

# THE CARIBBEAN EXAMINER

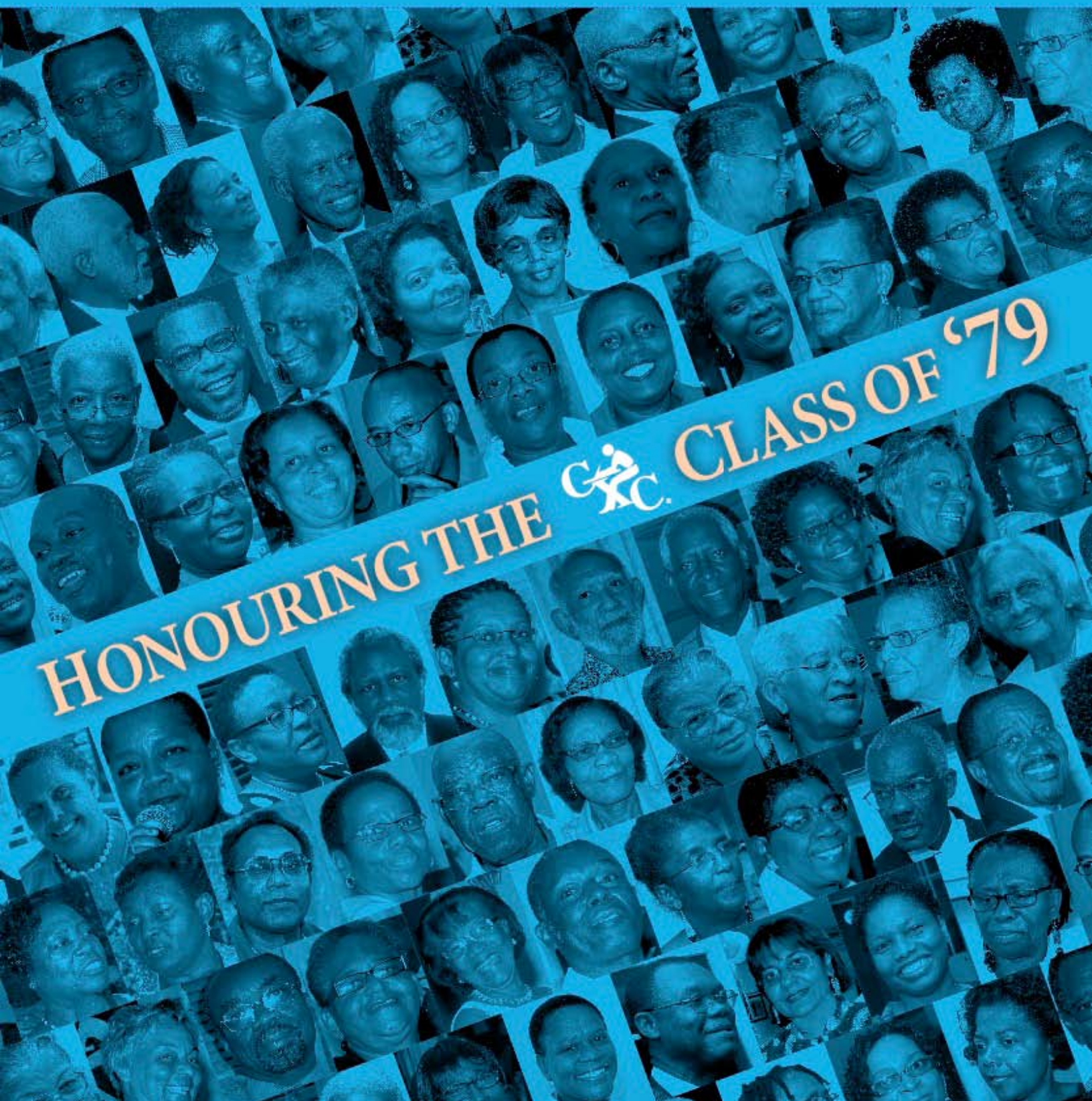
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HONOURING THE  CLASS OF '79





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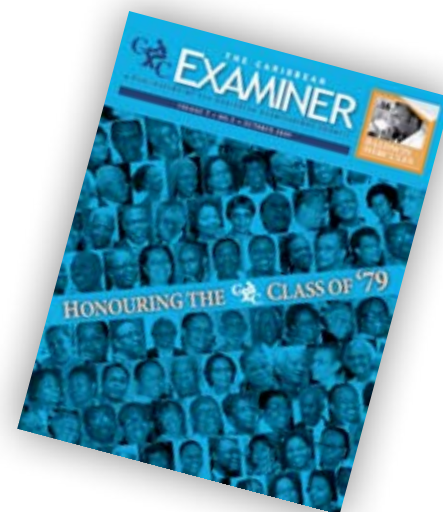
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# Celebrating Thirty Solid Years of CSEC

2009 marked the 30th Anniversary of our flagship examination, the **Caribbean Secondary Education Certificate (CSEC)** and we at CXC felt that it ought to be a moment of celebration for what we have achieved and for reflection on where we now need to go.

The attainment of this milestone is truly a tribute to the stalwarts who, over these many years, have worked hard to make our examinations internationally accepted and regionally credible. So it provided us with an opportunity to recognize and highlight this contribution. In Barbados, Guyana, Jamaica and Trinidad and Tobago we hosted award ceremonies for the honorees who were part of that seminal experiment in 1979 of Caribbean educational sovereignty. The distinguished persons recognized included the indomitable **Sir Roy Augier**, a founding father and past Chairman of CXC; **Sir Howard Fergus**, a distinguished citizen of Montserrat who has acted as Governor of Montserrat in the past and who was a member of the first CSEC Caribbean History Panel; **Sir Colville Young**, the current Governor General of

Belize and a member of the first English A Panel; **Mr Wilfred Beckles**, the former Registrar who presided over that historical moment and **Mrs Irene Walter**, Pro Registrar in 1979 and a former Registrar. We dug as extensively as we could into our archives, into the memories of those who served then and into the records of ministries of education across the region to identify those who had played seminal roles at every level in that process.

The reconstruction of that moment has helped us to fill an important lacuna in the history of CXC. Because of these celebrations, so many people have come forward with their recollections that we felt it important to continue the story from the previous issue of *The Caribbean Examiner*. The recollections of the students who sat these early examinations add real texture to the accounting for this history and we have been honestly amazed at where that **CSEC Class of '79** has gone since. **Professor Anselm Hennis**, our feature speaker for the awards ceremony in Barbados, was part of that cohort from Harrison College. His journey since then has been an inspiring trajectory towards professional excellence and personal integrity and it exemplifies the story of the CSEC Class of '79.

In this issue we continue to report on progress. There is the progress made on articulation agreements – this time with the prestigious **University of South Florida**. There is the progressive improvement in CSEC and **Caribbean Advanced Proficiency Examination (CAPE)** performance in this year's examinations, as well as the phenomenal growth of the **Caribbean Certificate of Secondary Level Competence (CCSLC)**. There is progress reported on strategic partnerships with key business and academic partners: the **University of the West Indies' School of Education** and



PHOTO BY CARLEEN JULES

DR DIDACUS JULES

the **Institute for Critical Thinking** and with **Ian Randle Publishers**, undoubtedly the leading Caribbean publishing house.

We have a lot more progress to report and we will do so in subsequent issues of *The Caribbean Examiner*, which will now be published twice annually. We hope that this publication will become increasingly useful to educators in the region and that you will be motivated to occasionally contribute to its content.

*Didacus Jules*

DR DIDACUS JULES  
Registrar, Caribbean Examinations Council

PROFESSOR ANSELM HENNIS

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Susan Giles presents gift to Laloo Hart



Professor Neville Ying (right) receives a gift from Professor Nigel Harris, Chairman of CXC



Jasper Lawrence presents gift to Dr Heloise Lewis

# Honouring the Members of the 'CXC CLASS OF '79'

*By Cleveland Sam*

"We, the CXC Class of '79, are indeed honoured to have played our part in helping to build this great Caribbean institution, which together with the University of the West Indies and the West Indies Cricket team are the most evident signs of Caribbean integration at work. As history makers, it was gratifying to be part of a truly Caribbean team embarking on a most exciting endeavour..."

These are the words of **Annette Smith**, a staff member with CXC in 1979 based at the Western Zone Office in Jamaica as she spoke on behalf of the "CXC Class of '79" at the "Honouring the CXC Class of '79" function in Jamaica on 15<sup>th</sup> July.

Smith is among over 130 persons from across the region who make up the distinguished group dubbed the "CXC Class of '79." This 'Class'

is made up of the people who laid the foundation on which CXC's Caribbean Secondary Education Certificate (CSEC) examination now stands. The members of the CXC Class of '79 contributed in various ways to the successful administration of the first CSEC examinations offered by CXC in 1979 in Caribbean History, English A, Geography, Integrated Science and Mathematics. They were members of the five Subject Panels; members of

Professor Neville Ying, a CXC resource person from 1975 and Cliff Hughes, a member of the CSEC Class of '79, are pinned with buttonholes by Judith Taylor as they arrive for the function in Jamaica



Dr Jules presents gift to Patrica Douglas, a CXC employee in 1979





## Class of '79

**1979** by Bernadine Parris

The period leading up to the first examinations in 1979 was a time of despondency and uncertainty. The public was concerned about acceptance of the certification and the survival of this relatively new Caribbean organization. Most persons felt that CXC would collapse like the West Indies Federation. It was also difficult to find persons who were willing to work here. The staff at that time was constantly faced with these challenges.

Despite all this, a few brave souls stuck to it and made it possible for the first examinations to take place in 1979. I remember the excitement and anticipation on the first day of marking at the Windsor Hotel in Christ Church. We all wanted to see the dream of having our own Caribbean examinations come true, and we did with the help of the international bodies CIDA and ETS.

the five Examining Committees; markers who marked in 1979 and are still marking in 2009; and members of CXC staff in 1979.

To recognize the contribution of the members of the Class, CXC hosted awards functions in Barbados, Jamaica and Guyana, and a presentation ceremony in Trinidad and Tobago during the July marking exercise.

The event in Barbados was hosted on Friday 10<sup>th</sup> July at the Christ Church Parish Church Centre. At this event, 75 members of the CXC Class of '79 received their gifts including **Wilfred Beckles**, the Registrar of CXC in 1979, several members of staff and former and current resource persons.

**Professor Anselm Hennis**, a member of the first cohort of students from Harrison College in Barbados to write the CSEC examinations in 1979, was the feature speaker. **Honourable Ronald Jones**, Minister of Education and Human Resource Development, also spoke at the ceremony.

The second event was hosted at the Hilton Hotel in Kingston, Jamaica on 15<sup>th</sup> July. **Professor Nigel Harris**, Chairman of CXC, addressed the function, while the feature speaker was **Cliff Hughes**, a former student at the Excelsior High

School, Jamaica, who wrote the first CSEC examinations in 1979. **Jasper Lawrence**, Chief Education Officer in Jamaica, also addressed the function.

More than 30 persons were honoured at this function including the Council's first Pro Registrar and first female Registrar **Irene Walter**, and **Sir Roy Augier**, former Chairman and member of the first Caribbean History Panel.

The following day, 16<sup>th</sup> July, was the turn of the Guyana and Trinidad and Tobago marking centres to host their events. The awards function in Guyana was hosted at the Georgetown Club and saw awards being presented to six members of the CXC Class of '79. **Pulandar Kandhi**, Permanent Secretary in the Ministry of Education in Guyana and also the Deputy Chairman of CXC, spoke at the event, along with **Juliette Persico**, the longest serving Local Registrar in the region. Among the awardees at this event were **Clement Derrell**, who has been marking CSEC for the 30 years of its existence, and **Belle Tyndall**, a member of the first English A Panel.

**SIGNIFICANT ROLE**

"All of you have one thing in common," **Honourable Ronald Jones**, Minister of Education

and Human Resource in Barbados told the honourees. "You have played a significant role in creating a brand, that in the relatively short span of thirty years, is distinctively Caribbean and is highly respected across the world as a brand associated with exceptional quality."

In reflecting on the first students who wrote the CSEC examinations in 1979, Minister Jones noted that there was uncertainty about the new examinations.

"Since you were the 'guinea pigs,' you were unsure of how institutions of higher education would view your new qualifications. You could not be sure either that employers would equate these qualifications with the established and respected certification of the institutions in the former 'Mother Country'. You were therefore expected to engage in what was essentially an act of faith," Jones explained.

A former teacher, Minister Jones also acknowledged that the new examination in 1979 presented a significant opportunity for the region's educators. "While it might have been a time of great uncertainty for our students, it was also a time of great excitement for the teachers and academics across the region," he stated.

He explained that while in the past educators

Honourable Ronald Jones, Minister of Education and Human Resource Development in Barbados, presents gift to Elma Licorish, a CXC employee in 1979



Pulandar Kandhi, Permanent Secretary in the Ministry of Education in Guyana and Deputy Chairman of CXC, presents gift to Anna Benjamin





Honourable Ronald Jones presents gift to Marion Coppin, a CXC employee in 1979



Professor Nigel Harris, CXC Chairman, presents award to Sir Roy Augier, former CXC Chairman and a member of the first CSEC Caribbean History Panel



Henderson Eastmond, CXC Assistant Registrar presents gift to Clement Radcliff at event in Trinidad and Tobago

taught the syllabuses and prepared students to write the examinations of foreign bodies, with the advent of CSEC, “we were being given the opportunity to participate in the determination of what our children should learn and be assessed on. Across the Caribbean, we were going to be, to quote so appropriately from the words of the Barbados National Anthem, ‘craftsmen of our fate.’”

**Pulandar Kandhi**, Permanent Secretary in the Ministry of Education in Guyana and Deputy Chairman of CXC, said honouring the Class of ’79 was a most appropriate gesture. “When we look at where CXC was, where we are, and where we want to be, we can only acknowledge that honouring our pioneers is fitting.”

#### APPRECIATION FOR DUTY

And the awardees agreed. Speaking on behalf of the honourees in Barbados, **Sheilah Garcia-Bisnott**, a member of the CSEC English Examining Team from the inception of the examination, spoke gracefully. “The fact that we are being awarded for doing our duty is the supreme reward,” she quipped.

A Jamaican, Mrs Garcia-Bisnott urged her fellow honourees to “see this as nothing more than your duty, our duty to the children of the Caribbean and to the Caribbean.”

The long-time examiner said she felt “an extra-ordinary sense of pride of being a part of this, which is beyond us, better than we are and bigger than we are.”

If Garcia-Bisnott was graceful, **Dr Merle Baker** was equally as eloquent in her response on behalf of the honourees in Jamaica. Dr Baker in answering the rhetorical question ‘what about CXC that made us return year after year’, offered the following reason. “...We have just always returned because we have become loyal soldiers to a great cause – CXC.”

One who has served as an examiner in different countries for CXC over the last 30 years, Dr Baker said they understood that the very future of the Caribbean was at stake.

“We, like a dedicated army, knew that our future and survival as a Caribbean people and a Caribbean academic certifying institution on the world stage was under serious attack by those



#### 1979 by Rose Brathwaite

I started working with CXC in May 1979 as an Aide (Clerical Assistant) in the Examinations Administration Division. My duties then included the checking of SBA scores which were submitted by the schools, gridding of mark sheets, preparing folders for marking and script batching. All of this was done in a small area in the Examinations Section. Checking the SBA scores was tedious but it had to be done before marking began. I also assisted in the marking exercise. I was assigned to the Mathematics Basic group at the Windsor Hotel. We went there not knowing what to expect since this was our first exercise. The rooms we used were small and we utilized every available space. At times the floors were also used for sorting of folders. We had a very committed team of workers.

Bernadine Parris was our supervisor and even though there was much work to be done, she made the process enjoyable. There was never a dull moment when she was around. She gave everyone a name other than their real name. There was “daddy long legs”, there was “cubba”, Sandra was called Veronica, Chris was changed to Christophene and so on, but no one felt offended. At one point whenever Bernadine entered the room everyone would start laughing because we knew that she would do or say something funny.

It was hard work but we accepted the challenge and in the end it was satisfying to know that the exercise was completed successfully despite the various setbacks. All in all that first marking exercise was a learning experience for me and I enjoyed it. I am happy to have been a part of that first marking session and I believe that I have been able to build on that experience over the years.



## Class of '79



## 1979 by Edwina Griffith

The year 1979 at the Caribbean Examinations Council was filled with mixed emotions as this was the first examinations/marking session for most of us except the expatriates like Dr Elliot from Canada. The expatriates organized the entire process while the staff followed and made adjustments as they went along.

The first marking was held at the Windsor Hotel in Christ Church and although I was not fully involved in the marking, I went to visit the centre and I was appalled at what I saw. CXC had taken this once prestigious luxury hotel and transformed the rooms into a "war zone". There were loose scripts everywhere as ISD wanted data by a specific date and had requested

Exams to pull out the completely marked scripts from the folders. Rest assured that EAD refrained from using that system ever again.

Also, the temporary members of staff were chosen from places like Codrington College and retired government employees. Coming out of this group is the now famous Rev. Errington Massiah who was at the time a student of the College. As you would imagine, emotions ran high but we were successful at delivering the first examinations.

who would have waved their flags and wagged their tongues negatively and said 'aha aha - I told you so.'

Dr Baker stated that contrary to the **Mighty Sparrow's** song '**No money, No Love,**' their love for CXC was never about money, rather, "our earnings provided us with the opportunities to explore fully the various islands, Jamaica, Barbados, Trinidad and Tobago and Guyana which became marking centres. We can now speak with authority about the beauty and natural wonders of those Caribbean destinations: the majestic elegance of the Kaiteur, Orinduke and Dunn's River waterfalls, and the serenity of Harrison's Cave, at CXC's expense."

**Annette Smith**, who worked at the Western Zone Office in 1979, spoke on behalf of the staff at the Jamaica event. "We are indeed privileged to have played our part in this significant and historical development in the Caribbean," she stated. "We look on like proud parents, 30 years later, as CXC has come of age."

## CARIBBEAN PRIDE

Speaking at the function in Jamaica, **Jasper Lawrence**, Chief Education Officer in the Ministry of Education, said the Caribbean Examinations Council (CXC) is an institution of which the entire Caribbean can feel proud.

"The CXC has helped to leapfrog the Caribbean Community from external examination bodies, setting the standards for secondary education and measuring the outcomes of secondary education," said Lawrence, who was deputizing for Honourable **Andrew Holness**, Minister of Education in Jamaica.

His views were echoed by **Cliff Hughes**, the feature speaker and himself a member of the CSEC Class of '79 at Excelsior High School in Jamaica. He said CXC was a successful regional project that represented "the best of us as a people called the Caribbean."

Wilfred Beckles, CXC Registrar in 1979, receives his award from Honourable Ronald Jones



(L-R) Coleridge Barnett, Dr Jean Small, Dr Pauline Christie, Faye Saunders and Irene Walter





# 30 YEARS OF CSEC

## *The Pro Registrar's Perspective*

*By Irene Walter*



Employees at the Western Zone Office in earlier times

The signing of the Agreement in Barbados in 1972 by the governments of 15 English-speaking Caribbean territories brought the Caribbean Examinations Council into being after a gestation period which commenced as far back as 1946.

My recollections thirty-five years on, of details of the events which took place in the early years of the Council's life have understandably dimmed. However, there still remain in sharp relief some of the more striking aspects of those early years. In particular, the events of the first five years leading to the first examinations in June 1979 are seen through the lenses of activities which I directed and managed from the Western Zone Office.

The birth of the regional institution caused hardly a stir in Jamaica, passing almost unnoticed

Irene Walter



by the general population. However, it was an occasion for celebration by the leadership of the teaching fraternity in Jamaica, who, with their regional colleagues in the Eastern Caribbean, had vigorously supported the idea of the establishment of a Caribbean examining body to replace the English-exported School and Higher School Certificate examinations and their successors the General Certificate of Education (GCE) at O- and A-levels. For a time, prior to the signing, there was some doubt whether Jamaica (which had seceded in 1962 from the 1958 Federation of the West Indies) would join with its regional partners in this new Caribbean initiative. It was therefore a well-satisfied Fay Saunders, then President of the Jamaica Teachers Association and a representative of the teaching profession at the CARICOM meetings



## The Pro Registrar's Perspective



Heads of Division meeting in earlier times (L-R): John Campbell, Irene Walter, Wilfred Beckles, Astrid Waterman, Colin Kirton and Dr Bertram Drakes (partly hidden)

which agreed to establish the Council, who accompanied the then Minister of Education, the Honourable Florizel Glasspole, to the signing ceremony. Even after the signing, however, the matter of participation of Jamaica was still not considered a done deal in some quarters.

Only after the signing of the Supplementary Agreement in 1973 by the newly elected government, which created an Administrative and Operational Centre (AOC) in Jamaica to complement the Headquarters, which would be located in Barbados, was the matter of Jamaica's participation sealed, as it provided the Council with a high-level presence in Jamaica. The AOC, called the Western Zone Office, was given the responsibility to direct the work of the western region – Jamaica, Belize, the Turks and Caicos Islands, the Cayman Islands and the Bahamas, which the Council hoped would join. In 1974 when the WZO became operational, the Council

decided to add to the responsibilities of the office the work of syllabus formulation and oversight of the Measurement and Evaluation Division.

The Council held its first meeting under the Chairmanship of Dr (later Sir) Roy Marshall, Vice Chancellor of the University of the West Indies in 1973, and appointed the first Registrar, Major Daniel, who took up the appointment in November of that year. The Pro Registrar's post was filled when I was appointed to the post in August 1974. But almost immediately there was to be a change in the leadership as Dr Marshall resigned his position as Vice Chancellor and therefore had to demit the position of Chairman of CXC.

The first working meeting of the Council was held in 1974, under the Chairmanship of the late Dr Dennis Irvine, then Vice Chancellor of the University of Guyana. It was his task to provide the leadership to respond to an

ambitious agenda set by the Heads of regional participating governments for the conduct of the first examination in 1979. There was much work to be done to meet that deadline. There were policy decisions which would be taken on the basis of discussions with University of Cambridge Local Examinations Syndicate (UCLES) about its role in the transition of the examining functions; there were 'study visits' to overseas Boards, notably the West African Examinations Council (WAEC) by the Pro Registrar and the Senior Assistant Registrar.

The work programme set by the Council identified five subjects for the first examinations in 1979 - English, Mathematics, Geography, Caribbean History and Integrated Science. This meant that the syllabuses needed to be developed and circulated regionally by the beginning of the school year, in September 1977. The model adopted by CXC of providing detailed syllabuses outlining general and specific objectives together with the content of the subject was a new approach which had not been available to Caribbean schools when UCLES examined the school population. The responsibility for managing the process of syllabus formulation was delegated to the Western Zone Office which in 1974 comprised a two-person office manned by the Pro Registrar and a Secretary, Delores Pyne. The syllabus panels each had six members selected from the most proficient teachers nominated by the ministries of education. The panels began work in 1975 and were given less than 24 months to design the syllabuses, respond to teachers' comments, and obtain SUBSEC's (a Sub-Committee of the School Examinations Committee which was charged with approving syllabuses) approval prior to dispatching them to schools by the beginning of September 1977. Every effort was made by all panels to visit individual territories during the

“Those **LONG HOURS** spent by the panels hammering out the syllabuses were filled with a **REMARKABLE FRATERNAL SPIRIT**, a spirit which would continue to be the **HALLMARK OF THE COLLABORATIVE EFFORT** of all involved.”



**Irene Walter making a point to Wilfred Beckles, former Registrar, Dr Dennis Irvine, former Chairman, is at right**

formulation exercise to meet with teachers and discuss the panels' proposals. It was during these visits to territories that the panels found that the excitement and euphoria exhibited by the teaching profession was often countered with a real fear of whether the task could be successfully accomplished. Images of the failure of the East African Examination Body which had embarked earlier in undertaking to examine their school population were always present in the minds of all involved in this new undertaking.

Those long hours spent by the panels hammering out the syllabuses were filled with a remarkable fraternal spirit, a spirit which would continue to be the hallmark of the collaborative effort of all involved. The panel members, all teachers or curriculum specialists, whether on the staff of the regional universities, community colleges, ministries of education or from the classroom, soon formed friendships which have lasted over the 33 years since they first served as members. Many members went on to collaborate in writing the new text books which were required to support the syllabus. As

the Secretary to the first five panels, I was in the thick of the fray, travelling around the region, joining the panellists in explaining to the teachers and the general public the aim of the Council, its structure and work. It was an exciting and professionally fulfilling time, but there were hiccups along the way to the completion of the syllabuses. I remember how daunting the task of designing a new Integrated Science syllabus appeared to the highly qualified panel, working under the leadership of the late Flo Commissioning of the University of the West Indies. Flo, as she was fondly known, came to the task from a successful career as a Biology teacher at a leading boys' school in Jamaica and as a Teacher Educator attached to the Faculty of Education at UWI. The panel worked assiduously, often late into the night, and produced a comprehensive syllabus in which the subject matter of Biology, Physics and Chemistry were skilfully incorporated. The panel presented the document to the July 1975 meeting of SUBSEC held in St Lucia. The panel had just barely met the deadline for submission and was confident that it had done a good job

worthy of the approval of SUBSEC. To the great distress of the Convenor who presented the syllabus, it was rejected and returned to the panel for further work on the grounds that it was far too heavy for a single subject award. The panel reconvened and within days reviewed and revised the syllabus, returning it to SUBSEC with the recommendation that it should be given a Double Award. This recommendation was accepted, but there was much doubt whether teachers were able to manage the programme so that the syllabus was initially offered as a pilot examination for the first years of the examination.

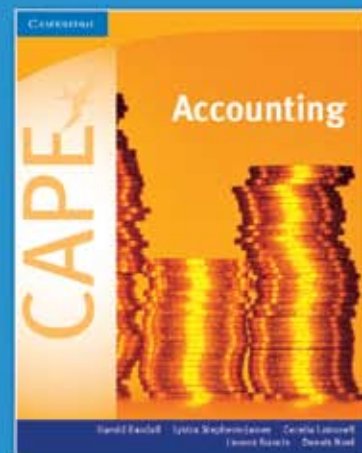
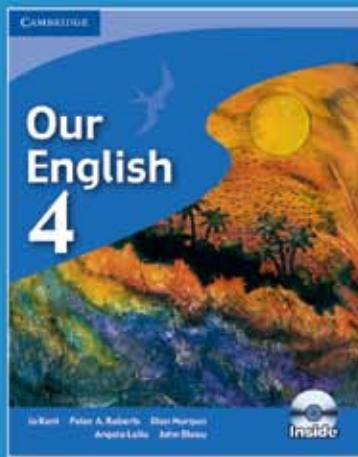
What was remarkable about the work of the panels was that the syllabuses formed a substantial part of the material sent to the UCLES and London University to support a request for the acceptance of the new CXC examinations as equivalent to the O-levels offered by the British Boards. The work of the Council in developing the new syllabuses cannot be recorded without mentioning the strong professional support given to the fledgling Syllabus Unit and the panels by Dr Thomas (Tom) Christie of Manchester University who served as a Consultant funded by the Commonwealth Secretariat.

A major policy decision taken by the Council was that the new examinations should be structured to test a wider range of abilities in the school population than the GCE tested. This decision was in part to respond to Caribbean governments' policy to provide secondary education for a larger part of the 11 to 16 age cohort. The decision to expand the tests to include other techniques led to the inclusion of a multiple choice paper, as well as a school-based assessed component of the examination, which would be marked by classroom teachers during the penultimate year of the two-year programme and moderated by CXC. This latter component, an innovation not up to then offered in examinations by British Boards, would be awarded up to 40 percent of the marks for the subject.

The decision to include the multiple choice component in every subject examined resulted in the development of a close working relationship with the Educational Testing Service (ETS) of Princeton University. Two of the staff members of that institution who gave invaluable service to the Council in those early years were the late Dr Matt Sherman and Mrs Fran Ottobre. Our relations with ETS also lent credibility to our first examinations and played an important role in



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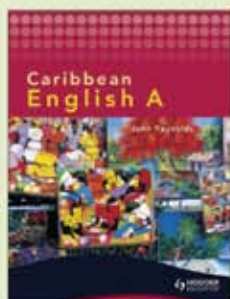
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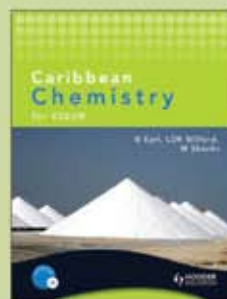
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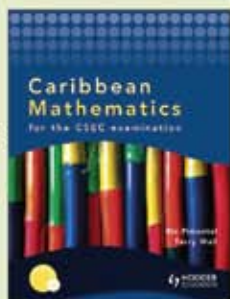


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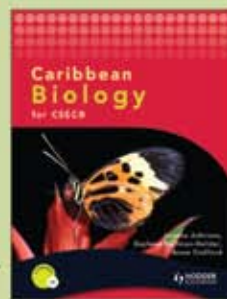
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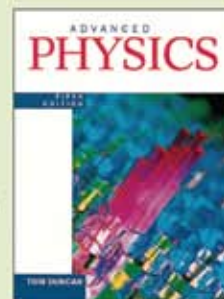


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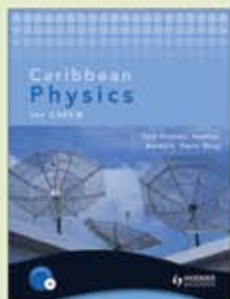


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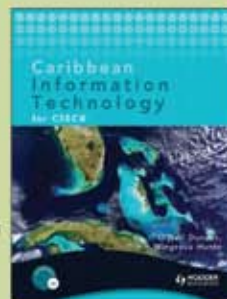
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## The Pro Registrar's Perspective

securing for the Council a favourable assessment by Stephen Fisher of the CXC General and Basic examinations as an entry qualification to American universities. The Council's membership in the American Association of College Registrars and Admission Officers (AACRAO), a clearing house for information on qualifications outside the USA, helped as well in securing the acceptance of the new CXC qualification. As the Council's representative to the Association, I was privileged to attend many meetings held in the USA. One meeting which I particularly enjoyed was held in Las Vegas, Nevada. On entering the hotel that first evening, I was startled by the line of 'one arm bandits' stretching from the entry door to the elevators leading up to the bedroom! Even more memorable on that occasion was my visit to the Grand Canyon and the Hoover Dam.

In 1978, there was again a significant change in the management of the organization as Major Daniel demitted the office of Registrar and was replaced by Mr Wilfred Beckles. An important item on the Council's agenda in 1978 which the new Registrar had to manage was securing acceptance of the CXC certification for entry to universities in the UK, USA, and Canada as well as to our regional universities, the University of the West Indies and the University of Guyana. Although documentation on the examinations presented to the relevant institutions in 1978 led to the acceptance of General Proficiency Grades I and II generally, the Council was aware that the successful conduct of the first examinations in June 1979 would be critical in ensuring a more widespread acceptance, particularly among the still sceptical parents, teachers and students in the Caribbean. The Council, however, had prepared itself well to satisfy these sectors. Besides the careful designing of syllabuses and examinations and conducting workshops for teachers, the Council held training sessions for potential markers. To complete the activity of marker training and prepare a cadre of markers for the CXC marking exercise, the Council negotiated with Cambridge Syndicate to train markers and to use them to mark live GCE scripts in 1978. In Jamaica, this activity took place at the now defunct Forum Hotel located in Edgewater, Portmore, in St Catherine.

By June 1979, the Council was well prepared to successfully administer the first examinations. The essay scripts for English and Integrated Science assigned to the Jamaica Centre were marked at the Pegasus Hotel, selected to

ensure maximum security. Caribbean History, Geography and Mathematics scripts were marked in Barbados and the multiple choice papers by ETS in New Jersey. When the Final Awards Committee met in Barbados in August 1979 and approved the recommended grade boundaries, it was with a sense of satisfaction that all the many players returned to their home territories to await the issue of the results.

By 1979, the staff had grown in numbers both at Headquarters and the Western Zone Office. In Jamaica, the Council recruited two young, energetic and committed staff members: Mrs Annette Smith and Miss Hazel Campbell. But it was generally admitted that the strength of the organization lay in the large numbers of persons from the region and beyond who were involved in the work of the Council. The CXC family included the Panellists and the Examining Committees, whose work and expertise were critical to the success of the Council, the members of the Council, Moderators, both external and regional, (unknown to all except top management), who carried out the important work of quality control, members of the Council's major committees – the School Examinations Committee, the Administrative and Finance Committee and National Committees in participating countries. In Jamaica, Sir Roy Augier, Professor Reginald (Reg) Murray and Dr Laurie Reid, Council members from the University of the West Indies, played leading roles in publicizing the work of the Council and assuring the population of the worth and integrity of the new examinations. Also playing a critical role in the Council's

development were funding agencies including the Commonwealth Secretariat, United States Agency for International Development (USAID), the Canadian International Development Agency (CIDA), CARICOM and the Association of Canadian Community Colleges (ACCC), whose director Kathy Whalen took a personal interest in ensuring that the work and worth of the Council were recognized.

In Jamaica, the first small entry was mainly in the subjects, English and Mathematics. The Council owes a debt of gratitude to the Principals and classroom teachers of that first cohort of students. The late Mr Wesley Powell, founder and Headmaster of Excelsior High School, and the late Mrs Ellorine Walker of Merle Grove High School never wavered in their belief in the Council and demonstrated their confidence by ensuring that their students were included in the first cohort sitting the Caribbean Secondary Education Certificate (CSEC) examinations.

Now thirty years later, the CSEC certification is the preferred choice of the secondary school candidate in Jamaica and the rest of the Caribbean. It is most gratifying to those of the small band of persons still alive today who were involved in the work of the Council in those early years, to join in the celebrations of a first-class examining body, thirty years on.

*Irene Walter, C.D was the Pro Registrar of CXC in 1979 when the first CSEC examinations were offered. She later became the Registrar.*



Irene Walter and Wilfred Beckles in conversation with the Honourable Clive Pantin, former Minister of Education in Trinidad and Tobago



Baldwin Hercules (centre), Paul King, Genoise Bowen (back) and Rita Voeth in earlier times

## INTERVIEW WITH BALDWIN HERCULES

*Baldwin Hercules, former Senior Assistant Registrar, Examinations Administration Division, recently sat down and spoke with **Cleveland Sam** and **Andrea Gooding** about some of his experiences at CXC in his 32 years with the Council*

### *What preparations went into getting the 1979 examinations ready prior to 1979?*

The work would have begun in Jamaica with the development of the syllabuses for the subjects for the first examinations. Those five subjects were English, Mathematics, Geography, History and Integrated Science DA. The WZO office was responsible for developing these syllabuses. The policy was to have the four major territories represented on these subject panels and then they sought assistance also from the universities and ministries of education. Typically, a subject panel had six representatives but always the four

major territories were represented along with the university representative and some curriculum experts from other territories.

The syllabuses were put in schools two years before the examinations were to be sat, that would be in 1977. In terms of developing the examinations, the Council had assistance from international bodies, for example the Educational Testing Service (ETS) and they were instrumental in helping with the development of the Multiple Choice component of the examinations. They had assistance also from the British examining bodies who assisted in the area of training of examiners. When I joined in 1976 one of the first activities I was involved in was the marking

of Cambridge scripts by Caribbean Examiners under the guidance of the Chief Examiners from the UK, they set a presidential marking. I remember here in Barbados there was a session at Sam Lord's Castle where the Cambridge Chief Examiners for English Language came to supervise a group of Caribbean people marking Caribbean scripts. We were training a core of examiners in preparation for our examinations in 1979. These were live examinations scripts that were written by Caribbean students and were assessed by Caribbean teachers under the supervision of the Cambridge Chief Examiners. Item Writers were trained with assistance from the Educational Testing Service of the USA.



## Interview with Baldwin Hercules

### *What about the mechanism for the actual marking of the CXC examinations?*

Very early we decided to have a residential system of marking, a system which is still in place today. The scripts would be brought to two locations, namely Barbados and Jamaica, and we would bring the Examiners from all over the region into the hotel situation, and in fact we actually marked in hotels in that first year. I should add that our Chief Examiners in those days were supervised by British Moderators. We had in the system what we called British Moderators who assisted the Chief Examiners not only in marking but prior to the setting of the papers and in the end at Grading. That was to ensure that we were pitching the examinations at the same level as the GCE O' Levels.

### *As part of the preparation representatives from the Council went on study tours abroad... tell us about those.*

The Registrar and Pro Registrar visited a number of examining bodies in the UK and Africa. My visits to overseas examining bodies happened after 1979. My first trip was in 1980 when I went to Cambridge.

### *Can you tell us about the support given to CXC by the Governments of the region?*

I think some governments during that period were more committed than others, I think that is fair to say. But some of the major territories did make early statements indicating that they would have their candidates write the examinations as soon as they were brought on. I remember Guyana making a statement very early in the game saying that all of their students would write the examinations. Trinidad and Tobago also made a statement that they would commit their students. As 1979 drew near we had seen that some of them weren't quite prepared for that launch, I think we were helped by a decision taken by Trinidad and Tobago that they make the CXC examinations optional in the first two years but mandatory by the third. Trinidad and Tobago for example, paid for their students to write both CSEC and Cambridge in the subjects they were being offered. Most of the territories followed that lead and by the mid eighties I think most of the territories were fully committed to the whole range of examinations.



Baldwin Hercules speaking at his last Heads of Division meeting at CXC

### *What were the major concerns in pioneering this new examination?*

Those of us on the inside were confident that we could deliver examinations of international repute, we didn't doubt ourselves on that, but they were people on the outside who didn't think that we could deliver examinations of that standard. We had to work diligently to ensure that we did deliver and ensure that the critics were silenced.

### *How much did the failure of the East Africa Board contribute to this doubt?*

East and West Africa had major problems launching local examinations, especially with security. Those were some of the concerns that people had and of course people were concerned about recognition, whether these examinations would be accepted by the universities overseas. We had no concerns internally that we couldn't do it, we figured that the Caribbean was in the business of assessing children for entry into secondary school, we are assessing students at university level, there is expertise in the region to do that so then why couldn't we assess students at secondary school leaving level.

### *When you reflect 30 years back and see what has happened since 1979, how do you feel?*

For me 1979 was a very proud moment. We had some major challenges getting the results out but for me it was an exciting time, being part of a major regional effort. We had some challenges with processing because we were reliant on the services of ETS and it was a question of getting the marking done here, getting the scores up to ETS, getting feedback from ETS on the quality

of the scores and the completeness of the data. So in effect the major problem we had in the first year was a late release of the results because of the long distance arrangement we had for the processing. However, the examinations were delivered without major incident other than the lateness; and it was for me very exciting to see thereafter every year the numbers kept growing. In that first year there were about 30 000 students and now in 2009 we have 143 000 students taking the examinations.

### *What was your role in the 1979 examinations?*

I joined in 1976 as a Junior Assistant Registrar and I worked in General Administration and I did everything. It was like the Registrar's Administrative Assistant as it were. In 1978 just before we became operational I was promoted to Assistant Registrar, Examinations, we had a Senior Assistant Registrar in place for Examinations and then I was made assistant. In 1978 and 1979 I worked closely with the Senior Assistant Registrar to organize the examinations, distribution of the papers, registration of candidates, monitoring of SBA, arrangement for the marking exercise, processing of the results and working in collaboration with the IS Department. It was operations, making sure that we got the job done.

### *What is your most vivid recollection of 1979?*

The most pleasing and exciting thing for me in 1979 was the day we issued those examination results to the region. That we had completed the exercise and we were able to deliver the results. I don't recall any major criticism about it. At Council they were comments about the lateness of the release, but then I think people understood that these were teething problems and that we were working towards improving the scheduling in subsequent years. By 1980 when we brought home the processing we were able to produce the results by the end of August, which was at that time acceptable, but in later years people wanted them by the middle of August. That was it for me, delivering the examination results. There were people who were sitting back waiting for us to fail and I think we delivered and for most of us who worked here it was rewarding.

### *How much did the commitment of staff play in ensuring the results were released?*

The 1979 operation entailed longggg hours. We had to be on call to receive information from



ETS because they were doing the processing up there (New Jersey). When there were gaps we had to be able to provide the information, people had to be here. The average staff member in the Examinations Administration Division and Measurement and Evaluation Division probably worked 12 to 14 hours a day over a month to ensure the success of the operation. This lasted from early July into September.

### *How did CSEC differ from the Cambridge examinations?*

Our major difference was that we had gone ahead into School Based Assessment. It was an area that a lot of the overseas boards had talked about but they never really embraced it for public examinations. I think that we were daring and innovative in terms of the introduction of the SBA. Teachers didn't particularly like it at the outset, because they saw it as additional work, and you still hear complaints from teachers from time to time. The Council felt that the business of offering a one-shot examination was not in the best interest of the students. People should be given opportunity over time to demonstrate their knowledge and abilities because as you know some people are not good at the final one-shot written examinations, they need to be less stressed out.

### *After 32 years with CXC what significant changes have you seen?*

We have managed to overcome the early resistance to SBA. I think the region and the teaching fraternity came to accept that SBA was generally a good thing. There was early criticism that we were over-testing, doing too much testing. However, over the years we have been able to review the structure of the examinations and reduce the amount of testing that was being done across the range of subjects. One of the good things about CXC was that teachers were always involved in the process. The examinations were set and conducted, and the teachers were always invited to provide feedback on the questions. The feedback was always taken into account in refinements that were done subsequently. Over the years, in my view, it has been a partnership between the Council and the education fraternity.

### *What do you think was responsible for the almost instant acceptance of CSEC abroad?*

From the very outset we brought into the mix Moderators to assist in setting the papers,

the marking and the grading. When you told the universities or the British boards that your people said that our Grades I and II are equivalent to your Grades A, B and C what can they say? Your principal spokespersons are telling you that CXC was equivalent in standard to your examinations and the students who took the examinations performed well at universities at home and abroad.

The recognition came officially in the early 1980s. London (University) was the first to make a statement saying that they were satisfied that CXC have met the standards at O' Level.

### *What are your best memories after 32 years at CXC?*

The launch in 1979 when we delivered, that to me was a high; that was the highlight of my stint at CXC. I was pleased as well when we moved to administer local examinations. We were able to take on the common entrance services for Trinidad and Tobago and later on Barbados. We were doing other things for St Lucia and Grenada. It told me that we were a maturing organization. Then of course we moved to CAPE and CCSLC, every step of the way all those developments for me were exciting times. I really felt that I have been part of an organization that has grown rapidly. Those gains for me were very exciting.

### *What were some of the not-so-good memories?*

I tell people that I cried perhaps two or three times in my adult life and in 1995 I cried when we introduced some new technology that failed us badly. We processed the results about three times. It was perhaps late September when we eventually got the results out and they were not clean. We attempted to expedite the process by introducing a technology called, Optical Character Recognition (OCR). I don't think we were ready for that and I don't think the service we bought was the best so we had a lot of errors in the scoring and we just had to process and re-process until we got it nearly right and eventually we issued the results, but it certainly wasn't clean. It was the longest query period we had in the history of CXC. We responded to over 5000 queries on the examinations that year. That for me was the most painful part of the process.

We got over that and I think that is testimony to CXC's strength and like a phoenix we rose from the ashes and we came stronger the next year and stronger the following year. I think we are fully established.

One of the things I must talk about is the advance in technology. In the good old days after the first year with ETS, we moved the operation home, to the Barbados Data Processing Services and we were standing in line with the government's operations so we had to find convenient slots and that too involved some very late nights. Some of us slept on the floors while we waited down there for the old mainframe computers to churn out these results overnight. When the stuff came off the computer we had to check to make sure that things were ok. Those were long hard nights. Some of us ate like birds – biscuits and what have you to survive.

### *What is your view on the use of technology at CXC?*

With regards to issuing results online, I think we would have to eventually, because most educational institutions are making the results available online to students. I am sure in due course the technology would allow you to do it quite easily. I'm not too sure that we are quite ready for that but I think we have no choice if that is the way things are going in the world these days.

### *Going forward?*

Going forward I would like for us to do more of the national examinations services, I think that is still wide open. I don't know that all the ministries in the region should be small examination units. You have a regional examining body that is working with all the expertise on board and I think those territories should be looking to put the business in CXC's hands. I think perhaps there may be some opportunity for us to handle professional examinations. I know the nurses at one point were interested in us offering examinations. That is one group but they are probably other professional groups that could approach us for certification. The possibilities are endless. There is nothing else like CXC in the region. It is the testing body.



**Baldwin Hercules**, former Senior Assistant Registrar, Examinations Administration Division, retired at the end of 2008. See an excerpt from his interview on CXC's YouTube site here: <http://www.youtube.com/watch?v=kGUx-rV4Tys>



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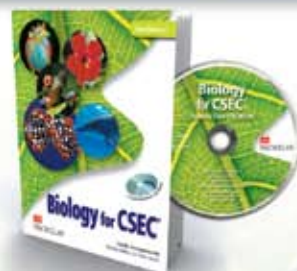
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# Why do we return year after year?

*By Dr Merle Baker*



Dr Merle Baker

Every year for the past 30 years I packed my suitcase, left my five children, my schoolwork, the dogs, the comfort of my home and the arms of my husband who would ask me, “Merle, why do you go back each year?”

Mr Chairman, Chief Education Officer of Jamaica, **Mr Jasper Lawrence**, CXC Pro Registrar, **Mr Glenroy Cumberbatch**, invited guests, fellow Honourees.

Firstly, I thank my God and Heavenly Father for giving us the strength and ability to serve CXC for 30 years. Then I thank CXC for the opportunity to speak on behalf of this illustrious cohort of educational pioneers who steered and steadied the course of an examination marking exercise over the past 30 years.

## BUT, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

In 1978, after the discussions, the norming and storming, the pilot testing and sensitising of all the stakeholders, and the Ministries of Education, it became abundantly clear that the defining moment had arrived to change the course of the academic assessment of Caribbean students; from British to the Caribbean. Then, the framers of the exercise wisely put in place two factors – 1) clear-cut definite systems of operations and 2) handpicked educators, that is, who undertook the daunting but enviable challenge, which has withstood the changes, the expansion and the scrutiny.

## STILL, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

### I POSIT THE TRAINING

Then in 1978, we, the first ‘selected volunteers’ were rigorously trained and skillfully drilled in the aim and content of the various curricula and especially in the examination procedure. The operative word is training, which produced two cornerstones - discipline and commitment to the examination process to which we felt that we had made a serious input.

Therefore, that first marking exercise in 1979 held in the then lavish comfort of the rooms of the Jamaica Pegasus Hotel, became birthplace, home and working environment. Under ‘Commander’ **Irene Walter** of Jamaica, we eager Examiners understood ‘that the task was not for jokers or shirkers but for persons who are prepared to mark and mark and mark and still do it CXC WAY.’



## Why do we return year after year?

**THANK YOU CXC** for continuing to keep the **YOUTH FOCUSED** on things local and things Caribbean. If not for your input some of the local stories and the young people's documentation of their experiences **WOULD HAVE BEEN LOST.**

### YET, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

#### I SUGGEST OUR EXPANDED ROLES IN OUR TERRITORIES

We perceived ourselves as the vehicle and representatives through which the different CXC subject curricula would be disseminated. As a result, very early we too became trainers and item writers. We formed local and Caribbean subject associations which became the pivot for several early meetings and post CXC Marking Exercise gatherings.

Whenever CXC is mentioned we become involved, even in areas where we are not necessarily skilled, such as mounting massive CXC Visual Arts displays, or in the production of materials and in other interests that heightened the continued success of the Council.

### SO, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

Contrary to the world's greatest calypsonian, the Mighty Sparrow, who sang 'No money, No Love'. Our love for CXC has never been for the MONEY. Instead our earnings provided us with the opportunities to explore fully the various islands – Jamaica, Barbados, Trinidad and Tobago and Guyana, which became marking centres. We can now speak with authority about the beauty and natural wonders of those Caribbean destinations; the majestic elegance of the Kaiteur, Orinduke and Dunn's River waterfalls, and the serenity of Harrison's cave, at CXC's expense.

Added to that, we did not only learn about our countries but we learned about each other, our similarities and differences. At the first tables there were examiners from Trinidad and Tobago, Barbados, Jamaica, Dominica, Grenada, Bahamas, Guyana and Belize...an original CARICOM setting, which made intimate connections as friends and comrades, as the Guyanese then called themselves. We were united for two concentrated weeks on a consuming pressurized task and whilst thus engaged we were able to discuss politics, family, social and cultural issues, educational needs and sports.

### THEN, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

#### IT'S FOR THE CARIBBEAN YOUTH

CXC we truly enjoyed the rich cultural mix. There is so much that we have learnt about our similarities and differences. As an island chain we have learnt that our issues academic and non-academic are similar. We are educators of an ever-growing, Internet and Face-book using; young population that is daily bombarded by alternative cultures and values which minimise the eloquence of our language and the knowledge of our history. Thank you CXC for continuing to keep the youth focused on things local and things Caribbean. If not for your input some of the local stories and the young people's documentation of their experiences would have been lost. Perhaps we as your honourees can become gainfully engaged in assisting you to capture some of these life-story gems for posterity, or assist in the correction of the phonetical spelling of words. One of my special examples is the spelling of the word chaos...k-us.

### WHAT ELSE ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

#### OBTAINING THE CULTURAL EVENTS

We truly appreciate the social and cultural events held at the end of each marking exercise. We the honourees implore you 'not to destroy that opportunity for the cultural performers in our midst to display their talents'. Creative ways have to be made to ensure that non-hotel residents and local examiners are provided with an opportunity to attend and enjoy these events. How else could we have heard Icil's creative interpretation of Michael Jackson's life as the African god, Shango, or heard the recital of local poems and folklore or listen to the songs and acts from the different groups and territories or just sing our yearly anthem/tribute to CXC to the tune of Frank Sinatra's 'My Way'

*For what is CXC, what has it got?  
Pens, purple, red, green and scripts a lot  
The record shows we took the blows  
And did it THEIR WAY*

### NOW, WHAT ABOUT CXC MADE US RETURN YEAR AFTER YEAR?

#### IT'S OUR LOYALTY

Perhaps we have just always returned because we have become loyal soldiers to a great cause - CXC. We understand the Vision and Mission of the Commanders in Chief. We, like a dedicated army, know that our future and survival as a Caribbean people and a Caribbean academic certifying institution on the world stage was under serious attack by those who would have waved their flags and wagged their tongues negatively and say "aha aha - I told you so." But, as positive strategists, with or without recognition or promotion to higher ranks, we have worked to maintain the standards of this noble Caribbean Examinations Council. Through sheer will power and sacrifice, we have ensured that those who were not competent to the task were quickly annihilated and we have supported our leaders and watched with admiration as the institution grew from strength to strength, CSEC, CAPE, CVQ and perhaps even beyond.

CXC we have and do publicly acknowledge the time and effort you have devoted to highlight milestones at 10, 25 and now 30 years in order to signify your continued progress and to appreciate the efforts of the pioneers. For that we the honourees sincerely thank you. Long may you enjoy continued success!

*Dr Merle Baker has been associated with CXC since 1978 and was speaking on behalf of the honourees at the function in Jamaica to honour the CXC Class of '79.*





# Reply on behalf of the “CXC Class of ‘79”

By Annette Smith



Annette Smith

## Greetings!

It is a great pleasure and honour to be asked to respond on behalf of the “CXC Class of ‘79”. We wish to express our gratitude to the Council for its recognition of the tremendous contribution made by the various individuals who included the officers of the ministries of education who served on the Council and the Schools Examination Committee (SEC), members of Subject Panels, Examining Committees, pilot schools, script markers, clerical assistants, Local Registrars and the staff of the Western Zone Office and Headquarters.

I am sure that I speak on behalf of my colleagues when I say that we are indeed privileged to have played our part in this significant and historical development in the Caribbean. We look on like proud parents, 30 years later, as CXC has come of age.

I now ask that you accompany me in a brief walk down memory lane. In May 1979 the first regional examinations in five subjects, namely, English, Geography, Caribbean History, Integrated Science (Double Award) and Mathematics were written by students in pilot schools throughout the region. These first examinations were not timetabled to coincide with those offered by Cambridge as there was still an element of skepticism concerning the equivalence of the standards. Happily, the confidence displayed by the Council has been vindicated. Thirty years later all doubts have been erased.

The first marking exercise in Jamaica was conducted over two weeks in July 1979 at the Jamaica Pegasus Hotel. Script markers were drawn from Jamaica and other Caribbean territories. The results were made available to schools in August 1979. The teething pains experienced at the first marking exercise led the staff of WZO to infer that CXC was an abbreviation for *Chaos X Confusion*.

The production run-up to the first examinations was not without its challenges. Many doubted that the examinations would have become acceptable, especially for matriculation into universities abroad. It meant that the syllabus content and evaluation techniques had to be on par with, and even exceed that of our major competitor. Understandably, there were many naysayers who frequently questioned the longevity of CXC as an examining body. Today, I say, history has absolved us.

CXC also set about ensuring international benchmarking by co-opting international consultants such as Dr Thomas Christie of the University of Manchester who joined us as a CFTC Consultant and Dr H Andrew Elliott, a Consultant from the Canadian International Development Agency (CIDA), who both pro-



## Reply on behalf of the “CXC Class of ‘79”

“We who presided over an examination where many students were **UNWILLING ‘GUINEA PIGS’** are now proud that our children and grandchildren are recipients of a **CERTIFICATION OF THE HIGHEST QUALITY**, which prepares them for a **RANGE OF OPPORTUNITIES** in this modern world.”

vided professional support to Syllabus Panels and Examining Committees.

Permit me to share with you a synopsis of what life was like at WZO in those early years. The Western Zone Office was responsible for the development of syllabuses and this task was zealously undertaken by a small staff, which though young and inexperienced was very innovative and enthusiastic. Ours was a closely knit team capably guided by Irene Walter. At WZO, multi-tasking was second nature to us. Much was expected of the staff and so the mantra of the office became “work quickly but get it right.” In that spirit we undertook tasks ranging from the servicing of syllabus panels and other Council committee meetings to duplicating and collating documents. As staff members we were oblivious to the labour laws which suggested that there was a 40-hour work week. Invariably, we worked seven-day weeks and 12-hour days. We arrived at the office at 6:30 a.m., aroused by the aroma from the kitchenette beckoning that breakfast was already prepared by Vena. At 7:30 a.m. without fail, Irene would be calling by telephone to ensure that the office staff was in place. A typical workday invariably ended at 9:00 p.m. I am sorry, that adds up to about 14.5 hours per day.

Did anyone murmur? Of course we did, but we were back at the office at the dawning of the new day re-energized. Who could question our commitment and loyalty? We had bought into a dream and the team was convinced that it could be realized.

Today, Total Quality Management (TQM) is spoken of as if it were a new phenomenon, at WZO that was our constant watchword. Irene Walter would have it no other way. How dare you forget that all documents produced by that office needed to have the author and date of production? We learnt that lesson the hard way. After preparing 2,500 copies of a draft history syllabus of almost 100 pages we created the cardinal sin; no author or date of production. Irene asked to be shown a copy of the final document; nothing left her office without her stamp of approval. She then asked in that all too familiar tone – “who is the author?” Did I explain that these syllabuses were prepared on a selective typewriter using individual stencils that needed to be duplicated, sorted and stapled manually? We now needed

to prepare another stencil and undo the stapled documents – all in time to make the flights taking panel members back to their respective territories.

Our written presentations to all meetings necessitated the preparation of several drafts, which Irene would vet and amend using a red ink pen. Frequently, you had to redo several drafts. The servicing of meetings conducted by WZO was so structured that there was a check list to be followed which outlined the various steps.

For Irene, mediocrity was intolerable. Our lives have been enriched for having sojourned with WZO and being guided by Irene.

Absenteeism and not placing the Council’s work first were frowned upon. Who could forget the gas riots when Irene having called into the office as she usually does by 7:30 a.m. and having had no response, decided that she would set out to fetch us from our homes? We were spared by the burning tyres in the streets – the situation must have been beyond her control as she conceded defeat.

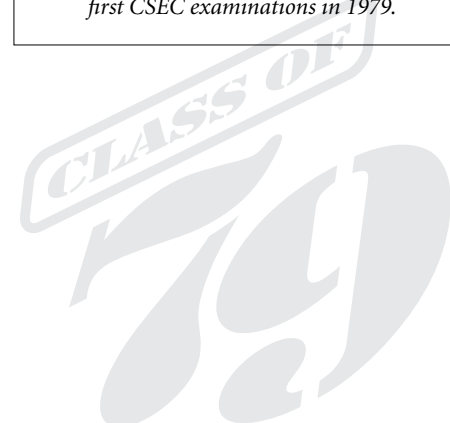
CXC has now progressed well beyond those early years. There are no longer questions about standards or acceptance for matriculation purposes to tertiary institutions in the region or internationally. From the first year’s offering of five subjects the Council now offers examination and certification of 33 subjects at the CSEC and 46 units at CAPE. At the CSEC level there are now two sittings for both in-school and private candidates. In recent years, CXC expanded its remit to include the Caribbean Certificate of Secondary Level Competence (CCSLC) examination, jointly awarded by the Ministry of Education and the CXC and intended to provide awardees with the skills necessary for the world of work. We who presided over an examination where many students were unwilling ‘guinea pigs’ are now proud that our children and grandchildren are recipients of a certification of the highest quality, which prepares them for a range of opportunities in this modern world.

Before closing I wish to make an observation. Having paid several visits to the WZO over the years, I must comment on what remains a serious concern. One of the major challenges which affected the WZO from the inception was that of identifying suitable locations, whether

as office accommodation or for use as a marking centre. During the period 1976 to 1979 the team was constantly backpacking. We had five addresses over the three-year period: 30 Tobago Avenue; 60 Knutsford Boulevard; JTA Building at 97A Church Street; 34 Old Hope Road and eventually the present location at 37 Arnold Road. As we reflect on our contribution in changing the regional educational landscape, it would be equally fitting if a new, state-of-the-art, permanent home could be found for WZO.

We, the CXC Class of ‘79 are indeed honoured to have played our part in helping to build this great Caribbean institution, which together with the UWI and the WI Cricket team are the most evident signs of Caribbean integration at work. As history makers, it was gratifying to be part of a truly Caribbean team embarking on a most exciting endeavour and even more delighted that eventually the competitors had to concede grudgingly that we had an examination that was in advance of what they were doing – SBA and multiple choice, aspects which they have since replicated. For us it was a labour of love founded on a dream of Caribbean unity, hard work, loyalty and commitment.

*Annette Smith was a Junior Assistant Registrar at the Western Zone Office in Jamaica during the administration of the first CSEC examinations in 1979.*





# Do You REMEMBER

By Jeanette France

**DO YOU REMEMBER** those early years when we felt and were treated like royalty? – ‘red carpet’ welcome at the airport, single occupant accommodation at the best hotels, formal dinners and entertainment?

**DO YOU REMEMBER** when we were provided with daily feedback during the marking exercises – praises if we were doing well, counseling if we could improve and, well, let’s not say it, if we were doing badly?

**DO YOU REMEMBER** when we received our honorarium promptly and were even given time to spend it?

**DO YOU REMEMBER** when we were so proud of CXC that our only criticism came in the form of a parody of Frank Sinatra’s “*I Did it My Way*”? They (CXC) certainly did it Their Way! (*That was some talent!*)

*When did all this begin to change?*

**DO YOU REMEMBER** when we had to race the traffic across a busy highway from our hilltop hotel to our marking centre?  
(*If you are in your 60s or older and you are suffering from hypertension, this is where it started!*)

**DO YOU REMEMBER** when we became students again and had to line up for our meals?

**DO YOU REMEMBER** the ‘itchy’ problem at one of the marking centres? (*Pretty uncomfortable!*)

**DO YOU REMEMBER** when our criticism of CXC became less veiled?



Jeanette France

**Well I can!**

**DO YOU REMEMBER** when CXC celebrated its 10th birthday and rewarded us with silver brooches and a certificate?  
(*I wonder how many of us can still find these?*)

**DO YOU REMEMBER** when our representative at that function suggested that we learn to “extract the pleasures and eliminate the pain”?  
(*A prophetic piece of advice!*)

**DO YOU REMEMBER** thinking that only CXC could make us work six days a week from 8 to 5?  
(*And for what?*)

**DO YOU REMEMBER** when Table Leaders were asked to mark on Sundays to accommodate markers who could not mark on Saturdays?  
(*That was foul, and of course we refused!*)

**DO YOU REMEMBER** drinking cups upon cups of coffee to stay alert until 5p.m.?  
(*Now you know where those stomach problems originated*)

English B markers, do you remember when we were considered the elite group because we were the smallest and were always the first to complete our marking?

**AND DO YOU REMEMBER** how we argued about Macbeth and Lady Macbeth? The men always lost. (*Forgive me, I had to get that one in!*)

I have many more memories – good ones and not so good ones. But when the tally is taken, the good memories come out on top. We worked hard for “peanuts”, but we valued the training and the experience we received from the marking exercise. I like to believe that we became better teachers because of these experiences.

*Jeanette France is a retired English Teacher from St Vincent and The Grenadines*

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# The Early CSEC DAYS

*By Laloo Hart*

In 1979 at the urging of **Mr Stephen Quan Soon**, I applied to CXC about a month before the start of marking and received an invitation via telegram for the marking of Mathematics. The first contingent of Trinidadian Mathematics markers consisted of about 13 markers and included **Stephen Quan Soon** (Chief Examiner), **Shereen Khan**, **Gwendolyn Pope**, **Silochan Roopnarine**, **Sylvan Sandy**, **Lazarus Benjamin**, **Chandrika Singh**, **Simon Rostant**, **Shaffie Ali**, **June Hezekiah**, **Urico Jardim**, **Chung Kit** and yours truly, **Laloo Hart**.

On our arrival at the airport in Barbados we were met by the Registrar, **Mr Wilfred Beckles**. Initially accommodation was at the **Holiday Inn** and after three days we were relocated to the **Rockley Resort**. For the first few years Mathematics (Basic and General Proficiency) was marked at one centre. Everyone had to be transported by bus for lunch which was served at Rockley each day.

The first Mathematics marking was done at the **Windsor Hotel** at Hastings on Barbados' South Coast. In those days, marking began with either the even or odd folders and markers were not allowed to search for their question in the scripts. Your question was tagged by clerical assistants who used yellow strips to flag with the appropriate question number. The markers simply opened the script on the tagged page and marked the question. The mark was then gridded on the candidate's score sheet by the marker. A folder consisted of ten scripts on the right and ten grid sheets on the left. By the end of the first week, the tagging had to be abandoned as the tags sometimes fell out or in most cases the questions

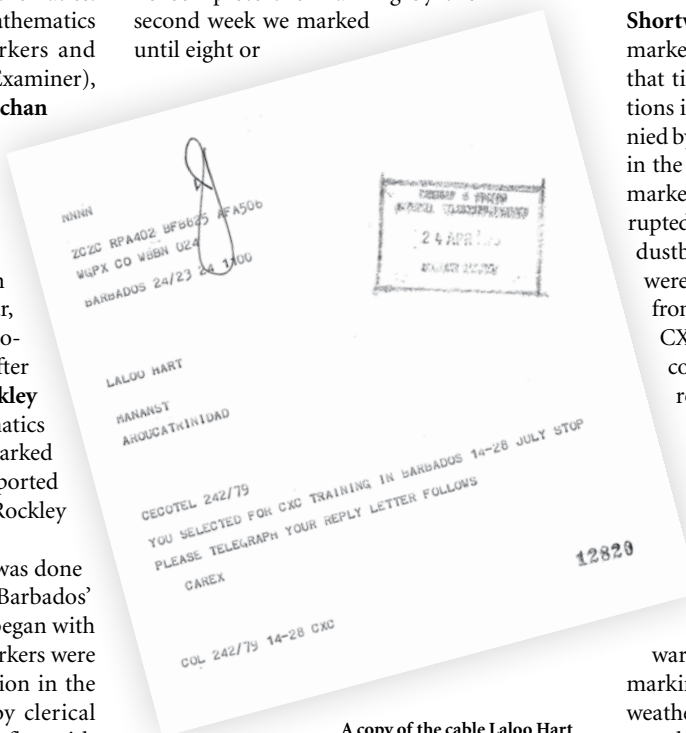
were continued in other pages, resulting in many missed ends. The gridding was eventually taken over by the clerical assistants (then called 'aides'). To complete the marking by the second week we marked until eight or

second week. There was a talk of being sent home early, but that did not materialize and everyone had three full free days.

The third and fourth marking took place at **Shortwood Teachers' College** in Jamaica, with markers staying at the **New Kingston Hotel**. At that time, there were frequent power interruptions in the Kingston area; these were accompanied by a quick loss in the water supply, especially in the upper floors. There were many stories of markers having the water supply suddenly interrupted while showering. In fact, many hotel room dustbins became containers for water. There were also surreptitious means of getting a bath from the tank that supplied the hotel's kitchen. CXC by that time had their figures right as we completed the last few folders in the dining room of the hotel.

Personally, my association with the CXC marking has afforded me the opportunity to vastly improve my classroom teaching skills and professional development. It has also paved the way for meeting and exchanging ideas with other teachers in the Caribbean.

My experiences with CXC were so rewarding that I eventually participated in every marking exercise each year since 1979. CXC has weathered the storm of the early years and has now become a premier examinations body of which we can all be proud. We are now in exciting times and I am happy to be involved with CXC as it seeks to chart a new course for the future.



A copy of the cable Laloo Hart received from CXC in 1979

nine o'clock at nights; dinner was served during a short break at the marking centre.

The second marking took place at the **Christ Church Foundation School** in Barbados and was even more eventful. Too many markers were recruited and marking finished by Tuesday of the

**Laloo Hart** is Vice Principal (Acting)  
at **El Dorado East Secondary School** in  
Trinidad and Tobago.





# Reflections

By Doreen Ellis

It was the year 1979. I was expecting my third and last child who was born in early 1980. I had heard about this new regional examination which would be replacing the G.C.E. and I was quite excited by the prospect of a “local” examination. As a teacher, I was well aware of some of the cultural biases which sometimes crept into overseas examinations, and though students of Accounting did not suffer as much from these cultural biases as students of other subjects, I still identified positively with the move.

Somebody at my College, I can’t remember who, advised me that CXC would be conducting a pilot examination in Accounting and Book Keeping (I think that’s what it was called then), and was recruiting teachers of the subject to train them in marking the examination. I was encouraged to offer myself. I did not need much encouragement. The prospect of being involved with a new examination in my subject at the very inception was quite exciting. The further incentive was that the training was going to be in Barbados – an island to which I had never travelled to before.

For anyone finding this strange, you have to remember that Jamaica is far north of all the other islands and it is actually much cheaper to travel to North America from Jamaica, than it is to travel to Barbados or Trinidad, so most Jamaicans travel north for vacation.

Little did I know that over the next thirty years, Barbados would become my “summer home,” for at least two weeks.

I was recruited for training and I travelled to Barbados – pregnant and all – where

I met other teachers from the region involved in the same activity. It was here, and subsequent marking exercises, that we heard for the first time terms like ‘Chief’ (Chief Examiner), ‘Table Leader’, ‘Marker’. I do not recall the terms “Examiner” and “Assistant Examiner” being used back then, though those terms may have existed from the beginning, but just not used by us.

I remember marvelling at how hierarchical the structure seemed to be. There seemed not to be much interaction between the chiefs, assistant chiefs and the markers. Chiefs and assistant chiefs were ensconced in a little room by themselves, away from the markers, and only surfaced at the beginning and end of the day. I always wondered what they did in that little room all day!

I remember table leaders being called occasionally to chiefs’ room. They were required to take with them folders which they had checked.

We markers could sense the anxiety and nervousness felt by a table leader when he/she was called to chief’s room.

We learned that table leaders were being checked to see if they were checking the markers accurately.

Chiefs and assistant chiefs would always speak in hushed tones in that little room, and when any of us markers passed by, they would stop talking altogether until we had passed. We

assumed this strange behaviour had to do with the security of the examination.

Then there were the various colour pens in use. Over the thirty years, that has not changed. Chiefs still use purple, table leaders green and markers red. I have come to appreciate the wisdom of that when it becomes necessary to trace who is responsible for certain markings on a candidate’s script.

I subsequently moved up in ranks to using the green pen. I was a table leader for about ten years, but discovered that I actually preferred being a marker than a table leader. Checking folders made me very tense for two reasons. The activity seemed relentless – like there was always a stack of folders in front of me which never diminished no matter how quickly I worked. Then there was the awesome feeling of responsibility – what if I missed checking just the folder that had several errors and caused a candidate to fail? Over the years, I came to realize that this could rarely ever happen since I was responsible for checking only one question, and there were other table leaders who were carefully checking other questions. I also quickly learned that if markers were properly and thoroughly standardized on a question, they were less likely to make errors when marking. Yet for all that, I think I still prefer marking to table leading.

I still do not know what chiefs and assistant chiefs were whispering about in those early days. CXC has become more open and willing to share relevant information with everyone concerned in the examination process. Though a high level of security is still important, persons feel more like part of a team if information is shared.

I have thoroughly enjoyed my years with CXC. My involvement has enhanced my teaching, not just in the subject area, but I have learned the difference in being a teacher and an examiner. I have made several regional friends and have visited Barbados, Trinidad and Guyana several times, all at CXC’s expense. What a great experience!

*Doreen Ellis is a retired Vice Dean,  
Faculty of Business and Management,  
University of Technology, Jamaica.*

Doreen Ellis



# CSEC Our Examination

By *Annelle Thomas*

The period 1977/78 was an exciting period for many teachers of English in the Caribbean, and especially for those of us who were engaged in the initial training in Item Writing for the Multiple Choice Paper which was going to be introduced in the Caribbean Examinations Council's Caribbean Secondary Education Certificate (CSEC) English A (Language) examination. This was seen as "our examination" since we as classroom teachers were involved in the process of building a bank of items which at some point in time would be used in the examination.

I was privileged to be involved in this initial training in Barbados as well as the marking of the mock examination held in Jamaica in 1978. There we scrutinized marking schemes to be used in guiding us for assessing short stories and essays and other areas of the continuous writing examination, and most importantly, the marking of the first official examination in 1979. I remember well the days we worked assiduously at writing and reviewing items and extending these tasks well into the nights and with additional homework to be prepared for the next day.

Of course, the members of the CXC English Panel and CXC staff were the key persons in this exercise. I recall vividly the vibrant team of **Angela Andrews** and **Paul King** who coordinated these sessions and the team leaders in the persons of **Clive Borelli**, **Hollis Hunt** and **Hazel Simmons**, **Professor Hazel Simmons-McDonald** with support from **Baldwin Hercules** and other members of the CXC staff.

We were all bursting with enthusiasm and excitement at that first marking exercise in Jamaica in 1979 followed by the one in 1980. Then came the introduction of the English B (Literature) in 1981. Some of us opted to switch to the marking of English B including me and this was indeed an exhilarating experience. It was refreshing to read the different views students expressed in their response to the same question and to make comparison to your own students at school.



Annelle Thomas

At the marking centres we were able to share ideas and experiences and the knowledge gained through this process. We were encouraged to use the skills acquired to train and develop our teachers in respective countries. I took up this challenge and spearheaded the formation of a National Association of Teachers of English in St Vincent and the Grenadines. Training sessions and workshops were held and teachers were expected to hold similar training sessions in their schools. I was so motivated and encouraged by the enthusiasm of teachers that a request was made to CXC to send resource persons to assist in conducting a workshop in St Vincent. The outcome was that this would be done but it must be organized as a regional workshop. This workshop in collaboration with CXC, the Ministry of Education and the SVG National Association was a success and led the way for other regional workshops in other countries.

Marking Centres were always buzzing with excitement and activity whether at a session in orientation of marking schemes or discussion at table on review during the end of marking. These were enjoyable and pleasant interactions among Assistant Examiners, Examiners/Table Leaders and Chief Examiners. There were also

sad occasions when someone took ill and could not resume marking, or as in 1983 after the end of the English B marking in Trinidad, the sudden collapse and death of one of our colleagues, as he was about to leave the Trinidad Hilton for his home in Belize.

After my transfer to the Ministry of Education in 1989, I was able to continue my association with CXC as Local Registrar. Prior to this, I served as a member of the CXC English Panel from 1985 to 1995 with **Hollis Hunt**, **Clive Borelli**, **Gordon Rohler**, **Dr Colville Young** and **Hazel Simmons**, among others. I had the privilege of serving on the Schools Examinations Committee and as proxy on Council and later as a member of the Final Awards Committee until my retirement in 1996.

There were also pleasant memories and interactions with members of Council during this period, **Dr Roy Augier** (now **Sir Roy**), Chairman, **Irene Walter**, Pro Registrar and **Baldwin Hercules**, Senior Assistant Registrar in particular with whom I had most contact and other members of the dedicated staff at Headquarters in Barbados.

The invaluable experiences gained helped in motivating me to ensure that classroom teachers were trained in the new techniques required for teaching the CXC syllabus and becoming familiar with marking schemes for assessment of students' work. Regular meetings and training sessions/workshops were held nationally as well as in-service training within schools.

I am proud to have been associated with this August body and continue to take an interest in the development of the examination system, which is indeed our Caribbean examination, and extend congratulations on its success and achievements over the years.

*Annelle Thomas is a retired English Teacher and former CXC Local Registrar, St. Vincent and The Grenadines.*





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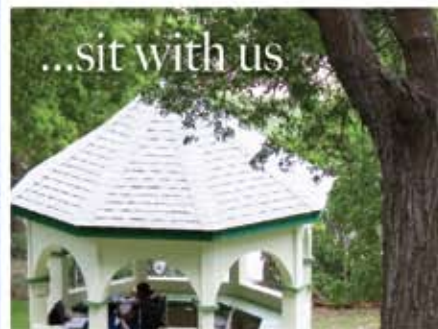
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# “ IN THEIR OWN WORDS ”

## CSEC Class of '79



**TREVOR E  
BLAKE**

*St Kitts/Nevis*

The memories have faded. The details are unclear. After all, it was 30 years ago! I vaguely recall throughout the lower forms there had been some talk of a new Caribbean examination to replace the Cambridge GCE's. This was, of course, the 1970's, in the midst of that surge of nationalism that swept through the Caribbean, rendering everything that emanated from Britain, colonial and, by definition, inimical to the development of a Caribbean ethos. So the Class of '79 was destined to be the pioneers (or, perhaps, the guinea pigs) for this new Caribbean examination - CSEC!

In the beginning, there was some degree of trepidation as this new examination approached. It was billed to be more difficult than the GCE. It was designed to test a comprehensive understanding of the subject area, and not just the ability to memorise and regurgitate. We were not sure how the questions would be structured; there were no past papers with which to prepare. Nonetheless I accepted the inevitable, and resolved in my mind that we would be ready for whatever comes.

And so I wrote those initial four CXC subjects offered at my school; English, Geography, Caribbean History and Mathematics, and went off to summer vacation with little thought of the results. As the end of the summer neared, I began to think about my results. If I recalled correctly, the results of the science and foreign language Cambridge GCE exams came before the CXC subjects results, which caused some anxiety amongst many students. However, so confident was I of my own results that I started preparations for the 6th Form, opting to take two of my CXC subjects at A' level, even before receiving my CXC results!

Preparing this brief note has led me to reminisce not only on the experience, but its impact on my personal development. What I can say, definitively, is that the CXC pioneering Class of '79 was no less well educated than any other! Reflecting on the experience in 6<sup>th</sup> form with students from schools that did not take part in the inaugural CXC examinations, this much was certain, as it was in my later experiences in university sitting alongside British students and students of other nationalities.



**KEITH  
'STONE'  
GREAVES**

*Montserrat  
Secondary School*

Keith 'Stone' Greaves completed his course of studies at the Montserrat Secondary School in 1979. He started out as a Junior Broadcaster at Radio Antilles. Keith 'Stone' spent almost two decades at Radio Antilles serving as its last General Manager before it went off the air in 1997.

Keith 'Stone' has worked for several regional media houses including the Caribbean News Agency in Barbados now called the Caribbean Media Corporation (CMC). He also served as the Montserrat correspondent for the BBC, the Associated Press and the Spanish International News Agency (EFE). He has done special reports about Montserrat for the Voice of America (VOA) Washington, Radio Canada International (RCI) and Deutsche Welle in Germany. He moved to the UK to work for the BBC World Service Caribbean Division as a full-time Producer - researching, writing, editing and presenting programmes from London for listeners in the Caribbean. He helped to establish and operate a commercial FM broadcast station on Dutch St Maarten in the early 1990's.

Keith 'Stone' is the recipient of several Caribbean media awards including top presenter of the year from the Caribbean Publishing and Broadcasting Association. He also received a special award from the Caribbean Disaster Emergency Response Agency (CDERA) for pro-active reporting in the area of disaster mitigation.

He currently works for the Government of Anguilla as Programme Manager at Radio Anguilla (Department of Information and Broadcasting).

He is involved in several community groups on Anguilla including the Anguilla Diabetes Association as Public Relations Officer and Vice President of the Parent Teachers' Association at the Orealia Kelly Primary School (Stoney Ground).



**KELVIN  
'TABU'  
DUBERRY**

*Montserrat  
Secondary School*

From an early age Kelvin was actively involved in music and while in secondary school he made his first calypso record which was featured on the 1979 calypso album "From Montserrat with love". 'Tabu' was one of the first artists to record at the prestigious Air Studios, Montserrat WI. Since 1979 'Tabu' has been a part of the calypso scene in Montserrat and he has won all three major crowns in the annual Montserrat Festival Calypso competitions. To date Tabu has composed more than 200 calypsos and is still performing in the annual year-end festival.

'Tabu' migrated to the United Kingdom in 1993 and spent ten years. While in the UK his love for music took him to many European countries playing with a reggae band called Nomadic Roots. He played in Switzerland, France, Denmark, Holland, Belgium and many arenas throughout England and Wales. Tabu also performed at The Royal Festival Hall in Central London at the "Soul for Montserrat" concert which was staged in 1997 to raise funds for Montserrat during the height of the volcanic crisis. He has performed also in North America and the Caribbean and his dream is to perform in Brazil's Rio Carnival.

'Tabu' has been an artist for most of his life. He began painting in the late 70's and since leaving school has been teaching art, currently at the Montserrat Secondary School.

He obtained a CIDA scholarship to study Art at the Edna Manley School for the Visual and Performing Arts, Jamaica.

During his years in the UK, 'Tabu' furthered his education in Graphic Design at the Newham College for further Education. He also taught art at King's Wood School, Harold Hill in Essex for five years.

Also a talented sportsman, 'Tabu' represented Montserrat for more than 10 years as a national cricketer and also played professional cricket in the Central Lancashire League in England for two years.



## “in their own words”



### MARIE-LOUISE FELIX

*St Joseph's Convent  
St Lucia*

In 1979, Marie-Louise, at 15 years old, (turning 16 in about 2 months) graduated from the St Joseph's Convent, Castries, St Lucia. Marie-Louise graduated with eight (8) "O" Level subjects, achieving 3 As, 4 Bs and a C in French. Marie-Louise also sat CXC English obtaining a Grade I in the subject.

In September of 1979, Marie-Louise moved to the "A" Level College and took Physics, Economics and Biology. Many persons did not understand the combination, which in fact was based on what she liked rather than its capacity to achieve any specific career goals. In 1981, after two interesting years at College, Marie-Louise graduated with A in English, B in Biology and Economics and C in Physics.

Prior to final exams, Marie-Louise applied to enter the Faculty of Natural Sciences at The University of the West Indies. In August she received notification that she was successful in her application, and thus entered Cave Hill Campus of the UWI in October 1981. In 1984, after graduating from Cave Hill, Marie-Louise commenced a teaching job at St Mary's College where she remained for one year before transferring to the newly built Leon Hess Secondary School as a Biology and Integrated Science Teacher. Marie-Louise also taught English Language and Religious Education.

In October of 1986, Marie-Louise returned to Cave Hill Campus to pursue a Masters in Biology. In 1989 she completed her MPhil research on the Biology, Ecology and Culture of Freshwater Shrimps in Barbados and proceeded on a career in Fisheries Management at the Department of Fisheries in the Ministry of Agriculture, Forestry and Fisheries in St Lucia.

In 1991, Marie-Louise was awarded a PhD in Biology for her research on the aquaculture of Caribbean freshwater shrimp.

On return to St Lucia in November 1989, Marie-Louise returned to the Leon Hess Secondary School until July 1990 as a Physics teacher until a position of Aquaculture Biologist could be created in the Department of Fisheries. During the period of 1990 – 2001, she worked at the Department of Fisheries in St Lucia as the Aquaculture Coordinator.

In 2000, due to her increased involvement in turtle conservation and CITES, Marie-Louise pursued a Masters Degree in CITES at the University of Andalusia in Spain. It was whilst she was in Spain that she applied to the World Wildlife Fund (WWF)

for the position of Wildlife Trade Management Officer at the WWF Guianas Regional Project Office, headquartered in Paramaribo, Suriname. In May 2001 Marie-Louise joined WWF and is currently the Regional Species Conservation Officer, responsible for Wildlife Management (including international trade), and Marine Turtle Conservation in Suriname, Guyana and French Guiana.



### HERMAN FRANCIS, MBE

*Montserrat  
Secondary School*

Herman Francis was one of the students who sat the first CXC CSEC examinations in 1979.

He recalled 30 years ago that there was much discussion and anticipation about the new CXC examinations. Although students were assured that the move away from the GCE was a positive one for the region, there was the skepticism that is usually associated with persons moving out of their comfort zones into uncharted waters and words like "guinea pigs" surfaced frequently.

On reflection Herman is happy to be a small part of history.

After graduating from the island's lone secondary school, Herman taught for 21 years in several primary schools around the island.

Herman is currently the Coordinator of Culture in the Ministry of Youth Affairs, Culture, Tourism and Sports.

Although no longer in full-time teaching, he still teaches music. In January 2007, Herman was recognized by Her Majesty Queen Elizabeth II for his services to music and culture and was awarded Member of the British Empire (MBE).

He is a regular in the annual calypso competition in Montserrat performing under the stage name "Cupid" and is currently the reigning Calypso Monarch.

### CHARLES MORTON

*Basseterre High School  
St Kitts/Nevis*

In 1979, like many of the other high schools in the Federation, Basseterre High School started the Caribbean Examinations Council (CXC) CSEC examinations. I wrote four of the subjects, English, Math, History and Geography and was successful.

Prior to the examination date, many of my friends and I sat and discussed the fact that we were going to be the first batch of students to write the examinations. Of course, there were mixed emotions throughout the entire school; anxiety, fear, excitement, eagerness, and the list continues.

Thirty years have elapsed since we wrote these examinations and kudos are due to this august body which has been able to maintain extremely high standards, and add significantly to the number of subjects offered to students throughout the English-speaking Caribbean.

Today it gives tremendous pride to be one of many students who wrote the first exams.

At present, I am the Branch Manager of the Bank of Nova Scotia, Nevis. I hasten to add that the preparations for the CXC exams of 1979 have contributed to my overall professional growth and development.

Congratulations!! Happy 30<sup>th</sup> Anniversary CSEC.

### JOSEPH GRANTLEY CASSELL

*Montserrat Secondary School*

Joseph Grantley Cassell attended secondary school from 1974 to 1982. He graduated with CXC O' Levels in English, Mathematics, Geography and History and GCE O'level and A' Levels in Spanish, Chemistry, Physics, Biology and General Paper.

In 1986, he obtained a BTEC diploma in Electronics and Communications Engineering from Cable and Wireless College in Porthcurno, UK. He also obtained a Certificate in Business Administration from the UWI St Augustine Campus in 1998. Between 1986 and 2005, Joseph obtained certificates from training in telecommunication and business management from several institutions of different countries including United Kingdom, St Kitts, Canada, Barbados, Montserrat and St. Lucia.

Joseph has been an employee of Cable and Wireless Limited, currently known as LIME, from March 7, 1983. In his career at LIME, he has held several supervisory and managerial positions in various departments and is currently the Chief Operating Officer/Country Manager at LIME.

Apart from his career in telecommunications, he is also an entrepreneur, owning several businesses in Montserrat.

Joseph has also made an invaluable contribution to the development of Montserrat in a civic capacity, serving on a number of boards and committees at the community and national levels.



# Intellectual Property is Serious Business for CXC



*For years, third parties have been unwittingly infringing the Council's intellectual property (IP) rights, by either using its trade marks on textbooks and other material, or by reproducing its copyrighted works.*

Are you accustomed to seeing textbooks entitled, for example, "Mathematics for CAPE" or browsing a website with the name [www.cxcpastpapers.com](http://www.cxcpastpapers.com) with no attribution or suggesting the Council's affiliation with, or endorsement of, these products?

For years, third parties have been unwittingly infringing the Council's intellectual property (IP) rights, by either using its trade marks on textbooks and other material, or by reproducing its copyrighted works.

This is all about to change as the Council implements its recently-approved Intellectual Property Policy.

Recognizing that once properly leveraged IP could be one of its more valuable assets, after consultations with stakeholders, the Council prepared an IP Policy document. This, in an effort to systematically implement the steps required to protect, manage and enforce its IP to distinguish its assets in the market, ensure quality, and realize commercial results. As highlighted in the Policy's Introduction, "In today's fiercely competitive, knowledge-based economy, IP is a central component of adding value to business".

The Policy takes a holistic approach when it comes to the Council's IP, incorporating publishing, copyright and trade marks, with special emphasis on copyright works and trade marks. Further, the Policy provides guidelines governing the creation, use and ownership of IP, whether owned and/or generated at, for, or by the Council, its staff, resource persons and students.

As it relates to publishing, the Policy highlights the Council's intention to establish partnerships for the production, marketing and distribution of resource materials to increase access to examinations and certification within the Caribbean region.

With respect to copyright, the procedures for seeking copyright permission are provided as well as information on restricted acts, copyright restrictions and exceptions. Additionally, the Policy lists the Council's trade marks, and details the proper trade mark usage guidelines to which third parties are expected to adhere as well as general exemptions.

## STRATEGIC GOALS OF THE POLICY

The over-arching goal of the Policy reflects the Council's desire to create a working environment that encourages the generation of new knowledge and knowledge-based products by staff, resource persons and students.

Further, the Policy aims to: motivate the development and dissemination of IP by providing appropriate financial rewards to creators and to the Council; and ensure financial returns from the development of IP in a manner consistent with the vision and mission of the Council.

## STRATEGIC OBJECTIVES

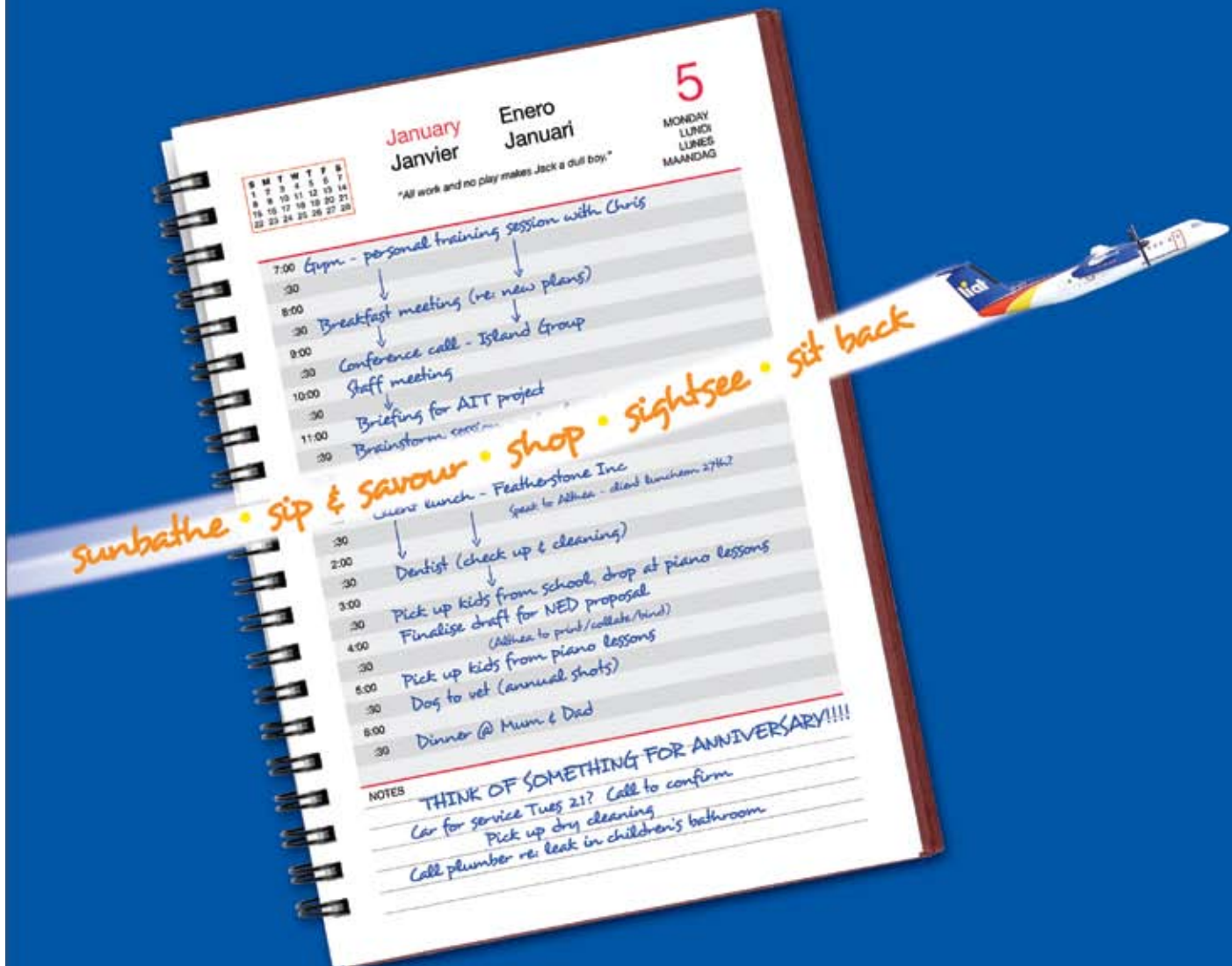
The strategic objectives of the Policy include: consolidating the Council's market position; providing quality assurance; securing business profitability; aligning business, research and development, and IP strategies.

To ensure that it creates IP opportunities, some of the strategies which the Council will employ include: business strategy planning, strategic alliances and promotion to raise awareness among its key stakeholders.

*The IP Policy may be accessed on the Council's website @ [www.cxc.org](http://www.cxc.org)*



# Get Away For A Day



Leave in the morning, return in the evening...12 hours, 1 bag, 22 islands, 2 good!  
Plan your escape for a day, today.



## CXC and UWI Institutions Sign MOUs

The Caribbean Examinations Council and two departments of the University of the West Indies signed Memoranda of Understanding (MOUs) in July this year.

The MOUs were signed with the School of Education at the UWI Mona Campus on 8<sup>th</sup> July and the Institute of Critical Thinking at UWI's St Augustine Campus one week later on 13<sup>th</sup> July.

### BENEFITS TO GRADUATE STUDENTS

The MOU with the School of Education will benefit graduate students at the school and CXC staff. It enables UWI students conducting post-graduate research to access CXC's examinations data base and receive other forms of support from CXC.

In particular, students enrolled in the recently-launched Master of Education in Educational Measurement will be able to access the CXC database in undertaking their research. Under the agreement, graduate students will benefit from the supervision or joint supervision of their research work by CXC staff approved by UWI.

### BENEFITS TO CXC STAFF

The agreement also makes provision for the UWI School of Education to provide opportunities for CXC staff who satisfy matriculation requirements, to pursue courses and accumulate credits towards graduate degrees offered by the School. In addition, CXC staff will also benefit from attachments to the School of Education, where they will be able to use the School's facilities to undertake research from which both the School and CXC will benefit.

In signing the Agreement, **Professor Zellyne Jennings-Craig**, Director of the UWI School of Education said "the agreement with CXC will strengthen the programme by providing students with opportunities to undertake research of a new type aimed at improving practice in the field of Psychometrics."

Professor Jennings-Craig noted that the idea was the brainchild of **Professor Stafford Griffith** who worked assiduously in the development of the Master of Education in Educational Measurement for delivery both on-line and face-to-face. Professor Jennings-Craig added that the first batch of on-line students started the programme last September while the first batch of face-to-face students will begin the programme in the new academic year.

**Dr Didacus Jules**, CXC Registrar, who signed on behalf of CXC, said "CXC has 30 years of Caribbean student's performance data which



Signing the agreement are Professor Zellyne Jennings-Craig (second from left), Dr Didacus Jules, and Glenroy Cumberbatch. Professor Stafford Griffith (left) looks on

if interrogated appropriately could better inform teaching and learning practices in Caribbean schools".

Dr Jules expressed the view that the MOU will strengthen the ties between the Council and the UWI. The Vice Chancellor of the UWI, **Professor Nigel Harris**, is the current Chairman of the Caribbean Examinations Council.

A joint CXC-UWI monitoring team and other mechanisms that will help to give expression to the many clauses of the MOU have been put in place. In discussing the way forward after the signing, Professor Griffith said that he hoped that long before the five-year period of the MOU expires, the progress made in its implementation and the mutual benefits derived by UWI and CXC will lead to an amendment to the agreement to strengthen and expand the nature of the collaboration between the School of Education and CXC.

### CRITICAL SYLLABUS REVIEW

The MOU between CXC and the Institute of Critical Thinking will see the Institute conducting a comprehensive review of 10 syllabuses for the Caribbean Secondary Education Certificate (CSEC) and one syllabus for the Caribbean Advanced Proficiency Examination (CAPE).

Dr Jules, signed for CXC while **Dr Bhoendradatt Tewarie**, Pro Vice-Chancellor Planning and Development and Director of the Institute, signed on behalf of the UWI.

Dr Tewarie indicated that the mandate of the project was "to conduct a comprehensive review of all syllabuses examined by CXC and to make recommendations for the redesign and reconfiguration of the examinations and evaluation system for each subject with a view to ensuring that pedagogical approaches to preparation for examinations are infused with critical thinking".

### 11 SUBJECTS

The pilot project would be conducted focusing on 11 subjects: CSEC Mathematics,

Physics, Biology, Integrated Science, Economics, Caribbean History, Geography, Social Studies, Principles of Business and English Language, and CAPE Literatures in English.

Dr Tewarie stated that the Institute will seek to draw on subject experts and education specialists from the University with a view to engaging teachers from the secondary system over the next year, following which they would "work with Dr Jules and his CXC team as they review the recommendations, proposals and specific measures to implement the actions and initiatives agreed upon."

Dr Jules said that he welcomed the partnership with the Institute of Critical Thinking and saw this partnership as long term in nature, beginning with the pilot of these 11 exams, to take CXC and education in general to a higher level in the region.

The Pro Vice Chancellor welcomed the confidence shown by CXC in the University of the West Indies in general and in the Institute of Critical Thinking in particular.

Additionally, he said that "upon implementation, the entire process will be reviewed for each of the 11 subjects and adjustments, modifications etc, as may be required, will be made in the context of stakeholder consultations to strengthen approaches and processes for each subject as a follow up to the initial pilot."

Dr Tewarie stated that because the education system in the region was so examination centered it was important to begin to change education with a review of examinations.

Dr Jules indicated that he and Dr Tewarie had worked on projects before and after about a year of discussion had come to an understanding about how the infusion of critical thinking into examinations, pedagogy, syllabus and curriculum could be achieved.

A joint monitoring team would be established to ensure that the pilot meets its stated objectives and would provide written semi-annual reports on progress.



## CXC and Ian Randle Publishers Sign Contract

The Caribbean Examinations Council (CXC) and **Ian Randle Publishers** signed a publishing agreement on Monday 7 September 2009 giving Ian Randle Publishers the rights to publish and market certain CXC materials.

The agreement was signed at the Courtleigh Hotel in Kingston, Jamaica by **Ms Christine Randle**, Managing Director, Ian Randle Publishers and **Mr Glenroy Cumberbatch**, Pro Registrar of the Caribbean Examinations Council.

The contract gives Ian Randle Publishers exclusive publishing rights for syllabuses and past examination question papers with syllabus abstracts for all Caribbean Advanced Proficiency Examination (CAPE) and the Caribbean Secondary Education Certificate (CSEC) subjects.

The agreement also gives the Jamaica-based publishers non-exclusive publishing rights for the subjects' reports, related Specimen Papers and Mark Schemes for all CAPE and CSEC subjects.

"A decision was taken that we would go with regional publishers wherever the opportunity provides, providing they have the capacity and technology to meet the needs," Glenroy Cumberbatch, CXC Pro Registrar stated during the signing.

"We are delighted to enter this partnership with the CXC. From its base in Kingston, Ian Randle Publishers operates full editorial, design, production, marketing and order fulfillment departments, ensuring quality control at all points of the publishing process," **Christine Randle**, Managing Director of Ian Randle Publishers said.

Under the agreement CXC has retained the responsibility of distributing syllabuses to ministries of education in its Participating Territories.

"Strategic partnership is a critical objective of the Council's new vision and the agreement with Ian Randle fits neatly into that objective," commented **Dr Didacus Jules**, CXC Registrar. "In the coming months the Council will announce other partnerships which will benefit the region's students in terms of their preparation for examinations."

Last year CXC met with publishers from the Caribbean and the United Kingdom to discuss the need for collaboration between the publishers and CXC as well as the need for adequate resources to support the examinations the Council offers.

**SEPTEMBER**

**07 Back To School 2009 !**  
Monday **Day 1** 'Welcome Back' general assembly, meet my new form teacher

**08 Day 2** Get my book list and class timetables  
Tuesday Math, English, History, POB, POA, Science, RE, etc

**09 Day 3** Buy textbooks, scientific calculator, pens, and sign up for a free Notesmaster account  
Wednesday

**10 Day 4** Find out which of my teachers have their notes on Notesmaster  
Thursday

**SEPTEMBER**

**11** Friday  
**Day 5** Check emails and print Theme 1 History notes for Monday's class from Notesmaster

**12** Saturday  
Meet up with friends

**13** Sunday  
Complete the Spanish reading assignment and watch practice videos

**Special Events**

**St. Clair's High School**  
**Shawna K. Miller**  
**Form 5-1**  
**Id no. 0912**

**Beta!**  
**notesmaster / CARIBBEAN**  
**www.notesmaster.com**

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## USF Offers CXC Associate Degree Holders Junior Status



University of South Florida

As the Caribbean Examinations Council (CXC) continues to negotiate articulation agreements with US universities for students presenting CAPE and the CXC Associate Degree, the University of South Florida and CXC have reached an agreement which brings substantial benefits to students with the Associate Degree.

“USF will accept CXC Associate Degree holders to USF with junior standing to pursue the Bachelor of Science in Applied Science (BSAS) degree program,” states one of the clauses in the contract pertaining to the obligations of USF in the agreement.

Junior status in the US university system refers to the third year of university. This means

that students presenting the CXC Associate Degree will only be required to do two years at USF to complete the Bachelor of Science in Applied Science degree (BSAS). USF offers 13 concentrations in the BSAS programme, including Urban Studies, Public Administration, Information Technology, Public Health and Environmental Policy, among others.

Students will receive four credits for each Unit of Pure Mathematics and each Unit of Physics. USF is also offering exemptions from two courses for students who have Grades I to IV in Physics Units 1 and 2, Biology Unit 1, Chemistry Units 1 and 2, French Units 1 and 2 and Spanish Unit 1. Students who have these

subjects at the required grade will also receive four credits in total, three for the university course and one for the course lab. In the case of Spanish Unit 2, students will receive six credits.

“This is a significant achievement for CXC to reach this agreement with USF as the university recruits heavily in the Caribbean,” stated Cleveland Sam, who is responsible for Articulation Agreements at CXC. “Our students will also now realize the full potential of the CXC Associate Degree qualification.”

“CXC will work with USF to promote the agreement throughout the region and bring attention to the benefits of the Associate Degree to sixth form schools and community colleges

*“The University of South Florida (USF) is pleased to accept the CXC Associate Degree as fulfilling 60 semester credits toward the Bachelor of Science in Applied Science (BSAS)”*

*Bryan Anderson, Assistant Director, Office of Undergraduate Admissions, USF*



## UNIVERSITY OF SOUTH FLORIDA CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE) EQUIVALENCY TABLE

CAPE EXAM	USF EQUIVALENCY (CREDITS HOURS)	GE
Applied Mathematics (Unit 1)	STA 2122 (3)	✓
Biology (Unit 1)	BSC 1010 (3)/ BSC 1010L (1)	✓
Communication Studies (Unit 1)	ENC 1101 (3)	✓
Chemistry (Unit 1)	CHM 1045 (3) / CHM 1045L (1)	✓
Chemistry (Unit 2)	CHM 1046 (3) / CHM 1046L (1)	✓
Computer Science (Unit 1/Unit2)	TO BE DETERMINED BY DEPT. ADVISOR	
Economics (Unit 1)	ECO 2023 (3)	
Economics (Unit 2)	ECO 2013 (3)	✓
French (Unit 1)	FRE 1120 (3) / FRE 1120L (1)	
French (Unit 2)	FRE 1121 (3) / FRE 1121L (1)	
Geography (Unit 1)	GEA 2000 (3)	✓
Information Technology (Unit 1)	CGS 2034 (3)	✓
Literatures in English (Unit 1/Unit 2)	ENC 1102 (3)	✓
Physics (Unit 1)	PHY 2053 (4) / PHY 2053L (1)	✓
Physics (Unit 2)	PHY 2054 (4) / PHY 2054L (1)	✓
Pure Mathematics (Unit 1)	MAC 2311 (4)	✓
Pure Mathematics (Unit 2)	MAC 2312 (4)	✓
Sociology (Unit 1/Unit 2)	SYG 2000 (3)	✓
Spanish (Unit 1)	SPN 1120 (3) / SPN 1120L (1)	
Spanish (Unit 2)	SPN 1121 (3) / SPN 1121L (3)	

offering the degrees,” Mr Sam added.

In addition to students with the CXC Associate Degree, USF will award transfer credits to students who have successfully completed CAPE units and who may not have attained the Associate Degree. The university will award credits to students with Grades I to IV.

“The University of South Florida (USF) is pleased to accept the CXC Associate Degree as fulfilling 60 semester credits toward the Bachelor of Science in Applied Science (BSAS),” stated Bryan Anderson, Assistant Director, Office of Undergraduate Admissions at USF. “As one of the most diverse universities in the United States, it is our hope that through this agreement, an even larger population of students from the Caribbean will enroll at USF.”

According to the agreement, the Fort Lauderdale-based institution will also “ensure that the Office of Admissions, Office of the Registrar, academic advisors and other relevant internal entities of USF are aware of this MOU and its provisions.” In addition USF will provide a central point of contact to address transfer issues and concerns of students with CXC/CAPE credentials/credits.

CXC will provide a central point of contact at its office to advise USF of any substantive changes in the content of CAPE syllabuses, objectives or assessment measures.

CXC has undertaken to maintain the level of academic rigor and content coverage as outlined in the CAPE syllabuses reviewed and in effect on the date of the agreement.

CXC will also provide timely and accurate certification of CAPE Units completed for each student who applies to USF.

*Visit USF International Admissions  
office online at [http://usfweb2.usf.edu/  
Admissions/International/](http://usfweb2.usf.edu/Admissions/International/)*





# Improved Performance at CSEC Continues in 09

For the third consecutive year, performance in the May/June sitting of the Caribbean Secondary Education Certificate (CSEC) examinations has shown an upward trend. This year 66 percent of the subject entries achieved Grades I to III, the acceptable Grades at CSEC. This compares favourably with 62 percent in 2008 and 60 percent in 2007. The overall improved performance was helped by improved performances in 20 subjects this year compared with a decline in 14 subjects and two subjects remaining steady. The subject with the largest percentage improvement was Typewriting, which saw a 28 percentage point improvement in performance. This year 59 percent of the candidates achieved Grades I to III compared with 31 percent last year. This is the final year Typewriting is being offered as it has now been replaced by Electronic Document Preparation and Management. The best overall performance was in Physical Education and Sport with 96 percent of the entries achieving Grades I to III. This was followed by Electronic Document Preparation and Management with 89 percent; Theatre Arts and Integrated Science, both with 88 percent; and Food and Nutrition, Home Economics Management and Information Technology (General) all with 87 percent of the entries achieving acceptable grades.

## IMPROVED ENGLISH PERFORMANCE

Performance on English A passed the 50 percent mark for the first time in three years. Fifty-six percent of entries achieved Grades I to III this year compared with 46 percent last year. Notwithstanding the improved performance in English A, the Examining Committee pointed out that when questions require candidates to make "assessments and judgments, there is a sharp decline in performance." Performance in English B also improved, with 53 percent of candidates achieving acceptable grades this year compared with 48 percent in 2008.

## MATHEMATICS

Performance in Mathematics declined this year with 40 percent of the candidates achieving Grades I to III, this compared with 47 percent achieving similar grades in 2008. There was however, an improvement in the quality of the results, with more candidates achieving Grade Is than in 2008.



Agricultural Science students

## SCIENCES

Of the three Natural Science subjects, performance improved in Chemistry with 78 percent of the entries achieving acceptable grades compared with 68 percent last year; performance remained the same on Biology (74 percent) and Physics (77 percent) of entries achieving acceptable grades. With reference to Chemistry, the Examiners said that while candidates perform fairly well, "performance on the aspects of the syllabus testing knowledge of Organic Chemistry continues to be very poor." CXC will be undertaking research this coming year on the teaching of Organic Chemistry to better advise on the instructional improvements that could result in greater performance. In making observations about the performance in the Biology examination, the Examining Committee said candidates "lack specific knowledge of important biological concepts, principles and structures and their functions." Both Agricultural Science offerings saw improved performance this year. Eighty-seven percent of entries for Agricultural Science (Double Award) achieved Grades I to III this year compared with 85 percent last year and for Agricultural Science (Single Award), 86 percent achieved acceptable Grades, compared with 84 percent last year. There was a 10 percent improvement in performance in Human and Social Biology. This year 78 percent of the entries

achieved acceptable grades compared with 68 percent last year. The Examining Committee noted improved performance on the section of the paper dealing with Genetics this year. In previous examinations, Genetics was pointed out as one of the weaknesses of candidates.

## BUSINESS

Performance in most of the business subjects declined this year with the exception of Principles of Business which saw 80 percent of the candidates achieving acceptable grades, compared with 75 percent last year. Performance in Principles of Accounts dropped from 64 percent in 2008 to 61 percent this year. In Economics, 63 percent of candidates achieved acceptable grades compared with 68 percent last year; performance declined marginally in Office Administration, from 82 percent last year to 81 percent this year and while performance in Electronic Document Preparation and Management was among the best overall, it declined when compared with that of 2008. This year 89 percent of candidates achieved acceptable grades compared with 95 percent last year. Candidate entries and subject entries both increased marginally this year. Candidate entries increased from 143 017 in 2008 to 143 489 this year, while subject entries climbed to 566 886 from 557 425 in 2008.



# Performance at CAPE Remains Steady

The performance of candidates in the May/June 2009 Caribbean Advanced Proficiency Examination (CAPE) remained on par with that of 2008 and 2007. Eighty-nine percent of the Unit entries submitted achieved Grades I to V, which are acceptable Grades at CAPE. Of the 46 Units examined, performance improved on 17 Units; declined on 20 Units, remained the same on eight Units and one Unit, Information Technology Unit 2, was examined for the first time.

## HIGHER ORDER SKILLS

In several of the Units, the Examining Committees reported that candidates demonstrated very weak higher order cognitive skills. "Candidates were severely challenged by questions which require higher order level competencies...few of them were able to earn many marks for application, analysis, synthesis and evaluation," one Examining Committee commented. Another Examining Committee recommended that "greater emphasis is needed in preparing candidates for items that access higher order cognitive skills." Similarly, another Examining Committee noted that students encountered difficulties in transferring and applying knowledge to solve problems.

## IMPROVED PERFORMANCE

Accounting Unit 1, Electronic and Electrical Technology Unit 2 and Geography Unit 2 were among the subjects with the most improved performance in 2009. Ninety-five percent of entries achieved Grades I to V on Accounting Unit 1, compared with 74 percent in 2008; 84 percent of the entries for Electronic and Electrical Technology Unit 2 achieved acceptable grades compared with 64 percent last year; and for Geography Unit 2, 94 percent of the entries achieved Grades I to V compared with 71 percent in 2008. Both Units of Management of Business saw improved performance. Performance on Unit 1 improved by 12 percent, with 90 percent of entries achieving Grades I to V compared with 78 percent in 2008 and a two-percent improvement on Unit 2. This year, 97 percent of the entries achieved acceptable grades compared with 95 percent last year. In spite of the improved performance in Management of Business, the Examining Committee is of the view that if certain strategies are adopted

candidates could achieve even better grades. One such measure the Committee recommended is for schools to "use teachers who are specialists in accounting to teach the accounting aspects of the syllabus or to allow guest lecturers to make presentations on different accounting core areas." Performance in both Computer Science and Information Technology declined this year, compared with their excellent performances last year. The Examining Committee attributed part of the decline in performance to weak Programming skills. While Law Unit 1 saw a minor improvement in performance, there was a decline in performance on Law Unit 2, which dropped from 70 percent of entries achieving acceptable grades in 2008 to 52 percent this year. "Candidates seem to find unstructured essay-type questions challenging," stated the Law Examining Committee. "...Too many candidates are unfamiliar with basic legal concepts and principles. This results in their drawing conclusions which are neither based on nor supported by the wide body of cases and other sources which are available from recommended resource material."

## GROWTH

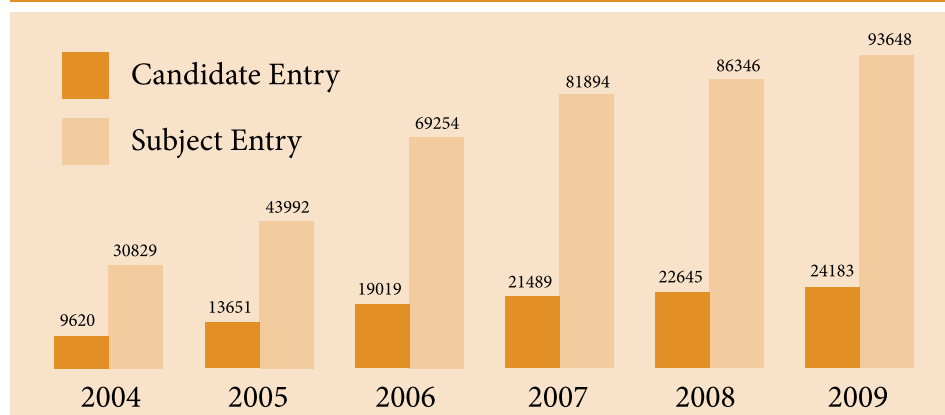
Both candidate entries and Unit entries for CAPE continue to grow. This year there was a six percent increase in the number of candidates registering for the CAPE. Some 24 183 candidates registered for the examination compared with 22 782 candidates last year. There was also

an eight percent increase in the number of Unit entries submitted. Ninety-three thousand, six hundred and forty-eight Unit entries were received this year compared with 86 360 Unit entries last year. The two subjects with the highest entries continue to be Communication Studies with 11 407 and Caribbean Studies with 9 546. Pure Mathematics Unit 1 passed the 5000 entries mark this year with 5 630 entries compared with 4 996 last year, while Management of Business Unit 1 is fast approaching that landmark with 4 773 entries this year.

## CAPE TOP AWARDS

Candidates who satisfactorily complete seven CAPE Units in specified combinations are eligible for the award of one of the available nine CXC Associate Degrees. The seven Units include Caribbean Studies and Communication Studies and candidates must have achieved Grades I to V in each Unit. The Most Outstanding CAPE Performer will receive the Dennis Irvine Award, which Jordanna Deane of St Joseph's Convent, Port of Spain, Trinidad and Tobago won in 2008. In addition, CXC also offers awards for outstanding performance in Business Studies, Computer Science, Environmental Science, Humanities, Mathematics, Modern Languages, Natural Sciences and Technical Studies. The Eric Williams Memorial Collection offers the Eric Williams CAPE Prize in History for the Most Outstanding CAPE History candidate.

## GROWTH OF CAPE ENTRIES





# Significant Increase in CCSLC Population

Subject entries for the Caribbean Certificate of Secondary Level Competence (CCSLC) have passed the 60-thousand mark in this the third sitting of the examination. In fact, subject entries for 2009 tripled when compared with entries for 2008. This year 60 393 subject entries were received, compared with 19 048 entries last year. Candidate entries have also grown at almost 300 percent this year. This year 21 563 candidates wrote the examination compared with 7 839 candidates in 2008 and 2 669 in 2007, the first year the examination was offered. Mathematics has overtaken English as the subject attracting the most entries. This year, 17 847 entries were submitted for Mathematics compared with 5 903 entries last year. Some 17 215 entries were submitted for English this year compared with 5 922 last year. There was an almost four-fold growth in entries for Social Studies and Integrated Science. For Social Studies there were 12 353 entries this year, compared with 3 367 entries last year, while for Integrated Science 10 455 entries were received this year compared with 2 807 entries last year. Entries for Spanish, though relatively small, doubled

this year with 2 143 compared with 831 entries in 2008. The entries for French improved slightly from 226 last year to 380 this year.

## PERFORMANCE

The overall performance of students declined this year. This year 54 percent of the entries received acceptable grades which are Mastery and Competent, with 6.21 percent achieving Mastery and 47.87 achieving Competent. This compared with an overall performance of 61 percent of the entries achieving acceptable grades last year. Last year, 10.58 percent of entries achieved Mastery, while 50.60 percent achieved Competent.

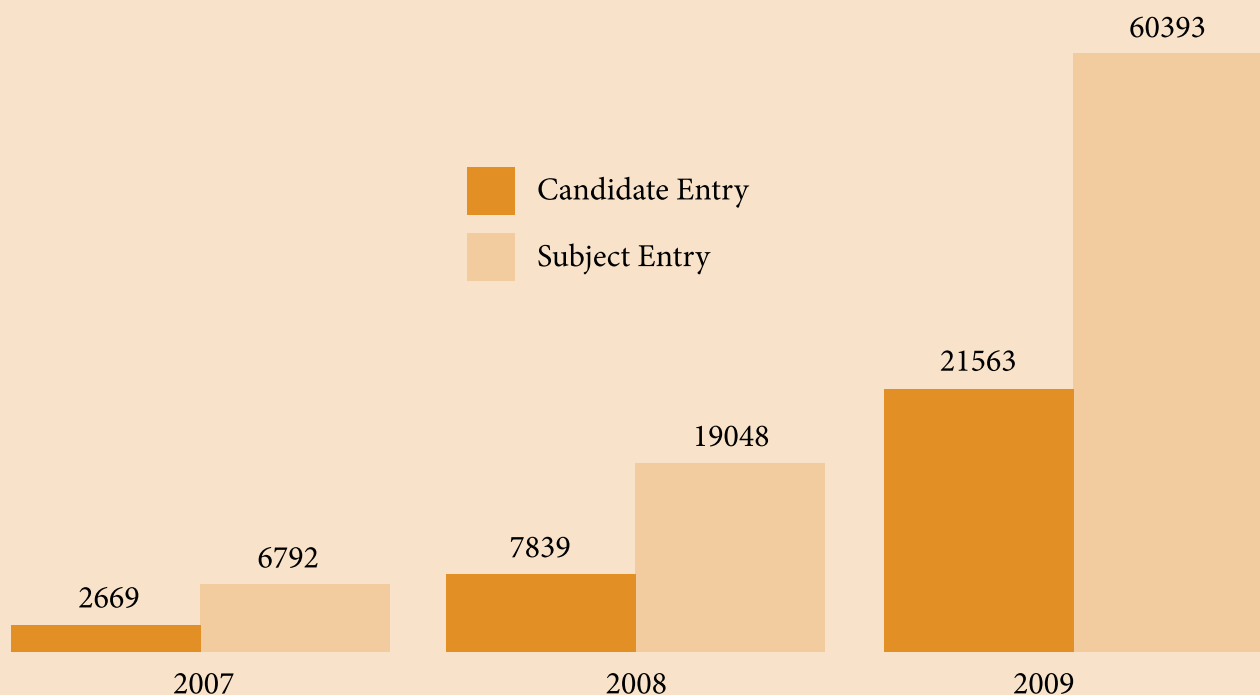
Performance improved in French, Integrated Science and Spanish and declined in English, Mathematics and Social Studies. For French overall performance jumped from 45 percent in 2008 to 80 percent this year, with 13.9 percent of entries achieving Mastery and 66.2 percent achieving Competent. Performance in Integrated Science improved from 50 percent last year to 51 percent this year, while for Spanish there was a 10 percentage improvement in

performance. Forty-eight percent of the entries achieved acceptable grades this year compared with 38 percent last year. Performance in English dropped from 70 percent in 2008 to 59 percent this year. Also significant was the drop in the percentage of students achieving Mastery, from 15 percent last year to seven percent this year. For Mathematics, performance fell from 54 percent in 2008 to 46 percent this year and for Social Studies there was an eight percent decline; from 70 percent in 2008 to 62 percent this year.

## MORE TERRITORIES ON BOARD

Eleven Participating Territories submitted candidates for the CCSLC this year, five more than in 2008. The new territories offering candidates this year are British Virgin Islands, Cayman Islands, Dominica, Montserrat and Saba. Jamaica continues to be the largest subscriber to the examination with 16 247 candidates, followed by St Vincent and the Grenadines with 1 651, Dominica 1 463, St Kitts/Nevis 1 002 and Antigua and Barbuda 453 candidates.

## GROWTH OF CCSLC ENTRIES





CXC's current headquarters



## BARBADOS PARLIAMENT APPROVES LANDS FOR CXC HQ

CXC's future home



*The Barbados Parliament debated and passed a resolution to vest a portion of land to the National Insurance Board of Barbados for the construction of a Headquarters for CXC. The resolution was unanimously passed by both Houses of Parliament in May this year before Parliament went on its summer break. Below is the resolution which was debated and passed.*

**RESOLVED** that Parliament in accordance with section 5 of the *Crown Lands (Vesting and Disposal) Act*, Cap. 225 approve the lease to the National Insurance Board, a corporate body established by section 3 of the *National Insurance and Social Security Act*, Cap. 47, of the parcel of land, the property of the Crown, situate at Prince Road, Pine Plantation Road in the parish of Saint Michael in this Island and more particularly described in the First Schedule to this Resolution, on the terms and conditions set out in the Second Schedule hereto to facilitate the construction of the headquarters of the Caribbean Examinations Council (CXC).

### FIRST SCHEDULE

**ALL THAT** land the property of the Crown situate at Prince Road, Pine Plantation Road in the parish of Saint Michael in this Island containing by admeasurement 8,893.9 square metres or thereabouts and abutting and bounding on three sides on lands of the Government of Barbados and on a public road known as Prince Road or however else the same may abut and bound as shown and delineated on a plan certified on the 22<sup>nd</sup> day of November, 2005 by N. St. C. Hunte, Land Surveyor and recorded in the Lands and Surveys Department on the 23<sup>rd</sup> day of November, 2005 as Plan No.1477.

### SECOND SCHEDULE

#### Terms and Conditions

1. The lease shall be for a period of 99 years
2. The rent shall be \$1.00 per annum payable yearly in advance.
3. The purpose of the lease is to facilitate the construction of the headquarters building for the Caribbean Examinations Council (CXC).
4. The lessee shall not assign, demise, underlet or otherwise part with possession of any part thereof without the consent of the landlord.
5. The lessee shall have the right to mortgage and encumber its leasehold interest.

On the 7<sup>th</sup> day of May, 2009 Cabinet agreed, inter alia, to lease to the National Insurance Board the parcel of land described in the First Schedule hereto for a period of 99 years to facilitate the construction of the headquarters building for the Caribbean Examinations Council (CXC). The approval of Parliament is now sought for the lease to the National Insurance Board of the parcel of land more particularly described in the First Schedule hereto on the terms and conditions set out in the Second Schedule in accordance with the provisions of section 5 of the *Crown Lands (Vesting and Disposal) Act*, Cap. 225.



## TNT GOVERNMENT REMOVES FEES FOR PRIVATE CANDIDATES

As of 2010, residents of Trinidad and Tobago wishing to write CXC examinations as private candidates will no longer have to pay fees. The Ministry of Education in a recently issued press release announced that with effect from January 2010 "all fees, in respect to registration for Caribbean Examinations Council (CXC) examinations will be removed for nationals and others who register as private candidates."

The release further stated, "the Ministry of Education will meet all the examination related costs, except late entry fee associated with the Caribbean Examinations Council examinations for private candidates."

According to the Ministry's release, private candidates will pay the full fee for late registration, charged by CXC, which is BDS\$50 or TT\$162.

The new policy will allow candidates a maximum of two free registrations per subject.

Based on last year's private registration figures the Ministry is expected to spend approximately TT\$6.6 million as a result of this initiative. "It is the Ministry's stated intention to further encourage the citizens of Trinidad and Tobago to develop themselves, through education, and the removal of fees for private candidates in 2010 will serve to bolster this resolve," the press release stated.

In 2009, 53 percent of the CSEC candidates from Trinidad and Tobago were over the age of 18 years. This suggests that more than half of the candidate population is private candidates. Some 5 226 candidates were over 18 years and 11 285 candidates were over 19 years.

The decision to remove the fees for private candidates was taken in September 2009 and is in alignment with the Government's Vision 2020.

"In this vision, the Government wants to provide free, available seamless education from preschool to tertiary years," explained Khadine Brathwaite, CXC Local Registrar in Trinidad and Tobago. "Everyone who is willing to improve himself educationally and who is a national of Trinidad and Tobago is eligible to benefit from this."

Brathwaite told *The Caribbean Examiner* that reaction to the announcement has been overwhelming.

"Our offices were cramped with people on the last week of registration. The estimated number of persons registered to write the examinations privately is 30,000 people, the largest in our history," she concluded.



# CXC wants to nip PLAGIARISM IN THE BUD

*“The Council would like to encourage parents to provide guidance to their children in the preparation of the SBAs and IAs, but not to do the work for their children as it robs them of an excellent learning opportunity,”*



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**Plagiarism:** The use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

In recent times there has been concerns expressed about the authenticity of some **School Based Assessment (CSEC)** and **Internal Assessment (CAPE)** submitted by candidates. At the heart of the concerns is the issue of plagiarism; the illegal use of other people's work, be it from the Internet, texts or previous SBA projects submitted.

The Council's position is stated clearly in the *Handbook for Principals* under the section, *Notice to Candidates*. It states: "Principals are advised to hold briefing sessions for candidates immediately prior to the start of the examination period to reinforce their knowledge of the provisions of the Council's regulations which govern their conduct. Candidates should be made aware of the following examples of misconduct and the penalties for involvement in such activities."

The document goes on to state as one of the examples, "Plagiarism, for example, in SBA assignments and artwork."

Another example cited by the regulation is: "Copying from or collusion with another candidate(s) in the examination room in one examination paper."

The penalty for any such act is "cancellation of the results in the subject(s). If the evidence in the script(s) indicates that the candidate(s) copied from was/were party to the copying/collusion, the same penalty is imposed."

## REGISTRAR'S COMMENTS

"The Council has seen some signs that some students may not have carried out some of their IA/SBA assignments themselves," **Dr Didacus Jules**, CXC Registrar, stated. "While this is not a widespread practice, the Council would like to nip it in the bud as we know the majority of students work hard and prepare excellent SBA and IA projects for CSEC and CAPE respectively." Dr Jules has appealed to teachers and parents to be vigilant in ensuring their students are actually doing the work they submit to them. "The Council would like to encourage parents to provide guidance to their children in the preparation of the SBAs and IAs, but not to do the work for their children as it robs them of an excellent learning opportunity," the Registrar said.



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# CXC opens digital printery



Myra Mazara-Stradford, Xerox Business Development Manager is assisted by Dr Jules as she cuts the ribbon to officially open the new printery. BBM's George Connolly looks on

Monday 27<sup>th</sup> September 2009 will be remembered as a red-letter day in the history of the Caribbean Examinations Council (CXC). This was the day the CXC's printing operations moved from the Stone Age to the digital age; from a Heidelberg to a HLC 128.

On that September morning, **Dr Didacus Jules**, Registrar of CXC and **Myra Mazara-Stradford**, Business Development Manager at Xerox, cut the ribbon to officially open the new state-of-the art printery in front of the flashing bulbs of the media and to the applause of CXC staff and members of staff of Barbados Business Machines, agents in Barbados for Xerox.

The new CXC digital printery consists of a suite of new generation equipment from Xerox. These include **Docutech 128 HLC** which prints 128 pages per minute in colour; the DocuColour 5000 which prints 50 pages per minute in colour in all sizes; the 8254E wide-format printer, which prints large banners and posters on canvas or paper up to 54 inches wide. The new facilities also include a CP Bourg perfect binder.

"Welcome to the future...and it is now!" Dr Jules quipped to those gathered to witness the event. "The vision for the new CXC is one that works smarter and uses technology to drive efficiency."

The Registrar explained that the new printers will save the Council over BDS\$700,000 annually in printing costs. He said last year CXC printed almost three million impressions, excluding examination papers. A large percentage of that printing was outsourced, he added.

"It would take one full day (8 hrs) to do pre-press, print, collate, staple and trim 1,000 sets of 12 pages of A3 folded to A4 on the Heidelberg printer," Dr Jules noted, however, "on the Xerox HLC 128 it takes four to five hours."

He also explained that in the past, it took the staff of the Information Systems Division almost two days to print the result slips for the Caribbean Secondary Education Certificate (CSEC) examinations, but with the new printery the results were printed this year in half that time. "The savings in both staff time and financial cost which will accrue are significant," the CXC Registrar stated.

The printery will enable CXC to print several of the manuals and booklets at a fraction of the cost it paid in the past.

## CXC/BBM ALLIANCE

The new digital printery is one aspect of a strategic alliance between CXC and Barbados Business Machines (BBM). A Memorandum of Understanding between CXC and BBM was signed in April. The MOU, which runs for seven years, will see BBM supplying CXC with a





Noel Stephens, one of the CXC staff members who were trained at Xerox University, explaining the workings of one of the printers to the media and staff of CXC and BBM

number of multifunctional digital devices able to print, copy, scan and fax.

“Our partnership with BBM-Xerox involves a comprehensive provision of related services and digital Technologies,” explained Dr Jules. “What has been particularly attractive to us is that we have agreed a leasing regime that is affordable to us, that embeds a philanthropic rebate in the costing. This arrangement also means that our technology is kept current without the onerous upfront capital investment that purchasing would have involved. BBM has also committed to the supply of all consumables (including paper).”

CXC staff members working with the equipment are also to benefit from training provided by BBM and Xerox Corporation. In

preparation for the new printery, three members of the Production Division team, **Noel Stephens, Franky Worrell and Christopher Bannister** attended the Xerox University in Washington for one week. There, they received customized training in all aspects of the machines installed in the printery and are now Xerox-certified operators of the equipment.

One critical aspect of the MOU is the installation of Docushare CPX software. This allows CXC to securely share documents with its resource persons across the region and reduces the need for some resource persons to travel for face-to-face meetings.

The partnership also includes the creation of a CXC-branded schools’ yearbook for all secondary schools in the region. The yearbook



The Past: The Heidelberg Press used by CXC

is to be produced by BBM in conjunction with CXC for the various secondary schools and marketed to graduates of the high school. **George Connolly**, General Manager of BBM displayed a draft of the first copy of the yearbook at the opening of the printery. The first issue of the yearbook features the Christ Church Foundation School which is celebrating its bicentenary this year. “This partnership models the kind of strategic relationships that we are seeking to develop with private sector and other organizations,” the CXC Registrar noted. “It is based on mutual synergies, identifying and growing new opportunities that bring economic benefit, add education value and enable CXC to create new vistas of opportunity consistent with our mission and vision.”



Sandra Thompson, Assistant Registrar, EAD, Dr Gordon Harewood, Senior Assistant Registrar, Production and Susan Giles, Senior Assistant Registrar, EAD review one of the first CAPE pre-slips printed in the new printery



BBM's General Manager, George Connolly displays the first draft of the yearbook

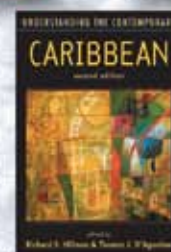
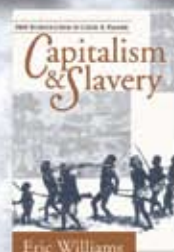
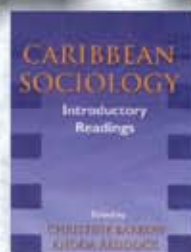
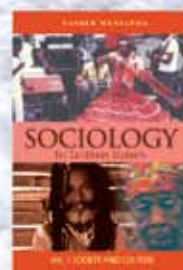
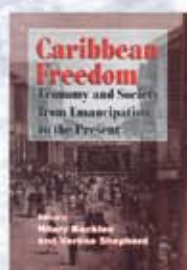
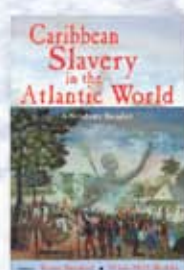
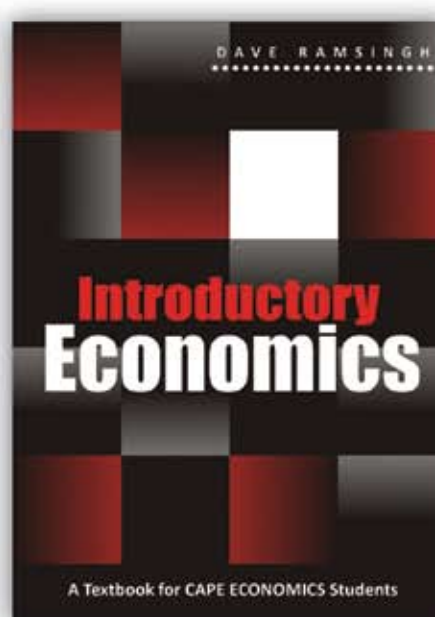
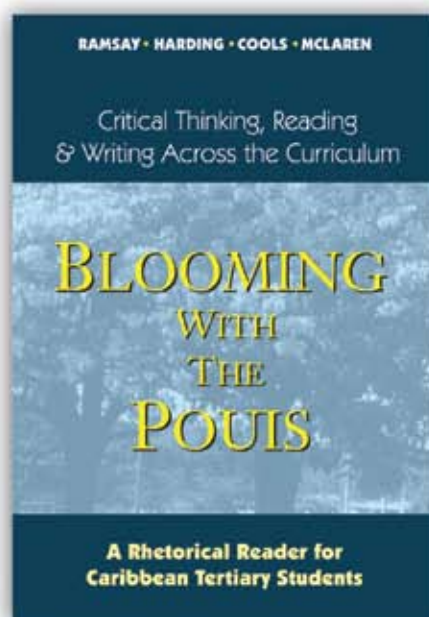
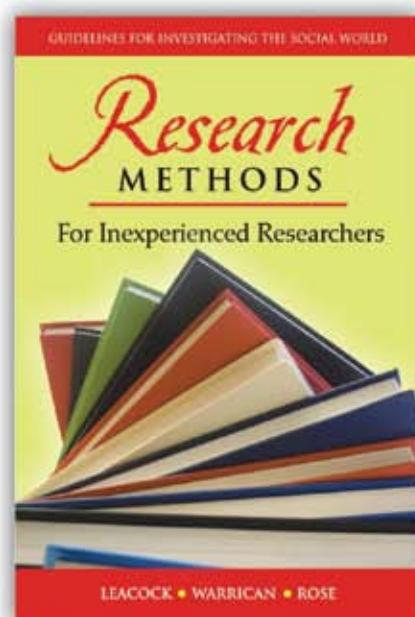


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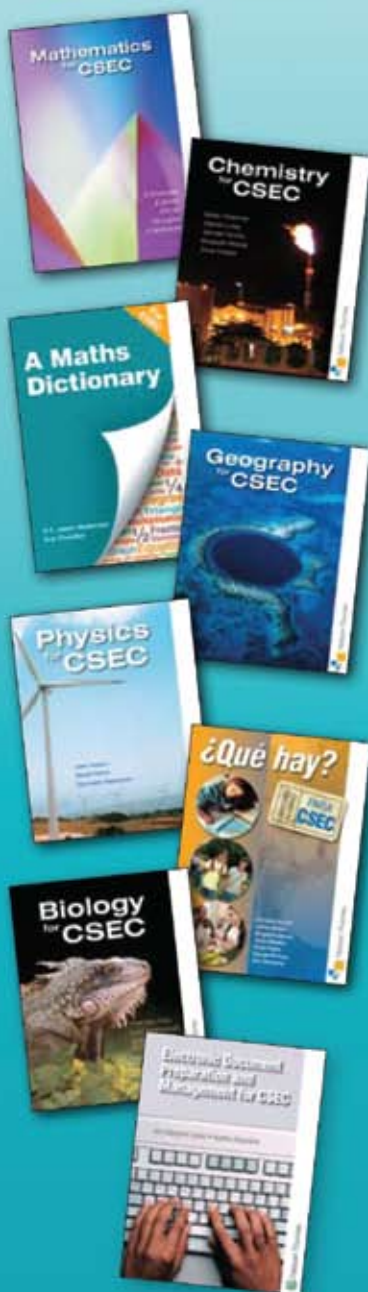


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