreciation of the peoples, customs and institutions in candidates’ immediate and regional space, and the impact of global, social and environmental factors on the Caribbean region. The module on globalization was restructured to shift the emphasis towards the impact of globalization on business, climate change and tourism in the region. Equal distribution of marks in the Teacher Assessment and External Assessment was also recommended. The syllabus will be submitted to SUBSEC in October 2010. It is expected that the syllabus will be finalised in 2011.

REVISED SYLLABUSES

English

The revised syllabus was approved by SUBSEC at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2012.

The Specific Objectives, Suggested Teaching and Learning Activities and Formative Assessment tasks of the syllabus were revised to indicate the breadth and depth to which the knowledge and skills in each Module should be covered. Critical thinking skills were included in all Modules to allow for equivalence in testing. In addition, some of the Summative Assessment tasks were revised to ensure that the requirements were more manageable for students and teachers. A list of resources to provide background reading for teachers and recommended approaches to teaching the syllabus were included in the syllabus document as appendages.

Mathematics

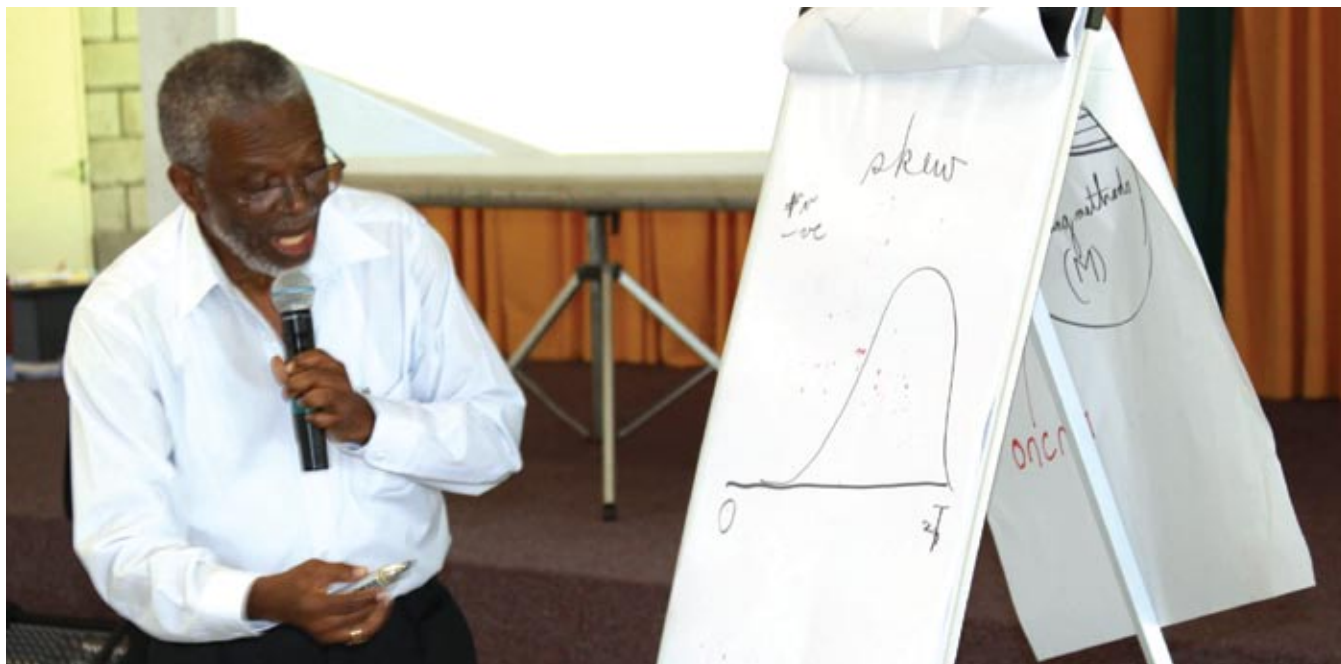
The revised syllabus was approved by SUBSEC at its meeting in April 2010 and copies were distributed to schools in August 2010, for first examination in May/June 2012.

The Rationale and the Aims were revised. The General Objectives were reviewed and refined. The Specific Objectives were clarified and the Content, Suggested Teaching and Learning Activities, and Formative Assessment tasks were expanded. The eligibility of the CCSLC certificate was included in the syllabus document and some of the notes on the examination were clarified. The topic Sets was integrated in all Modules of the syllabus. All the Teacher Assessment Tasks were reviewed and some were revised. The Skills and Abilities to be Assessed were replaced with the Competencies to be Assessed.

CCSLC Site Visits

CCSLC site visits were held in Jamaica and Grenada. The site visits were made to ensure quality assurance and compliance with the requirements as outline by the Council in the CCSLC syllabuses. Special emphasis was placed on compliance with the requirements of the Internal (Summative) Assessment. Site visits were made to 42 schools in Jamaica with assistance and guidance being rendered to 150 teachers. In Grenada, 65 teachers participated as the Officer made site visits to 10 schools. A total of 215 teachers from Jamaica and Grenada participated in Site visits in 2009 – 2010.

CAPACITY BUILDING ►



Dr Desmond Broomes conducting workshop for CAPE Chief and Assistant Chief Examiners

Teacher Training and Orientation

Teacher orientation workshops were held in five countries to introduce teachers across the region to new and revised syllabuses in 2010. The Ministries of Education in the countries with the largest candidate populations were asked to host the workshops by providing a suitable venue and refreshments for local participants. Teacher orientation workshops were held in Antigua and Barbuda, Barbados, Guyana, Jamaica and Trinidad and Tobago. Antigua and Barbuda hosted workshops for CAPE Art and Design, Communication Studies, Environmental Science and Literatures in English; for CSEC Theatre Arts and CCSLC Mathematics and English. Barbados hosted workshops for the four CAPE syllabuses reviewed: Art and Design, Communication Studies, Environmental Science and Literatures in English, as well as CSEC Additional Mathematics, Religious Education and Theatre Arts. The Ministry of Education in Guyana hosted workshops for the four CAPE syllabuses reviewed along with CSEC Religious Education, Theatre Arts and Additional Mathematics. Trinidad and Tobago hosted workshops for CAPE Art and Design, Communication Studies, Environmental Science and Literatures in English and for CSEC Additional Mathematics, Religious Education and Theatre Arts. Jamaica hosted workshops for the new CSEC Additional Mathematics syllabus and all the revised and amended syllabuses. A total of 281 teachers attended the workshops for CAPE subjects, 251 attended the workshops for CSEC subjects and 55 attended the workshops for CCSLC.

Item Writing

Measurement and Evaluation Officers conducted training workshops for teachers in item writing and orientation to the CXC examination process for various examinations. Workshops were held in Barbados, Jamaica, St Kitts and Nevis and Trinidad and Tobago and dealt with 11 subject areas.

Training of CAPE Chiefs and Assistant Chiefs

CXC hosted a one-day workshop on 28 July for Chief Examiners and Assistant Chief Examiners for the Caribbean Advanced Proficiency Examination (CAPE). The workshop dealt with assessment and quality issues in the context of the CXC examination model and processes used in CXC examinations. The objectives of the workshop included, among other things, updating Chiefs and Assistant Chiefs on the major features of the CXC examination model with an emphasis on robustness, the criterion-referenced framework, instructional sensitivity and the use of triangulation as a technique for optimizing the reliability and validity of the assessment procedures. Dr Desmond Broomes led the workshop and he was assisted by CXC staff members, Dr Gordon Harewood, Dr Anthony Haynes, Mrs Benita Byer, Mrs Nordia Weekes and Mrs Leona Emtage.

MARKETING, PUBLIC RELATIONS AND CUSTOMER RELATIONS MANAGEMENT ▶

The Council enjoyed a relatively good year with its public relations and marketing efforts. Among the big accomplishments were the launch of the new website, the hosting of three major media events and the hosting of two successful students' events during the year. In addition, a major advertising campaign was carried out in Jamaica between February and November which raised the profile of the suite of qualifications offered by CXC in Jamaica.

MEDIA EVENTS

▶ APRIL

8 LAUNCH OF PAST PAPER BOOKLETS

The Council in conjunction with Ian Randle Publishers launched the new series of Past Paper Booklets with a press conference at CXC Headquarters in Barbados. Several stakeholders including bookstores, the Ministry of Education and parent teacher associations attended the launch. Mr Laurie King, Chief Education Officer (Ag) in Barbados delivered the feature address.

▶ MAY

10 LAUNCH OF NEW WEBSITE

The Council launched its new website with a press conference at Headquarters in Barbados. Mr Winston Crichlow, Principal of Harrison College and President of the Barbados Association of Principals of Public Secondary Schools delivered the feature address. Two students, one from St Michael School and the other from Harrison College pressed the button to launch the site, while two students from the Garrison Secondary School unveiled a CXC vehicle wrapped with a design promoting the web site.



Mr Winston Crichlow (centre) speaking at the launch of the CXC website. He is flanked by Mrs Megan Vitoria and Dr Didacus Jules

▶ AUGUST

16 RELEASE OF JAMAICA RESULTS

The Council in conjunction with the Ministry of Education, Jamaica, hosted a meeting of principals and a press conference to release the May/June CSEC and CAPE results for Jamaica. The special release of the Jamaica results was warranted as a result of the unrest which occurred in Western Kingston during the administration of examinations for both CAPE and CSEC. The Registrar presented Honourable Andrew Holness, Minister of Education in Jamaica with a copy of the Jamaica results during the press conference.



The Registrar presenting Jamaica CAPE and CSEC results to Mrs Audrey Seawell, Permanent Secretary, Ministry of Education, Jamaica

PROMOTIONAL ACTIVITIES

▶ FEBRUARY

18 Ms Patricia Clarke of the Registrar's Office represented CXC at the St Michael School Career Fair in Barbados

22 AR (PI and CS) made a presentation to Guidance Counsellors in Barbados at US Embassy in Bridgetown. The presentation was part of a seminar hosted by Education USA for Guidance Counsellors.

- 22** Mr Tim Wright, Head of Education USA for Latin America and the Caribbean and Mrs Ichiyo Iwata, Education USA representative at the US Embassy in Bridgetown met with the Registrar and AR (PI and CS) to discuss efforts to forge a closer working relationship between CXC, Education USA and US universities and colleges.

► MARCH

- 11 – 14** The Council participated in the Barbados Science and Technology Expo held at the Garfield Sobers Gymnasium. The Council's new Office Communicator technology was on display as well as all science offerings for CAPE and CSEC. *Barbados Today* newspaper interviewed several CXC staff members from the SciTech Expo using the technology and the Council received favourable press as a result.
- 14** On the final day of the Sci-Tech Expo, Starcom Networknews interviewed Benita Byer, Measurement Officer and Cleveland Sam, AR (PI and CS).



Ms Kameka Harris of the Western Zone Office attending to students at the Science and Technology Expo in Jamaica



A journalist from the *Barbados Today* newspaper interviewing Mrs Miranda Sealy, Assistant Registrar - ESBD via the Office Communicator at the Barbados Science and Technology Expo

► APRIL

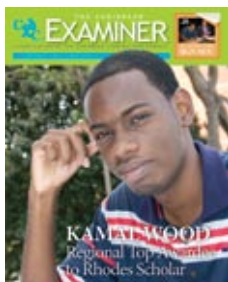
- 15** AR (PI and CS) was interviewed by Gayelle Television, Trinidad and Tobago about the Visual Arts exhibition slated for Grenada. On the same day, WE FM from Grenada also conducted an interview with AR (PI and CS) about the Visual Arts exhibition. The following media appearances were associated with the Visual Arts exhibition
- 17** Interview with Mr George Grant on Grenada Broadcast
Interview with GIS television
- 19** Interview with Flow Cable Channel
Interview with MTV Channel 10
- 20** Appearance on *Spice Morning* television programme
Appearance on *Grenada Morning* television with Mrs Andrea Philip of the Ministry of Education
- 21** Interview on Grenada Broadcasting Network Radio programme called *Focus*
- 21** Participated in Lodge School Career Showcase
- 22** Interview with Starcom Network News
- 28 – 29** CXC participated in the Jamaica Science and Technology Expo as a sponsor. The two-day event was the culmination of the National Science and Technology competition. The event was well attended and the Council's involvement brought significant mileage. As a sponsor, CXC's name was mentioned periodically throughout the two days of the Expo and was called upon to present a prize to one of the winners during the awards ceremony. During the Expo, AR (PI and CS) gave interviews to the Jamaica Information Service and the *Jamaica Gleaner*.

► MAY

- 27 – 28** Dr Yolande Wright, Senior Assistant Registrar, Quality Assurance and AR (PI and CS) visited Southern University and A&M College in Louisiana, USA to discuss articulation agreement and collaboration between the two institutions. During the visit, the CXC team made a presentation to the university's management team on CXC examination system and processes.

MARKETING, PUBLIC RELATIONS AND CUSTOMER RELATIONS MANAGEMENT (CONTINUED)

- 27** The May issue of the *Caribbean Examiner* magazine was published and distributed. The issue focused on the Regional Top Awardees and their experiences in the British Virgin Islands as well as other issues of interest to the Council.



▶ JUNE

30 MAY – 4 JUNE

AR (PI and CS) attended the NAFSA Conference in Kansas City, USA. He presented on a panel with a representative from the University of the West Indies and Educational Credentials Evaluators on the topic "Education in the Commonwealth Caribbean." During the conference, he met with representatives of several universities.



Mrs Maureen Grazette, Measurement and Evaluation Officer speaking with a client at the information booth at one of the town hall meetings in Barbados

- 9 – 12** While on a visit to Dominica, the Registrar and SAR (Quality Assurance) participated in a radio call-in programme on Dominica Broadcasting Station along with Ambassador Charles Maynard.

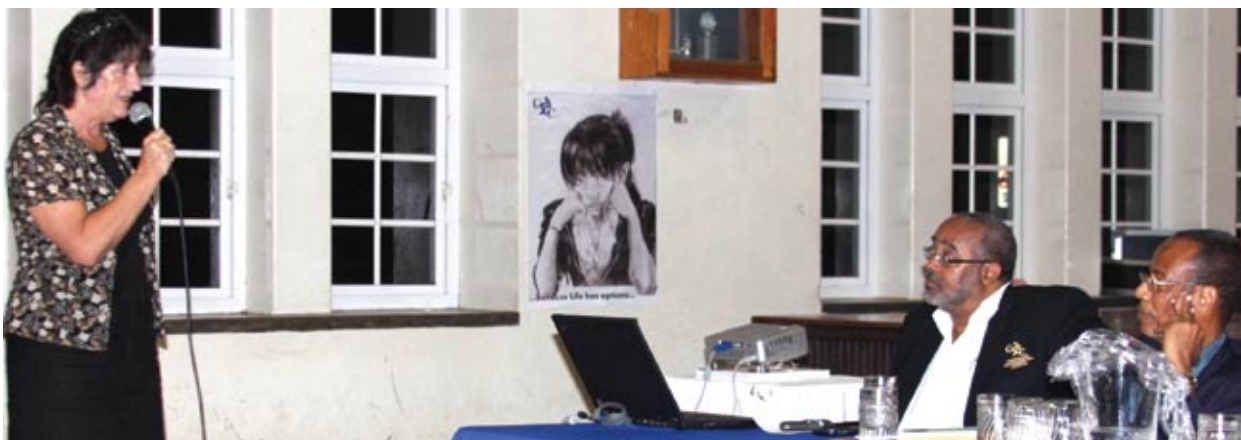


A teacher speaking at one of the town hall meetings in Barbados

- 13** AR (PI and CS) gave an interview to Starcom Network news about the town hall meetings hosted in conjunction with the Barbados National Council of Parent Teacher Associations.

- 16 – 23** CXC in conjunction with the Barbados National Council of Parent Teacher Associations hosted two town hall meetings in Barbados. The first meeting was held on 16 June at Harrison College, while the second meeting was held at Alexandra School on 23 June. The meetings gave the Council an opportunity to interact with several key stakeholders, parents, students and teachers. The meetings were addressed by the Registrar and other members of the Management team and the President of the Barbados National Council of Parent Teacher Associations.

- 22** AR (PI and CS) and Mr Andrew Greene, Vice President of the Barbados National Council of Parent Teacher Associations were guests on *Mornin' Barbados* television programme to promote the Town Hall Meeting.



A teacher addressing the panel during the first town hall meeting in Barbados

► JULY

The Council published a Caribbean Vocational Qualification booklet entitled "Requirements and Guidelines For School Administrators and Principals." The booklet was sent to Local Registrars to be distributed to schools offering the CVQ and those interested in offering CVQ.



► AUGUST

- 16 CXC in conjunction with the Ministry of Education and the Overseas Examinations Commission in Jamaica hosted a press conference to address the issue of CXC procedures for dealing with hardships and released the results for Jamaica
- 16 CXC in conjunction with the Ministry of Education and the Overseas Examinations Commission in Jamaica held a meeting with principals and other stakeholders to address the issue of CXC procedures for dealing with hardship cases in light of the unrest in Western Kingston in May while examinations were in progress.
- 16 Dr Gordon Harewood, Senior Assistant Registrar-EDPD and Dr Desmond Broomes, Consultant, were guests on two radio talk shows in Jamaica. Dr Harewood appeared on Nationwide News Network's after news programme, while Dr Broomes was a guest on *Beyond the Headlines* on RJR News.
- 27 Dr Desmond Broomes was a guest on Nationwide News Network morning talk show. Dr Broomes spoke about the rigour CXC uses in preparing examinations papers and responded to an allegation made in the editorial of a Jamaican newspaper.

► SEPTEMBER

- 3 The Registrar and Mrs Susan Giles, Senior Assistant Registrar, Examination Administration and Security Division appeared on *Mornin' Barbados* television programme to speak about CXC strategic direction and examinations issues.
- 7 Dr Gordon Harewood, Senior Assistant Registrar, Examination Development and Production Division and Ms Dianne Medford, Assistant Registrar, Examination Administration and Security Division were guests on *Mornin' Barbados* television programme.
- 29 The Council hosted a student forum in Guyana and did a photographic shoot at several schools in Guyana. The forum was streamed live on the Internet. The event gave students an opportunity to interact with CXC officials and ask questions and clarify issues. Students from other Caribbean countries were able to participate via the live stream and on CXC facebook site. Dr Gordon Harewood, Senior Assistant Registrar, Examinations Development and Production Division, Ms Dianne Medford, Assistant Registrar, Examinations Administration and Security Division and Mr Cleveland Sam, Assistant Registrar-Public Information and Customer Services represented CXC on the panel at the forum.



Broadcasting live! Ms Simone Pasmore and Mr Antonio Johnson working together to broadcast the town hall meeting live on U-Stream

MARKETING, PUBLIC RELATIONS AND CUSTOMER RELATIONS MANAGEMENT (CONTINUED)

- 29** AR (PI and CS) gave an interview to the Communications Department in the Ministry of Education in Guyana. The interview was broadcast on the national radio station on Thursday 30 September.
- 29** The Registrar addressed the Parent Teachers Association meeting at Harrison College in Barbados and fielded questions from parents and teachers.

› OCTOBER

- 12 – 14** CXC participated in the US Embassy College Fair in Kingston, Jamaica.
- 18 – 20** CXC mounted an exhibition booth at the COSHOD meeting at the CARICOM Headquarters in Guyana.
- 25** The October issue of the *Caribbean Examiner* magazine was published and distributed.
- 30 – 31** CXC participated in the US Embassy College Fair in Port of Spain, Trinidad and Tobago.



Students cuing up to speak while another student is speaking during the Students' Forum in Guyana



Students attending Students' Forum in Guyana



Official Opening - Mrs Elizabeth Henry-Greenidge, Permanent Secretary in the Ministry of Education and Human Resource Development in Grenada (Centre) cutting the ribbon to open the Visual Arts Exhibition. She is flanked by Mr Horace Persaud, CXC Local Registrar and Mrs Andrea Philip, Deputy Chief Education Officer – Curriculum

Visual Arts Exhibition

The Annual CXC CSEC Visual Arts Exhibition was hosted by the Ministry of Education and Human Resource Development in Grenada from April 19 to 23 at the Conference Room of the Grenada National Stadium. Mounting of the exhibits took place on the weekend of 17 and 18 April.

The exhibition opened on the morning of Monday 19 April with an official ceremony witnessed by approximately 60 guests. Mrs Elizabeth Henry-Greenidge, Permanent Secretary in the Ministry of Education delivered the feature address on behalf of the Minister of Education, who was out of state.

Mrs Andrea Philip, Deputy Chief Education for Curriculum gave the opening remarks and Mr Cleveland Sam, Assistant Registrar-Public Information and Customer Services spoke on behalf of the Registrar.

Mrs Henry-Greenidge, cut the ribbon to officially declare the exhibition open, while Mrs Philip and Mr Horace Persaud, the CXC Local Registrar witness the declaration.

The Ministry of Education arranged for educational districts to send their students to the exhibition on specific days. Each day, more than 250 visitors attended the exhibition, mainly



Two teachers closely examine a piece of the work on display in the 3-D section

MARKETING, PUBLIC RELATIONS AND CUSTOMER RELATIONS MANAGEMENT (CONTINUED)



Mrs Andrea Philip making a point about piece of the art on display to Mrs Lisa Francis, Arts Director in the Ministry of Education

students from secondary and primary schools. The exhibition was closed half day on Thursday 22 April due to a T20 cricket match at the stadium between West Indies and Zimbabwe.

In addition to the exhibition, A classroom-style section was set up in the conference room for two reasons. Firstly, to act as a holding area for visitors waiting on a tour; and secondly as a classroom where one of the curators presented a PowerPoint slide show consisting of 75 art pieces, to visitors. This was done interactively and in some cases token prizes were distributed to visitors who correctly answered questions about the art pieces on the slide show.

The exhibition hall was also accentuated with the musical pieces from the CSEC Music examination from 2009.

Media coverage

The exhibition generated tremendous media coverage before and during the event.

On 15 April the Mrs Francis and two of the Art teachers appeared on *Spice Morning* television programme on to promote the exhibition. The Public Relations Division in the Ministry also conducted an interview with Mrs Francis and Mr Persaud which was aired on all television and radio stations. On Friday 17 April, Mr Sam gave two interviews; one with Mr George Grant of Grenada Broadcast, a radio station and Internet news site, and the other with the Government Information Service television.

Several media houses covered the opening ceremony and both Mr Sam and Mrs Francis gave interviews after the ceremony to Flow Television, MTV and GIS television.

On Tuesday 20 April Mr Sam was a guest on *Spice Morning* television programme and along with Mrs Philip a guest on *Grenada Mornings* at Grenada Broadcasting Network (GBN) television programme.

The final media appearance was on Wednesday 21 April on GBN radio afternoon show called *Focus*.



A teacher and his students taking a keen interest in the Imaginative Composition section of the exhibition



Mr Cleveland Sam, Assistant Registrar-Public Information, speaking with Ms Mardi Klein, Director of International Admissions, Long Island University, at the Trinidad and Tobago College Fair

University Relations

During the year under review, efforts continued to forge relationships with universities and colleges and to ensure a comprehensive understanding of CXC's qualifications.

During the year, CXC met with several universities and colleges mainly from North America. The Council also sent copies of CAPE syllabuses to several schools for evaluation by faculties to determine CAPE equivalency.

AR (PI and CS) attended the Annual NAFSA Conference in Kansas City, Missouri, USA. At the conference he presented on a panel dealing with education in the Commonwealth Caribbean. The session was attended by representatives from about 50 colleges and universities. At the conference meetings were also held with representatives from various colleges and universities.

During the year, visits were made to three universities in the United States. Dr Yolande Wright, Head of Quality Assurance, along with AR (PI and CS) visited Southern University in Baton Rouge, Louisiana to discuss strategic collaboration between the two institutions and articulation for both CSEC and CAPE qualifications.

While attending the NAFSA Conference, AR (PI and CS) visited the University of Missouri at Kansas City and University of Kansas.

CXC also participated in the US Embassy College Fairs in Jamaica and Trinidad and Tobago. At these fairs, representatives from the Council interacted with representatives from various colleges and universities.

In April, Mr Tim Wright, Head of Education USA for Latin America and the Caribbean paid a courtesy call to CXC. Mr Wright met with the Registrar and AR (PI and CS) to discuss a wide range of issues relating to CXC and US universities.

The Council is in discussions with several universities to formulate articulation agreements.

Social Networking

With the addition of a full-time webmaster to the staff, CXC has been able to have a more effective and sophisticated presence in cyberspace and particularly on the social networking sites, including **FaceBook**, **Twitter**, **YouTube** and the most recent addition **U-Stream**. These portals have certainly placed CXC in the midst of its largest customers—students.

With Facebook's leading 3,000 plus followers, CXC has been able to engage in discourse on news feeds, topics related to the Council, responding to requests, and offering resolution to the questions from our clients.

A Facebook post from Mr Bryan Anderson dated 24 August mentioning the articulation agreement between CXC and the University of South Florida (USF), informing the CXC followers that both the CAPE and Associate Degree credits are transferrable to USF's varying degree programmes, is indicative of the strides we have made with our international associates.

Additionally, with the adaption of U-Stream, we were able to conduct a live web cast of a town hall meeting in Barbados and a Students' Forum in Guyana, inviting participants to the interactive fora. Teachers, parents and students from the region were able to participate in these events, which would otherwise not have been possible.



Ms Simone Pasmore, Webmaster, monitoring the broadcast of a CXC activity on U-Stream

MARKETING, PUBLIC RELATIONS AND CUSTOMER RELATIONS MANAGEMENT (CONTINUED)

With the use of these various platforms, we have greater accessibility in order to inform the regional and international audiences about the various activities and progressions being made by CXC.

Press Releases

During the year, the following press releases and statements were issued by CXC.

FEBRUARY 4

Tribute to Professor Rex Nettleford on his passing

FEBRUARY 12

Staff Raises Funds for Haiti

MARCH 10

January CSEC Results

MARCH 10

Addressing the issue of candidates from the Hutton Education Institute

APRIL 8

Grenada to host CXC Visual Arts Exhibition

APRIL 9

CXC and Ian Randle Publishers launch Past Paper Booklets

MAY 11

CXC Launches new website

MAY 12

Registrar's Statement on the use of cellular phones in schools

MAY 13

CXC and Nelson Thornes Sign Agreement

JULY 21

Training of CAPE Chief Examiners

AUGUST

CSEC May/June Results 2010

CAPE Results 2010

AUGUST 16

Statement on the release of results for Jamaica and CXC procedures for hardships

AUGUST 27

Statement responding to *Jamaica Observer* Editorial on CSEC Mathematics examination

SEPTEMBER 15

Statement on the availability of CAPE and CSEC syllabuses

SEPTEMBER 24

Guyana to host CXC Students' Forum

OCTOBER 24

Condolences on the passing of Honourable David Thompson, Prime Minister of Barbados

OCTOBER 27

Announcement of CAPE Regional Top Award

Announcement of CSEC Regional Top Award

NOVEMBER 17

Turks and Caicos to host Council Meeting

REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS ►



The Registrar in discussion with Honourable Denzil Douglas, Prime Minister of St Kitts and Nevis

► JANUARY

- 5 The Registrar and Pro Registrar met with Honourable Andrew Holness, Minister of Education, Jamaica and other Ministry officials and updated them on CXC's Strategic Plan.
- 7 The Registrar and Pro Registrar met with Dr Carolyn Hayle, the new Executive Director of HEART Trust/NTA to discuss the CVQ and TVET.

► FEBRUARY

- 4 The Registrar and Mrs Susan Giles, Senior Assistant Registrar-Examinations Administration and Security visited Trinidad and Tobago where they met with Ministry of Education officials to discuss assistance from the Ministry in sourcing and retaining marking venues, registration of candidates and release of teachers for CXC examinations.

► MARCH

- 2 – 7 The Registrar visited Jamaica to conduct WZO staff retreat on 4 and 5 March. He had also met with the Chairman and both the Chairman and Registrar met with Honourable Andrew Holness, Minister of Education and other officials to discuss financial issues. He also met with Dr Hayle of HEART Trust/NTA where they discussed CXC's Associate Degree in IT.
- 17 – 19 The Registrar and Pro Registrar met with the Minister of Education and other Ministry officials in Cayman Islands. The Registrar made a presentation on CXC's Strategic Plan and focus, and they also discussed the introduction of CCSLC, CVQ and the proposed Primary Exit Examination.
- 22 – 26 The Registrar was invited by the OECS to attend a Conference on Higher Education sponsored by the OECS and the World Bank. It was held at Bay Garden in St Lucia. The Registrar made a presentation on 'A vision for tertiary education in the OECS'. He also participated in a Consultation on Teacher Career Paths held at the same venue.

REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS (CONTINUED)

▶ APRIL

- 22 – 23 The Registrar and Pro Registrar met with senior Ministry officials in Guyana. The Registrar made a presentation on the transformation agenda. Presentations were also made on CCSLC and CVQ and discussion took place on assistance required by Guyana to offer these examinations.

▶ MAY

- 18 – 22 The Registrar attended the annual meeting of the Caribbean Development Bank which was held in the Bahamas. He met with Honourable Desmond Bannister, Minister of Education in the Bahamas. He presented CXC's transformation agenda to the Minister and discussed participation by the Bahamas in the CXC suite of examinations.

- 24 – 25 The Registrar, Mr Anderson Marshall, Director of Corporate Services and Mr Guy Hewitt, Director of Corporate Strategy and Business Development, attended a meeting of CARIFORUM in Guyana. They also met with Mr Percival Marie, Executive Director, Resource Mobilisation and Technical Assistance and staff of the Resource Mobilisation and Technical Assistance (RMTA) Unit and the Human and Social Development (HSD) Directorate of the CARICOM Secretariat. The meeting was to discuss possibilities for funding assistance to CXC.

- 28 The Registrar visited Anguilla where he met with the Chief Minister, Minister of Education and the Permanent Secretary to discuss CXC's Strategic Plan and transformation agenda. He also met with the Anguilla TVET Council and teachers to hear of their concerns and to give updates on CXC-related matters



The Registrar speaking with Honourable Andrew Holness, Minister of Education and Mrs Audrey Seawell, Permanent Secretary in the Ministry of Education during a press conference in Jamaica.



The Registrar making a presentation at the World Bank/OECS Consultation on tertiary education in the OECS in St Lucia

▶ JUNE

- 1 – 3 The Registrar was invited by the United Nations Children's Fund to be part of a panel and to make a presentation on "Education: Curriculum, School Environment and Second Chance Education". This was presented as part of the Ministerial Meeting of the UNICEF MTR process for the current Programme of Cooperation 2008-2011, which brought together Ministers of Education and Social Development from Barbados and the OECS under the theme - "Rethinking the Agenda for Children". The meeting was held at the Marriotts, St. Kitts. He also paid a courtesy call on Honourable Denzil Douglas, Prime Minister and Honourable Nigel Carty, the new Minister of Education. Discussions were also held on a number of CXC-related matters, including how CXC may be able to assist the Government of St Kitts with their one laptop per student project.

The Registrar also participated in a town hall meeting with teachers and students of the Federation.

REGISTRAR'S REGIONAL AND INTERNATIONAL ENGAGEMENTS (CONTINUED)

9 – 12 The Registrar along with Dr Yolande Wright, Senior Assistant Registrar, Quality Assurance visited Dominica. They met with Honourable Roosevelt Skerrit, Prime Minister and Ambassador Charles Maynard. Meetings were also held with Honourable Peter St. Jean, the new Minister of Education and Mrs LaFond, Permanent Secretary in the Ministry. They also met with faculty staff of the Dominica State College to discuss CAPE.

18 – 19 The Registrar and Mr Guy Hewitt, Director of Corporate Strategy and Business Development attended the Distinguished Leadership Conference sponsored by Arthur Lok Jack School of Business, at the St Augustine Campus of The University of the West Indies in Trinidad and Tobago. The Conference Keynote Presenter was Professor Vijay Govindarajan.

22 – 23 The Registrar delivered the feature presentation on Boys at Risk for a National Symposium organized by the Minister of Education and Human Resource Development, Grenada, held at St. Georges University.

► JULY

1 – 3 The Registrar participated in the Strategy Sub-Committee of the UWI Open Campus Board meeting held at the Eastern Caribbean Central Bank in St Kitts and Nevis.

4 – 8 The Registrar visited marking centres in Jamaica.

10 – 15 The Registrar presented a paper on behalf of the Caribbean Child Support Initiative at the Early Childhood in the Americas Conference held in Havana, Cuba.



16 – 20 The Registrar and Pro Registrar held meetings with Honourable Dr Tim Gopeesingh and Honourable Mr Clifton Decoteau, new Ministers of Education in Trinidad and Tobago, and Honourable Faisal Karim Minister of Tertiary Education. While in Trinidad, the Registrar and Pro Registrar also met with the National Training Agency to discuss stronger collaboration between CXC and the NTA. During the trip the Registrar also visited marking centres in Trinidad.

22 – 24 Along with Mrs Elaine Shakes, Syllabus Officer, the Registrar attended the Caribbean Music Educators Conference in St Lucia.

► AUGUST

7 The Registrar gave a presentation at the Fifth Assembly of Caribbean People held in Barbados at UWI Cave Hill Campus. It was sponsored by the Clement Payne Movement.

► SEPTEMBER

14 – 17 The Registrar, along with the Pro Registrar attended the 21st Meeting of the OECS Ministers of Education, in the British Virgin Islands. They presented papers on the Primary Level Exit Examination and updated Ministers on the reform of TVET education at CXC.

► OCTOBER

6 The Registrar and Pro Registrar attended the launch of CCSLC in Montserrat.

TEAM CXC ►

Staff Training and Development

The Council continues to encourage training as a means to foster and enhance the appropriate skills, attitudes and behaviours which are essential to the efficient functioning of the organisation. In 2010, staff attended a number of workshops, seminars and conferences geared towards professional development in several fields.

A core focus of training for the year was directed at equipping all staff members, Headquarters and the Western Zone Office (WZO), in the adequate use of the Council's information technology applications. Training was also provided to all staff in both locations in the area of Quality Assurance. Assistance to staff pursuing tertiary education at Headquarters and WZO was also provided by granting study leave and flexible working hours.

MR CLEVELAND SAM, Assistant Registrar – Public Information/Customer Services and **MISS PATRICIA CLARKE**, Clerk/Typist (Office of the Registrar), **MS DEBORAH HAYNES**, Assistant Computer Operator and **MS SHERRY BRATHWAITE**, Junior Network Administrator, Information Systems Division (ISD), **MS HEATHER HERBERT**, Senior Secretary, Human Resources (HR) and **MRS JACKIE NILES-SQUIRES**, Senior Secretary, Corporate Strategy and Business Development (CSBD) Unit attended the Caribbean Internet Marketing Summit from 20 to 21 January 2010.

MR ANDERSON MARSHALL, Director of Corporate Services, **MS ROSLYN HAREWOOD**, acting Senior Assistant Registrar, Human Resources (HR), **MS HEATHER HERBERT**, Senior Secretary, Human Resources (HR) and **MRS DONNA DAVIS**, Clerk, Finance and Office Management (F/OM) attended the Seminar "Competencies in Excellence in Union/Management Relations" hosted by the Barbados Community College at the Savannah Hotel, from 17 to 18 February 2010.

MRS SUSAN GILES, Senior Assistant Registrar, Examinations Administration and Security (EAS) Division and **MS ROSLYN HAREWOOD**, acting Senior Assistant Registrar, Human Resources (HR) participated in the Harvard Management, Leading and Motivating Webinar. This was hosted by the Harvard Business Publishing Management Development Programmes for Caribbean Companies and The Cave Hill School of Business – The University of the West Indies on 24 March 2010.



Members of the CXC Choir are all smiles after another melodious performance at the St Mathias Church Lenten Service



Staff members are animated during an exercise at the Versatile training workshop



Ms Odette Smith (left) receiving her prize from Ms Paula Nicholls for placing in the Easter Hat Parade competition. The Registrar is looking on



WZO Staff Ms Ava Henry and Ms Natawyah Smith are all smiles during WZO Fun Day

TEAM CXC (CONTINUED)

A cadre of staff from all levels across divisions attended a series of workshops entitled "Establishing Leadership Behaviours and The CXC Way" hosted by LCI Inc., Human Resources consultants during the period 6 to 9 April 2010. The workshops focused on the identification and development of the Council's core values and defining the accepted leadership behaviours required to achieve the Council's vision.

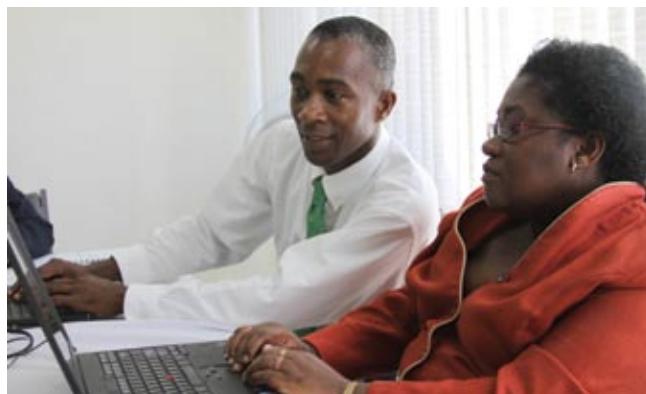
Six Quality Assurance champions participated in the Internal Quality Auditor/ ISO 9001 Implementation and Documentation workshop presented by Mr Neil Sinanan of Goal-Point Services Limited, Trinidad and Tobago. The workshop was held from 22 to 24 April 2010 towards the Council's goal of becoming ISO 9001:2008 certified.

MS BENITA BYER, Assistant Registrar, Examinations Development and Production (EDPD), as well as **MR GERARD PHILLIP**, Assistant Registrar, Syllabus and Curriculum Development, attended the Annual American Educational Research Association (AERA) Conference held in Denver, Colorado, USA from 29 April to 3 May 2010. The theme for 2010 was "Understanding Complex Ecologies in a Changing World".

MRS MILDRED DANIEL, Records Supervisor, Archives and Records Management (ARM) Unit, Office of the Registrar, and **MS HEATHER HERBERT**, Senior Secretary (HR) commenced the Certificate in Records Management, a two-year programme hosted by The University of the West Indies (UWI), Cave Hill Campus from 14 June 2010 to 23 July 2010.



Mr Richard Clarke, Mrs Yvette Dennis-Morrison, Ms Tegra Bruce and Ms Marjorie Lewis are in deep discussion during the WZO staff retreat



Mr Dorian Beckles and Ms Anita Sealy share a thought while taking part in the Office Communicator training

MRS MARINE HALL-EDEY, acting Senior Assistant Registrar (F/OM), **MS ROSLYN HAREWOOD**, acting a (HR) and **MRS MICHELLE HAREWOOD**, Administrative Assistant (HR) attended the seminar "Managing the Employment Relationship in Turbulent Times" hosted by the Barbados Institute of Management and Productivity (BIMAP) at the Hilton Barbados on 9 July 2010.

Five members of the EDPD received training in Adobe software at Genesis Training Systems Inc. **MS SUSAN LEWIS**, Senior Secretary, **MR WAYNE MORGAN**, Senior Clerk – Item Bank and **MS MARIA STOUTE**, Clerk – Item Bank, were trained in Adobe Illustrator CS4 Basic and Advanced from 7 to 9 June 2010, while **MS DIONNE HUNTE**, Graphics Compositor, received training in Adobe PhotoShop CS4 Levels 1 and 2 from 10 to 12 June 2010.

DR GORDON HAREWOOD, Senior Assistant Registrar (EDPD) attended the 36th Annual IAEA Conference held in Bangkok, Thailand from 22 to 27 August 2010.

MR GLENROY CUMBERBATCH, Pro-Registrar, and **MRS SUSAN GILES**, Senior Assistant Registrar (EAS), attended the 2010 Conference of the European Association of Test Publishers (E-ATP) with the theme "Growing Talent in Europe: Gaining Advantage Through Assessment" in Barcelona, Spain, during the period 29 September to 1 October 2010.

MR ANDRE BLAIR, Assistant Registrar (ISD), attended the EDUCAUSE Annual Conference in California, USA 12 to 15 October 2010.

MRS LUCIA LEWIS-CASIMIR, Assistant Registrar (ARM Unit, Office of Registrar), attended the 55th Annual Conference and Expo of the Archives and Records Management Association (ARMA) in San Francisco, USA from 7 to 10 November 2010.

TEAM CXC (CONTINUED)

All staff members were trained in DocuShare, HRMIS, Versatile and Microsoft Office Communicator applications.

In addition to the above, nine WZO staff members were trained in Inventory Management on 28 February and all staff took part in a Fire Prevention Sensitisation Workshop on 13 May.

MS ELEANOR MCKNIGHT, Assistant Registrar (EAS), attended the Cambridge Assessment Network 4th Annual International Study Programme during the period 10 to 21 May 2010 in Cambridge, United Kingdom. The theme was "The Development and Administration of Examinations".

MRS SHEREE DESLANDES, acting Assistant Registrar, Corporate Services, **MS ELEANOR MCKNIGHT**, Assistant Registrar (EAS) and **MRS ALSIAN BROWN-PERRY**, Assistant Registrar (Syllabus and Curriculum Development) attended a Public Speaking Seminar hosted by the Institute of Chartered Accountants of Jamaica (ICAJ) on 30 July 2010.

MS AVA HENRY and **MRS CECILE WEDDERBURN**, Accounts Clerks (F/OM), took part in a Taxation Seminar on 8 September 2010, also hosted by the Institute of Chartered Accountants of Jamaica (ICAJ).

MS ARANA THOMPSON, Receptionist, Mrs Cecile Wedderburn, Accounts Clerk and **MR MICHAEL GRANT**, Messenger/Driver, (F/OM), attended a Workshop on Effective Time Management hosted by Non-Pareil Communications Network (NCN) on 29 September 2010.

HR Consultancy

As we continue on the path to taking CXC to the next level, the need to refocus the Human Resources Division and its functionalities was very apparent. While this is still a work in progress, some notable progress has been made. CXC engaged the services of LCI Consultants to review the HR processes and make recommendations for changes so that the division would be better positioned to carry out a more strategic role. In keeping with this focus, a Human Resources Management Information System was implemented to assist with reduction of the transactional focus of the division. This has transferred the transactional tasks to a self-service module where employees are able to manage and maintain their information and easily access their personal information. In time, this system will also be able to provide invaluable metrics which will be critical in the analysis of the various HR programmes.

New Posts

This year, we saw changes to our workforce, new posts were created and filled. **MS SIMONE PASMORE** was recruited as the Council's first Webmaster in the Registrar's Office; **MS LA-RAINE CARPENTER** as Editor in the Examination Development and Production Division; **DR CAROL GRANSTON**, Senior Assistant Registrar in Syllabus and Curriculum Development at the Western Zone Office.

Three new Measurement and Evaluation Officers - **DR GRACE-ANN JACKMAN**, **DR JOHN ANDOR** and **MS CHARLOTTE LEWIS** joined the Examination Development and Production Division.

Training and Development

In keeping with our commitment to the development of our human capital as well as technological enhancements to improve our working processes, while we continued to ensure that staff members attended conferences and seminars targeted at professional development, we also had a technological focus in our training programme and all staff were trained in the use of the new technologies which were implemented. Staff members from the Information Systems Division also attended critical training courses to ensure that they were able to continue to ensure a competent, knowledgeable workforce, well positioned to ensure use and implementation of the most effective technology throughout the organization.



Information Systems Division trainers, Mrs Sheldine Robinson and Mr Keone James assisting Ms Amril Gittens and Mrs Anjanette Forde-Hinds at a training session

TEAM CXC (CONTINUED)

FAREWELL

This year CXC bade farewell to three staff members who have given invaluable service. They are:

Headquarters

Ms Amina Saâdia Wilson
Senior Secretary (EDPD), resigned effective 12 February 2010

Mr Fitzroy Marcus
Assistant Registrar (EDPD), resigned effective 6 April 2010

Mrs Sandrene Doughlin
Stenotypist (EDPD), retired effective 31 December 2010

PROMOTIONS AND RE-ASSIGNMENTS

Ms Kemba Gordon
Accounts Clerk (EDPD)
Temporary Reassignment
11 January 2010

Ms Juliette Taylor
Clerk (EDPD)
Temporary Reassignment
11 January 2010

Ms Marva Lashley
Temporary Clerk/Typist (EAS)
Temporary Re-assignment
13 January 2010

Mrs Mildred Daniel
Records Supervisor (ARM Unit, Office of Registrar) – Promotion
18 January 2010

Mrs Sheldine Robinson
Junior Systems Administrator (ISD) – Promotion
1 February 2010

Ms Deborah Haynes
IT Technical Writer/ Project Support (ISD) – Temporary Assignment
1 February 2010

Mrs Donna Davis
Senior Clerk (FOM) – Promotion
1 April 2010

Ms Paula Nicholls
Senior Secretary (EAS) – Promotion
1 April 2010

Mrs Andrea Gill-Mason
Senior Secretary (EDPD) – Promotion
1 July 2010

Ms Shanna Bailey
Compositor (EDPD)
Temporary Promotion
1 July 2010

Ms Kath-Ema Armstrong
Clerk (EAS)
Temporary Reassignment
15 September to 31 December 2010

NEW STAFF

CXC welcomed a number of new staff members this year. They are as follows:

Ms Susan Harris
Clerk/Typist (EAS)
11 January 2010

Mr Delroy Gilzene
Analyst Programmer (ISD)
Temporary Appointment
1 February 2010

Ms Danielle Reeves
User Support Coordinator (ISD) Temporary Appointment
1 February 2010

Mr John King
Junior Technical Assistant (ISD) Temporary Appointment
1 February 2010

Ms Michelle Hinds
Clerk (FOM) – Temporary Appointment
1 April 2010

Ms Michelle Belgrave
Temporary Clerk (HR)
1 April 2010

Ms Simone Pasmore
Assistant Registrar – Webmaster (Office of Registrar)
18 May 2010

Ms La-Raine Carpenter
Assistant Registrar – Editor (EDPD)
14 June 2010

Ms Marva Lashley
Clerk/Typist (EAS)
15 June 2010

Miss Ramona Alleyne
Clerk (EAS)
15 June 2010

Ms Heather Sobers
Senior Secretary (EDPD)
1 July 2010

Mrs Donna Austin-Layne
Item Bank Clerk (EDPD) – Temporary Appointment
1 July to 31 October 2010

TEAM CXC (CONTINUED)



Mrs Mildred Daniel presents cheque to Ms Elizabeth Riley of CDEMA on behalf of CXC staff, for the Haiti Relief Fund. Witnessing the presentation are Dr Didacus Jules, Mr Anderson Marshall, Mrs Edwina Griffith, Mrs Susan Giles and Ms Dedra Bartlett

Dr Carol Granston

Senior Assistant Registrar (Syllabus and Development) (WZO)
5 July 2010

Ms Melissa Daniel

Temporary Clerk/Typist (EDPD)
5 July to 31 October 2010

Dr Mary Grace-Anne Jackman

Assistant Registrar (EDPD)
1 September 2010

Dr John Andor

Assistant Registrar (EDPD)
13 September 2010

Ms Keeshan Collinder

Administrative Assistant (EAS)(WZO)
4 October 2010

EMPLOYEE AWARDS

The Council will honour the following long-service staff members in 2010 for their dedication and commitment:

Headquarters

5 YEARS OF SERVICE

Mrs Maureen Grazette
Mrs Megan Vitoria

10 YEARS OF SERVICE

Mrs Mildred Daniel
Mrs Julia D. Grant-Medford

15 YEARS OF SERVICE

Ms Andrea Callender
Ms Odette Smith

20 YEARS OF SERVICE

Dr Gordon Harewood
Mrs Stephnian Marshall
Mrs Jackie Niles-Squires
Mrs Emsy Walkes-Sealy

25 YEARS OF SERVICE

Mr Noel Stephens

30 YEARS OF SERVICE

Mrs Genoise Bowen
Mrs Rose Brathwaite
Mrs Greta Forde
Ms Margaret Nurse
Mr Frankey Worrell

35 YEARS OF SERVICE

Mrs Gloria Balram

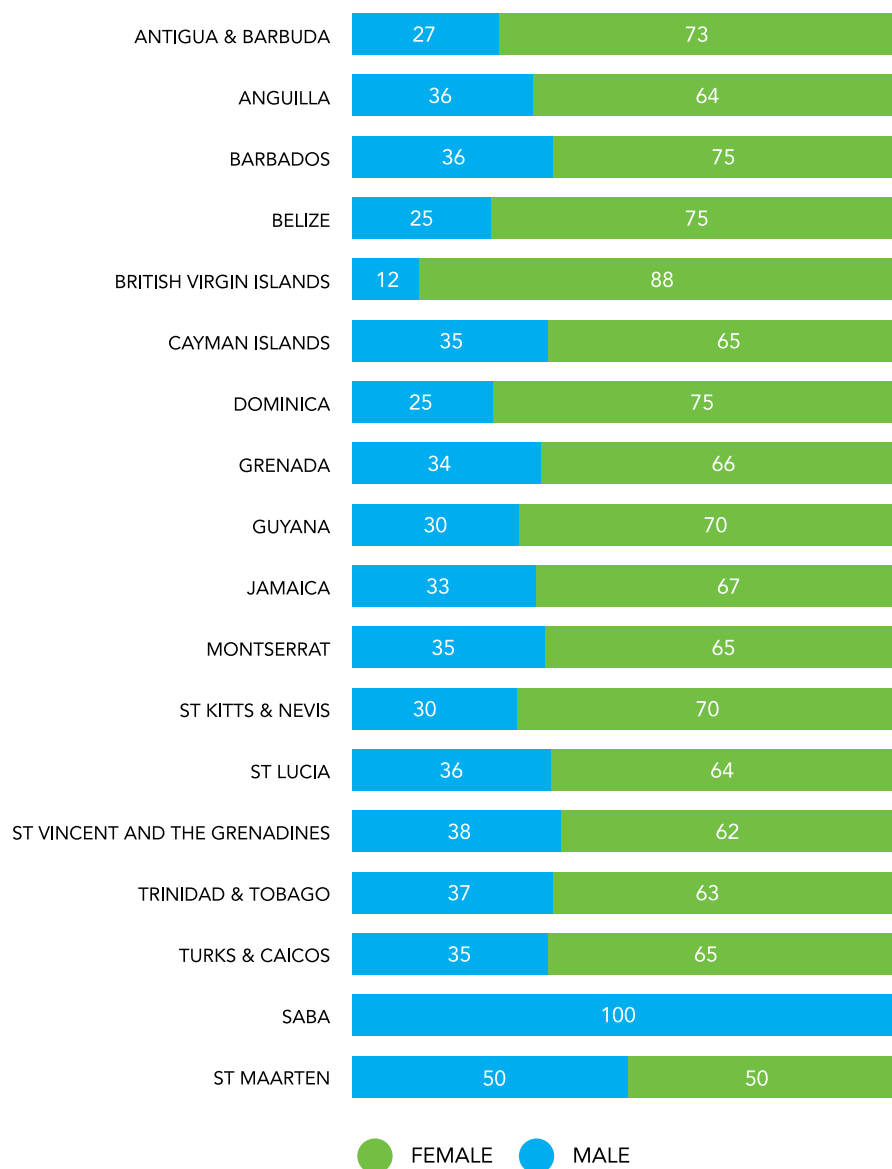
Retiree

Mrs Sandrene Doughlin

APPENDIX ONE

CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

CSEC JANUARY 2010 CANDIDATE ENTRIES BY TERRITORY AND BY GENDER



APPENDIX ONE

CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

CSEC JANUARY SITTING: A COMPARISON OF 2009 AND 2010 CANDIDATE ENTRIES BY TERRITORY

| Territory | 2009 | | 2010 | | DIFF 2010-2009 | |
|----------------------------------|---------------|---------------|---------------|---------------|----------------|--------------|
| | No. | % | No. | % | No. | % |
| Participating Territories | | | | | | |
| Antigua and Barbuda | 522 | 2.00 | 467 | 1.31 | -55 | -10.54 |
| Anguilla | 79 | 0.30 | 100 | 0.28 | 21 | 26.58 |
| Barbados | 1,890 | 7.24 | 1,730 | 4.86 | -160 | -8.47 |
| Belize | 6 | 0.02 | 4 | 0.01 | -2 | -33.33 |
| British Virgin Islands | 5 | 0.02 | 8 | 0.02 | 3 | 60.00 |
| Cayman Islands | 21 | 0.08 | 79 | 0.22 | 58 | 276.19 |
| Dominica | 90 | 0.34 | 106 | 0.30 | 16 | 17.78 |
| Grenada | 426 | 1.63 | 282 | 0.79 | -144 | -33.80 |
| Guyana | 611 | 2.34 | 582 | 1.64 | -29 | -4.75 |
| Jamaica | 8,425 | 32.29 | 7,714 | 21.68 | -711 | -8.44 |
| Montserrat | 36 | 0.14 | 26 | 0.07 | -10 | -27.78 |
| St Kitts and Nevis | 279 | 1.07 | 321 | 0.90 | 42 | 15.05 |
| Saint Lucia | 1,209 | 4.63 | 1,065 | 2.99 | -144 | -11.91 |
| St Vincent and the Grenadines | 319 | 1.22 | 265 | 0.74 | -54 | -16.93 |
| Trinidad and Tobago | 11,934 | 45.74 | 22,540 | 63.34 | 10606 | 88.87 |
| Turks and Caicos | 222 | 0.85 | 289 | 0.81 | 67 | 30.18 |
| External Territories | | | | | | |
| Saba | - | 0.00 | - | 0.00 | 0 | 0.00 |
| St Maarten | 19 | 0.07 | 6 | 0.02 | -13 | -68.42 |
| Suriname | - | | - | 0.00 | | |
| TOTAL | 26,093 | 100.00 | 35,584 | 100.00 | 9491 | 36.37 |

APPENDIX ONE

CSEC JANUARY ENTRY AND PERFORMANCE DATA ►

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS JANUARY SITTING - 2009 AND 2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* | I-II | CUMULATIVE GRADES I - III |
|------------------------|------|-----------------|--------------------|--------|-------|-------|-------|-------|-------|------|--------|-------|---------------------------|
| | | | | | I | II | III | IV | V | VI | | | |
| Biology | 2009 | 884 | 727 | No. | 30 | 110 | 288 | 216 | 81 | 2 | 157 | 140 | 428 |
| | | | | % | 4.13 | 15.13 | 39.61 | 29.71 | 11.14 | 0.28 | | 19.26 | 58.87 |
| | 2010 | 2,209 | 1,432 | No. | 13 | 117 | 439 | 567 | 283 | 13 | 777 | 130 | 569 |
| | | | | % | 0.91 | 8.17 | 30.66 | 39.59 | 19.76 | 0.91 | | 9.08 | 39.73 |
| Chemistry | 2009 | 550 | 425 | No. | 10 | 48 | 99 | 149 | 114 | 5 | 125 | 58 | 157 |
| | | | | % | 2.35 | 11.29 | 23.29 | 35.06 | 26.82 | 1.18 | | 13.65 | 36.94 |
| | 2010 | 801 | 566 | No. | 21 | 57 | 154 | 162 | 169 | 3 | 235 | 78 | 232 |
| | | | | % | 3.71 | 10.07 | 27.21 | 28.62 | 29.86 | 0.53 | | 13.78 | 40.99 |
| English (A) | 2009 | 15,885 | 14,781 | No. | 1,131 | 2,838 | 4,792 | 4,508 | 1,486 | 26 | 1,104 | 3,969 | 8,761 |
| | | | | % | 7.65 | 19.20 | 32.42 | 30.50 | 10.05 | 0.18 | | 26.85 | 59.27 |
| | 2010 | 23,056 | 18,117 | No. | 1,283 | 3,189 | 5,477 | 5,701 | 2,409 | 58 | 4,939 | 4,472 | 9,949 |
| | | | | % | 7.08 | 17.60 | 30.23 | 31.47 | 13.30 | 0.32 | | 24.68 | 54.92 |
| Human & Social Biology | 2009 | 1,934 | 1,616 | No. | 11 | 173 | 542 | 672 | 215 | 3 | 318 | 184 | 726 |
| | | | | % | 0.68 | 10.71 | 33.54 | 41.58 | 13.30 | 0.19 | | 11.39 | 44.93 |
| | 2010 | 5,155 | 3,034 | No. | 55 | 416 | 1,166 | 1,004 | 385 | 8 | 2,121 | 471 | 1,637 |
| | | | | % | 1.81 | 13.71 | 38.43 | 33.09 | 12.69 | 0.26 | | 15.52 | 53.96 |
| Information Technology | 2009 | 406 | 346 | No. | 27 | 78 | 90 | 109 | 39 | 3 | 60 | 105 | 195 |
| | | | | % | 7.80 | 22.54 | 26.01 | 31.50 | 11.27 | 0.87 | | 30.35 | 56.36 |
| | 2010 | 626 | 561 | No. | 46 | 132 | 180 | 137 | 62 | 4 | 65 | 178 | 358 |
| | | | | % | 8.20 | 23.53 | 32.09 | 24.42 | 11.05 | 0.71 | | 31.73 | 63.81 |
| Mathematics | 2009 | 15,329 | 13,753 | No. | 1,297 | 1,776 | 3,713 | 3,650 | 3,191 | 126 | 1,576 | 3,073 | 6,786 |
| | | | | % | 9.43 | 12.91 | 27.00 | 26.54 | 23.20 | 0.92 | | 22.34 | 49.34 |
| | 2010 | 22,350 | 16,960 | No. | 1,122 | 2,047 | 4,491 | 4,518 | 4,502 | 280 | 5,390 | 3,169 | 7,660 |
| | | | | % | 6.62 | 12.07 | 26.48 | 26.64 | 26.54 | 1.65 | | 18.69 | 45.17 |
| Office Administration | 2009 | 926 | 773 | No. | 69 | 216 | 295 | 141 | 51 | 1 | 153 | 285 | 580 |
| | | | | % | 8.93 | 27.94 | 38.16 | 18.24 | 6.60 | 0.13 | | 36.87 | 75.03 |
| | 2010 | 2,765 | 1,682 | No. | 43 | 260 | 555 | 478 | 344 | 2 | 1,083 | 303 | 858 |
| | | | | % | 2.56 | 15.46 | 33.00 | 28.42 | 20.45 | 0.12 | | 18.01 | 51.01 |
| Physics | 2009 | 860 | 704 | No. | 67 | 104 | 216 | 247 | 70 | - | 156 | 171 | 387 |
| | | | | % | 9.52 | 14.77 | 30.68 | 35.09 | 9.94 | 0.00 | | 24.29 | 54.97 |
| | 2010 | 1,667 | 1,054 | No. | 57 | 107 | 244 | 336 | 283 | 27 | 613 | 164 | 408 |
| | | | | % | 5.41 | 10.15 | 23.15 | 31.88 | 26.85 | 2.56 | | 15.56 | 38.71 |

APPENDIX ONE

CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

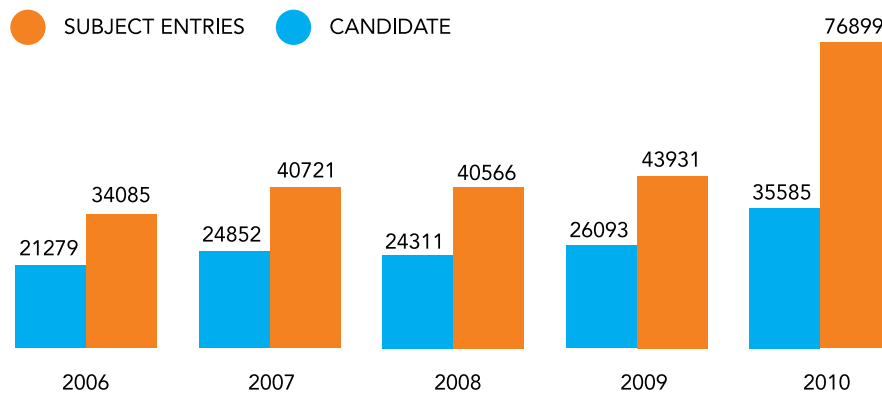
REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS JANUARY SITTING - 2009 AND 2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* | I-II | CUMULATIVE GRADES I - III |
|------------------------|------|-----------------|--------------------|--------|-------|-------|--------|--------|--------|------|--------|--------|---------------------------|
| | | | | | I | II | III | IV | V | VI | | | |
| Principles of Accounts | 2009 | 1,646 | 1,341 | No. | 119 | 231 | 372 | 368 | 246 | 5 | 305 | 350 | 722 |
| | | | | % | 8.87 | 17.23 | 27.74 | 27.44 | 18.34 | 0.37 | | 26.10 | 53.84 |
| | 2010 | 3,431 | 2,104 | No. | 92 | 228 | 646 | 525 | 592 | 21 | 1,327 | 320 | 966 |
| | | | | % | 4.37 | 10.84 | 30.70 | 24.95 | 28.14 | 1.00 | | 15.21 | 45.91 |
| Principles of Business | 2009 | 2,291 | 1,934 | No. | 82 | 409 | 741 | 500 | 196 | 6 | 357 | 491 | 1,232 |
| | | | | % | 4.24 | 21.15 | 38.31 | 25.85 | 10.13 | 0.31 | | 25.39 | 63.70 |
| | 2010 | 6,013 | 3,853 | No. | 36 | 475 | 1,363 | 1,076 | 882 | 21 | 2,160 | 511 | 1,874 |
| | | | | % | 0.93 | 12.33 | 35.38 | 27.93 | 22.89 | 0.55 | | 13.26 | 48.64 |
| Social Studies | 2009 | 2,742 | 2,355 | No. | 138 | 550 | 859 | 510 | 296 | 2 | 387 | 688 | 1,547 |
| | | | | % | 5.86 | 23.35 | 36.48 | 21.66 | 12.57 | 0.08 | | 29.21 | 83.06 |
| | 2010 | 7,614 | 4,933 | No. | 222 | 975 | 1,979 | 934 | 806 | 17 | 2,681 | 1,197 | 3,176 |
| | | | | % | 4.50 | 19.76 | 40.12 | 18.93 | 16.34 | 0.34 | | 24.27 | 64.38 |
| Spanish | 2009 | 478 | 402 | No. | 82 | 110 | 111 | 56 | 41 | 2 | 76 | 192 | 303 |
| | | | | % | 20.40 | 27.36 | 27.61 | 13.93 | 10.20 | 0.50 | | 47.76 | 75.37 |
| | 2010 | 1,193 | 633 | No. | 138 | 136 | 166 | 109 | 79 | 5 | 560 | 274 | 440 |
| | | | | % | 21.80 | 21.48 | 26.22 | 17.22 | 12.48 | 0.79 | | 43.29 | 69.51 |
| TOTAL | 2009 | 43,931 | 39,157 | No. | 3,063 | 6,643 | 12,118 | 11,126 | 6,026 | 181 | 4,774 | 9,706 | 21,824 |
| | | | | % | 7.82 | 16.97 | 30.95 | 28.41 | 15.39 | 0.46 | | 24.79 | 55.73 |
| | 2010 | 76,880 | 54,929 | No. | 3,128 | 8,139 | 16,860 | 15,547 | 10,796 | 459 | 21,951 | 11,267 | 27,216 |
| | | | | % | 5.69 | 14.82 | 30.69 | 28.30 | 19.65 | 0.84 | | 20.51 | 49.55 |

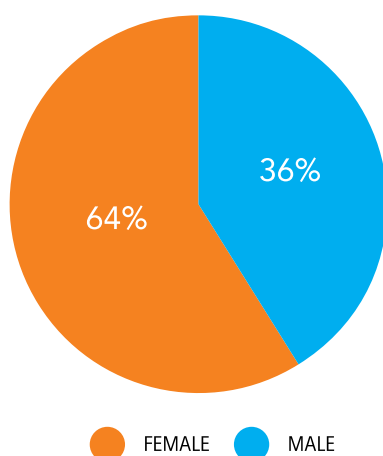
APPENDIX ONE

CSEC JANUARY ENTRY AND PERFORMANCE DATA ▶

CSEC JANUARY SITTING: REGIONAL ENTRIES 2006 – 2010



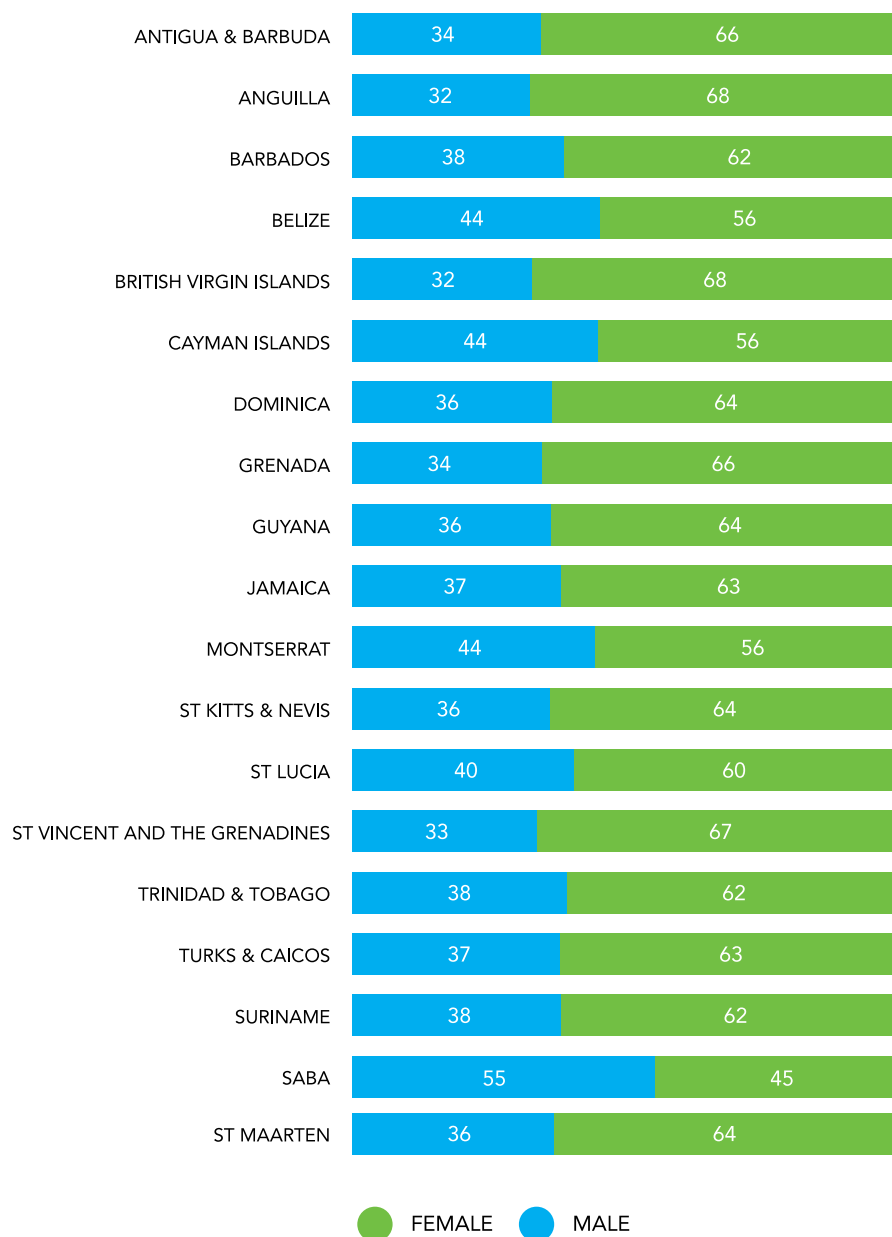
CSEC 2010 TOTAL CANDIDATE ENTRIES BY GENDER



APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

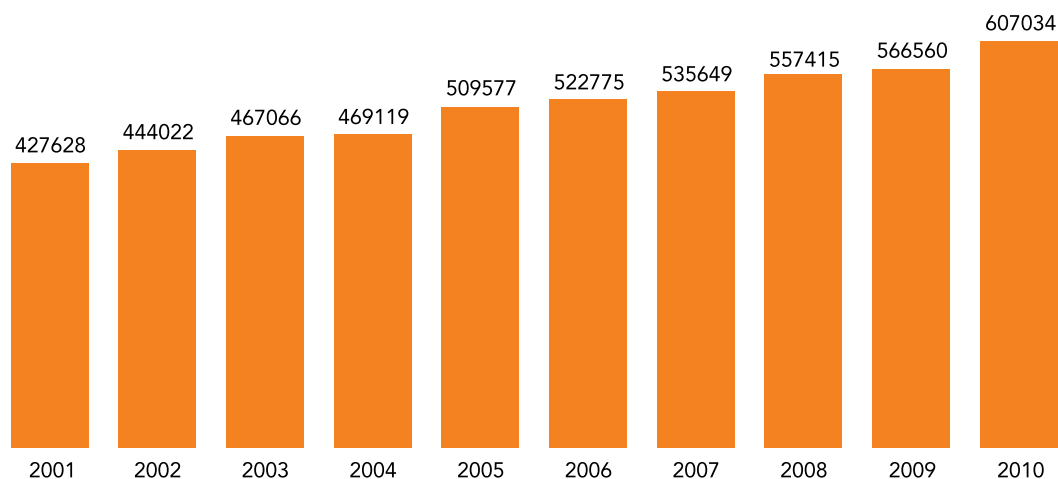
CSEC MAY/JUNE 2010 CANDIDATE ENTRIES BY TERRITORY AND BY GENDER



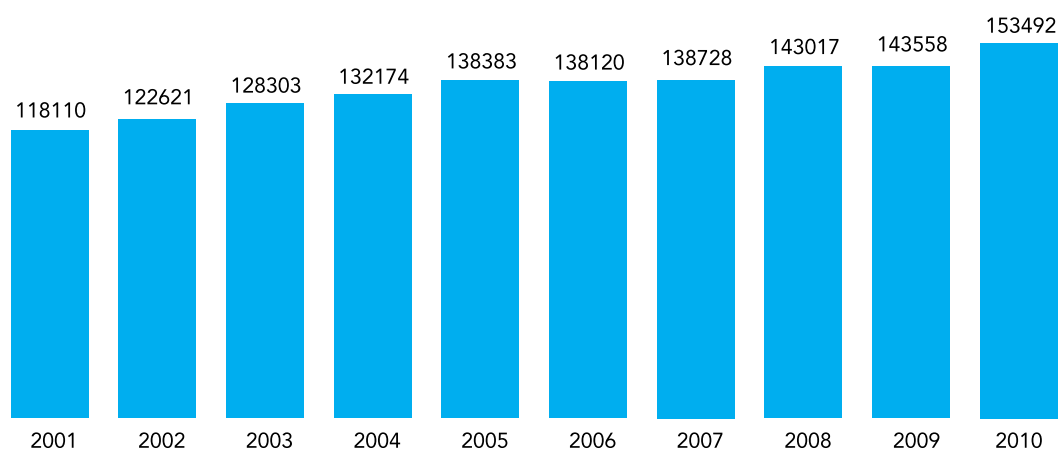
APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CSEC GENERAL/TECHNICAL PROFICIENCIES SUBJECT ENTRIES 2001 – 2010



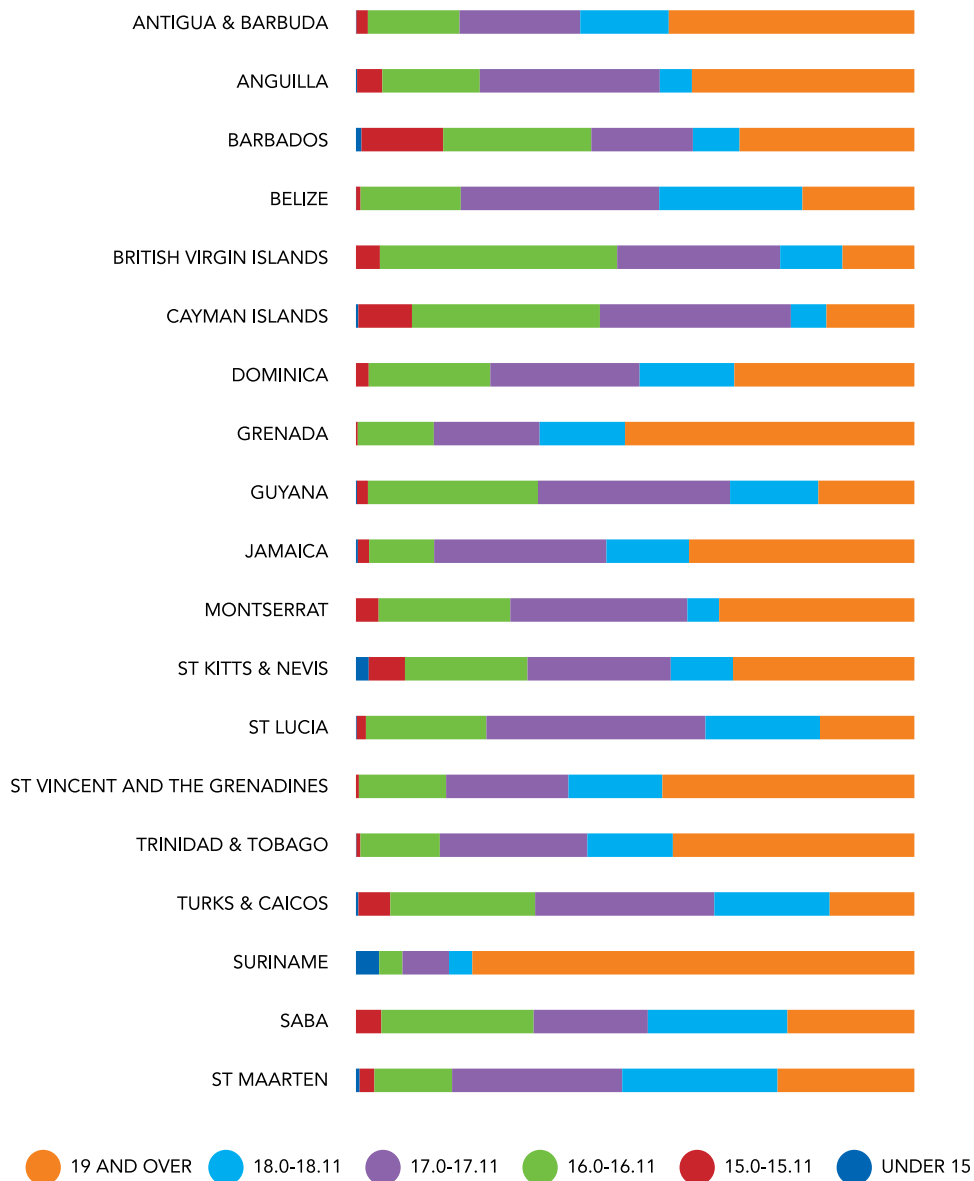
CSEC MAY/JUNE SITTING: CANDIDATE ENTRIES 2001 – 2010



APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CSEC MAY/JUNE 2010 CANDIDATE ENTRIES BY TERRITORY AND AGE GROUP



APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2009 AND 2010

| SUBJECT | PROF | YEAR | CAND ENTRY | CANDS WRITING EXAM | GRADES | | | | | | | | CUMULATIVE GRADES | | |
|-----------------------------------|-----------|------|------------|--------------------|--------|-------|-------|-------|-------|-------|------|-------|-------------------|--------|--------|
| | | | | | | I | II | III | IV | V | VI | | I-II | I-III | I-IV |
| Agricultural Sc. SA | General | 2010 | 6,936 | 6,457 | No. | 652 | 2,914 | 2,334 | 438 | 112 | 7 | 479 | 3,566 | 5,900 | 6,338 |
| | | | | | % | 10.10 | 45.13 | 36.15 | 6.78 | 1.73 | 0.11 | | 55.23 | 91.37 | 98.16 |
| | | 2009 | 5,965 | 5,599 | No. | 503 | 2072 | 2272 | 614 | 132 | 6 | 366 | 2598 | 4702 | 5361 |
| | | | | | % | 8.98 | 37.01 | 40.58 | 10.97 | 2.36 | 0.11 | | 46.40 | 83.98 | 95.75 |
| Agricultural Sc. DA | General | 2010 | 2,063 | 1,987 | No. | 279 | 691 | 791 | 223 | 3 | 0 | 76 | 970 | 1,761 | 1,984 |
| | | | | | % | 14.04 | 34.78 | 39.81 | 11.22 | 0.15 | 0.00 | | 48.82 | 88.63 | 99.85 |
| | | 2009 | 1,863 | 1,782 | No. | 363 | 618 | 579 | 209 | 13 | 0 | 81 | 981 | 1,560 | 1,769 |
| | | | | | % | 20.37 | 34.68 | 32.49 | 11.73 | 0.73 | 0.00 | | 55.05 | 87.54 | 99.27 |
| Biology | General | 2010 | 15,293 | 14,162 | No. | 1,564 | 3,701 | 5,377 | 2,476 | 1,039 | 5 | 1,131 | 5,265 | 10,642 | 13,118 |
| | | | | | % | 11.04 | 26.13 | 37.97 | 17.48 | 7.34 | 0.04 | | 37.18 | 75.14 | 92.63 |
| | | 2009 | 14,162 | 13,383 | No. | 1,582 | 3,415 | 5,003 | 2,321 | 1,058 | 4 | 779 | 4,997 | 10,000 | 12,321 |
| | | | | | % | 11.82 | 25.52 | 37.38 | 17.34 | 7.91 | 0.03 | | 37.34 | 74.72 | 92.06 |
| Building Technology: Construction | Technical | 2010 | 1,918 | 1,696 | No. | 500 | 669 | 196 | 288 | 43 | 0 | 222 | 1,169 | 1,365 | 1,653 |
| | | | | | % | 29.48 | 39.45 | 11.56 | 16.98 | 2.54 | 0.00 | | 68.93 | 80.48 | 97.46 |
| | | 2009 | 1,707 | 1,526 | No. | 405 | 549 | 205 | 297 | 68 | 2 | 181 | 954 | 1,159 | 1,456 |
| | | | | | % | 26.54 | 35.98 | 13.43 | 19.46 | 4.46 | 0.13 | | 62.52 | 75.95 | 95.41 |
| Building Technology: Woods | Technical | 2010 | 2,361 | 1,937 | No. | 348 | 843 | 422 | 266 | 55 | 3 | 424 | 1,191 | 1,613 | 1,879 |
| | | | | | % | 17.97 | 43.52 | 21.79 | 13.73 | 2.84 | 0.15 | | 61.49 | 83.27 | 97.01 |
| | | 2009 | 2,232 | 1,865 | No. | 149 | 755 | 461 | 427 | 69 | 4 | 367 | 904 | 1,365 | 1,792 |
| | | | | | % | 7.99 | 40.48 | 24.72 | 22.90 | 3.70 | 0.21 | | 48.47 | 73.19 | 96.09 |
| Caribbean History | General | 2010 | 12,582 | 11,326 | No. | 550 | 2,520 | 4,333 | 2,394 | 1,499 | 30 | 1,256 | 3,070 | 7,403 | 9,797 |
| | | | | | % | 4.86 | 22.25 | 38.26 | 21.14 | 13.24 | 0.26 | | 27.11 | 65.36 | 86.50 |
| | | 2009 | 12,215 | 11,193 | No. | 425 | 2,144 | 3,978 | 2,739 | 1,869 | 38 | 1,022 | 2,569 | 6,547 | 9,286 |
| | | | | | % | 3.80 | 19.15 | 35.54 | 24.47 | 16.70 | 0.34 | | 22.95 | 58.49 | 82.96 |
| Chemistry | General | 2010 | 13,543 | 12,442 | No. | 1,609 | 2,512 | 4,545 | 2,750 | 1,023 | 3 | 1,101 | 4,121 | 8,666 | 11,416 |
| | | | | | % | 12.93 | 20.19 | 36.53 | 22.10 | 8.22 | 0.02 | | 33.12 | 69.65 | 91.75 |
| | | 2009 | 12,350 | 11,465 | No. | 1,952 | 2,842 | 4,187 | 1,843 | 632 | 9 | 885 | 4,794 | 8,981 | 10,824 |
| | | | | | % | 17.03 | 24.79 | 36.52 | 16.08 | 5.51 | 0.08 | | 41.81 | 78.33 | 94.41 |
| Clothing & Textiles | General | 2010 | 2,533 | 2,316 | No. | 148 | 812 | 970 | 306 | 80 | 0 | 217 | 960 | 1,930 | 2,236 |
| | | | | | % | 6.39 | 35.06 | 41.88 | 13.21 | 3.45 | 0.00 | | 41.45 | 83.33 | 96.55 |
| | | 2009 | 2,472 | 2,324 | No. | 71 | 746 | 1,059 | 373 | 74 | 1 | 148 | 817 | 1,876 | 2,249 |
| | | | | | % | 3.06 | 32.10 | 45.57 | 16.05 | 3.18 | 0.04 | | 35.15 | 80.72 | 96.77 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2009 AND 2010

| SUBJECT | PROF | YEAR | CAND ENTRY | CANDS WRITING EXAM | GRADES | | | | | | | | CUMULATIVE GRADES | | |
|--------------------------------------|-----------|------|------------|--------------------|--------|--------|--------|--------|--------|--------|-------|-------|-------------------|--------|--------|
| | | | | | | I | II | III | IV | V | VI | | I-II | I-III | I-IV |
| Economics | General | 2010 | 4,084 | 3,767 | No. | 178 | 782 | 1,386 | 913 | 502 | 6 | 317 | 960 | 2,346 | 3,259 |
| | | | | | % | 4.73 | 20.76 | 36.79 | 24.24 | 13.33 | 0.16 | | 25.48 | 62.28 | 86.51 |
| | | 2009 | 3,769 | 3,493 | No. | 140 | 749 | 1,340 | 853 | 409 | 2 | 276 | 889 | 2,229 | 3,082 |
| | | | | | % | 4.01 | 21.44 | 38.36 | 24.42 | 11.71 | 0.06 | | 25.45 | 63.81 | 88.23 |
| Electrical and Electronic Technology | Technical | 2010 | 3,893 | 3,394 | No. | 251 | 1,063 | 788 | 1,047 | 232 | 13 | 499 | 1,314 | 2,102 | 3,149 |
| | | | | | % | 7.40 | 31.32 | 23.22 | 30.85 | 6.84 | 0.38 | | 38.72 | 61.93 | 92.78 |
| | | 2009 | 3,800 | 3,360 | No. | 149 | 810 | 661 | 1,425 | 274 | 41 | 440 | 959 | 1,620 | 3,045 |
| | | | | | % | 4.43 | 24.11 | 19.67 | 42.41 | 8.15 | 1.22 | | 28.54 | 48.21 | 90.63 |
| Electronic Document Preparation and | General | 2010 | 11,633 | 10,467 | No. | 2,830 | 4,178 | 2,489 | 665 | 293 | 12 | 1,166 | 7,008 | 9,497 | 10,162 |
| | | | | | % | 27.04 | 39.92 | 23.78 | 6.35 | 2.80 | 0.11 | | 66.95 | 90.73 | 97.09 |
| | | 2009 | 8,796 | 7,878 | No. | 1,929 | 2,907 | 2,236 | 582 | 221 | 3 | 918 | 4,836 | 7,072 | 7,654 |
| | | | | | % | 24.49 | 36.90 | 28.38 | 7.39 | 2.81 | 0.04 | | 61.39 | 89.77 | 97.16 |
| English (A) | General | 2010 | 100,494 | 92,349 | No. | 16,738 | 19,955 | 24,702 | 21,201 | 8,816 | 937 | 8,145 | 36,693 | 61,395 | 82,596 |
| | | | | | % | 18.12 | 21.61 | 26.75 | 22.96 | 9.55 | 1.01 | | 39.73 | 66.48 | 89.44 |
| | | 2009 | 94,327 | 88,929 | No. | 11,457 | 14,982 | 23,296 | 24,037 | 13,477 | 1,680 | 5,398 | 26,439 | 49,735 | 73,772 |
| | | | | | % | 12.88 | 16.85 | 26.20 | 27.03 | 15.15 | 1.89 | | 29.73 | 55.93 | 82.96 |
| | Basic | 2009 | 1,854 | 1,610 | No. | 56 | 138 | 188 | 456 | 530 | 242 | 244 | 194 | 382 | 838 |
| | | | | | % | 3.48 | 8.57 | 11.68 | 28.32 | 32.92 | 15.03 | | 12.05 | 23.73 | 52.05 |
| English (B) | General | 2010 | 20,605 | 19,899 | No. | 6,543 | 6,076 | 2,633 | 2,770 | 1,666 | 211 | 706 | 12,619 | 15,252 | 18,022 |
| | | | | | % | 32.88 | 30.53 | 13.23 | 13.92 | 8.37 | 1.06 | | 63.42 | 76.65 | 90.57 |
| | | 2009 | 18,913 | 18,388 | No. | 2,563 | 4,390 | 2,855 | 4,322 | 3,675 | 583 | 525 | 6,953 | 9,808 | 14,130 |
| | | | | | % | 13.94 | 23.87 | 15.53 | 23.50 | 19.99 | 3.17 | | 37.81 | 53.34 | 76.84 |
| Food & Nutrition | General | 2010 | 10,185 | 9,678 | No. | 1,264 | 4,819 | 2,846 | 633 | 116 | 0 | 507 | 6,083 | 8,929 | 9,562 |
| | | | | | % | 13.06 | 49.79 | 29.41 | 6.54 | 1.20 | 0.00 | | 62.85 | 92.26 | 98.80 |
| | | 2009 | 9,521 | 9,056 | No. | 883 | 3,831 | 3,252 | 930 | 160 | 0 | 465 | 4,714 | 7,966 | 8,896 |
| | | | | | % | 9.75 | 42.30 | 35.91 | 10.27 | 1.77 | 0.00 | | 52.05 | 87.96 | 98.23 |
| French | General | 2010 | 3,504 | 3,392 | No. | 363 | 825 | 1,062 | 724 | 404 | 14 | 112 | 1,188 | 2,250 | 2,974 |
| | | | | | % | 10.70 | 24.32 | 31.31 | 21.34 | 11.91 | 0.41 | | 35.02 | 66.33 | 87.68 |
| | | 2009 | 3,716 | 3,576 | No. | 333 | 854 | 1,193 | 770 | 414 | 12 | 140 | 1,187 | 2,380 | 3,150 |
| | | | | | % | 9.31 | 23.88 | 33.36 | 21.53 | 11.58 | 0.34 | | 33.19 | 66.55 | 88.09 |
| Geography | General | 2010 | 13,288 | 12,109 | No. | 555 | 2,816 | 4,662 | 3,157 | 916 | 3 | 1,179 | 3,371 | 8,033 | 11,190 |
| | | | | | % | 4.58 | 23.26 | 38.50 | 26.07 | 7.56 | 0.02 | | 27.84 | 66.34 | 92.41 |
| | | 2009 | 12,934 | 11,888 | No. | 259 | 2,323 | 4,414 | 3,429 | 1,454 | 9 | 1,046 | 2,582 | 6,996 | 10,425 |
| | | | | | % | 2.18 | 19.54 | 37.13 | 28.84 | 12.23 | 0.08 | | 21.72 | 58.85 | 87.69 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ►

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2009 AND 2010

| SUBJECT | PROF | YEAR | CAND ENTRY | CANDS WRITING EXAM | GRADES | | | | | | | | CUMULATIVE GRADES | | |
|-----------------------------------|-----------|------|------------|--------------------|--------|-------|--------|--------|--------|--------|-------|--------|-------------------|--------|--------|
| | | | | | | I | II | III | IV | V | VI | | I-II | I-III | I-IV |
| Home Economics: Management | General | 2010 | 6,054 | 5,712 | No. | 306 | 2,365 | 2,230 | 685 | 126 | 0 | 342 | 2,671 | 4,901 | 5,586 |
| | | | | | % | 5.36 | 41.40 | 39.04 | 11.99 | 2.21 | 0.00 | | 46.76 | 85.80 | 97.79 |
| | | 2009 | 5,800 | 5,483 | No. | 445 | 2,344 | 1,977 | 603 | 113 | 1 | 317 | 2,789 | 4,766 | 5,369 |
| | | | | | % | 8.12 | 42.75 | 36.06 | 11.00 | 2.06 | 0.02 | | 50.87 | 86.92 | 97.92 |
| Human and Social Biology | General | 2010 | 31,568 | 26,824 | No. | 4,474 | 5,957 | 7,764 | 6,834 | 1,743 | 52 | 4,744 | 10,431 | 18,195 | 25,029 |
| | | | | | % | 16.68 | 22.21 | 28.94 | 25.48 | 6.50 | 0.19 | | 38.89 | 67.83 | 93.31 |
| | | 2009 | 26,515 | 23,918 | No. | 5,436 | 7,010 | 6,313 | 4,085 | 1,042 | 32 | 2,597 | 12,446 | 18,759 | 22,844 |
| | | | | | % | 22.73 | 29.31 | 26.39 | 17.08 | 4.36 | 0.13 | | 52.04 | 78.43 | 95.51 |
| Information Technology | General | 2010 | 25,724 | 21,542 | No. | 2,620 | 7,595 | 7,808 | 3,049 | 465 | 5 | 4,182 | 10,215 | 18,023 | 21,072 |
| | | | | | % | 12.16 | 35.26 | 36.25 | 14.15 | 2.16 | 0.02 | | 47.42 | 83.66 | 97.82 |
| | | 2009 | 1,106 | 993 | No. | 211 | 344 | 308 | 93 | 36 | 1 | 113 | 555 | 863 | 956 |
| | | | | | % | 21.25 | 34.64 | 31.02 | 9.37 | 3.63 | 0.10 | | 55.89 | 86.91 | 96.27 |
| Integrated Science SA | General | 2010 | 22,694 | 19,739 | No. | 1,602 | 7,197 | 7,982 | 2,425 | 510 | 23 | 2,955 | 8,799 | 16,781 | 19,206 |
| | | | | | % | 8.12 | 36.46 | 40.44 | 12.29 | 2.58 | 0.12 | | 44.58 | 85.01 | 97.30 |
| | | 2009 | 21,022 | 18,671 | No. | 1,220 | 7,257 | 8,124 | 1,792 | 271 | 7 | 2,351 | 8,477 | 16,601 | 18,393 |
| | | | | | % | 0.00 | 8.51 | 36.17 | 38.30 | 16.49 | 0.53 | | 8.51 | 44.68 | 82.98 |
| Mathematics | General | 2010 | 100,108 | 88,373 | No. | 7,028 | 10,428 | 18,817 | 18,383 | 30,768 | 2,949 | 11,735 | 17,456 | 36,273 | 54,656 |
| | | | | | % | 7.95 | 11.80 | 21.29 | 20.80 | 34.82 | 3.34 | | 19.75 | 41.05 | 61.85 |
| | | 2009 | 91,351 | 83,129 | No. | 6,571 | 9,495 | 16,673 | 15,023 | 29,573 | 5,794 | 8,222 | 16,066 | 32,739 | 47,762 |
| | | | | | % | 7.90 | 11.42 | 20.06 | 18.07 | 35.57 | 6.97 | | 19.33 | 39.38 | 57.46 |
| Mechanical Engineering Technology | Technical | 2010 | 2,204 | 1,787 | No. | 296 | 522 | 348 | 506 | 108 | 7 | 417 | 818 | 1,166 | 1,672 |
| | | | | | % | 16.56 | 29.21 | 19.47 | 28.32 | 6.04 | 0.39 | | 45.78 | 65.25 | 93.56 |
| | | 2009 | 2,033 | 1,698 | No. | 182 | 483 | 369 | 534 | 122 | 8 | 335 | 665 | 1,034 | 1,568 |
| | | | | | % | 10.72 | 28.45 | 21.73 | 31.45 | 7.18 | 0.47 | | 39.16 | 60.90 | 92.34 |
| Music | General | 2010 | 808 | 557 | No. | 23 | 147 | 233 | 102 | 44 | 8 | 251 | 170 | 403 | 505 |
| | | | | | % | 4.13 | 26.39 | 41.83 | 18.31 | 7.90 | 1.44 | | 30.52 | 72.35 | 90.66 |
| | | 2009 | 743 | 563 | No. | 14 | 83 | 210 | 167 | 84 | 5 | 180 | 97 | 307 | 474 |
| | | | | | % | 2.49 | 14.74 | 37.30 | 29.66 | 14.92 | 0.89 | | 17.23 | 54.53 | 84.19 |
| Office Administration | General | 2010 | 20,061 | 17,298 | No. | 1,732 | 4,231 | 7,628 | 2,996 | 707 | 4 | 2,763 | 5,963 | 13,591 | 16,587 |
| | | | | | % | 10.01 | 24.46 | 44.10 | 17.32 | 4.09 | 0.02 | | 34.47 | 78.57 | 95.89 |
| | | 2009 | 18,227 | 16,312 | No. | 1,714 | 4,584 | 6,949 | 2,489 | 573 | 3 | 1,915 | 6,298 | 13,247 | 15,736 |
| | | | | | % | 10.51 | 28.10 | 42.60 | 15.26 | 3.51 | 0.02 | | 38.61 | 81.21 | 96.47 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2009 AND 2010

| SUBJECT | PROF | YEAR | CAND ENTRY | CANDS WRITING EXAM | GRADES | | | | | | | | CUMULATIVE GRADES | | |
|-------------------------------|---------|------|------------|--------------------|--------|-------|--------|--------|-------|-------|------|-------|-------------------|--------|--------|
| | | | | | | I | II | III | IV | V | VI | | I-II | I-III | I-IV |
| Physical Education and Sports | General | 2010 | 5,643 | 4,946 | No. | 2,294 | 1,833 | 718 | 94 | 7 | 0 | 697 | 4,127 | 2,551 | 812 |
| | | | | | % | 46.38 | 37.06 | 14.52 | 1.90 | 0.14 | 0.00 | | 83.44 | 51.58 | 16.42 |
| | | 2009 | 4,314 | 3,811 | No. | 1,958 | 1,235 | 486 | 120 | 12 | 0 | 503 | 3,193 | 3,679 | 3,799 |
| | | | | | % | 51.38 | 32.41 | 12.75 | 3.15 | 0.31 | 0.00 | | 83.78 | 96.54 | 99.69 |
| Physics | General | 2010 | 12,417 | 10,977 | No. | 2,359 | 2,698 | 3,179 | 2,061 | 642 | 38 | 1,440 | 5,057 | 8,236 | 10,297 |
| | | | | | % | 21.49 | 24.58 | 28.96 | 18.78 | 5.85 | 0.35 | | 46.07 | 75.03 | 93.81 |
| | | 2009 | 11,616 | 10,641 | No. | 1,738 | 2,933 | 3,497 | 1,926 | 526 | 21 | 975 | 4,671 | 8,168 | 10,094 |
| | | | | | % | 16.33 | 27.56 | 32.86 | 18.10 | 4.94 | 0.20 | | 43.90 | 76.76 | 94.86 |
| Principles of Accounts | General | 2010 | 27,985 | 23,350 | No. | 3,393 | 4,742 | 6,942 | 5,141 | 2,951 | 181 | 4,635 | 8,135 | 15,077 | 20,218 |
| | | | | | % | 14.53 | 20.31 | 29.73 | 22.02 | 12.64 | 0.78 | | 34.84 | 64.57 | 86.59 |
| | | 2009 | 27,949 | 23,907 | No. | 2,549 | 4,361 | 7,790 | 5,502 | 3,601 | 104 | 4,042 | 6,910 | 14,700 | 20,202 |
| | | | | | % | 10.66 | 18.24 | 32.58 | 23.01 | 15.06 | 0.44 | | 28.90 | 61.49 | 84.50 |
| Principles of Business | General | 2010 | 38,354 | 33,360 | No. | 3,733 | 11,053 | 11,799 | 4,767 | 1,927 | 81 | 4,994 | 14,786 | 26,585 | 31,352 |
| | | | | | % | 11.19 | 33.13 | 35.37 | 14.29 | 5.78 | 0.24 | | 44.32 | 79.69 | 93.98 |
| | | 2009 | 36,522 | 32,881 | No. | 4,194 | 10,915 | 11,130 | 4,965 | 1,663 | 14 | 3,641 | 15,109 | 26,239 | 31,204 |
| | | | | | % | 12.76 | 33.20 | 33.85 | 15.10 | 5.06 | 0.04 | | 45.95 | 79.80 | 94.90 |
| Religious Education | General | 2010 | 4,224 | 3,782 | No. | 712 | 1,661 | 1,019 | 358 | 32 | 0 | 442 | 2,373 | 3,392 | 3,750 |
| | | | | | % | 18.83 | 43.92 | 26.94 | 9.47 | 0.85 | 0.00 | | 62.74 | 89.69 | 99.15 |
| | | 2009 | 3,946 | 3,504 | No. | 254 | 1,384 | 1,206 | 582 | 78 | 0 | 442 | 1,638 | 2,844 | 3,426 |
| | | | | | % | 7.25 | 39.50 | 34.42 | 16.61 | 2.23 | 0.00 | | 46.75 | 81.16 | 97.77 |
| Social Studies | General | 2010 | 52,991 | 45,713 | No. | 3,234 | 15,296 | 18,337 | 6,517 | 2,309 | 20 | 7,278 | 18,530 | 36,867 | 43,384 |
| | | | | | % | 7.07 | 33.46 | 40.11 | 14.26 | 5.05 | 0.04 | | 40.54 | 80.65 | 94.91 |
| | | 2009 | 48,569 | 43,447 | No. | 4,920 | 13,223 | 16,181 | 6,400 | 2,710 | 13 | 5,122 | 18,143 | 34,324 | 40,724 |
| | | | | | % | 11.32 | 30.43 | 37.24 | 14.73 | 6.24 | 0.03 | | 41.76 | 79.00 | 93.73 |
| | Basic | 2009 | 1,050 | 839 | No. | 4 | 21 | 80 | 219 | 272 | 26 | 153 | 25 | 105 | 324 |
| | | | | | % | 0.48 | 2.50 | 9.54 | 26.10 | 32.42 | 3.10 | | 2.98 | 12.51 | 38.62 |
| Spanish | General | 2010 | 15,071 | 13,465 | No. | 2,242 | 2,844 | 3,438 | 2,489 | 2,227 | 225 | 1,606 | 5,086 | 8,524 | 11,013 |
| | | | | | % | 16.65 | 21.12 | 25.53 | 18.48 | 16.54 | 1.67 | | 37.77 | 63.30 | 81.79 |
| | | 2009 | 15,266 | 13,947 | No. | 2,629 | 3,167 | 3,814 | 2,175 | 1,971 | 191 | 1,319 | 5,796 | 9,610 | 11,785 |
| | | | | | % | 18.85 | 22.71 | 27.35 | 15.59 | 14.13 | 1.37 | | 41.56 | 68.90 | 84.50 |
| Technical Drawing | General | 2010 | 9,315 | 7,516 | No. | 1,193 | 2,526 | 2,076 | 1,348 | 369 | 4 | 1,799 | 3,719 | 5,795 | 7,143 |
| | | | | | % | 15.87 | 33.61 | 27.62 | 17.94 | 4.91 | 0.05 | | 49.48 | 77.10 | 95.04 |
| | | 2009 | 8,773 | 7,324 | No. | 861 | 2,243 | 2,089 | 1,718 | 412 | 1 | 1,449 | 3,104 | 5,193 | 6,911 |
| | | | | | % | 11.76 | 30.63 | 28.52 | 23.46 | 5.63 | 0.01 | | 42.38 | 70.90 | 94.36 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ►

REGIONAL COMPARISON OF SUBJECTS BY GRADE DISTRIBUTIONS MAY-JUNE SITTING: 2009 AND 2010

| SUBJECT | PROF | YEAR | CAND ENTRY | CANDS WRITING EXAM | | GRADES | | | | | | | CUMULATIVE GRADES | | |
|--------------|-----------|------|---------------|--------------------------|-----|--------|---------|---------|--------|--------|-------|--------|-------------------|---------|---------|
| | | | | | | I | II | III | IV | V | VI | | I-II | I-III | I-IV |
| Theatre Arts | General | 2010 | 998 | 619 | No. | 86 | 268 | 191 | 57 | 17 | 0 | 379 | 354 | 545 | 602 |
| | | | | | % | 13.89 | 43.30 | 30.86 | 9.21 | 2.75 | 0.00 | | 57.19 | 88.05 | 97.25 |
| | | 2009 | 880 | 654 | No. | 45 | 272 | 259 | 64 | 14 | 0 | 226 | 317 | 576 | 640 |
| | | | | | % | 6.88 | 41.59 | 39.60 | 9.79 | 2.14 | 0.00 | | 48.47 | 88.07 | 97.86 |
| Typewriting | General | 2010 | 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 |
| | | 2009 | 153 | 134 | No. | 15 | 31 | 34 | 42 | 6 | 6 | 19 | 46 | 80 | 122 |
| | | | | | % | 11.19 | 23.13 | 25.37 | 31.34 | 4.48 | 4.48 | | 34.33 | 59.70 | 91.04 |
| Visual Arts | General | 2010 | 5,900 | 4,490 | No. | 134 | 807 | 2,163 | 1,071 | 300 | 15 | 1,410 | 941 | 3,104 | 4,175 |
| | | | | | % | 2.98 | 17.97 | 48.17 | 23.85 | 6.68 | 0.33 | | 20.96 | 69.13 | 92.98 |
| | | 2009 | 5,327 | 4,419 | No. | 237 | 1,012 | 2,077 | 885 | 206 | 2 | 908 | 1,249 | 3,326 | 4,211 |
| | | | | | % | 5.36 | 22.90 | 47.00 | 20.03 | 4.66 | 0.05 | | 28.26 | 75.27 | 95.29 |
| TOTAL | General | 2010 | 596,658 | 528,614 | No. | 70,438 | 134,249 | 160,454 | 97,027 | 61,613 | 4,833 | 68,044 | 204,687 | 365,141 | 462,168 |
| | | | | | % | 13.33 | 25.40 | 30.35 | 18.35 | 11.66 | 0.91 | | 38.72 | 69.08 | 87.43 |
| | | 2009 | 529,082 | 482,692 | No. | 57,471 | 113,766 | 144,781 | 91,653 | 66,479 | 8,542 | 46,390 | 171,237 | 316,018 | 407,671 |
| | | | | | % | 11.91 | 23.57 | 29.99 | 18.99 | 13.77 | 1.77 | | 35.48 | 65.47 | 84.46 |
| | Technical | 2010 | 10,376 | 8,814 | No. | 1,395 | 3,097 | 1,754 | 2,107 | 438 | 23 | 1,562 | 4,492 | 6,246 | 8,353 |
| | | | | | % | 15.83 | 35.14 | 19.90 | 23.91 | 4.97 | 0.26 | | 50.96 | 70.86 | 94.77 |
| | | 2009 | 35,836 | 30,514 | No. | 6,151 | 9,727 | 6,688 | 6,122 | 1,750 | 76 | 5,322 | 15,878 | 22,566 | 28,688 |
| | | | | | % | 20.16 | 31.88 | 21.92 | 20.06 | 5.74 | 0.25 | | 52.04 | 73.95 | 94.02 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ►

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2010

| SUBJECT | PROF | SEX | Candidate Entry | Cands Writing Exam | GRADE | | | | | | OTHER* |
|-----------------------------------|------|-----|-----------------|--------------------|----------------|----------------|----------------|----------------|----------------|------------|--------|
| | | | | | I | II | III | IV | V | VI | |
| Agricultural Sc. SA - | G | M | 3,271 | 3,002 | 280 9.33 | 1,341 44.67 | 1,070 35.64 | 245 8.16 | 61 2.03 | 5 0.17 | 269 |
| | G | F | 3,665 | 3,455 | 372 10.77 | 1,573 45.53 | 1,264 36.58 | 193 5.59 | 51 1.48 | 2 0.06 | 210 |
| | G | T | 6,936 | 6,457 | 652 10.10 | 2,914 45.13 | 2,334 36.15 | 438 6.78 | 112 1.73 | 7 0.11 | 479 |
| Agricultural Sc. DA | G | M | 932 | 887 | 104 11.72 | 323 36.41 | 355 40.02 | 102 11.50 | 3 0.34 | - 0.00 | 45 |
| | G | F | 1,131 | 1,100 | 175 15.91 | 368 33.45 | 436 39.64 | 121 11.00 | - 0.00 | - 0.00 | 31 |
| | G | T | 2,063 | 1,987 | 279 14.04 | 691 34.78 | 791 39.81 | 223 11.22 | 3 0.15 | - 0.00 | 76 |
| Biology | G | M | 5,576 | 5,112 | 536 10.49 | 1,337 26.15 | 1,969 38.52 | 900 17.61 | 368 7.20 | 2 0.04 | 464 |
| | G | F | 9,717 | 9,050 | 1,028 11.36 | 2,364 26.12 | 3,408 37.66 | 1,576 17.41 | 671 7.41 | 3 0.03 | 667 |
| | G | T | 15,293 | 14,162 | 1,564 11.04 | 3,701 26.13 | 5,377 37.97 | 2,476 17.48 | 1,039 7.34 | 5 0.04 | 1,131 |
| Building Technology: Construction | T | M | 1,697 | 1,489 | 441 29.62 | 582 39.09 | 181 12.16 | 247 16.59 | 38 2.55 | - 0.00 | 208 |
| | T | F | 221 | 207 | 59 28.50 | 87 42.03 | 15 7.25 | 41 19.81 | 5 2.42 | - 0.00 | 14 |
| | T | T | 1,918 | 1,696 | 500 29.48 | 669 39.45 | 196 11.56 | 288 16.98 | 43 2.54 | - 0.00 | 222 |
| Building Technology: Woods | G | M | 2,202 | 1,810 | 323 17.85 | 782 43.20 | 398 21.99 | 250 13.81 | 54 2.98 | 3 0.17 | 392 |
| | G | F | 159 | 127 | 25 19.69 | 61 48.03 | 24 18.90 | 16 12.60 | 1 0.79 | - 0.00 | 32 |
| | G | T | 2,361 | 1,937 | 348 17.97 | 843 43.52 | 422 21.79 | 266 13.73 | 55 2.84 | 3 0.15 | 424 |
| Caribbean History | G | M | 4,281 | 3,708 | 118 3.18 | 643 17.34 | 1,558 42.02 | 857 23.11 | 523 14.10 | 9 0.24 | 573 |
| | G | F | 8,301 | 7,618 | 432 5.67 | 1,877 24.64 | 2,775 36.43 | 1,537 20.18 | 976 12.81 | 21 0.28 | 683 |
| | G | T | 12,582 | 11,326 | 550 4.86 | 2,520 22.25 | 4,333 38.26 | 2,394 21.14 | 1,499 13.24 | 30 0.26 | 1,256 |
| Chemistry | G | M | 5,497 | 4,970 | 654 13.16 | 1,020 20.52 | 1,812 36.46 | 1,026 20.64 | 458 9.22 | - 0.00 | 527 |
| | G | F | 8,046 | 7,472 | 955 12.78 | 1,492 19.97 | 2,733 36.58 | 1,724 23.07 | 565 7.56 | 3 0.04 | 574 |
| | G | T | 13,543 | 12,442 | 1,609 12.93 | 2,512 20.19 | 4,545 36.53 | 2,750 22.10 | 1,023 8.22 | 3 0.02 | 1,101 |
| Clothing & Textiles | G | M | 228 | 186 | 5 2.69 | 41 22.40 | 79 42.47 | 50 26.88 | 11 5.91 | - 0.00 | 42 |
| | G | F | 2,305 | 2,130 | 143 6.71 | 771 36.20 | 891 41.83 | 256 12.02 | 69 3.24 | - 0.00 | 175 |
| | G | T | 2,533 | 2,316 | 148 6.39 | 812 35.06 | 970 41.88 | 306 13.21 | 80 3.45 | - 0.00 | 217 |

* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2010

| SUBJECT | PROF | SEX | Candidate Entry | Cands Writing Exam | GRADE | | | | | | OTHER* |
|------------------------------------------------|------|-----|-----------------|--------------------|-----------------|-----------------|-----------------|-----------------|----------------|-------------|--------|
| | | | | | I | II | III | IV | V | VI | |
| Economics | G | M | 1,542 | 1,407 | 54 3.84 | 254 18.05 | 549 39.02 | 363 25.80 | 184 13.08 | 3 0.21 | 135 |
| | G | F | 2,542 | 2,360 | 124 5.25 | 528 22.37 | 837 35.47 | 550 23.31 | 318 13.47 | 3 0.13 | 182 |
| | G | T | 4,084 | 3,767 | 178 4.73 | 782 20.76 | 1,386 36.79 | 913 24.24 | 502 13.33 | 6 0.16 | 317 |
| Electrical and Electronic Technology | T | M | 3,586 | 3,126 | 217 6.94 | 957 30.61 | 741 23.70 | 978 31.29 | 220 7.04 | 13 0.42 | 460 |
| | T | F | 307 | 268 | 34 12.69 | 106 39.55 | 47 17.54 | 69 25.75 | 12 4.48 | - 0.00 | 39 |
| | T | T | 3,893 | 3,394 | 251 7.40 | 1,063 31.32 | 788 23.22 | 1,047 30.85 | 232 6.84 | 13 0.38 | 499 |
| Electronic Document Preparation and Management | G | M | 3,671 | 3,190 | 701 21.97 | 1,259 39.47 | 848 26.58 | 253 7.93 | 123 3.86 | 6 0.19 | 481 |
| | G | F | 7,962 | 7,277 | 2,129 29.26 | 2,919 40.11 | 1,641 22.55 | 412 5.66 | 170 2.34 | 6 0.08 | 685 |
| | G | T | 11,633 | 10,467 | 2,830 27.04 | 4,178 39.92 | 2,489 23.78 | 665 6.35 | 293 2.80 | 12 0.11 | 1,166 |
| English (A) | G | M | 40,282 | 36,885 | 4,977 13.49 | 7,181 19.47 | 9,321 25.27 | 9,812 26.60 | 4,921 13.34 | 673 1.82 | 3,397 |
| | G | F | 60,212 | 55,464 | 11,761 21.20 | 12,774 23.03 | 15,381 27.73 | 11,389 20.53 | 3,895 7.02 | 264 0.48 | 4,748 |
| | G | T | 100,494 | 92,349 | 16,738 18.12 | 19,955 21.61 | 24,702 26.75 | 21,201 22.96 | 8,816 9.55 | 937 1.01 | 8,145 |
| English (B) | G | M | 6,498 | 6,193 | 1,322 21.35 | 1,853 29.92 | 963 15.55 | 1,164 18.80 | 761 12.29 | 130 2.10 | 305 |
| | G | F | 14,107 | 13,706 | 5,221 38.09 | 4,223 30.81 | 1,670 12.18 | 1,606 11.72 | 905 6.60 | 81 0.59 | 401 |
| | G | T | 20,605 | 19,899 | 6,543 32.88 | 6,076 30.53 | 2,633 13.23 | 2,770 13.92 | 1,666 8.37 | 211 1.06 | 706 |
| Food & Nutrition | G | M | 1,914 | 1,752 | 138 7.88 | 748 42.69 | 642 36.64 | 183 10.45 | 41 2.34 | - 0.00 | 162 |
| | G | F | 8,271 | 7,926 | 1,126 14.21 | 4,071 51.36 | 2,204 27.81 | 450 5.68 | 75 0.95 | - 0.00 | 345 |
| | G | T | 10,185 | 9,678 | 1,264 13.06 | 4,819 49.79 | 2,846 29.41 | 633 6.54 | 116 1.20 | - 0.00 | 507 |
| French | G | M | 1,004 | 949 | 79 8.32 | 184 19.39 | 269 28.35 | 249 26.24 | 160 16.86 | 8 0.84 | 55 |
| | G | F | 2,500 | 2,443 | 284 11.63 | 641 26.24 | 793 32.46 | 475 19.44 | 244 9.99 | 6 0.25 | 57 |
| | G | T | 3,504 | 3,392 | 363 10.70 | 825 24.32 | 1,062 31.31 | 724 21.34 | 404 11.91 | 14 0.41 | 112 |
| Geography | G | M | 6,593 | 5,907 | 192 3.25 | 1,269 21.48 | 2,339 39.60 | 1,660 28.10 | 444 7.52 | 3 0.05 | 686 |
| | | F | 6,695 | 6,202 | 363 5.85 | 1,547 24.94 | 2,323 37.46 | 1,497 24.14 | 472 7.61 | - 0.00 | 493 |
| | G | T | 13,288 | 12,109 | 555 4.58 | 2,816 23.26 | 4,662 38.50 | 3,157 26.07 | 916 7.56 | 3 0.02 | 1,179 |
| Home Econ. Management | G | M | 929 | 849 | 17 2.00 | 307 36.16 | 352 41.46 | 134 15.78 | 39 4.59 | - 0.00 | 80 |
| | G | F | 5,125 | 4,863 | 289 5.94 | 2,058 42.32 | 1,878 38.62 | 551 11.33 | 87 1.79 | - 0.00 | 262 |
| | G | T | 6,054 | 5,712 | 306 5.36 | 2,365 41.40 | 2,230 39.04 | 685 11.99 | 126 2.21 | - 0.00 | 342 |

* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ▶

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2010

| SUBJECT | PROF | SEX | Candidate Entry | Cands Writing Exam | GRADE | | | | | | OTHER* |
|-------------------------------|------|-----|-----------------|--------------------|----------------|-----------------|-----------------|-----------------|-----------------|---------------|--------|
| | | | | | I | II | III | IV | V | VI | |
| Human and Social Biology | G | M | 8,441 | 7,194 | 1,134 15.76 | 1,503 20.89 | 1,970 27.38 | 1,909 26.54 | 647 8.99 | 31 0.43 | 1,247 |
| | G | F | 23,127 | 19,630 | 3,340 17.01 | 4,454 22.69 | 5,794 29.52 | 4,925 25.09 | 1,096 5.58 | 21 0.11 | 3,497 |
| | G | T | 31,568 | 26,824 | 4,474 16.68 | 5,957 22.21 | 7,764 28.94 | 6,834 25.48 | 1,743 6.50 | 52 0.19 | 4,744 |
| Information Technology | G | M | 11,475 | 9,326 | 1,064 11.41 | 3,221 34.54 | 3,351 35.93 | 1,455 15.60 | 230 2.47 | 5 0.05 | 2,149 |
| | G | F | 14,249 | 12,216 | 1,556 13 | 4,374 36 | 4,457 36 | 1,594 13 | 235 2 | - | 2,033 |
| | G | T | 25,724 | 21,542 | 2,620 12.16 | 7,595 35.26 | 7,808 36.25 | 3,049 14.15 | 465 2.16 | 5 0.02 | 4,182 |
| Integrated Science SA | G | M | 9,804 | 8,158 | 641 7.86 | 3,069 37.62 | 3,151 38.62 | 991 12.15 | 287 3.52 | 19 0.23 | 1,646 |
| | G | F | 12,890 | 11,581 | 961 8.30 | 4,128 35.64 | 4,831 41.71 | 1,434 12.38 | 223 1.93 | 4 0.03 | 1,309 |
| | G | T | 22,694 | 19,739 | 1,602 8.12 | 7,197 36.46 | 7,982 40.44 | 2,425 12.29 | 510 2.58 | 23 0.12 | 2,955 |
| Mathematics | G | M | 38,728 | 34,275 | 2,936 8.57 | 4,214 12.29 | 7,315 21.34 | 6,731 19.64 | 11,601 33.85 | 1,478 4.31 | 4,453 |
| | G | F | 61,380 | 54,098 | 4,092 7.56 | 6,214 11.49 | 11,502 21.26 | 11,652 21.54 | 19,167 35.43 | 1,471 2.72 | 7,282 |
| | G | T | 100,108 | 88,373 | 7,028 7.95 | 10,428 11.80 | 18,817 21.29 | 18,383 20.80 | 30,768 34.82 | 2,949 3.34 | 11,735 |
| Mech. Eng Technology | T | M | 2,099 | 1,701 | 278 16.34 | 500 29.39 | 340 19.99 | 476 27.98 | 100 5.88 | 7 0.41 | 398 |
| | T | F | 105 | 86 | 18 20.93 | 22 25.58 | 8 9.30 | 30 34.88 | 8 9.30 | - 0.00 | 19 |
| | T | T | 2,204 | 1,787 | 296 16.56 | 522 29.21 | 348 19.47 | 506 28.32 | 108 6.04 | 7 0.39 | 417 |
| Music | G | M | 364 | 220 | 3 1.36 | 46 20.91 | 93 42.27 | 48 21.82 | 26 11.82 | 4 1.82 | 144 |
| | G | F | 444 | 337 | 20 5.93 | 101 29.97 | 140 41.54 | 54 16.02 | 18 5.34 | 4 1.19 | 107 |
| | G | T | 808 | 557 | 23 4.13 | 147 26.39 | 233 41.83 | 102 18.31 | 44 7.90 | 8 1.44 | 251 |
| Office Administration | G | M | 5,668 | 4,875 | 356 7 | 1,139 23 | 2,194 45.01 | 931 19.10 | 253 5.19 | 2 0.04 | 793 |
| | G | F | 14,393 | 12,423 | 1,376 11.08 | 3,092 24.89 | 5,434 43.74 | 2,065 16.62 | 454 3.65 | 2 0.02 | 1,970 |
| | G | T | 20,061 | 17,298 | 1,732 10.01 | 4,231 24.46 | 7,628 44.10 | 2,996 17.32 | 707 4.09 | 4 0.02 | 2,763 |
| Physical Education and Sports | G | M | 3,472 | 2,961 | 1,404 47.42 | 1,097 37.05 | 391 13.20 | 64 2.16 | 5 0.17 | - 0.00 | 511 |
| | G | F | 2,171 | 1,985 | 890 44.84 | 736 37.08 | 327 16.47 | 30 1.51 | 2 0.10 | - 0.00 | 186 |
| | G | T | 5,643 | 4,946 | 2,294 46.38 | 1,833 37.06 | 718 14.52 | 94 1.90 | 7 0.14 | - 0.00 | 697 |
| Physics | G | M | 6,964 | 6,027 | 1,182 19.61 | 1,425 23.64 | 1,776 29.47 | 1,181 19.60 | 431 7.15 | 32 0.53 | 937 |
| | G | F | 5,453 | 4,950 | 1,177 23.78 | 1,273 25.72 | 1,403 28.34 | 880 17.78 | 211 4.26 | 6 0.12 | 503 |
| | G | T | 12,417 | 10,977 | 2,359 21.49 | 2,698 24.58 | 3,179 28.96 | 2,061 18.78 | 642 5.85 | 38 0.35 | 1,440 |

* INCLUDES A COUNT OF ALL CANDIDATES EITHER ABSENT FOR THE SUBJECT PROFICIENCY OR WITH AN UNASSIGNED GRADE

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ►

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2010

| SUBJECT | PROF | SEX | Candidate Entry | Cands Writing Exam | GRADE | | | | | | OTHER* |
|------------------------|------|-----|-----------------|--------------------|----------------|-----------------|-----------------|----------------|----------------|-------------|--------|
| | | | | | I | II | III | IV | V | VI | |
| Principles of Accounts | G | M | 9,266 | 7,538 | 966 12.82 | 1,498 19.87 | 2,207 29.28 | 1,708 22.66 | 1,071 14.21 | 88 1.17 | 1,728 |
| | G | F | 18,719 | 15,812 | 2,427 15.35 | 3,244 20.52 | 4,735 29.95 | 3,433 21.71 | 1,880 11.89 | 93 0.59 | 2,907 |
| | G | T | 27,985 | 23,350 | 3,393 14.53 | 4,742 20.31 | 6,942 29.73 | 5,141 22.02 | 2,951 12.64 | 181 0.78 | 4,635 |
| Principles of Business | G | M | 13,704 | 11,771 | 1,103 9.37 | 3,971 33.74 | 4,358 37.02 | 1,649 14.01 | 653 5.55 | 37 0.31 | 1,933 |
| | G | F | 24,650 | 21,589 | 2,630 12.18 | 7,082 32.80 | 7,441 34.47 | 3,118 14.44 | 1,274 5.90 | 44 0.20 | 3,061 |
| | G | T | 38,354 | 33,360 | 3,733 11.19 | 11,053 33.13 | 11,799 35.37 | 4,767 14.29 | 1,927 5.78 | 81 0.24 | 4,994 |
| Religious Education | G | M | 1,444 | 1,233 | 131 10.62 | 551 44.69 | 411 33.33 | 126 10.22 | 14 1.14 | - 0.00 | 211 |
| | G | F | 2,780 | 2,549 | 581 22.79 | 1,110 43.55 | 608 23.85 | 232 9.10 | 18 0.71 | - 0.00 | 231 |
| | G | T | 4,224 | 3,782 | 712 18.83 | 1,661 43.92 | 1,019 26.94 | 358 9.47 | 32 0.85 | - 0.00 | 442 |
| Social Studies | G | M | 20,085 | 16,848 | 817 4.85 | 5,030 29.86 | 7,041 41.79 | 2,765 16.41 | 1,186 7.04 | 9 0.05 | 3,237 |
| | G | F | 32,906 | 28,865 | 2,417 8.37 | 10,266 35.57 | 11,296 39.13 | 3,752 13.00 | 1,123 3.89 | 11 0.04 | 4,041 |
| | G | T | 52,991 | 45,713 | 3,234 7.07 | 15,296 33.46 | 18,337 40.11 | 6,517 14.26 | 2,309 5.05 | 20 0.04 | 7,278 |
| Spanish | G | M | 4,632 | 4,002 | 705 17.62 | 794 19.84 | 961 24.01 | 744 18.59 | 696 17.39 | 102 2.55 | 630 |
| | G | F | 10,439 | 9,463 | 1,537 16.24 | 2,050 21.66 | 2,477 26.18 | 1,745 18.44 | 1,531 16.18 | 123 1.30 | 976 |
| | G | T | 15,071 | 13,465 | 2,242 16.65 | 2,844 21.12 | 3,438 25.53 | 2,489 18.48 | 2,227 16.54 | 225 1.67 | 1,606 |
| Technical Drawing | G | M | 8,177 | 6,521 | 974 14.94 | 2,138 32.79 | 1,839 28.20 | 1,219 18.69 | 347 5.32 | 4 0.06 | 1,656 |
| | G | F | 1,138 | 995 | 219 22.01 | 388 38.99 | 237 23.82 | 129 12.96 | 22 2.21 | - 0.00 | 143 |
| | G | T | 9,315 | 7,516 | 1,193 15.87 | 2,526 33.61 | 2,076 27.62 | 1,348 17.94 | 369 4.91 | 4 0.05 | 1,799 |
| Theatre Arts | G | M | 287 | 156 | 17 10.90 | 57 36.54 | 56 35.90 | 18 11.54 | 8 5.13 | - 0.00 | 131 |
| | G | F | 711 | 463 | 69 14.90 | 211 45.57 | 135 29.16 | 39 8.42 | 9 1.94 | - 0.00 | 248 |
| | G | T | 998 | 619 | 86 13.89 | 268 43.30 | 191 30.86 | 57 9.21 | 17 2.75 | - 0.00 | 379 |

APPENDIX TWO

CSEC MAY/JUNE ENTRY AND PERFORMANCE DATA ►

CANDIDATE PERFORMANCE BY SUBJECT, BY GENDER AND BY GRADES AWARDED: MAY/JUNE 2010

| SUBJECT | PROF | SEX | Candidate Entry | Cands Writing Exam | GRADE | | | | | | OTHER* |
|---------------|---------------|-----|-----------------|--------------------|--------|---------|---------|--------|--------|-------|--------|
| | | | | | I | II | III | IV | V | VI | |
| Typewriting | G | M | - | - | - | - | - | - | - | - | - |
| | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| | G | F | - | - | - | - | - | - | - | - | - |
| Visual Arts | G | M | 3,067 | 2,213 | 66 | 389 | 1,077 | 516 | 155 | 10 | 854 |
| | | | | | 2.98 | 17.58 | 48.67 | 23.32 | 7.00 | 0.45 | |
| | G | F | 2,833 | 2,277 | 68 | 418 | 1,086 | 555 | 145 | 5 | 556 |
| OVERALL TOTAL | G | T | 5,900 | 4,490 | 134 | 807 | 2,163 | 1,071 | 300 | 15 | 1,410 |
| | | | | | 2.98 | 17.97 | 48.17 | 23.85 | 6.68 | 0.33 | |
| | G | M | 227,796 | 198,315 | 22,676 | 47,902 | 60,317 | 39,053 | 25,707 | 2,660 | 29,481 |
| OVERALL TOTAL | G | F | 368,862 | 330,299 | 47,762 | 86,347 | 100,137 | 57,974 | 35,906 | 2,173 | 38,563 |
| | | | | | 14.46 | 26.14 | 30.32 | 17.55 | 10.87 | 0.66 | |
| | G | T | 596,658 | 528,614 | 70,438 | 134,249 | 160,454 | 97,027 | 61,613 | 4,833 | 68,044 |
| OVERALL TOTAL | T | M | 9,584 | 8,126 | 1,259 | 2,821 | 1,660 | 1,951 | 412 | 23 | 1,458 |
| | | | | | 15.49 | 34.72 | 20.43 | 24.01 | 5.07 | 0.28 | |
| | T | F | 792 | 688 | 136 | 276 | 94 | 156 | 26 | - | 104 |
| TOTAL | T | T | 10,376 | 8,814 | 1,395 | 3,097 | 1,754 | 2,107 | 438 | 23 | 1,562 |
| | | | | | 15.83 | 35.14 | 19.90 | 23.91 | 4.97 | 0.26 | |
| | OVERALL TOTAL | M | 237,380 | 206,441 | 23,935 | 50,723 | 61,977 | 41,004 | 26,119 | 2,683 | 30,939 |
| TOTAL | OVERALL TOTAL | F | 369,654 | 330,987 | 47,898 | 86,623 | 100,231 | 58,130 | 35,932 | 2,173 | 38,667 |
| | | | | | 14.47 | 26.17 | 30.28 | 17.56 | 10.86 | 0.66 | |
| | | T | 607,034 | 537,428 | 71,833 | 137,346 | 162,208 | 99,134 | 62,051 | 4,856 | 69,606 |
| TOTAL | | | | | 13.37 | 25.56 | 30.18 | 18.45 | 11.55 | 0.90 | |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2009-2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | | OTHER* | CUMULATIVE GRADES | | | | | |
|------------------------------|------|-----------------|--------------------|----------|-------|-------|-------|-------|-------|------|-----|--------|-------------------|-------|-------|-------|--------|--------|
| | | | | I | II | III | IV | V | VI | VII | | | I | I-II | I-III | I-IV | I-V | I-VI |
| Accounting Unit 1 | 2010 | 2583 | 2346 | No. 551 | 576 | 629 | 316 | 180 | 72 | 22 | 237 | | 551 | 1127 | 1756 | 2072 | 2252 | 2324 |
| | | | | % 23.49 | 24.55 | 26.81 | 13.47 | 7.67 | 3.07 | 0.94 | | | 23.49 | 48.04 | 74.85 | 88.32 | 95.99 | 99.06 |
| | 2009 | 2665 | 2445 | No. 372 | 569 | 730 | 471 | 183 | 89 | 31 | 220 | | 372 | 941 | 1671 | 2142 | 2325 | 2414 |
| | | | | % 15.21 | 23.27 | 29.86 | 19.26 | 7.48 | 3.64 | 1.27 | | | 15.21 | 38.49 | 68.34 | 87.61 | 95.09 | 98.73 |
| Applied Mathematics Unit 1 | 2010 | 501 | 445 | No. 95 | 52 | 66 | 51 | 82 | 71 | 28 | 56 | | 95 | 147 | 213 | 264 | 346 | 417 |
| | | | | % 21.35 | 11.69 | 14.83 | 11.46 | 18.43 | 15.96 | 6.29 | | | 21.35 | 33.03 | 47.87 | 59.33 | 77.75 | 93.71 |
| | 2009 | 419 | 369 | No. 58 | 57 | 48 | 66 | 84 | 48 | 8 | 50 | | 58 | 115 | 163 | 229 | 313 | 361 |
| | | | | % 15.72 | 15.45 | 13.01 | 17.89 | 22.76 | 13.01 | 2.17 | | | 15.72 | 31.17 | 44.17 | 62.06 | 84.82 | 97.83 |
| Art and Design Unit 1 | 2010 | 261 | 240 | No. 116 | 65 | 52 | 6 | 1 | 0 | 0 | 21 | | 116 | 181 | 233 | 239 | 240 | 240 |
| | | | | % 48.33 | 27.08 | 21.67 | 2.50 | 0.42 | 0.00 | 0.00 | | | 48.33 | 75.42 | 97.08 | 99.58 | 100.00 | 100.00 |
| | 2009 | 212 | 186 | No. 102 | 61 | 19 | 2 | 2 | 0 | 0 | 26 | | 102 | 163 | 182 | 184 | 186 | 186 |
| | | | | % 54.84 | 32.80 | 10.22 | 1.08 | 1.08 | 0.00 | 0.00 | | | 54.84 | 87.63 | 97.85 | 98.92 | 100.00 | 100.00 |
| Biology Unit 1 | 2010 | 4261 | 4047 | No. 792 | 778 | 702 | 584 | 563 | 492 | 136 | 214 | | 792 | 1570 | 2272 | 2856 | 3419 | 3911 |
| | | | | % 19.57 | 19.22 | 17.35 | 14.43 | 13.91 | 12.16 | 3.36 | | | 19.57 | 38.79 | 56.14 | 70.57 | 84.48 | 96.64 |
| | 2009 | 3651 | 3456 | No. 815 | 744 | 622 | 559 | 404 | 256 | 56 | 195 | | 815 | 1559 | 2181 | 2740 | 3144 | 3400 |
| | | | | % 23.58 | 21.53 | 18.00 | 16.17 | 11.69 | 7.41 | 1.62 | | | 23.58 | 45.11 | 63.11 | 79.28 | 90.97 | 98.38 |
| Caribbean Studies Unit 1 | 2010 | 10259 | 9778 | No. 1650 | 2512 | 2653 | 1621 | 1075 | 251 | 16 | 481 | | 1650 | 4162 | 6815 | 8436 | 9511 | 9762 |
| | | | | % 16.87 | 25.69 | 27.13 | 16.58 | 10.99 | 2.57 | 0.16 | | | 16.87 | 42.56 | 69.70 | 86.28 | 97.27 | 99.84 |
| | 2009 | 9549 | 9122 | No. 1226 | 2359 | 2787 | 1700 | 903 | 128 | 19 | 427 | | 1226 | 3585 | 6372 | 8072 | 8975 | 9103 |
| | | | | % 13.44 | 25.86 | 30.55 | 18.64 | 9.90 | 1.40 | 0.21 | | | 13.44 | 39.30 | 69.85 | 88.49 | 98.39 | 99.79 |
| Chemistry Unit 1 | 2010 | 4812 | 4497 | No. 919 | 705 | 939 | 570 | 686 | 580 | 98 | 315 | | 919 | 1624 | 2563 | 3133 | 3819 | 4399 |
| | | | | % 20.44 | 15.68 | 20.88 | 12.68 | 15.25 | 12.90 | 2.18 | | | 20.44 | 36.11 | 56.99 | 69.67 | 84.92 | 97.82 |
| | 2009 | 4040 | 3850 | No. 585 | 647 | 870 | 598 | 558 | 536 | 56 | 190 | | 585 | 1232 | 2102 | 2700 | 3258 | 3794 |
| | | | | % 15.19 | 16.81 | 22.60 | 15.53 | 14.49 | 13.92 | 1.45 | | | 15.19 | 32.00 | 54.60 | 70.13 | 84.62 | 98.55 |
| Communication Studies Unit 1 | 2010 | 13796 | 12935 | No. 2009 | 3187 | 3241 | 2426 | 1540 | 450 | 82 | 861 | | 2009 | 5196 | 8437 | 10863 | 12403 | 12853 |
| | | | | % 15.53 | 24.64 | 25.06 | 18.76 | 11.91 | 3.48 | 0.63 | | | 15.53 | 40.17 | 65.23 | 83.98 | 95.89 | 99.37 |
| | 2009 | 12644 | 11960 | No. 1793 | 2965 | 3020 | 2251 | 1426 | 445 | 60 | 684 | | 1793 | 4758 | 7778 | 10029 | 11455 | 11900 |
| | | | | % 14.99 | 24.79 | 25.25 | 18.82 | 11.92 | 3.72 | 0.50 | | | 14.99 | 39.78 | 65.03 | 83.85 | 95.78 | 99.50 |
| Computer Science Unit 1 | 2010 | 1173 | 1010 | 15 | 62 | 158 | 230 | 291 | 198 | 56 | 163 | | 15 | 77 | 235 | 465 | 756 | 954 |
| | | | | % 1.49 | 6.14 | 15.64 | 22.77 | 28.81 | 19.60 | 5.54 | | | 1.49 | 7.62 | 23.27 | 46.04 | 74.85 | 94.46 |
| | 2009 | 1174 | 1042 | 28 | 100 | 238 | 237 | 259 | 136 | 44 | 132 | | 28 | 128 | 366 | 603 | 862 | 998 |
| | | | | % 2.69 | 9.60 | 22.84 | 22.74 | 24.86 | 13.05 | 4.22 | | | 2.69 | 12.28 | 35.12 | 57.87 | 82.73 | 95.78 |
| Economics Unit 1 | 2010 | 3527 | 3180 | 226 | 491 | 698 | 676 | 651 | 352 | 86 | 347 | | 226 | 717 | 1415 | 2091 | 2742 | 3094 |
| | | | | % 7.11 | 15.44 | 21.95 | 21.26 | 20.47 | 11.07 | 2.70 | | | 7.11 | 22.55 | 44.50 | 65.75 | 86.23 | 97.30 |
| | 2009 | 3049 | 2744 | 112 | 266 | 564 | 784 | 690 | 276 | 52 | 305 | | 112 | 378 | 942 | 1726 | 2416 | 2692 |
| | | | | % 4.08 | 9.69 | 20.55 | 28.57 | 25.15 | 10.06 | 1.90 | | | 4.08 | 13.78 | 34.33 | 62.90 | 88.05 | 98.10 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2009-2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | | OTHER* | CUMULATIVE GRADES | | | | | |
|-------------------------------------------------------|------|-----------------|--------------------|---------|-------|-------|-------|-------|-------|-------|-----|--------|-------------------|-------|-------|-------|-------|--------|
| | | | | I | II | III | IV | V | VI | VII | | | I | I-II | I-III | I-IV | I-V | I-VI |
| Electrical and Electronics Tech Unit 1 | 2010 | 163 | 134 | No. 0 | 1 | 2 | 10 | 41 | 64 | 16 | 29 | | 0 | 1 | 3 | 13 | 54 | 118 |
| | | | | % 0.00 | 0.75 | 1.49 | 7.46 | 30.60 | 47.76 | 11.94 | | | 0.00 | 0.75 | 2.24 | 9.70 | 40.30 | 88.06 |
| | 2009 | 117 | 100 | No. 4 | 3 | 13 | 21 | 43 | 15 | 1 | 17 | | 4 | 7 | 20 | 41 | 84 | 99 |
| | | | | % 4.00 | 3.00 | 13.00 | 21.00 | 43.00 | 15.00 | 1.00 | | | 4.00 | 7.00 | 20.00 | 41.00 | 84.00 | 99.00 |
| Environmental Science Unit 1 | 2010 | 1358 | 1261 | No. 129 | 280 | 314 | 263 | 200 | 60 | 15 | 97 | | 129 | 409 | 723 | 986 | 1186 | 1246 |
| | | | | % 10.23 | 22.20 | 24.90 | 20.86 | 15.86 | 4.76 | 1.19 | | | 10.23 | 32.43 | 57.34 | 78.19 | 94.05 | 98.81 |
| | 2009 | 970 | 905 | No. 63 | 172 | 274 | 196 | 147 | 45 | 8 | 65 | | 63 | 235 | 509 | 705 | 852 | 897 |
| | | | | % 6.96 | 19.01 | 30.28 | 21.66 | 16.24 | 4.97 | 0.88 | | | 6.96 | 25.97 | 56.24 | 77.90 | 94.14 | 99.12 |
| Food & Nutrition Unit 1 | 2010 | 350 | 321 | No. 5 | 78 | 126 | 86 | 22 | 4 | 0 | 29 | | 5 | 83 | 209 | 295 | 317 | 321 |
| | | | | % 1.56 | 24.30 | 39.25 | 26.79 | 6.85 | 1.25 | 0.00 | | | 1.56 | 25.86 | 65.11 | 91.90 | 98.75 | 100.00 |
| | 2009 | 247 | 227 | No. 7 | 44 | 65 | 62 | 36 | 12 | 1 | 20 | | 7 | 51 | 116 | 178 | 214 | 226 |
| | | | | % 3.08 | 19.38 | 28.63 | 27.31 | 15.86 | 5.29 | 0.44 | | | 3.08 | 22.47 | 51.10 | 78.41 | 94.27 | 99.56 |
| French Unit 1 | 2010 | 302 | 282 | No. 70 | 83 | 57 | 45 | 20 | 6 | 1 | 20 | | 70 | 153 | 210 | 255 | 275 | 281 |
| | | | | % 24.82 | 29.43 | 20.21 | 15.96 | 7.09 | 2.13 | 0.35 | | | 24.82 | 54.26 | 74.47 | 90.43 | 97.52 | 99.65 |
| | 2009 | 303 | 279 | No. 32 | 41 | 70 | 60 | 46 | 27 | 3 | 24 | | 32 | 73 | 143 | 203 | 249 | 276 |
| | | | | % 11.47 | 14.70 | 25.09 | 21.51 | 16.49 | 9.68 | 1.08 | | | 11.47 | 26.16 | 51.25 | 72.76 | 89.25 | 98.92 |
| Geography Unit 1 | 2010 | 977 | 910 | No. 15 | 82 | 194 | 334 | 237 | 48 | 0 | 67 | | 15 | 97 | 291 | 625 | 862 | 910 |
| | | | | % 1.65 | 9.01 | 21.32 | 36.70 | 26.04 | 5.27 | 0.00 | | | 1.65 | 10.66 | 31.98 | 68.68 | 94.73 | 100.00 |
| | 2009 | 1327 | 1258 | No. 16 | 154 | 380 | 445 | 220 | 41 | 2 | 69 | | 16 | 170 | 550 | 995 | 1215 | 1256 |
| | | | | % 1.27 | 12.24 | 30.21 | 35.37 | 17.49 | 3.26 | 0.16 | | | 1.27 | 13.51 | 43.72 | 79.09 | 96.58 | 99.84 |
| Geometrical and Mechanical Engineering Drawing Unit 1 | 2010 | 513 | 464 | No. 8 | 35 | 86 | 71 | 140 | 104 | 20 | 49 | | 8 | 43 | 129 | 200 | 340 | 444 |
| | | | | % 1.72 | 7.54 | 18.53 | 15.30 | 30.17 | 22.41 | 4.31 | | | 1.72 | 9.27 | 27.80 | 43.10 | 73.28 | 95.69 |
| | 2009 | 458 | 410 | No. 9 | 26 | 40 | 69 | 133 | 117 | 16 | 48 | | 9 | 35 | 75 | 144 | 277 | 394 |
| | | | | % 2.20 | 6.34 | 9.76 | 16.83 | 32.44 | 28.54 | 3.90 | | | 2.20 | 8.54 | 18.29 | 35.12 | 67.56 | 96.10 |
| History Unit 1 | 2010 | 1712 | 1567 | No. 17 | 126 | 292 | 462 | 433 | 218 | 19 | 145 | | 17 | 143 | 435 | 897 | 1330 | 1548 |
| | | | | % 1.08 | 8.04 | 18.63 | 29.48 | 27.63 | 13.91 | 1.21 | | | 1.08 | 9.13 | 27.76 | 57.24 | 84.88 | 98.79 |
| | 2009 | 1809 | 1664 | No. 27 | 123 | 337 | 526 | 479 | 162 | 10 | 145 | | 27 | 150 | 487 | 1013 | 1492 | 1654 |
| | | | | % 1.62 | 7.39 | 20.25 | 31.61 | 28.79 | 9.74 | 0.60 | | | 1.62 | 9.01 | 29.27 | 60.88 | 89.66 | 99.40 |
| Information Technology Unit 1 | 2010 | 1278 | 1099 | No. 0 | 7 | 69 | 269 | 443 | 246 | 65 | 179 | | 0 | 7 | 76 | 345 | 788 | 1034 |
| | | | | % 0.00 | 0.64 | 6.28 | 24.48 | 40.31 | 22.38 | 5.91 | | | 0.00 | 0.64 | 6.92 | 31.39 | 71.70 | 94.09 |
| | 2009 | 942 | 826 | No. 3 | 26 | 127 | 244 | 283 | 120 | 23 | 116 | | 3 | 29 | 156 | 400 | 683 | 803 |
| | | | | % 0.36 | 3.15 | 15.38 | 29.54 | 34.26 | 14.53 | 2.78 | | | 0.36 | 3.51 | 18.89 | 48.43 | 82.69 | 97.22 |
| Law Unit 1 | 2010 | 1122 | 973 | No. 68 | 109 | 206 | 119 | 226 | 179 | 66 | 149 | | 68 | 177 | 383 | 502 | 728 | 907 |
| | | | | % 6.99 | 11.20 | 21.17 | 12.23 | 23.23 | 18.40 | 6.78 | | | 6.99 | 18.19 | 39.36 | 51.59 | 74.82 | 93.22 |
| | 2009 | 997 | 857 | No. 52 | 122 | 223 | 59 | 162 | 170 | 69 | 140 | | 52 | 174 | 397 | 456 | 618 | 788 |
| | | | | % 6.07 | 14.24 | 26.02 | 6.88 | 18.90 | 19.84 | 8.05 | | | 6.07 | 20.30 | 46.32 | 53.21 | 72.11 | 91.95 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2009-2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | | OTHER* | CUMULATIVE GRADES | | | | | |
|-------------------------------|------|-----------------|--------------------|---------|-------|-------|-------|-------|-------|-------|-----|--------|-------------------|-------|-------|--------|--------|--------|
| | | | | I | II | III | IV | V | VI | VII | | | I | I-II | I-III | I-IV | I-V | I-VI |
| Literatures in English Unit 1 | 2010 | 1777 | 1630 | No. 39 | 260 | 572 | 510 | 196 | 52 | 1 | 147 | | 39 | 299 | 871 | 1381 | 1577 | 1629 |
| | | | | % 2.39 | 15.95 | 35.09 | 31.29 | 12.02 | 3.19 | 0.06 | | | 2.39 | 18.34 | 53.44 | 84.72 | 96.75 | 99.94 |
| | 2009 | 1708 | 1562 | No. 12 | 101 | 367 | 572 | 377 | 122 | 11 | 146 | | 12 | 113 | 480 | 1052 | 1429 | 1551 |
| | | | | % 0.77 | 6.47 | 23.50 | 36.62 | 24.14 | 7.81 | 0.70 | | | 0.77 | 7.23 | 30.73 | 67.35 | 91.49 | 99.30 |
| Management of Business Unit 1 | 2010 | 4971 | 4504 | No. 23 | 201 | 787 | 1177 | 1438 | 736 | 142 | 467 | | 23 | 224 | 1011 | 2188 | 3626 | 4362 |
| | | | | % 0.51 | 4.46 | 17.47 | 26.13 | 31.93 | 16.34 | 3.15 | | | 0.51 | 4.97 | 22.45 | 48.58 | 80.51 | 96.85 |
| | 2009 | 4778 | 4429 | No. 65 | 416 | 968 | 1379 | 1175 | 378 | 48 | 349 | | 65 | 481 | 1449 | 2828 | 4003 | 4381 |
| | | | | % 1.47 | 9.39 | 21.86 | 31.14 | 26.53 | 8.53 | 1.08 | | | 1.47 | 10.86 | 32.72 | 63.85 | 90.38 | 98.92 |
| Pure Mathematics Unit 1 | 2010 | 6034 | 5557 | No. 839 | 620 | 525 | 706 | 759 | 1023 | 1085 | 477 | | 839 | 1459 | 1984 | 2690 | 3449 | 4472 |
| | | | | % 15.10 | 11.16 | 9.45 | 12.70 | 13.66 | 18.41 | 19.52 | | | 15.10 | 26.26 | 35.70 | 48.41 | 62.07 | 80.48 |
| | 2009 | 5634 | 5173 | No. 628 | 527 | 542 | 708 | 754 | 1066 | 948 | 461 | | 628 | 1155 | 1697 | 2405 | 3159 | 4225 |
| | | | | % 12.14 | 10.19 | 10.48 | 13.69 | 14.58 | 20.61 | 18.33 | | | 12.14 | 22.33 | 32.80 | 46.49 | 61.07 | 81.67 |
| Physics Unit 1 | 2010 | 3181 | 2977 | No. 299 | 444 | 563 | 684 | 727 | 252 | 8 | 204 | | 299 | 743 | 1306 | 1990 | 2717 | 2969 |
| | | | | % 10.04 | 14.91 | 18.91 | 22.98 | 24.42 | 8.46 | 0.27 | | | 10.04 | 24.96 | 43.87 | 66.85 | 91.27 | 99.73 |
| | 2009 | 2972 | 2799 | No. 160 | 314 | 487 | 690 | 798 | 317 | 33 | 173 | | 160 | 474 | 961 | 1651 | 2449 | 2766 |
| | | | | % 5.72 | 11.22 | 17.40 | 24.65 | 28.51 | 11.33 | 1.18 | | | 5.72 | 16.93 | 34.33 | 58.99 | 87.50 | 98.82 |
| Sociology Unit 1 | 2010 | 5168 | 4710 | No. 61 | 410 | 1053 | 1483 | 1151 | 487 | 65 | 458 | | 61 | 471 | 1524 | 3007 | 4158 | 4645 |
| | | | | % 1.30 | 8.70 | 22.36 | 31.49 | 24.44 | 10.34 | 1.38 | | | 1.30 | 10.00 | 32.36 | 63.84 | 88.28 | 98.62 |
| | 2009 | 4603 | 4165 | No. 51 | 334 | 872 | 1229 | 1131 | 495 | 53 | 438 | | 51 | 385 | 1257 | 2486 | 3617 | 4112 |
| | | | | % 1.22 | 8.02 | 20.94 | 29.51 | 27.15 | 11.88 | 1.27 | | | 1.22 | 9.24 | 30.18 | 59.69 | 86.84 | 98.73 |
| Spanish Unit 1 | 2010 | 821 | 769 | No. 121 | 165 | 188 | 132 | 105 | 53 | 5 | 52 | | 121 | 286 | 474 | 606 | 711 | 764 |
| | | | | % 15.73 | 21.46 | 24.45 | 17.17 | 13.65 | 6.89 | 0.65 | | | 15.73 | 37.19 | 61.64 | 78.80 | 92.46 | 99.35 |
| | 2009 | 814 | 752 | No. 62 | 132 | 193 | 125 | 132 | 96 | 12 | 62 | | 62 | 194 | 387 | 512 | 644 | 740 |
| | | | | % 8.24 | 17.55 | 25.66 | 16.62 | 17.55 | 12.77 | 1.60 | | | 8.24 | 25.80 | 51.46 | 68.09 | 85.64 | 98.40 |
| Accounting Unit 2 | 2010 | 2355 | 2205 | No. 289 | 382 | 458 | 419 | 378 | 207 | 72 | 150 | | 289 | 671 | 1129 | 1548 | 1926 | 2133 |
| | | | | % 13.11 | 17.32 | 20.77 | 19.00 | 17.14 | 9.39 | 3.27 | | | 13.11 | 30.43 | 51.20 | 70.20 | 87.35 | 96.73 |
| | 2009 | 2042 | 1942 | No. 272 | 326 | 421 | 359 | 321 | 189 | 54 | 143 | | 272 | 598 | 1019 | 1378 | 1699 | 1888 |
| | | | | % 14.01 | 16.79 | 21.68 | 18.49 | 16.53 | 9.73 | 2.78 | | | 14.01 | 30.79 | 52.47 | 70.96 | 87.49 | 97.22 |
| Applied Mathematics Unit 2 | 2010 | 204 | 196 | No. 39 | 29 | 36 | 27 | 32 | 25 | 8 | 8 | | 39 | 68 | 104 | 131 | 163 | 188 |
| | | | | % 19.90 | 14.80 | 18.37 | 13.78 | 16.33 | 12.76 | 4.08 | | | 19.90 | 34.69 | 53.06 | 66.84 | 83.16 | 95.92 |
| | 2009 | 175 | 164 | No. 37 | 35 | 32 | 25 | 23 | 9 | 3 | 11 | | 37 | 72 | 104 | 129 | 152 | 161 |
| | | | | % 22.56 | 21.34 | 19.51 | 15.24 | 14.02 | 5.49 | 1.83 | | | 22.56 | 43.90 | 63.41 | 78.66 | 92.68 | 98.17 |
| Art and Design Unit 2 | 2010 | 158 | 144 | No. 97 | 31 | 13 | 3 | 0 | 0 | 0 | 14 | | 97 | 128 | 141 | 144 | 144 | 144 |
| | | | | % 67.36 | 21.53 | 9.03 | 2.08 | 0.00 | 0.00 | 0.00 | | | 67.36 | 88.89 | 97.92 | 100.00 | 100.00 | 100.00 |
| | 2009 | 179 | 161 | No. 126 | 25 | 7 | 2 | 0 | 1 | 0 | 18 | | 126 | 151 | 158 | 160 | 160 | 161 |
| | | | | % 78.26 | 15.53 | 4.35 | 1.24 | 0.00 | 0.62 | 0.00 | | | 78.26 | 93.79 | 98.14 | 99.38 | 99.38 | 100.00 |
| Biology Unit 2 | 2010 | 2798 | 2680 | No. 699 | 696 | 553 | 373 | 208 | 113 | 38 | 118 | | 699 | 1395 | 1948 | 2321 | 2529 | 2642 |
| | | | | % 26.08 | 25.97 | 20.63 | 13.92 | 7.76 | 4.22 | 1.42 | | | 26.08 | 52.05 | 72.69 | 86.60 | 94.37 | 98.58 |
| | 2009 | 2485 | 2400 | No. 796 | 641 | 506 | 297 | 97 | 51 | 12 | 85 | | 796 | 1437 | 1943 | 2240 | 2337 | 2388 |
| | | | | % 33.17 | 26.71 | 21.08 | 12.38 | 4.04 | 2.13 | 0.50 | | | 33.17 | 59.88 | 80.96 | 93.33 | 97.38 | 99.50 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2009-2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | | OTHER | CUMULATIVE GRADES | | | | | |
|-------------------------------------------------------|------|-----------------|--------------------|---------|-------|-------|-------|-------|-------|------|-----|-------|-------------------|-------|-------|-------|-------|--------|
| | | | | I | II | III | IV | V | VI | VII | | | I | I-II | I-III | I-IV | I-V | I-VI |
| Chemistry Unit 2 | 2010 | 2961 | 2849 | No. 830 | 578 | 605 | 362 | 252 | 196 | 26 | 112 | | 830 | 1408 | 2013 | 2375 | 2627 | 2823 |
| | | | | % 29.13 | 20.29 | 21.24 | 12.71 | 8.85 | 6.88 | 0.91 | | | 29.13 | 49.42 | 70.66 | 83.36 | 92.21 | 99.09 |
| | 2009 | 2710 | 2621 | No. 530 | 510 | 583 | 408 | 316 | 248 | 26 | 89 | | 530 | 1040 | 1623 | 2031 | 2347 | 2595 |
| | | | | % 20.22 | 19.46 | 22.24 | 15.57 | 12.06 | 9.46 | 0.99 | | | 20.22 | 39.68 | 61.92 | 77.49 | 89.55 | 99.01 |
| Computer Science Unit 2 | 2010 | 713 | 657 | No. 13 | 57 | 172 | 178 | 184 | 44 | 9 | 56 | | 13 | 70 | 242 | 420 | 604 | 648 |
| | | | | % 1.98 | 8.68 | 26.18 | 27.09 | 28.01 | 6.70 | 1.37 | | | 1.98 | 10.65 | 36.83 | 63.93 | 91.93 | 98.63 |
| | 2009 | 809 | 716 | No. 5 | 19 | 84 | 126 | 227 | 207 | 48 | 93 | | 5 | 24 | 108 | 234 | 461 | 668 |
| | | | | % 0.70 | 2.65 | 11.73 | 17.60 | 31.70 | 28.91 | 6.70 | | | 0.70 | 3.35 | 15.08 | 32.68 | 64.39 | 93.30 |
| Economics Unit 2 | 2010 | 2335 | 2188 | No. 118 | 343 | 494 | 497 | 428 | 246 | 62 | 147 | | 118 | 461 | 955 | 1452 | 1880 | 2126 |
| | | | | % 5.39 | 15.68 | 22.58 | 22.71 | 19.56 | 11.24 | 2.83 | | | 5.39 | 21.07 | 43.65 | 66.36 | 85.92 | 97.17 |
| | 2009 | 2173 | 2047 | No. 102 | 257 | 434 | 472 | 489 | 235 | 58 | 126 | | 102 | 359 | 793 | 1265 | 1754 | 1989 |
| | | | | % 4.98 | 12.55 | 21.20 | 23.06 | 23.89 | 11.48 | 2.83 | | | 4.98 | 17.54 | 38.74 | 61.80 | 85.69 | 97.17 |
| Electrical and Electronics Tech Unit 2 | 2010 | 60 | 58 | No. 1 | 4 | 2 | 7 | 22 | 21 | 1 | 2 | | 1 | 5 | 7 | 14 | 36 | 57 |
| | | | | % 1.72 | 6.90 | 3.45 | 12.07 | 37.93 | 36.21 | 1.72 | | | 1.72 | 8.62 | 12.07 | 24.14 | 62.07 | 98.28 |
| | 2009 | 92 | 87 | No. 1 | 3 | 8 | 20 | 32 | 21 | 2 | 5 | | 1 | 4 | 12 | 32 | 64 | 85 |
| | | | | % 1.15 | 3.45 | 9.20 | 22.99 | 36.78 | 24.14 | 2.30 | | | 1.15 | 4.60 | 13.79 | 36.78 | 73.56 | 97.70 |
| Environmental Science Unit 2 | 2010 | 847 | 783 | No. 149 | 229 | 178 | 132 | 70 | 18 | 7 | 64 | | 149 | 378 | 556 | 688 | 758 | 776 |
| | | | | % 19.03 | 29.25 | 22.73 | 16.86 | 8.94 | 2.30 | 0.89 | | | 19.03 | 48.28 | 71.01 | 87.87 | 96.81 | 99.11 |
| | 2009 | 742 | 683 | No. 102 | 199 | 166 | 111 | 75 | 20 | 10 | 59 | | 102 | 301 | 467 | 578 | 653 | 673 |
| | | | | % 14.93 | 29.14 | 24.30 | 16.25 | 10.98 | 2.93 | 1.46 | | | 14.93 | 44.07 | 68.37 | 84.63 | 95.61 | 98.54 |
| Food & Nutrition Unit 2 | 2010 | 195 | 184 | No. 9 | 52 | 58 | 41 | 20 | 4 | 0 | 11 | | 9 | 61 | 119 | 160 | 180 | 184 |
| | | | | % 4.89 | 28.26 | 31.52 | 22.28 | 10.87 | 2.17 | 0.00 | | | 4.89 | 33.15 | 64.67 | 86.96 | 97.83 | 100.00 |
| | 2009 | 248 | 233 | No. 4 | 30 | 99 | 73 | 25 | 2 | 0 | 15 | | 4 | 34 | 133 | 206 | 231 | 233 |
| | | | | % 1.72 | 12.88 | 42.49 | 31.33 | 10.73 | 0.86 | 0.00 | | | 1.72 | 14.59 | 57.08 | 88.41 | 99.14 | 100.00 |
| French Unit 2 | 2010 | 215 | 211 | No. 39 | 31 | 74 | 46 | 17 | 4 | 0 | 4 | | 39 | 70 | 144 | 190 | 207 | 211 |
| | | | | % 18.48 | 14.69 | 35.07 | 21.80 | 8.06 | 1.90 | 0.00 | | | 18.48 | 33.18 | 68.25 | 90.05 | 98.10 | 100.00 |
| | 2009 | 258 | 250 | No. 58 | 68 | 80 | 28 | 14 | 2 | 0 | 8 | | 58 | 126 | 206 | 234 | 248 | 250 |
| | | | | % 23.20 | 27.20 | 32.00 | 11.20 | 5.60 | 0.80 | 0.00 | | | 23.20 | 50.40 | 82.40 | 93.60 | 99.20 | 100.00 |
| Geography Unit 2 | 2010 | 1133 | 1074 | No. 30 | 105 | 285 | 369 | 225 | 56 | 4 | 59 | | 30 | 135 | 420 | 789 | 1014 | 1070 |
| | | | | % 2.79 | 9.78 | 26.54 | 34.36 | 20.95 | 5.21 | 0.37 | | | 2.79 | 12.57 | 39.11 | 73.46 | 94.41 | 99.63 |
| | 2009 | 973 | 911 | No. 12 | 51 | 199 | 353 | 248 | 47 | 1 | 62 | | 12 | 63 | 262 | 615 | 863 | 910 |
| | | | | % 1.32 | 5.60 | 21.84 | 38.75 | 27.22 | 5.16 | 0.11 | | | 1.32 | 6.92 | 28.76 | 67.51 | 94.73 | 99.89 |
| Geometrical and Mechanical Engineering Drawing Unit 2 | 2010 | 312 | 281 | No. 5 | 16 | 41 | 60 | 95 | 55 | 9 | 31 | | 5 | 21 | 62 | 122 | 217 | 272 |
| | | | | % 1.78 | 5.69 | 14.59 | 21.35 | 33.81 | 19.57 | 3.20 | | | 1.78 | 7.47 | 22.06 | 43.42 | 77.22 | 96.80 |
| | 2009 | 255 | 226 | No. 12 | 23 | 45 | 59 | 54 | 30 | 3 | 29 | | 12 | 35 | 80 | 139 | 193 | 223 |
| | | | | % 5.31 | 10.18 | 19.91 | 26.11 | 23.89 | 13.27 | 1.33 | | | 5.31 | 15.49 | 35.40 | 61.50 | 85.40 | 98.67 |
| History Unit 2 | 2010 | 1319 | 1261 | No. 23 | 134 | 297 | 328 | 280 | 166 | 33 | 58 | | 23 | 157 | 454 | 782 | 1062 | 1228 |
| | | | | % 1.82 | 10.63 | 23.55 | 26.01 | 22.20 | 13.16 | 2.62 | | | 1.82 | 12.45 | 36.00 | 62.01 | 84.22 | 97.38 |
| | 2009 | 1483 | 1418 | No. 43 | 152 | 367 | 425 | 297 | 125 | 9 | 65 | | 43 | 195 | 562 | 987 | 1284 | 1409 |
| | | | | % 3.03 | 10.72 | 25.88 | 29.97 | 20.94 | 8.82 | 0.63 | | | 3.03 | 13.75 | 39.63 | 69.61 | 90.55 | 99.37 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

COMPARISON OF REGIONAL GRADE DISTRIBUTIONS: CAPE 2009-2010

| SUBJECT | YEAR | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | | OTHER* | CUMULATIVE GRADES | | | | | |
|-------------------------------|------|-----------------|--------------------|-----------|-------|-------|-------|-------|-------|-------|------|--------|-------------------|-------|-------|-------|-------|-------|
| | | | | I | II | III | IV | V | VI | VII | | | I | I-II | I-III | I-IV | I-V | I-VI |
| Information Technology Unit 2 | 2010 | 496 | 452 | No. 0 | 15 | 96 | 166 | 146 | 28 | 1 | 44 | | 0 | 15 | 111 | 277 | 423 | 451 |
| | | | | % 0.00 | 3.32 | 21.24 | 36.73 | 32.30 | 6.19 | 0.22 | | | 0.00 | 3.32 | 24.56 | 61.28 | 93.58 | 99.78 |
| | 2009 | 150 | 131 | No. 2 | 9 | 23 | 31 | 45 | 18 | 3 | 19 | | | | | | | |
| | | | | % 1.53 | 6.87 | 17.56 | 23.66 | 34.35 | 13.74 | 2.29 | | | | | | | | |
| Law Unit 2 | 2010 | 704 | 648 | No. 81 | 114 | 172 | 70 | 114 | 79 | 18 | 56 | | 81 | 195 | 367 | 437 | 551 | 630 |
| | | | | % 12.50 | 17.59 | 26.54 | 10.80 | 17.59 | 12.19 | 2.78 | | | 12.50 | 30.09 | 56.64 | 67.44 | 85.03 | 97.22 |
| | 2009 | 686 | 599 | No. 12 | 33 | 110 | 44 | 118 | 179 | 103 | 87 | | 12 | 45 | 155 | 199 | 317 | 496 |
| | | | | % 2.00 | 5.51 | 18.36 | 7.35 | 19.70 | 29.88 | 17.20 | | | 2.00 | 7.51 | 25.88 | 33.22 | 52.92 | 82.80 |
| Literatures in English Unit 2 | 2010 | 1342 | 1266 | No. 57 | 215 | 420 | 396 | 123 | 49 | 6 | 76 | | 57 | 272 | 692 | 1088 | 1211 | 1260 |
| | | | | % 4.50 | 16.98 | 33.18 | 31.28 | 9.72 | 3.87 | 0.47 | | | 4.50 | 21.48 | 54.66 | 85.94 | 95.66 | 99.53 |
| | 2009 | 1641 | 1570 | No. 27 | 187 | 488 | 584 | 224 | 57 | 3 | 71 | | 27 | 214 | 702 | 1286 | 1510 | 1567 |
| | | | | % 1.72 | 11.91 | 31.08 | 37.20 | 14.27 | 3.63 | 0.19 | | | 1.72 | 13.63 | 44.71 | 81.91 | 96.18 | 99.81 |
| Management of Business Unit 2 | 2010 | 3532 | 3277 | No. 192 | 520 | 860 | 892 | 583 | 202 | 28 | 255 | | 192 | 712 | 1572 | 2464 | 3047 | 3249 |
| | | | | % 5.86 | 15.87 | 26.24 | 27.22 | 17.79 | 6.16 | 0.85 | | | 5.86 | 21.73 | 47.97 | 75.19 | 92.98 | 99.15 |
| | 2009 | 3145 | 2961 | No. 127 | 554 | 947 | 852 | 393 | 81 | 7 | 184 | | 127 | 681 | 1628 | 2480 | 2873 | 2954 |
| | | | | % 4.29 | 18.71 | 31.98 | 28.77 | 13.27 | 2.74 | 0.24 | | | 4.29 | 23.00 | 54.98 | 83.76 | 97.03 | 99.76 |
| Pure Mathematics Unit 2 | 2010 | 2966 | 2792 | No. 514 | 376 | 342 | 431 | 411 | 464 | 254 | 174 | | 514 | 890 | 1232 | 1663 | 2074 | 2538 |
| | | | | % 18.41 | 13.47 | 12.25 | 15.44 | 14.72 | 16.62 | 9.10 | | | 18.41 | 31.88 | 44.13 | 59.56 | 74.28 | 90.90 |
| | 2009 | 2734 | 2605 | No. 389 | 342 | 342 | 436 | 419 | 424 | 253 | 129 | | 389 | 731 | 1073 | 1509 | 1928 | 2352 |
| | | | | % 14.93 | 13.13 | 13.13 | 16.74 | 16.08 | 16.28 | 9.71 | | | 14.93 | 28.06 | 41.19 | 57.93 | 74.01 | 90.29 |
| Physics Unit 2 | 2010 | 2230 | 2130 | No. 295 | 308 | 460 | 533 | 400 | 129 | 5 | 100 | | 295 | 603 | 1063 | 1596 | 1996 | 2125 |
| | | | | % 13.85 | 14.46 | 21.60 | 25.02 | 18.78 | 6.06 | 0.23 | | | 13.85 | 28.31 | 49.91 | 74.93 | 93.71 | 99.77 |
| | 2009 | 1895 | 1795 | No. 284 | 316 | 358 | 347 | 314 | 163 | 13 | 100 | | 284 | 600 | 958 | 1305 | 1619 | 1782 |
| | | | | % 15.82 | 17.60 | 19.94 | 19.33 | 17.49 | 9.08 | 0.72 | | | 15.82 | 33.43 | 53.37 | 72.70 | 90.19 | 99.28 |
| Sociology Unit 2 | 2010 | 3314 | 3108 | No. 82 | 511 | 1011 | 999 | 427 | 73 | 5 | 206 | | 82 | 593 | 1604 | 2603 | 3030 | 3103 |
| | | | | % 2.64 | 16.44 | 32.53 | 32.14 | 13.74 | 2.35 | 0.16 | | | 2.64 | 19.08 | 51.61 | 83.75 | 97.49 | 99.84 |
| | 2009 | 3478 | 3293 | No. 98 | 665 | 1193 | 967 | 326 | 43 | 1 | 185 | | 98 | 763 | 1956 | 2923 | 3249 | 3292 |
| | | | | % 2.98 | 20.19 | 36.23 | 29.37 | 9.90 | 1.31 | 0.03 | | | 2.98 | 23.17 | 59.40 | 88.76 | 98.66 | 99.97 |
| Spanish Unit 2 | 2010 | 553 | 528 | No. 80 | 131 | 149 | 84 | 64 | 19 | 1 | 25 | | 80 | 211 | 360 | 444 | 508 | 527 |
| | | | | % 15.15 | 24.81 | 28.22 | 15.91 | 12.12 | 3.60 | 0.19 | | | 15.15 | 39.96 | 68.18 | 84.09 | 96.21 | 99.81 |
| | 2009 | 618 | 598 | No. 87 | 99 | 149 | 109 | 98 | 48 | 8 | 20 | | 87 | 186 | 335 | 444 | 542 | 590 |
| | | | | % 14.55 | 16.56 | 24.92 | 18.23 | 16.39 | 8.03 | 1.34 | | | 14.55 | 31.10 | 56.02 | 74.25 | 90.64 | 98.66 |
| TOTAL | 2010 | 101642 | 94608 | No. 11709 | 16206 | 20948 | 19244 | 15686 | 8196 | 2619 | 7034 | | 11709 | 27915 | 48863 | 68107 | 83793 | 91989 |
| | | | | % 12.38 | 17.13 | 22.14 | 20.34 | 16.58 | 8.66 | 2.77 | | | 12.38 | 29.51 | 51.65 | 71.99 | 88.57 | 97.23 |
| | 2009 | 93946 | 87860 | No. 9406 | 14838 | 20474 | 19150 | 14535 | 7279 | 2178 | 6086 | | 9406 | 24244 | 44718 | 63868 | 78403 | 85682 |
| | | | | % 10.71 | 16.89 | 23.30 | 21.80 | 16.54 | 8.28 | 2.48 | | | 10.71 | 27.59 | 50.90 | 72.69 | 89.24 | 97.52 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|----------------------------|-----|-----------------|--------------------|---------------------|---------------|---------------|---------------|---------------|--------------|-------------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Accounting Unit 1 | M | 829 | 737 | No. 137 % 18.59 | 176 23.88 | 216 29.31 | 115 15.60 | 65 8.82 | 21 2.85 | 7 0.95 | 92 |
| | F | 1754 | 1609 | No. 414 % 25.73 | 400 24.86 | 413 25.67 | 201 12.49 | 115 7.15 | 51 3.17 | 15 0.93 | 145 |
| | T | 2583 | 2346 | No. 551 % 23.49 | 576 24.55 | 629 26.81 | 316 13.47 | 180 7.67 | 72 3.07 | 22 0.94 | 237 |
| Applied Mathematics Unit 1 | M | 259 | 231 | No. 55 % 23.81 | 28 12.12 | 35 15.15 | 18 7.79 | 39 16.88 | 37 16.02 | 19 8.23 | 28 |
| | F | 242 | 214 | No. 40 % 18.69 | 24 11.21 | 31 14.49 | 33 15.42 | 43 20.09 | 34 15.89 | 9 4.21 | 28 |
| | T | 501 | 445 | No. 95 % 21.35 | 52 11.69 | 66 14.83 | 51 11.46 | 82 18.43 | 71 15.96 | 28 6.29 | 56 |
| Art and Design Unit 1 | M | 90 | 80 | No. 35 % 43.75 | 23 28.75 | 18 22.50 | 3 3.75 | 1 1.25 | 0 0.00 | 0 0.00 | 10 |
| | F | 171 | 160 | No. 81 % 50.63 | 42 26.25 | 34 21.25 | 3 1.88 | 0 0.00 | 0 0.00 | 0 0.00 | 11 |
| | T | 261 | 240 | No. 116 % 48.33 | 65 27.08 | 52 21.67 | 6 2.50 | 1 0.42 | 0 0.00 | 0 0.00 | 21 |
| Biology Unit 1 | M | 1411 | 1343 | No. 277 % 20.63 | 262 19.51 | 220 16.38 | 203 15.12 | 189 14.07 | 150 11.17 | 42 3.13 | 68 |
| | F | 2850 | 2704 | No. 515 % 19.05 | 516 19.08 | 482 17.83 | 381 14.09 | 374 13.83 | 342 12.65 | 94 3.48 | 146 |
| | T | 4261 | 4047 | No. 792 % 19.57 | 778 19.22 | 702 17.35 | 584 14.43 | 563 13.91 | 492 12.16 | 136 3.36 | 214 |
| Caribbean Studies Unit 1 | M | 3890 | 3665 | No. 404 % 11.02 | 778 21.23 | 1040 28.38 | 734 20.03 | 564 15.39 | 135 3.68 | 10 0.27 | 225 |
| | F | 6369 | 6113 | No. 1246 % 20.38 | 1734 28.37 | 1613 26.39 | 887 14.51 | 511 8.36 | 116 1.90 | 6 0.10 | 256 |
| | T | 10259 | 9778 | No. 1650 % 16.87 | 2512 25.69 | 2653 27.13 | 1621 16.58 | 1075 10.99 | 251 2.57 | 16 0.16 | 481 |
| Chemistry Unit 1 | M | 1908 | 1770 | No. 390 % 22.03 | 279 15.76 | 370 20.90 | 222 12.54 | 266 15.03 | 216 12.20 | 27 1.53 | 138 |
| | F | 2904 | 2727 | No. 529 % 19.40 | 426 15.62 | 569 20.87 | 348 12.76 | 420 15.40 | 364 13.35 | 71 2.60 | 177 |
| | T | 4812 | 4497 | No. 919 % 20.44 | 705 15.68 | 939 20.88 | 570 12.68 | 686 15.25 | 580 12.90 | 98 2.18 | 315 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|---------------------------------------|-----|-----------------|--------------------|----------|-------|-------|-------|-------|-------|-------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Communication Studies | M | 5309 | 4926 | No. 513 | 1007 | 1218 | 1067 | 804 | 262 | 55 | 383 |
| | | | | % 10.41 | 20.44 | 24.73 | 21.66 | 16.32 | 5.32 | 1.12 | |
| | F | 8487 | 8009 | No. 1496 | 2180 | 2023 | 1359 | 736 | 188 | 27 | 478 |
| | | | | % 18.68 | 27.22 | 25.26 | 16.97 | 9.19 | 2.35 | 0.34 | |
| | T | 13796 | 12935 | No. 2009 | 3187 | 3241 | 2426 | 1540 | 450 | 82 | 861 |
| | | | | % 15.53 | 24.64 | 25.06 | 18.76 | 11.91 | 3.48 | 0.63 | |
| Computer Science Unit 1 | M | 764 | 658 | No. 11 | 40 | 114 | 152 | 184 | 121 | 36 | 106 |
| | | | | % 1.67 | 6.08 | 17.33 | 23.10 | 27.96 | 18.39 | 5.47 | |
| | F | 409 | 352 | No. 4 | 22 | 44 | 78 | 107 | 77 | 20 | 57 |
| | | | | % 1.14 | 6.25 | 12.50 | 22.16 | 30.40 | 21.88 | 5.68 | |
| | T | 1173 | 1010 | No. 15 | 62 | 158 | 230 | 291 | 198 | 56 | 163 |
| | | | | % 1.49 | 6.14 | 15.64 | 22.77 | 28.81 | 19.60 | 5.54 | |
| Economics Unit 1 | M | 1310 | 1148 | No. 66 | 159 | 248 | 261 | 244 | 138 | 32 | 162 |
| | | | | % 5.75 | 13.85 | 21.60 | 22.74 | 21.25 | 12.02 | 2.79 | |
| | F | 2217 | 2032 | No. 160 | 332 | 450 | 415 | 407 | 214 | 54 | 185 |
| | | | | % 7.87 | 16.34 | 22.15 | 20.42 | 20.03 | 10.53 | 2.66 | |
| | T | 3527 | 3180 | No. 226 | 491 | 698 | 676 | 651 | 352 | 86 | 347 |
| | | | | % 7.11 | 15.44 | 21.95 | 21.26 | 20.47 | 11.07 | 2.70 | |
| Electrical and Electronic Tech Unit 1 | M | 152 | 123 | No. 0 | 1 | 2 | 10 | 37 | 58 | 15 | 29 |
| | | | | % 0.00 | 0.81 | 1.63 | 8.13 | 30.08 | 47.15 | 12.20 | |
| | F | 11 | 11 | No. 0 | 0 | 0 | 0 | 4 | 6 | 1 | 0 |
| | | | | % 0.00 | 0.00 | 0.00 | 0.00 | 36.36 | 54.55 | 9.09 | |
| | T | 163 | 134 | No. 0 | 1 | 2 | 10 | 41 | 64 | 16 | 29 |
| | | | | % 0.00 | 0.75 | 1.49 | 7.46 | 30.60 | 47.76 | 11.94 | |
| Environmental Science Unit 1 | M | 511 | 467 | No. 33 | 96 | 121 | 105 | 87 | 19 | 6 | 44 |
| | | | | % 7.07 | 20.56 | 25.91 | 22.48 | 18.63 | 4.07 | 1.28 | |
| | F | 847 | 794 | No. 96 | 184 | 193 | 158 | 113 | 41 | 9 | 53 |
| | | | | % 12.09 | 23.17 | 24.31 | 19.90 | 14.23 | 5.16 | 1.13 | |
| | T | 1358 | 1261 | No. 129 | 280 | 314 | 263 | 200 | 60 | 15 | 97 |
| | | | | % 10.23 | 22.20 | 24.90 | 20.86 | 15.86 | 4.76 | 1.19 | |
| Food & Nutrition Unit 1 | M | 46 | 40 | No. 1 | 10 | 16 | 8 | 4 | 1 | 0 | 6 |
| | | | | % 2.50 | 25.00 | 40.00 | 20.00 | 10.00 | 2.50 | 0.00 | |
| | F | 304 | 281 | No. 4 | 68 | 110 | 78 | 18 | 3 | 0 | 23 |
| | | | | % 1.42 | 24.20 | 39.15 | 27.76 | 6.41 | 1.07 | 0.00 | |
| | T | 350 | 321 | No. 5 | 78 | 126 | 86 | 22 | 4 | 0 | 29 |
| | | | | % 1.56 | 24.30 | 39.25 | 26.79 | 6.85 | 1.25 | 0.00 | |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|--------------------------------------|-----|-----------------|--------------------|-------------------|--------------|--------------|--------------|--------------|--------------|------------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| French Unit 1 | M | 66 | 58 | No. 11 % 18.97 | 11 18.97 | 9 15.52 | 18 31.03 | 6 10.34 | 3 5.17 | 0 0.00 | 8 |
| | F | 236 | 224 | No. 59 % 26.34 | 72 32.14 | 48 21.43 | 27 12.05 | 14 6.25 | 3 1.34 | 1 0.45 | 12 |
| | T | 302 | 282 | No. 70 % 24.82 | 83 29.43 | 57 20.21 | 45 15.96 | 20 7.09 | 6 2.13 | 1 0.35 | 20 |
| Geography Unit 1 | M | 514 | 480 | No. 9 % 1.88 | 35 7.29 | 93 19.38 | 175 36.46 | 142 29.58 | 26 5.42 | 0 0.00 | 34 |
| | F | 463 | 430 | No. 6 % 1.40 | 47 10.93 | 101 23.49 | 159 36.98 | 95 22.09 | 22 5.12 | 0 0.00 | 33 |
| | T | 977 | 910 | No. 15 % 1.65 | 82 9.01 | 194 21.32 | 334 36.70 | 237 26.04 | 48 5.27 | 0 0.00 | 67 |
| Geom. and Mech. Eng. Draw. Unit 1 | M | 450 | 409 | No. 8 % 1.96 | 32 7.82 | 76 18.58 | 68 16.63 | 116 28.36 | 91 22.25 | 18 4.40 | 41 |
| | F | 63 | 55 | No. 0 % 0.00 | 3 5.45 | 10 18.18 | 3 5.45 | 24 43.64 | 13 23.64 | 2 3.64 | 8 |
| | T | 513 | 464 | No. 8 % 1.72 | 35 7.54 | 86 18.53 | 71 15.30 | 140 30.17 | 104 22.41 | 20 4.31 | 49 |
| History Unit 1 | M | 436 | 394 | No. 1 % 0.25 | 26 6.60 | 59 14.97 | 112 28.43 | 135 34.26 | 53 13.45 | 8 2.03 | 42 |
| | F | 1276 | 1173 | No. 16 % 1.36 | 100 8.53 | 233 19.86 | 350 29.84 | 298 25.40 | 165 14.07 | 11 0.94 | 103 |
| | T | 1712 | 1567 | No. 17 % 1.08 | 126 8.04 | 292 18.63 | 462 29.48 | 433 27.63 | 218 13.91 | 19 1.21 | 145 |
| Information Technology Unit 1 | M | 547 | 464 | No. 0 % 0.00 | 2 0.43 | 24 5.17 | 105 22.63 | 199 42.89 | 102 21.98 | 32 6.90 | 83 |
| | F | 731 | 635 | No. 0 % 0.00 | 5 0.79 | 45 7.09 | 164 25.83 | 244 38.43 | 144 22.68 | 33 5.20 | 96 |
| | T | 1278 | 1099 | No. 0 % 0.00 | 7 0.64 | 69 6.28 | 269 24.48 | 443 40.31 | 246 22.38 | 65 5.91 | 179 |
| Law Unit 1 | M | 281 | 231 | No. 16 % 6.93 | 27 11.69 | 41 17.75 | 31 13.42 | 55 23.81 | 44 19.05 | 17 7.36 | 50 |
| | F | 841 | 742 | No. 52 % 7.01 | 82 11.05 | 165 22.24 | 88 11.86 | 171 23.05 | 135 18.19 | 49 6.60 | 99 |
| | T | 1122 | 973 | No. 68 % 6.99 | 109 11.20 | 206 21.17 | 119 12.23 | 226 23.23 | 179 18.40 | 66 6.78 | 149 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|-------------------------------|-----|-----------------|--------------------|---------|-------|-------|-------|-------|-------|-------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Literatures in English Unit 1 | M | 319 | 270 | No. 6 | 28 | 66 | 99 | 53 | 18 | 0 | 49 |
| | | | | % 2.22 | 10.37 | 24.44 | 36.67 | 19.63 | 6.67 | 0.00 | |
| | F | 1458 | 1360 | No. 33 | 232 | 506 | 411 | 143 | 34 | 1 | 98 |
| | | | | % 2.43 | 17.06 | 37.21 | 30.22 | 10.51 | 2.50 | 0.07 | |
| | T | 1777 | 1630 | No. 39 | 260 | 572 | 510 | 196 | 52 | 1 | 147 |
| | | | | % 2.39 | 15.95 | 35.09 | 31.29 | 12.02 | 3.19 | 0.06 | |
| Management of Business Unit 1 | M | 1803 | 1603 | No. 8 | 45 | 231 | 426 | 548 | 288 | 57 | 200 |
| | | | | % 0.50 | 2.81 | 14.41 | 26.58 | 34.19 | 17.97 | 3.56 | |
| | F | 3168 | 2901 | No. 15 | 156 | 556 | 751 | 890 | 448 | 85 | 267 |
| | | | | % 0.52 | 5.38 | 19.17 | 25.89 | 30.68 | 15.44 | 2.93 | |
| | T | 4971 | 4504 | No. 23 | 201 | 787 | 1177 | 1438 | 736 | 142 | 467 |
| | | | | % 0.51 | 4.46 | 17.47 | 26.13 | 31.93 | 16.34 | 3.15 | |
| Pure Mathematics Unit 1 | M | 3021 | 2753 | No. 408 | 302 | 241 | 337 | 363 | 518 | 584 | 268 |
| | | | | % 14.82 | 10.97 | 8.75 | 12.24 | 13.19 | 18.82 | 21.21 | |
| | F | 3013 | 2804 | No. 431 | 318 | 284 | 369 | 396 | 505 | 501 | 209 |
| | | | | % 15.37 | 11.34 | 10.13 | 13.16 | 14.12 | 18.01 | 17.87 | |
| | T | 6034 | 5557 | No. 839 | 620 | 525 | 706 | 759 | 1023 | 1085 | 477 |
| | | | | % 15.10 | 11.16 | 9.45 | 12.70 | 13.66 | 18.41 | 19.52 | |
| Physics Unit 1 | F | 1919 | 1784 | No. 199 | 255 | 327 | 404 | 435 | 159 | 5 | 135 |
| | | | | % 11.15 | 14.29 | 18.33 | 22.65 | 24.38 | 8.91 | 0.28 | |
| | M | 1262 | 1193 | No. 100 | 189 | 236 | 280 | 292 | 93 | 3 | 69 |
| | | | | % 8.38 | 15.84 | 19.78 | 23.47 | 24.48 | 7.80 | 0.25 | |
| | T | 3181 | 2977 | No. 299 | 444 | 563 | 684 | 727 | 252 | 8 | 204 |
| | | | | % 10.04 | 14.91 | 18.91 | 22.98 | 24.42 | 8.46 | 0.27 | |
| Sociology Unit 1 | M | 1442 | 1280 | No. 8 | 51 | 215 | 411 | 362 | 202 | 31 | 162 |
| | | | | % 0.63 | 3.98 | 16.80 | 32.11 | 28.28 | 15.78 | 2.42 | |
| | F | 3726 | 3430 | No. 53 | 359 | 838 | 1072 | 789 | 285 | 34 | 296 |
| | | | | % 1.55 | 10.47 | 24.43 | 31.25 | 23.00 | 8.31 | 0.99 | |
| | T | 5168 | 4710 | No. 61 | 410 | 1053 | 1483 | 1151 | 487 | 65 | 458 |
| | | | | % 1.30 | 8.70 | 22.36 | 31.49 | 24.44 | 10.34 | 1.38 | |
| Spanish Unit 1 | M | 201 | 185 | No. 23 | 33 | 46 | 33 | 31 | 17 | 2 | 16 |
| | | | | % 12.43 | 17.84 | 24.86 | 17.84 | 16.76 | 9.19 | 1.08 | |
| | F | 620 | 584 | No. 98 | 132 | 142 | 99 | 74 | 36 | 3 | 36 |
| | | | | % 16.78 | 22.60 | 24.32 | 16.95 | 12.67 | 6.16 | 0.51 | |
| | T | 821 | 769 | No. 121 | 165 | 188 | 132 | 105 | 53 | 5 | 52 |
| | | | | % 15.73 | 21.46 | 24.45 | 17.17 | 13.65 | 6.89 | 0.65 | |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|----------------------------|-----|-----------------|--------------------|---------|-------|-------|-------|-------|-------|------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Accounting Unit 2 | M | 786 | 719 | No. 78 | 114 | 135 | 134 | 134 | 87 | 37 | 67 |
| | | | | % 10.85 | 15.86 | 18.78 | 18.64 | 18.64 | 12.10 | 5.15 | |
| | F | 1569 | 1486 | No. 211 | 268 | 323 | 285 | 244 | 120 | 35 | 83 |
| | | | | % 14.20 | 18.03 | 21.74 | 19.18 | 16.42 | 8.08 | 2.36 | |
| | T | 2355 | 2205 | No. 289 | 382 | 458 | 419 | 378 | 207 | 72 | 150 |
| | | | | % 13.11 | 17.32 | 20.77 | 19.00 | 17.14 | 9.39 | 3.27 | |
| Applied Mathematics Unit 2 | M | 115 | 109 | No. 26 | 11 | 21 | 15 | 13 | 18 | 5 | 6 |
| | | | | % 23.85 | 10.09 | 19.27 | 13.76 | 11.93 | 16.51 | 4.59 | |
| | F | 89 | 87 | No. 13 | 18 | 15 | 12 | 19 | 7 | 3 | 2 |
| | | | | % 14.94 | 20.69 | 17.24 | 13.79 | 21.84 | 8.05 | 3.45 | |
| | T | 204 | 196 | No. 39 | 29 | 36 | 27 | 32 | 25 | 8 | 8 |
| | | | | % 19.90 | 14.80 | 18.37 | 13.78 | 16.33 | 12.76 | 4.08 | |
| Art and Design Unit 2 | M | 56 | 48 | No. 25 | 13 | 8 | 2 | 0 | 0 | 0 | 8 |
| | | | | % 52.08 | 27.08 | 16.67 | 4.17 | 0.00 | 0.00 | 0.00 | |
| | F | 102 | 96 | No. 72 | 18 | 5 | 1 | 0 | 0 | 0 | 6 |
| | | | | % 75.00 | 18.75 | 5.21 | 1.04 | 0.00 | 0.00 | 0.00 | |
| | T | 158 | 144 | No. 97 | 31 | 13 | 3 | 0 | 0 | 0 | 14 |
| | | | | % 67.36 | 21.53 | 9.03 | 2.08 | 0.00 | 0.00 | 0.00 | |
| Biology Unit 2 | M | 957 | 901 | No. 212 | 233 | 183 | 148 | 70 | 38 | 17 | 56 |
| | | | | % 23.53 | 25.86 | 20.31 | 16.43 | 7.77 | 4.22 | 1.89 | |
| | F | 1841 | 1779 | No. 487 | 463 | 370 | 225 | 138 | 75 | 21 | 62 |
| | | | | % 27.37 | 26.03 | 20.80 | 12.65 | 7.76 | 4.22 | 1.18 | |
| | T | 2798 | 2680 | No. 699 | 696 | 553 | 373 | 208 | 113 | 38 | 118 |
| | | | | % 26.08 | 25.97 | 20.63 | 13.92 | 7.76 | 4.22 | 1.42 | |
| Chemistry Unit 2 | M | 1211 | 1153 | No. 348 | 235 | 246 | 141 | 94 | 76 | 13 | 58 |
| | | | | % 30.18 | 20.38 | 21.34 | 12.23 | 8.15 | 6.59 | 1.13 | |
| | F | 1750 | 1696 | No. 482 | 343 | 359 | 221 | 158 | 120 | 13 | 54 |
| | | | | % 28.42 | 20.22 | 21.17 | 13.03 | 9.32 | 7.08 | 0.77 | |
| | T | 2961 | 2849 | No. 830 | 578 | 605 | 362 | 252 | 196 | 26 | 112 |
| | | | | % 29.13 | 20.29 | 21.24 | 12.71 | 8.85 | 6.88 | 0.91 | |
| Computer Science Unit 2 | M | 427 | 384 | No. 8 | 30 | 96 | 111 | 103 | 28 | 8 | 43 |
| | | | | % 2.08 | 7.81 | 25.00 | 28.91 | 26.82 | 7.29 | 2.08 | |
| | F | 286 | 273 | No. 5 | 27 | 76 | 67 | 81 | 16 | 1 | 13 |
| | | | | % 1.83 | 9.89 | 27.84 | 24.54 | 29.67 | 5.86 | 0.37 | |
| | T | 713 | 657 | No. 13 | 57 | 172 | 178 | 184 | 44 | 9 | 56 |
| | | | | % 1.98 | 8.68 | 26.18 | 27.09 | 28.01 | 6.70 | 1.37 | |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|---------------------------------------|-----|-----------------|--------------------|---------|-------|-------|-------|-------|-------|------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Economics Unit 2 | M | 837 | 777 | No. 29 | 102 | 171 | 177 | 167 | 109 | 22 | 60 |
| | | | | % 3.73 | 13.13 | 22.01 | 22.78 | 21.49 | 14.03 | 2.83 | |
| | F | 1498 | 1411 | No. 89 | 241 | 323 | 320 | 261 | 137 | 40 | 87 |
| | | | | % 6.31 | 17.08 | 22.89 | 22.68 | 18.50 | 9.71 | 2.83 | |
| | T | 2335 | 2188 | No. 118 | 343 | 494 | 497 | 428 | 246 | 62 | 147 |
| | | | | % 5.39 | 15.68 | 22.58 | 22.71 | 19.56 | 11.24 | 2.83 | |
| Electrical and Electronic Tech Unit 2 | M | 47 | 45 | No. 0 | 2 | 2 | 6 | 16 | 18 | 1 | 2 |
| | | | | % 0.00 | 4.44 | 4.44 | 13.33 | 35.56 | 40.00 | 2.22 | |
| | F | 13 | 13 | No. 1 | 2 | 0 | 1 | 6 | 3 | 0 | 0 |
| | | | | % 7.69 | 15.38 | 0.00 | 7.69 | 46.15 | 23.08 | 0.00 | |
| | T | 60 | 58 | No. 1 | 4 | 2 | 7 | 22 | 21 | 1 | 2 |
| | | | | % 1.72 | 6.90 | 3.45 | 12.07 | 37.93 | 36.21 | 1.72 | |
| Environmental Science Unit 2 | M | 336 | 306 | No. 53 | 90 | 72 | 46 | 34 | 6 | 5 | 30 |
| | | | | % 17.32 | 29.41 | 23.53 | 15.03 | 11.11 | 1.96 | 1.63 | |
| | F | 511 | 477 | No. 96 | 139 | 106 | 86 | 36 | 12 | 2 | 34 |
| | | | | % 20.13 | 29.14 | 22.22 | 18.03 | 7.55 | 2.52 | 0.42 | |
| | T | 847 | 783 | No. 149 | 229 | 178 | 132 | 70 | 18 | 7 | 64 |
| | | | | % 19.03 | 29.25 | 22.73 | 16.86 | 8.94 | 2.30 | 0.89 | |
| Food & Nutrition Unit 2 | M | 18 | 17 | No. 0 | 5 | 6 | 4 | 2 | 0 | 0 | 1 |
| | | | | % 0.00 | 29.41 | 35.29 | 23.53 | 11.76 | 0.00 | 0.00 | |
| | F | 177 | 167 | No. 9 | 47 | 52 | 37 | 18 | 4 | 0 | 10 |
| | | | | % 5.39 | 28.14 | 31.14 | 22.16 | 10.78 | 2.40 | 0.00 | |
| | T | 195 | 184 | No. 9 | 52 | 58 | 41 | 20 | 4 | 0 | 11 |
| | | | | % 4.89 | 28.26 | 31.52 | 22.28 | 10.87 | 2.17 | 0.00 | |
| French Unit 2 | M | 35 | 34 | No. 6 | 3 | 10 | 10 | 4 | 1 | 0 | 1 |
| | | | | % 17.65 | 8.82 | 29.41 | 29.41 | 11.76 | 2.94 | 0.00 | |
| | F | 180 | 177 | No. 33 | 28 | 64 | 36 | 13 | 3 | 0 | 3 |
| | | | | % 18.64 | 15.82 | 36.16 | 20.34 | 7.34 | 1.69 | 0.00 | |
| | T | 215 | 211 | No. 39 | 31 | 74 | 46 | 17 | 4 | 0 | 4 |
| | | | | % 18.48 | 14.69 | 35.07 | 21.80 | 8.06 | 1.90 | 0.00 | |
| Geography Unit 2 | M | 545 | 513 | No. 8 | 34 | 94 | 193 | 142 | 39 | 3 | 32 |
| | | | | % 1.56 | 6.63 | 18.32 | 37.62 | 27.68 | 7.60 | 0.58 | |
| | F | 588 | 561 | No. 22 | 71 | 191 | 176 | 83 | 17 | 1 | 27 |
| | | | | % 3.92 | 12.66 | 34.05 | 31.37 | 14.80 | 3.03 | 0.18 | |
| | T | 1133 | 1074 | No. 30 | 105 | 285 | 369 | 225 | 56 | 4 | 59 |
| | | | | % 2.79 | 9.78 | 26.54 | 34.36 | 20.95 | 5.21 | 0.37 | |

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CAPE ENTRY AND PERFORMANCE DATA ▶

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|-----------------------------------|-----|-----------------|--------------------|-------------------|--------------|--------------|--------------|--------------|--------------|------------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Geom. and Mech. Eng. Draw. Unit 2 | M | 278 | 251 | No. 5 % 1.99 | 15 5.98 | 36 14.34 | 54 21.51 | 85 33.86 | 49 19.52 | 7 2.79 | 27 |
| | F | 34 | 30 | No. 0 % 0.00 | 1 3.33 | 5 16.67 | 6 20.00 | 10 33.33 | 6 20.00 | 2 6.67 | 4 |
| | T | 312 | 281 | No. 5 % 1.78 | 16 5.69 | 41 14.59 | 60 21.35 | 95 33.81 | 55 19.57 | 9 3.20 | 31 |
| History Unit 2 | M | 342 | 326 | No. 2 % 0.61 | 20 6.13 | 70 21.47 | 85 26.07 | 92 28.22 | 53 16.26 | 4 1.23 | 16 |
| | F | 977 | 935 | No. 21 % 2.25 | 114 12.19 | 227 24.28 | 243 25.99 | 188 20.11 | 113 12.09 | 29 3.10 | 42 |
| | T | 1319 | 1261 | No. 23 % 1.82 | 134 10.63 | 297 23.55 | 328 26.01 | 280 22.20 | 166 13.16 | 33 2.62 | 58 |
| Information Technology Unit 2 | M | 243 | 217 | No. 0 % 0.00 | 2 0.92 | 37 17.05 | 87 40.09 | 75 34.56 | 16 7.37 | 0 0.00 | 26 |
| | F | 253 | 235 | No. 0 % 0.00 | 13 5.53 | 59 25.11 | 79 33.62 | 71 30.21 | 12 5.11 | 1 0.43 | 18 |
| | T | 496 | 452 | No. 0 % 0.00 | 15 3.32 | 96 21.24 | 166 36.73 | 146 32.30 | 28 6.19 | 1 0.22 | 44 |
| Law Unit 2 | M | 177 | 162 | No. 15 % 9.26 | 31 19.14 | 44 27.16 | 18 11.11 | 20 12.35 | 26 16.05 | 8 4.94 | 15 |
| | F | 527 | 486 | No. 66 % 13.58 | 83 17.08 | 128 26.34 | 52 10.70 | 94 19.34 | 53 10.91 | 10 2.06 | 41 |
| | T | 704 | 648 | No. 81 % 12.50 | 114 17.59 | 172 26.54 | 70 10.80 | 114 17.59 | 79 12.19 | 18 2.78 | 56 |
| Literatures in English Unit 2 | M | 252 | 232 | No. 4 % 1.72 | 32 13.79 | 70 30.17 | 70 30.17 | 35 15.09 | 17 7.33 | 4 1.72 | 20 |
| | F | 1090 | 1034 | No. 53 % 5.13 | 183 17.70 | 350 33.85 | 326 31.53 | 88 8.51 | 32 3.09 | 2 0.19 | 56 |
| | T | 1342 | 1266 | No. 57 % 4.50 | 215 16.98 | 420 33.18 | 396 31.28 | 123 9.72 | 49 3.87 | 6 0.47 | 76 |
| Management of Business Unit 2 | M | 1198 | 1112 | No. 45 % 4.05 | 145 13.04 | 294 26.44 | 316 28.42 | 223 20.05 | 79 7.10 | 10 0.90 | 86 |
| | F | 2334 | 2165 | No. 147 % 6.79 | 375 17.32 | 566 26.14 | 576 26.61 | 360 16.63 | 123 5.68 | 18 0.83 | 169 |
| | T | 3532 | 3277 | No. 192 % 5.86 | 520 15.87 | 860 26.24 | 892 27.22 | 583 17.79 | 202 6.16 | 28 0.85 | 255 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

ANALYSIS OF PERFORMANCE OF THE REGIONAL CANDIDATE POPULATION
IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: CAPE 2010

| Subject | SEX | Candidate Entry | Cands Writing Exam | GRADES | | | | | | | OTHER* |
|-------------------------|-----|-----------------|--------------------|-----------|-------|-------|-------|-------|-------|-------|--------|
| | | | | I | II | III | IV | V | VI | VII | |
| Pure Mathematics Unit 2 | M | 1489 | 1382 | No. 246 | 179 | 151 | 208 | 204 | 244 | 150 | 107 |
| | | | | % 17.80 | 12.95 | 10.93 | 15.05 | 14.76 | 17.66 | 10.85 | |
| | F | 1477 | 1410 | No. 268 | 197 | 191 | 223 | 207 | 220 | 104 | 67 |
| | | | | % 19.01 | 13.97 | 13.55 | 15.82 | 14.68 | 15.60 | 7.38 | |
| | T | 2966 | 2792 | No. 514 | 376 | 342 | 431 | 411 | 464 | 254 | 174 |
| | | | | % 18.41 | 13.47 | 12.25 | 15.44 | 14.72 | 16.62 | 9.10 | |
| Physics Unit 2 | M | 1354 | 1275 | No. 177 | 180 | 271 | 306 | 245 | 92 | 4 | 79 |
| | | | | % 13.88 | 14.12 | 21.25 | 24.00 | 19.22 | 7.22 | 0.31 | |
| | F | 876 | 855 | No. 118 | 128 | 189 | 227 | 155 | 37 | 1 | 21 |
| | | | | % 13.80 | 14.97 | 22.11 | 26.55 | 18.13 | 4.33 | 0.12 | |
| | T | 2230 | 2130 | No. 295 | 308 | 460 | 533 | 400 | 129 | 5 | 100 |
| | | | | % 13.85 | 14.46 | 21.60 | 25.02 | 18.78 | 6.06 | 0.23 | |
| Sociology Unit 2 | M | 880 | 810 | No. 15 | 75 | 207 | 308 | 164 | 39 | 2 | 70 |
| | | | | % 1.85 | 9.26 | 25.56 | 38.02 | 20.25 | 4.81 | 0.25 | |
| | F | 2434 | 2298 | No. 67 | 436 | 804 | 691 | 263 | 34 | 3 | 136 |
| | | | | % 2.92 | 18.97 | 34.99 | 30.07 | 11.44 | 1.48 | 0.13 | |
| | T | 3314 | 3108 | No. 82 | 511 | 1011 | 999 | 427 | 73 | 5 | 206 |
| | | | | % 2.64 | 16.44 | 32.53 | 32.14 | 13.74 | 2.35 | 0.16 | |
| Spanish Unit 2 | M | 134 | 127 | No. 19 | 25 | 42 | 19 | 18 | 4 | 0 | 7 |
| | | | | % 14.96 | 19.69 | 33.07 | 14.96 | 14.17 | 3.15 | 0.00 | |
| | F | 419 | 401 | No. 61 | 106 | 107 | 65 | 46 | 15 | 1 | 18 |
| | | | | % 15.21 | 26.43 | 26.68 | 16.21 | 11.47 | 3.74 | 0.25 | |
| | T | 553 | 528 | No. 80 | 131 | 149 | 84 | 64 | 19 | 1 | 25 |
| | | | | % 15.15 | 24.81 | 28.22 | 15.91 | 12.12 | 3.60 | 0.19 | |
| TOTAL | M | 39195 | 35999 | No. 3940 | 5282 | 7312 | 7575 | 6869 | 3718 | 1303 | 3196 |
| | | | | % 10.94 | 14.67 | 20.31 | 21.04 | 19.08 | 10.33 | 3.62 | |
| | F | 62447 | 58609 | No. 7769 | 10924 | 13636 | 11669 | 8817 | 4478 | 1316 | 3838 |
| | | | | % 13.26 | 18.64 | 23.27 | 19.91 | 15.04 | 7.64 | 2.25 | |
| | T | 101642 | 94608 | No. 11709 | 16206 | 20948 | 19244 | 15686 | 8196 | 2619 | 7034 |
| | | | | % 12.38 | 17.13 | 22.14 | 20.34 | 16.58 | 8.66 | 2.77 | |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

CAPE SITTING: A COMPARISON OF 2009 AND 2010 CANDIDATE ENTRIES BY TERRITORY

| Territory | 2009 | | 2010 | | DIFF 2008-2009 | |
|-------------------------------|---------------|---------------|---------------|---------------|----------------|-------------|
| | No. | % | No. | % | No. | % |
| Antigua and Barbuda | 486 | 2.01 | 506 | 1.96 | 20 | 4.12 |
| Anguilla | 84 | 0.35 | 87 | 0.34 | 3 | 3.57 |
| Barbados | 1,171 | 4.84 | 1,253 | 4.86 | 82 | 7.00 |
| Belize | 202 | 0.83 | 178 | 0.69 | -24 | -11.88 |
| Dominica | 25 | 0.10 | 21 | 0.08 | -4 | -16.00 |
| Grenada | 621 | 2.57 | 630 | 2.44 | 9 | 1.45 |
| Guyana | 426 | 1.76 | 474 | 1.84 | 48 | 11.27 |
| Jamaica | 11,488 | 47.48 | 12,323 | 47.79 | 835 | 7.27 |
| Montserrat | 53 | 0.22 | 41 | 0.16 | -12 | -22.64 |
| St Kitts and Nevis | 522 | 2.16 | 636 | 2.47 | 114 | 21.84 |
| Saint Lucia | 21 | 0.09 | 57 | 0.22 | 36 | 171.43 |
| St Vincent and the Grenadines | 600 | 2.48 | 727 | 2.82 | 127 | 21.17 |
| Trinidad and Tobago | 8,493 | 35.10 | 8,851 | 34.33 | 358 | 4.22 |
| Turks and Caicos | 2 | 0.01 | 1 | 0.00 | -1 | -50.00 |
| TOTAL | 24,194 | 100.00 | 25,785 | 100.00 | 1591 | 6.58 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ►

CAPE CANDIDATE ENTRIES BY TERRITORY AND BY AGE GROUPS: MAY-JUNE 2010

| TERRITORIES | UNDER 16 | 16.0-16.11 | 17.0-17.11 | 18.0-18.11 | 19 AND OVER | TOTAL |
|-------------------------------|------------|-------------|----------------|-----------------|----------------|------------------|
| Antigua and Barbuda | | 9 | 107 | 178 | 212 | 506 |
| Anguilla | | | 16 | 34 | 37 | 87 |
| Barbados | | 25 | 478 | 485 | 265 | 1253 |
| Belize | | 1 | 21 | 72 | 84 | 178 |
| Dominica | | | 1 | 1 | 19 | 21 |
| Grenada | | 2 | 138 | 232 | 258 | 630 |
| Guyana | | 14 | 197 | 187 | 76 | 474 |
| Jamaica | 9 | 147 | 1,964 | 5,570 | 4,633 | 12323 |
| Montserrat | | 0 | 6 | 15 | 20 | 41 |
| St Kitts and Nevis | | 4 | 106 | 257 | 269 | 636 |
| Saint Lucia | | | 3 | 9 | 45 | 57 |
| St Vincent and the Grenadines | | 10 | 202 | 280 | 235 | 727 |
| Trinidad and Tobago | 2 | 55 | 2,023 | 3,865 | 2,906 | 8851 |
| Turks and Caicos | | | | 0 | 1 | 1 |
| TOTAL | 11 0.04 | 267 1.04 | 5,262 20.41 | 11,185 43.38 | 9,060 35.14 | 25,785 100.00 |

APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

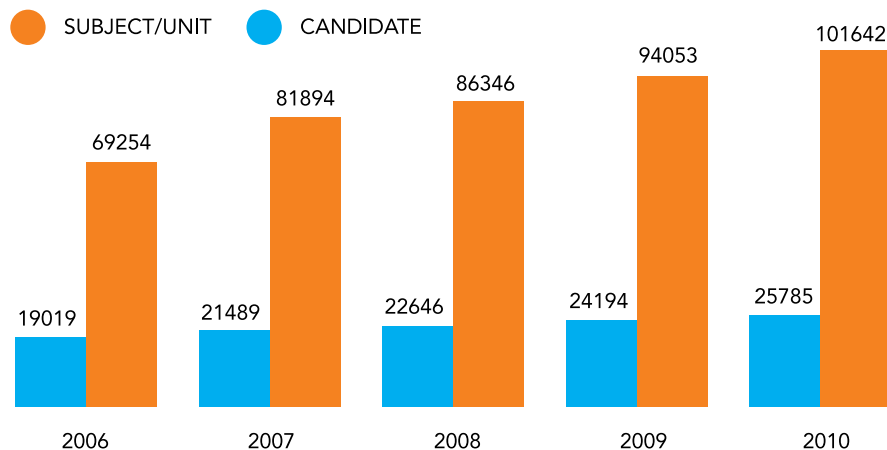
CAPE CANDIDATE ENTRIES BY GENDER AND TERRITORY: MAY–JUNE 2010

| | MALE | | FEMALE | | TOTAL | |
|-------------------------------|-------------|--------------|--------------|--------------|--------------|-------|
| | No. | % | No. | % | No. | % |
| Antigua and Barbuda | 211 | 41.7 | 295 | 58.3 | 506 | 1.96 |
| Anguilla | 28 | 32.2 | 59 | 67.8 | 87 | 0.34 |
| Barbados | 500 | 39.9 | 753 | 60.1 | 1253 | 4.86 |
| Belize | 77 | 43.3 | 101 | 56.7 | 178 | 0.69 |
| BVI | | | | #DIV/0! | | |
| Cayman Is | | | | #DIV/0! | 0 | 0.00 |
| Dominica | 6 | 28.6 | 15 | 71.4 | 21 | 0.08 |
| Grenada | 177 | 28.1 | 453 | 71.9 | 630 | 2.44 |
| Guyana | 194 | 40.9 | 280 | 59.1 | 474 | 1.84 |
| Jamaica | 4,703 | 38.2 | 7,620 | 61.8 | 12323 | 47.79 |
| Montserrat | 17 | 41.5 | 24 | 58.5 | 41 | 0.16 |
| Saba | 0 | | 0 | #DIV/0! | 0 | 0.00 |
| St Kitts and Nevis | 246 | 38.7 | 390 | 61.3 | 636 | 2.47 |
| Saint Lucia | 16 | 28.1 | 41 | 71.9 | 57 | 0.22 |
| St Vincent and the Grenadines | 256 | 35.2 | 471 | 64.8 | 727 | 2.82 |
| Trinidad & Tobago | 3,441 | 38.9 | 5,410 | 61.1 | 8851 | 34.33 |
| Turks & Caicos | 1 | 100.0 | 0 | 0.0 | 1 | 0.00 |
| TOTAL | 9873 | 38.29 | 15912 | 61.71 | 25785 | |

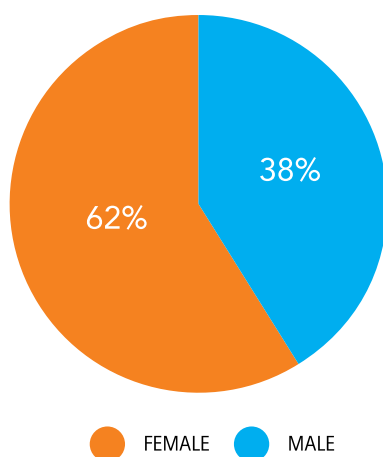
APPENDIX THREE

CAPE ENTRY AND PERFORMANCE DATA ▶

CAPE MAY/JUNE SITTING: REGIONAL ENTRIES 2006 – 2010



CAPE 2010 TOTAL CANDIDATE ENTRIES BY GENDER



APPENDIX FOUR

MEMBERSHIP OF COUNCIL 2010 ►

Membership of Council for 2010 is as follows:

THE UNIVERSITY OF THE WEST INDIES

Professor E. Nigel Harris (Chairman)

Professor Hazel Simmons-McDonald

Pro-Vice Chancellor and Principal
Open Campus

Sir Hilary Beckles

Pro-Vice Chancellor and Principal

Professor Alvin Wint

Pro-Vice Chancellor, UWI Board of Undergraduate

UNIVERSITY OF GUYANA

Professor Lawrence Carrington

Vice Chancellor

Dr Marlene Cox

Director, Office of Resource Mobilisation and Planning

ANGUILLA

Mrs Chanelle Petty-Barrett

Permanent Secretary
Education, Library Services, Sport, Youth and Culture

Ms Rhonda Connor

Chief Education Officer

ANTIGUA AND BARBUDA

Mrs Jacintha Pringle

Chief Education Officer
Ministry of Education,
Sports and Youth and Gender Affairs

Mrs Yvette Samuel

Principal
Antigua Girls' High School

BARBADOS

Mr Bruce Alleyne

Permanent Secretary
Ministry of Education and Human Resource Development

Mr Laurie King

Chief Education Officer (Ag)

Mr Winston Crichlow

Principal

BELIZE

Mr David Leacock

Chief Executive Officer

Ms Salome Tillett

Principal
St Catherine Academy

BRITISH VIRGIN ISLANDS

Dr Marcia Potter

Chief Education Officer (Ag)

Mrs Connie George

Deputy Principal (Academic Affairs)
Elmore Stouff High School

CAYMAN ISLANDS

Mrs Shirley Wahler

Chief Education Officer

Mr Adrian Jones

Principal
Cayman Brac High School

DOMINICA

Mrs Jennifer Wallace Lafond

Permanent Secretary

Mrs Alicia Jean-Jacques

Principal
Dominica Grammar School

GRENADA

Mrs Andrea Phillip

Deputy Chief Education Officer-Curriculum

Mrs Gemma De Allie

Principal
St Rose Modern Secondary School

GUYANA

Mr Pulandar Kandhi

Permanent Secretary

Ms Melcita Bovell

Assistant Chief Education Officer (Ag)
(Secondary Education)

Ms Mohini Ramlakhan

Principal
Anna Regina Secondary School

JAMAICA

Ms Barbara Allen

Senior Director
Planning and Development Division

Mrs Grace-Ann McLean

Chief Education Officer

Mr Ruel Reid

Principal
Jamaica College

MEMBERSHIP OF COUNCIL 2009 (CONTINUED)

MONTserrat

Mrs Daphne Cassell
Permanent Secretary

Mr Glen Francis
Director of Education

ST KITTS AND NEVIS

Dr Patrick Welcome
Chief Education Officer

Mrs Carlene Henry-Morton
Deputy Principal
Basseterr High School

ST LUCIA

Dr Rufina Frederick
Permanent Secretary

Mr Terrence Fernelon
Principal
Babonneau Secondary School

ST VINCENT AND THE GRENADINES

Ms Lou-anne Gilchrist
Chief Education Officer (Ag)

Mrs Andrea Bowman
Headmistress
Girls' High School

TRINIDAD AND TOBAGO

Mrs Marlene Juman
Deputy Permanent Secretary

Ms Yvonne Lewis
Chief Education Officer

Mrs Patricia Charles
Principal
South East Port of Spain Secondary School

TURKS AND CAICOS ISLANDS

Dr Beatrice Fulford
Permanent Secretary

Mr David Bowen
Principal
Majorie Basden High School

CO-OPTED

Sir Roy Augier
Sir Keith Hunte
Sir Kenneth Hall

APPENDIX FIVE

SCHOOL EXAMINATIONS COMMITTEE ►

Membership of the School Examinations Committee:

THE UNIVERSITY OF THE WEST INDIES

Professor E. Nigel Harris
Chairman of Council

Professor Hazel Simmons-McDonald
Pro-Vice Chancellor and Principal
Open Campus

UNIVERSITY OF GUYANA

Dr Marlene Cox
Director, Office of Resource Mobilisation & Planning

ANGUILLA

Ms Colleen A Horsford
Local Registrar/Education Officer
Assessment, Measurement and Testing

Mrs Ingrid Lake
Principal
Albena Lake Hodge Comprehensive School

ANTIGUA AND BARBUDA

Mrs Jacintha Pringle
Chief Education Officer

Mrs Yvette Samuel
Principal
Antigua Girls' High School

BARBADOS

Mr Erwin Greaves (SUBSEC)
Deputy Chief Education Officer (Ag)

Mr Winston Crichlow
Principal
Harrison College

BELIZE

Mr Christopher Aird
Chief Education Officer

Mr Deryck Satchwell
Principal
Sacred Heart Junior College

BRITISH VIRGIN ISLANDS

Dr Marcia Potter
Chief Education Officer (Ag)

Mrs Erma C Vanterpool
Principal
Claudia Creque Educational Centre

CAYMAN ISLANDS

Mrs Shirley Wahler
Chief Education Officer

Mr John Shillito
Teacher
John Gray High School

DOMINICA

Ms Catherine Daniel
Local Registrar

Mrs Josephine Dublin
Principal
Convent High School

GRENADA

Mr Byron St Clair
Deputy Chief Education Officer/
Testing and Measurement Unit

Sister Maureen Alexander
Principal
St Joseph Convent

GUYANA

Ms Melcita Bovell
Assistant Chief Education Officer (Ag)
(Secondary Education)

Ms Jackie Benn
Principal
New Amsterdam Multilateral School

JAMAICA

Mrs Grace Ann Mclean
Chief Education Officer

Mr Ruel Reid
Principal
Jamaica College



MONTSERRAT

Miss Yasmin White
Education Officer and Local Registrar

Mrs Cherlyn Hogan
Vice Principal
Government Secondary School

ST KITTS AND NEVIS

Mrs Blondell Franks
Local Registrar

Mr Edson Elliott
Principal
Charlestown Secondary School

ST LUCIA

Mrs Augusta Ifill
Chief Education Officer

Mr Rowan Seon
Principal
St Mary's College

ST VINCENT AND THE GRENADINES

Ms Lou-anne Gilchrist
Chief Education Officer (Ag)

Mr Frank Jones
Principal
St Vincent Grammar School

TRINIDAD AND TOBAGO

Ms Yvonne Lewis
Chief Education Officer

Mrs Patricia Charles
Principal
South East Port of Spain Secondary School

TURKS AND CAICOS ISLANDS

Mr Edgar Howell
CEO/Director of Education

Mr David Bowen
Principal
Majorie Basden High School

CO-OPTED

Sir Roy Augier
Sir Keith Hunte

APPENDIX SIX

MEMBERSHIP OF THE SUB-COMMITTEE OF THE SCHOOL EXAMINATIONS COMMITTEE ▶

Membership of SUBSEC for 2010 is as follows:

THE UNIVERSITY OF THE WEST INDIES

Prof. Hazel Simmons-McDonald
Pro-Vice Chancellor and Principal, The Open Campus

UNIVERSITY OF GUYANA

Dr Marlene Cox
Director, Office of Resource Mobilisation & Planning

BARBADOS

Mr Erwin Greaves
Deputy Chief Education Officer (Ag)

BELIZE

Mr Christopher Aird
Chief Education Officer

BRITISH VIRGIN ISLANDS

Dr Marcia Potter
Chief Education Officer (Ag)

GUYANA

Ms Melcita Bovell
Assistant Chief Education Officer (Ag) (Secondary Education)

JAMAICA

Mrs Grace Ann Mclean
Chief Education Officer

ST LUCIA

Mrs Augusta Ifill
Chief Education Officer

ST VINCENT AND THE GRENADINES

Ms Lou-anne Gilchrist
Chief Education Officer (Ag)

TRINIDAD AND TOBAGO

Mrs Patricia Charles
Chief Education Officer

CO-OPTED

Sir Keith Hunte

APPENDIX SEVEN

MEMBERSHIP OF THE ADMINISTRATIVE AND FINANCE COMMITTEE ►

Membership of AFC for 2010 is as follows:

ANGUILLA

Mrs Chanelle Petty-Barrett
Permanent Secretary

BARBADOS

Mr Bruce Alleyne
Permanent Secretary

CAYMAN ISLANDS

Mrs Shirley Wahler
Chief Education Officer

GUYANA

Mr Pulandar Kandhi
Permanent Secretary

JAMAICA

Ms Barbara Allen
Senior Director
Planning and Development Division

TRINIDAD AND TOBAGO

Mr Maurice Suite
Permanent Secretary

TURKS AND CAICOS ISLANDS

Dr Beatrice Fulford
Permanent Secretary

CO-OPTED

Sir Kenneth Hall
Sir Keith Hunte

APPENDIX EIGHT

MEMBERSHIP OF THE FINAL AWARDS COMMITTEE ▶

Membership of FAC for 2010 is as follows:

ANTIGUA AND BARBUDA

Mrs Jacintha Pringle
Chief Education Officer

BARBADOS

Mr Winston Crichlow
Principal
Harrison College

GRENADA

Sister Maureen Alexander
Principal
St Joseph Convent

GUYANA

Ms Melcita Bovell
Assistant Chief Education Officer (Ag)
(Secondary Education)

JAMAICA

Mrs Grace McLean
Chief Education Officer

MONTSERRAT

Miss Yasmin White
Education Officer and Local Registrar

ST KITTS AND NEVIS

Mrs Lorna-Queeley-Connor

TRINIDAD AND TOBAGO

Ms Angela Iloo
Principal
Holy Faith Convent

CO-OPTED

Sir Roy Augier

APPENDIX NINE

LOCAL REGISTRARS ▶

ANGUILLA

Ms Colleen Horsford

ANTIGUA AND BARBUDA

Mr Myrick Smith

BARBADOS

Mr Erwin Greaves

BELIZE

Mr Juan Vargas

BRITISH VIRGIN ISLANDS

Mrs Jillian Douglas-Phillip

CAYMAN ISLANDS

Mrs Delores Thompson

DOMINICA

Ms Catherine Daniel

GRENADA

Mr Horace Persaud

GUYANA

Ms Sauda Kadir

JAMAICA

Mr Hector Stephenson

MONTSERRAT

Ms Yasmin White

ST KITTS/NEVIS

Mrs Blondell Franks

ST LUCIA

Ms Philomene Alexander

ST VINCENT AND THE GRENADINES

Mrs Corrine Gonsalves

TRINIDAD AND TOBAGO

Ms Rosemarie Richardson

TURKS AND CAICOS ISLANDS

Mr Robert Newman

EXTERNAL TERRITORIES

SABA

Mr Hemmit Van Xanten

ST MAARTEN

Ms Marcella Hazel

SURINAME

Ms Joyce Zijler

APPENDIX TEN

MEMBERSHIP OF THE SUBJECT PANELS (CSEC) ▶

SUBJECTS

PANELS

Additional Mathematics

Dr Angela Shirley (Trinidad and Tobago) – Convenor

Ms Pauline Lobban (Jamaica)
Mr Patrick Cadogan (Barbados)
Mr Javed Samuel (St. Lucia)
Mr Albert Collins (Antigua and Barbuda)
Mr Rudolph Mahadeo-Deoraj (Guyana)

Agricultural Science

(Single Award and Double Award)

Dr Majeed Mohamed (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

Mrs Cherlyn Hogan (Montserrat)
Mr Karl Rawlins (Barbados)
Ms Annette Charles (Grenada)
Ms Carol Browne (Guyana)

Business Education

- Principles of Accounts
- Principles of Business
- Electronic Document Preparation and Management

Mrs Joylyn Breedy (Guyana) – Convenor

Ms Edlena Adams (St. Vincent and the Grenadines)
Ms Judith Carter (Antigua and Barbuda)
Mrs Florence Harrigan (Anguilla)
Mrs Joan Johnson (Jamaica)
Mrs Christine Mathurin (St. Lucia)
Mr Courtney Senhouse (Barbados)

Caribbean History

Dr Henderson Carter (Barbados) – Convenor

Mr Dane Morton-Gittens (Trinidad and Tobago)
Mrs Angela Stennett (Jamaica)
Ms Anne Thompson (Guyana)
Ms Angela Black (Antigua and Barbuda)
Mrs Brenda Armstrong (Belize)

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)

MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (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 Higinio Tzul (Belize) Mr Frank Jordan (Guyana) |
| English A and English B | Ms Daphne Simon (Jamaica) – Convenor Ms Pauline Millar (Barbados) Mrs Desryn Collins (Antigua and Barbuda) Mrs Ingrid Fung (Guyana) Mr Deryck Satchwell (Belize) Mrs Mala Morton-Gittens (Trinidad and Tobago) |
| Expressive Arts <ul style="list-style-type: none"> • Music | Ms Joan Tucker (Jamaica) – Convenor Mrs Marion Byron (Antigua and Barbuda) Mrs Petronilla Deterville (St. Lucia) Mrs Joy Knight-Lynch (Barbados) Mrs Patrice Cox-Neaves (Trinidad and Tobago) Mrs Joan Bacchus-Xavier (Trinidad and Tobago) |
| <ul style="list-style-type: none"> • Theatre Arts | Mrs Naomi Adonis-Woodsley (Trinidad and Tobago) – Convenor Mr Kendell Hippolyte (St. Lucia) Mrs Yvette Simmons-Jemmott (Barbados) Mr Marlon Williams (Jamaica) Ms Shaundel Phillips (Guyana) Mr Victor Edwards (Trinidad and Tobago) |
| <ul style="list-style-type: none"> • Visual Arts | Prof. Doris Rogers (Guyana) – Convenor Dr Victor Agard (Barbados) Ms Velma Batson-Mills (Barbados) Mr Norris Iton (Trinidad and Tobago) Mr Bernard E. Richardson (Antigua and Barbuda) Mrs Pearline Williams (Jamaica) |
| <ul style="list-style-type: none"> • Geography | Dr Michelle Mycoo (Trinidad and Tobago) – Convenor Dr Mark Bynoe (Guyana) Mrs Claudette Charles (Trinidad and Tobago) Mrs Karen Radcliffe (Jamaica) Ms Jeanette Ottley (Barbados) Mr Sinclair Leitch (Antigua and Barbuda) |
| Home Economics <ul style="list-style-type: none"> • Home Economics: Management • Clothing and Textiles • Food and Nutrition | Mrs Daphne Samuels (Jamaica) – Convenor Mrs Jennifer Athill (Antigua and Barbuda) Mrs Penelope Harris (Guyana) Mrs Hedda Phillips-Bynoe (Barbados) Mrs Norma Maynard (St. Lucia) Mrs Joycelyn Richardson (Anguilla) Mrs Beatrice Davis (St. Vincent and the Grenadines) Ms Kathleen Richards (Trinidad and Tobago) |

MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (CONTINUED)

SUBJECTS

PANELS

Human and Social Biology**Dr Dalip Ragoobirsingh (Jamaica) – Convenor**

Miss Pamela Hunte (Barbados)
 Mrs Barbara Williams (St. Kitts)
 Miss Oneilia Alexis (Trinidad and Tobago)
 Miss Doreen Dealy (Guyana)
 Mrs Chrisilla Daniel (Turks and Caicos Islands)

Industrial Technology

- Building Technology
 Option I - Woods
 Option II - Construction
- Mechanical Engineering Tech
- Electrical & Electronic Tech

Mr Fitzroy Richards (Trinidad and Tobago) – Convenor

Miss Sandra Berry (Turks and Caicos Islands)
 Mr John Satney (St. Lucia)
 Dr Noel Brown (Jamaica)
 Mr Andy Moore (Guyana)
 Mr Noel Harvey (Belize)
 Mr Ronald Greenaway (Antigua and Barbuda)
 Mr Robert Lewis (Barbados)

Information Technology**Mrs Pauline Francis-Cobley (Barbados) – Convenor**

Mr Dinesan Deepak (St. Kitts and Nevis)
 Mrs June Moe-Ashby (Barbados)
 Dr Michael Hosein (Trinidad and Tobago)
 Miss Cheverlyn Williams (Montserrat)
 Mr Ian McGowan (Jamaica)

Integrated Science**Ms Denise Hernandez (Trinidad and Tobago) – Convenor**

Mr Winston Massiah (Barbados)
 Mrs Bernadette Nichols (St. Lucia)
 Mrs Marsha Russell (Jamaica)
 Mrs Sharon Patterson-Bourne (Guyana)
 Mr Victor Joseph (Antigua and Barbuda)

Mathematics**Mr Steven Khan (Trinidad and Tobago) – Convenor**

Mr Albert Collins (Antigua and Barbuda)
 Mrs Ava Brown-Mothersill (Jamaica)
 Mrs Rajwantie Permaul (Guyana)
 Mr Alfredo Mai (Belize)
 Mr Patrick Cadogan (Barbados)

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)
 Dr Paulette Ramsay (Jamaica)

MEMBERSHIP OF THE SUBJECT PANELS (CSEC) (CONTINUED)

SUBJECTS

PANELS

Office Administration

Mrs Sylma Finisterre (St. Lucia) – Convenor

Ms Charon Maxime (Trinidad and Tobago)
 Ms Ann Marie Benjamin (Jamaica)
 Miss Angela Jackson (Barbados)
 Ms Marcia Thomas (Guyana)
 Mrs Karol Burgess (Trinidad and Tobago)

Physical Education and Sport

Dr Joyce Graham-Royal (Jamaica) – Convenor

Ms Andrea Nichols (Barbados)
 Mr Nicholas Fraser (Guyana)
 Mr Pierre James (Antigua and Barbuda)
 Mr Hance Richards (St Kitts and Nevis)
 Mr Mark Mungal (Trinidad and Tobago)

Physics

Ms Joanne DeBourg (Trinidad and Tobago) - Convenor

Mr Jan Groenendaal (Belize)
 Ms Vinette Halliday (St Kitts and Nevis)
 Mr Dwight DeFreitas (St Vincent and the Grenadines)
 Ms Yvette Mayers (Barbados)

Religious Education

Mr Kenneth Runcie (Jamaica) – Convenor

Mrs Pauline Raymond (Jamaica)
 Sister Marilyn James (Grenada)
 Mrs Aurea Honore (Trinidad and Tobago)
 Mr Verden Blease (Belize)
 Rev. Paul A. Douglas-Walfall (Barbados)

Social Studies

Mr Stephenson Brathwaite (Barbados) – Convenor

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

Technical Drawing

Mr Bejaimal Beepat (Jamaica)

Mr Glenroy Davis (Trinidad and Tobago)
 Mr Valdez Francis (Barbados)
 Mrs Estellita Rene (St. Lucia)
 Mr Errol Samuel (Antigua and Barbuda)

APPENDIX ELEVEN

MEMBERSHIP OF THE SUBJECT PANELS (CAPE) ▶

SUBJECTS

PANELS

Accounting

Mr Donley Carrington (Barbados) - Convenor

Dr Anthony Bowrin (Trinidad and Tobago)
Mrs Ethne Richardson (Anguilla)
Ms Jacqueline Chung (Jamaica)
Ms Joylyn Breedy (Guyana)

Applied Mathematics/ Pure Mathematics

Prof Charles Cadogan (Barbados) - Convenor

Dr Leopold Perriott (Belize)
Mr Kenneth Baisden (Trinidad and Tobago)
Mr Mahadeo Deokinandan (Guyana)
Mrs Janice Steele (Jamaica)
Mrs Gaile Gray-Phillip (St Kitts and Nevis)
Mr Andres Ramirez (Belize)

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 John Campbell (Trinidad and Tobago) - Convenor

Mr Sherwin Fraser (Guyana)
Mr John Beckford (Jamaica)
Dr Henderson Carter (Barbados)
Ms Decima Hamilton (St Vincent and the Grenadines)

Chemistry

Dr Dow Maharaj (Trinidad and Tobago) - Convenor

Miss Jennifer Murray (Jamaica)
Miss Juliane Pasos (Belize)
Mr Raymond Ramsaroop (Guyana)
Mrs Valerie Moseley (Barbados)

Communication Studies

Dr Kathryn Shields-Brodber (Jamaica) - Convenor

Ms Heather Murphy (Trinidad and Tobago)
Ms Silvana Woods (Belize)
Mrs Winifred Marshall-Ellis (Guyana)
Mr Ishmael Daniel (Barbados)

MEMBERSHIP OF THE SUBJECT PANELS (CAPE) (CONTINUED)

SUBJECTS

PANELS

Computer Science and Information Technology

Dr John Charlery (Barbados) - Convenor

Mr Sean Thorpe (Jamaica)
Ms Tessa Oudkerk (Anguilla)
Mr Randolph Clarke (Barbados)
Mr Rayman Khan (Guyana)
Miss Rhonda Alexander (Antigua and Barbuda)

Economics

Mr Rodney Romany (Trinidad and Tobago) - Convenor

Dr Cyril Solomon (Guyana)
Ms Mitzie Reid (Jamaica)
Mr Hugh Heyliger (St. Kitts and Nevis)
Ms Sandra Butcher (Barbados)

Electrical and Electronic Technology

Dr Chandrabhan Sharma (Trinidad and Tobago) - Convenor

Dr Frederick Isaac (St Lucia)
Mr Andrew C. Isaacs (Jamaica)
Mr Collin Basdeo (Guyana)
Mrs Paula Ferguson (Trinidad and Tobago)

Environmental Science

Dr Dale Webber (Jamaica) - Convenor

Mr Oliver Dragon (Grenada)
Miss Farishazad Nagir (Trinidad and Tobago)
Mrs Jillian Orford (Barbados)
Dr Paulette Bynoe (Guyana)

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)

Geography

Prof. David Barker (Jamaica) - Convenor

Dr Mark Bynoe (Guyana)
Mr Kevin Malcolm (St. Vincent and the Grenadines)
Ms Janice Richards (Trinidad and Tobago)
Ms Jeanette Ottley (Barbados)

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)

MEMBERSHIP OF THE SUBJECT PANELS (CAPE) (CONTINUED)

SUBJECTS

PANELS

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)

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

Mr Jefferson Cumberbatch (Barbados) - Convenor
 Mr Ramesh Rajkumar (Guyana)
 Mr Damian Barrett (Jamaica)
 Ms Michelle Beckles (Trinidad and Tobago)
 Ms Naeisha John (Grenada)

Literatures in English

Ms Grace Leyow (Jamaica) - Convenor
 Ms Gem Rohlehr (Guyana)
 Ms Marva Lashley (Barbados)
 Mrs Rita Celestine-Carty (Anguilla)
 Dr Carol Andrews-Redhead (Trinidad and Tobago)

Management of Business

Mr Fatai Akinkuole (Belize) – Convenor
 Ms Lilith Wilson (Jamaica)
 Dr Jeannine Comma (Barbados)
 Mr Hector Edwards (Guyana)
 Mr Siddique Barkarr (Trinidad and Tobago)

Modern Languages

Dr Beverley- Anne Carter (Trinidad and Tobago) - Convenor
 Mrs Taneisha Ingleton (Jamaica)
 Mr Thomas Chase (Grenada)
 Mrs Peggy Durant (Barbados)
 Mrs Ingrid Kemchand-Shah (Trinidad and Tobago)
 New member to be appointed (Guyana)
 Ms Janet Ramsey (Antigua and Barbuda)

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 TWELVE

MEMBERSHIP OF THE SUBJECT PANELS (CCSLC) ▶

| SUBJECTS | PANELS |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | Mrs Novelette McLean-Francis (Jamaica) - Convenor Mr Deryck Satchwell (Belize) Ms Vanessa John (Anguilla) Ms Cornella Caines (St. Kitts and Nevis) Ms Pauline Millar (Barbados) |
| Social Studies | Mrs Sonia Robinson-Glanville (Jamaica) - Convenor Ms Grace Lewis-Antoine (Guyana) Ms Annie Greaves (St. Lucia) Ms Sharon De La Rosa (Trinidad and Tobago) Mrs Maureen Adams (St. Kitts & Nevis) |
| Modern Languages | Mrs Elsie Liburd-Brandy (St. Kitts & Nevis) - Convenor Mr Sydney Bartley (Jamaica) Mrs Jacqueline Hewlett (Antigua and Barbuda) Mr Arthur Gaskin (Barbados) Ms Carol-Ann Villafana (Trinidad and Tobago) Mrs Margaret Leacock (St. Vincent and the Grenadines) |
| Integrated Science | Mr Winston Forrest (Jamaica) - Convenor Miss Pamela Hunte (Barbados) Mrs Germaine Tillett (Belize) Mrs Andrea Otto (Antigua and Barbuda) Mrs Joselyn Theophile-Richardson (Anguilla) |
| Mathematics | Mr Kenneth Holder (St. Vincent and the Grenadines) - Convenor Mrs Kisha Francis-Forrest (Jamaica) Mrs Princess Hutchinson (St. Kitts and Nevis) Mrs Grace Smith (Barbados) Mrs Rosette Joseph (Antigua and Barbuda) |

APPENDIX THIRTEEN

STAFF OF THE COUNCIL ▶

REGISTRAR'S OFFICE

Registrar

Dr Didacus Jules

Director of Corporate Strategy and Business Development
(formerly Senior Manager)

Mr Guy Hewitt

Director of Corporate Services
(formerly Financial Controller)

Mr Anderson Marshall

Senior Assistant Registrar (Quality Assurance)

Dr Yolande Wright

Assistant Registrar (Public Information/Customer Services)

Mr Cleveland Sam

Assistant Registrar (Webmaster)

Ms Simone Pasmore (from 18 May 2010)

Executive Administrative Assistant

Mrs Wendy Patrick

Clerk

Ms Patricia Clarke

CORPORATE AND BUSINESS DEVELOPMENT UNIT

Assistant Registrar (Business Development Officer)

Mrs Miranda Sealy

(Temporarily reassigned from Assistant Registrar,
Examinations Administration and Security Division)

Assistant Registrar (Business Development Officer)

VACANT

Senior Secretary

Mrs Jackie Niles-Squires

RECORDS AND ARCHIVES MANAGEMENT

Assistant Registrar (Archivist/Records Manager)

Mrs Lucia Lewis-Casimir

Records Supervisor

Mrs Mildred Daniel

(Promoted from Clerk, Examinations Administration and
Security Division on 18 January 2010)

Senior Clerk (Records Supervisor)

VACANT

Clerks

Ms Anita Sealy

Mrs Jacqueline Chase-Marshall

Ms Kath-Ema Armstrong

Mr Keith Headley

Ms Katrina Jacobs (Temporary)

FINANCE AND OFFICE MANAGEMENT DIVISION

Senior Assistant Registrar (Temporary)

Currently filled by Acting Appointment

Assistant Registrar (Chief Accountant)

Mrs Marine Hall-Edey

(Acting as Senior Assistant Registrar, Temporary)

Assistant Registrar

Mr Sean Wilson

Office Manager

Mrs Emsy Walkes-Sealy

Administrative Assistant

Mrs Stephnian Marshall

Administrative Assistant

Ms Amril Gittens (Temporary)

Senior Secretary

Ms Anette Quimby (Temporary)

Senior Clerks

Mrs Genoise Bowen

Mrs Donna Davis

(Promoted from Clerk, Finance and
Office Management Division, on 1 April 2010)

Clerks

Mrs Lynn-Marie Austin-Thorne

Mr Dorian Beckles

Ms Pamela Brathwaite

Mrs Sharon Dowrich

Ms Kemba Gordon

(Temporarily Reassigned from Examinations
Development and Production Division on 11 January 2010;
Appointed on 1 July 2010)

Ms Julie Hurley (Temporary)

Jenevese Jackson

Mrs Paula Millar

Mrs Sherene Rollock

STAFF OF THE COUNCIL (CONTINUED)

Clerks (Temporary)

Ms Michelle Hinds (from January 2010)

Receptionist

Ms Sandra Burnett (Temporary)

Messenger/Drivers

Mr Norman Austin

Mr Carson Darlington

Mr Adrian Gooding

Mr Dale Roachford

Messenger/Office Attendants

Mr Konrad Cadogan

Mr Kenrick Zepadine

Watchmen

Mr Aricosta Layne

Mr Shirland Scantlebury

Office Attendants

Ms Michelle Graham

Ms Chelidonia Norville (Temporary)

Ms Odette Smith

Guard (Temporary)

Mr Antonio Johnson (Temporary)

Part-Time Maid/Cleaners

Ms Carol-Ann Bowen

Ms Maria Harewood

Ms Marjorie Hunte

EXAMINATIONS ADMINISTRATION AND SECURITY DIVISION

Senior Assistant Registrar

Mrs Susan Giles

Assistant Registrars

Mr Anthony Alleyne

Ms Dedra Bartlett (Temporary)

Mrs Dianne Medford

Mrs Sandra Thompson

Administrative Assistants

Mrs Bernadine Parris

(One-Year Post-Retirement Contract)

Mrs Edwina Griffith

Mrs Hazel Larrier

Senior Secretary

Ms Paula Nicholls

(Promoted from Clerk, Examinations

Administration and Security Division, on 1 April 2010)

Senior Clerks

Mrs Rose Brathwaite

Ms Andrea Callender

Mrs Esther Leacock

Clerks

Ms Ramona Alleyne (from 15 June 2010)

Ms Kath-Ema Armstrong

(Temporarily Reassigned from

Archives and Records Management Unit

from 15 September until 31 December 2010)

Mrs Avonda Foster

Ms Carol-Ann Gill

Ms Karene Graham

Ms Susan Harris (from 1 February 2010)

Mrs Ingrid Lovell

Clerk/Typists

Ms Lisa Boyce

Ms Andrea Gooding

Ms Marva Lashley

(from 15 June 2010; formerly Temporary Clerk/Typist,
Human Resources Division)

Ms Christine Victor

Messenger/Driver

Mr Adrian Gooding

INFORMATION SYSTEMS DIVISION

Information Systems Manager

VACANT

Assistant Registrar (Business Analyst)

Mr Rodney Payne

(Acting as Information Systems Manager)

Mrs Megan Vitoria

Assistant Registrars (Analyst/Programmers)

Mr Mark Wilson

Mr André Blair

Assistant Registrar

Mr Keone James

Junior Systems Administrator

(New Technical Administrative Assistant post;
formerly Administrative Assistant)

Mrs Sheldine Robinson

(from 1 February 2010; formerly Computer Operator)

STAFF OF THE COUNCIL (CONTINUED)

Junior Network Administrator (Temporary)

Ms Sherry Brathwaite

Analyst Programmer (Temporary; based at WZO)

Mr Delroy Gilzene (from 1 February 2010)

IT Technical Writer/Project Support
(formerly Computer Operator)

Ms Deborah Haynes (Temporary Assignment from 1 February 2010; formerly Assistant Computer Operator)

User Support Coordinator

Ms Danielle Reeves (Temporary) (from 1 February 2010)

Junior Technical Assistant

(formerly Assistant Computer Operator)

Mr John King (Temporary) (from 1 February 2010)

EXAMINATIONS DEVELOPMENT AND PRODUCTION DIVISION

Senior Assistant Registrar

Dr Gordon Harewood

Assistant Registrars (Team Coordinators)

Mr Henderson Eastmond

Mr Stephenson Grayson

Dr Anthony Haynes

Assistant Registrars

Dr John Andor (from 13 September 2010)

Ms Suzan Boodoo

Ms Benita Byer

Ms Brendalee Cato

Mrs Leona Emtage

Mrs Donna Giles

Mrs Maureen Grazette

Dr Mary Grace-Anne Jackman (from 1 September 2010)

Ms Cyndra Ramsundar

Mrs Nordia Weekes

Ms Charlotte Lewis (1 November 2010)

Assistant Registrar (Editor)

Ms La-Raine Carpenter (from 14 June 2010)

Administrative Assistants

Ms Deborah Chase

Mrs Valerie Gilkes

Mrs Margaret Nurse

Administrative Assistant (Secure Records Keeper)

Mrs Andrea Gill-Mason

(Promoted from Item Bank Clerk on 1 July 2010)

Senior Secretaries

Ms Susan Lewis

Ms Heather Sobers (from 1 July 2010)

Mr Wayne Morgan

Ms Maria Stoute

Senior Clerk – Item Bank

Mr Wayne Morgan

Item Bank Clerks

Ms Maria Stoute

Mrs Donna Austin-Layne

(Temporary) (from 1 July to 31 October 2010)

Technical Assistant/Printer

Mr Hensley Hinkson

Artist/Technical Assistant

Mr Christopher Bannister

Graphic Compositors

Ms Dionne Hunte

Ms Sharon Brathwaite (Temporary)

Printery Operators

Mr Noel Stephens

Mr Frankey Worrell

Compositors

Mrs Gloria Balram

Mrs Greta Forde

Ms Paula Graham

Ms Kemba Gordon

Ms Janelle Hooper

Stenotypist

Mrs Sandrene Doughlin

Clerk/Typists

Mrs Pamela Archer

Ms Shanna Bailey

(Temporarily Promoted to Compositor)

Ms Juliette Taylor

(Temporarily Reassigned from
Human Resources from 11 January 2010)

Ms Melissa Daniel (Temporary)

(from 5 July to 31 October 2010)

STAFF OF THE COUNCIL (CONTINUED)

HUMAN RESOURCES DIVISION

Senior Assistant Registrar

VACANT

Assistant Registrar

Ms Roslyn Harewood

(Acting as Senior Assistant Registrar)

Administrative Assistant

Mrs Michelle Harewood

Senior Secretary

Ms Heather Herbert

Clerk

Mrs Michelle Belgrave (Temporary) (from 1 April 2010)

Clerk/Typists

Mrs Anjanette Forde-Hinds

Ms Monique Cragwell (Temporary)

WESTERN ZONE OFFICE

PRO-REGISTRAR'S OFFICE

Pro-Registrar

Mr Glenroy Cumberbatch

Administrative Assistant, Executive Secretary

Ms Julianne Williams

Senior Secretary, Administration

Ms Marjorie Lewis

HUMAN RESOURCES UNIT

Administrative Assistant

Mrs Judith Taylor

FINANCE AND OFFICE MANAGEMENT DIVISION

Assistant Registrar, Corporate Services (Temporary)

Currently filled by Acting AppointmentAccounts Unit

ACCOUNTS UNIT

Accounting Officer

Mrs Sheree Deslandes

(Acting as Assistant Registrar, Corporate Services)

ACCOUNTS CLERKS

Mrs Cecile Wedderburn

Ms Ava Henry

Ms Kameka Harris

OFFICE MANAGEMENT UNIT

Office Manager

Ms Eva Gordon

Stenographer Clerk

Ms Tegra Bruce

Receptionist

Ms Arana Thompson

Messenger/Drivers

Mr Michael Grant

Mr Richard Clarke

Office Attendant

Mrs Violet Dwyer

Office Assistant

Ms Beverlyn Henry

RECORDS AND ARCHIVES MANAGEMENT UNIT

Senior Clerk, Records

Mrs Sharon Cameron-Brown

INFORMATION SYSTEMS UNIT

User Support Coordinator

Mr Leighton Johnson

ADMINISTRATION UNIT

Stenographer Clerk

VACANT

EXAMINATIONS ADMINISTRATION AND SECURITY DIVISION

Assistant Registrar

Ms Eleanor McKnight

Administrative Assistant

VACANT

Examinations Clerk

Mrs Karen Hamilton

Stenographer Clerk

Mrs Nadine Bell-Morgan

STAFF OF THE COUNCIL (CONTINUED)



SYLLABUS AND CURRICULUM DIVISION

Senior Assistant Registrar

Dr Carol Granston (from 4 July 2010)

Assistant Registrars

Mrs Alsian Brown-Perry

Mr Gerard Phillip

Mrs Elaine Shakes

Mrs Cherryl Stephens

Administrative Assistant

Mrs Yvette Dennis-Morrison

Compositor

Mrs Sheryl Shirley-McGregor

Stenographer Clerk

Ms Natawyah Smith



CXC HEADQUARTERS The Garrison, St. Michael, BB11158, Barbados, West Indies.
T: (246) 436-6261 • **F:** (246) 429-5421 • **E:** cxcezo@cx.org • **W:** www.cxc.org

WESTERN ZONE OFFICE Caenwood Centre, 37 Arnold Road, Jamaica, West Indies.
T: (876) 92-2912 / 92-82513 • **F:** (876) 96-74972 • **E:** cxcezo@cx.org