



THE CARIBBEAN

# EXAMINER

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ACCOMPLISHMENTS  
CONTINUING THE JOURNEY



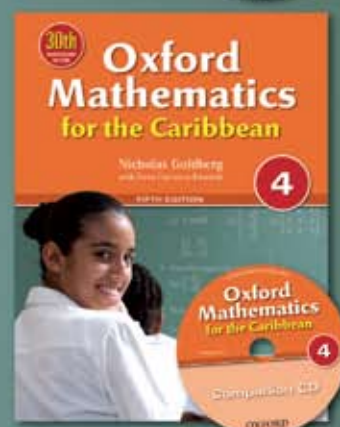
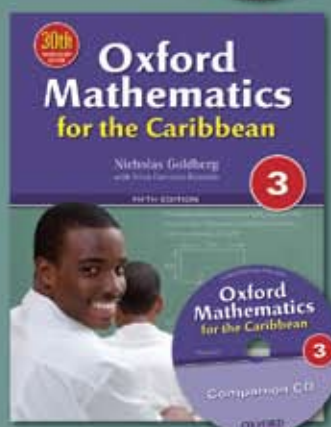
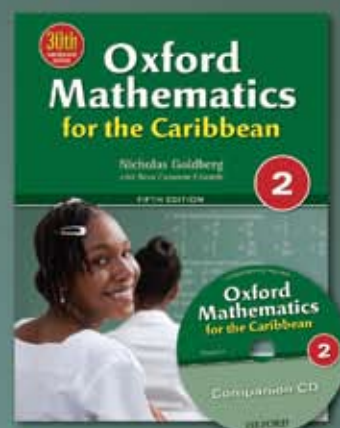
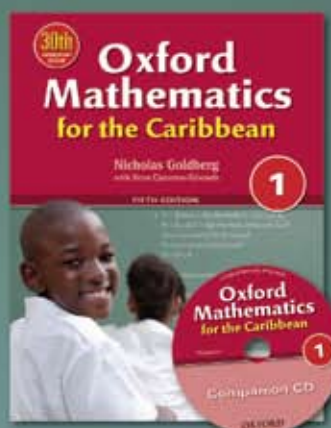
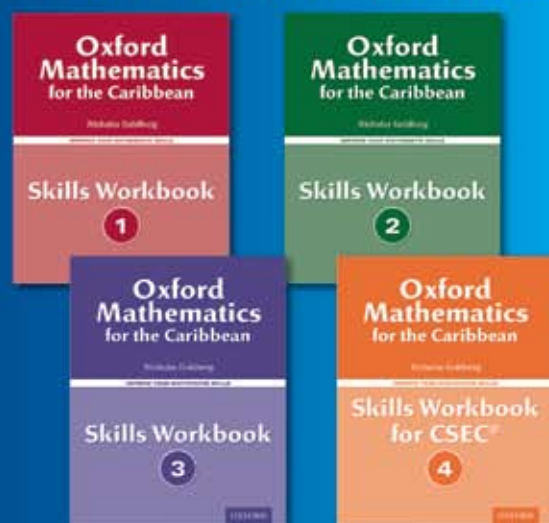
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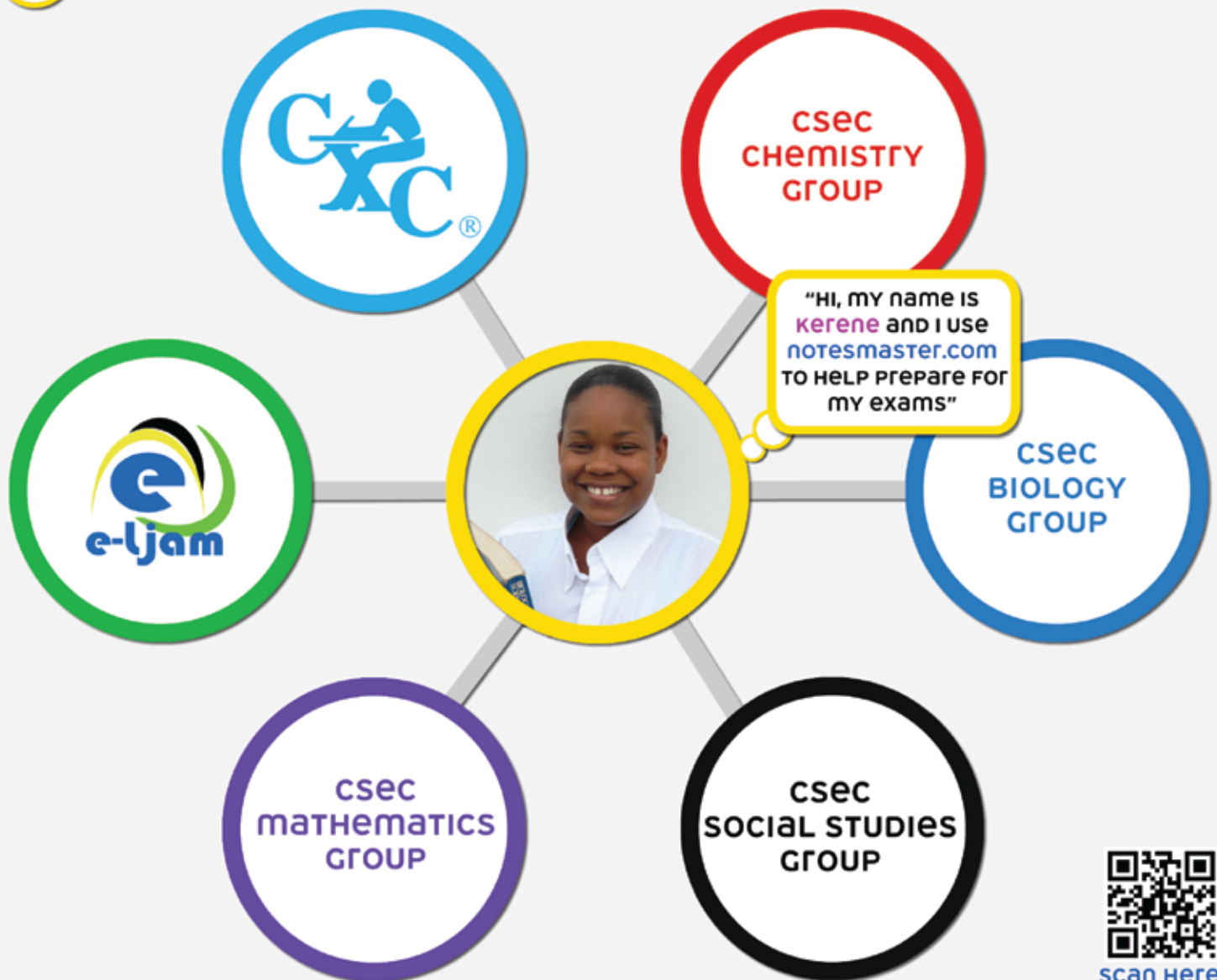
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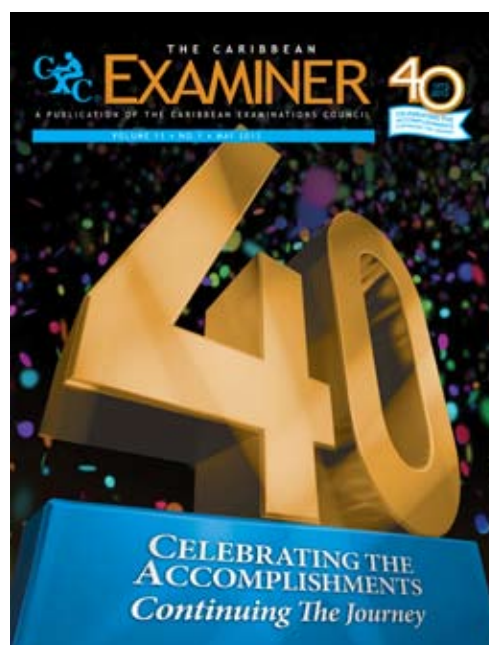
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### ABOUT THE COVER

Forty years is a significant milestone in the life of an institution, and as CXC celebrates this historic occasion, the Council takes the opportunity to reflect on the visionaries who created the institution and those who laid the foundation upon which CXC now stands. At the same time, CXC looks toward the exciting, but challenging journey ahead with confidence.

# The Caribbean Examinations Council An Instrument of Decolonisation

By Sir Kenneth O Hall

In celebrating the achievements of the Caribbean Examinations Council (CXC) since the Inaugural Meeting of the Council, cognisance must be taken of the prevailing conditions in the region in 1973. On reflection, the Council came into existence as part of the process of decolonisation in the Commonwealth Caribbean since the 1930s. This process led to the constitutional changes resulting in the independence of states of the Caribbean, thereby allowing them to enter the world stage as sovereign states. There was considerable optimism about the future embodied in the raising of national flags, the adoption of national symbols, the composition of new national anthems and membership in the United Nations and regional bodies.

Decolonisation is more than constitutional independence. It involves the reversal of the process of European imperial expansion with all its political, economic, social, cultural and racial consequences. In the Caribbean decolonisation and independence were expected to provide the framework for sustainable economic development, development of democratic institutions and significant improvement of the standard of living of the people. There were notions that independence would lead to the creation of a new Caribbean man that would be imbued with a distinctive identity, self-reliant and self-confident and equipped with the skills and competences to manage challenges of the new independent countries.

At the centre of this vision was the belief that education would be an indispensable instrument for the transformation of the Caribbean people and the building of a new civilisation. The Caribbean Examinations Council (CXC) was created to give voice and concreteness to those aspirations. There was consensus that without the Caribbean's ability to construct its own curriculum, develop its own pedagogical methodologies and appropriate content to respond to the needs of the Caribbean people decolonisation would be incomplete. The challenge was how to devise a system that would replace the entrenched colonial education



*“CXC was expected to facilitate the development of the human resources for Caribbean development, provide the training for the leaders of the Region and serve as the intellectual and ideological apparatus to nurture our identity as a Caribbean people.”*

structure. There was considerable dissatisfaction with the overseas system of examinations and syllabi that were not considered relevant to the needs of the developing societies in the region. Specifically it was felt that that system did not provide for the involvement of the teachers who were the major players in the delivery of education and catered almost exclusively to the needs of an academic elite.

One of the remarkable aspects of the background of the creation of CXC was that although independence had been achieved in most of the territories that would eventually become members of the Council, the alternatives for the education system were presented as between the English overseas system and a regional structure, not a national system.

The explanations for the choice of a Regional system can be found in the strength of the regional ideology that had taken hold of the region. The ideology of integration exemplified in the phrase “integrate or perish” was widely adopted by the framers of the treaty establishing the Council. It will be recalled that the Treaty of Chaguaramas establishing the Caribbean Community and Common Market (CARICOM) was signed in 1973. The Treaty provided for cooperation in three areas—Economic Integration, Functional Cooperation and Coordination of Foreign Policy. The motivation for establishing integration among the countries of the Region rested on the conviction that given the small geographic size, small population, openness of economies, the prevailing patterns of trade, the uncertainties in the global environment, integration was the only option if these countries were to remain viable and provide their populations with a decent standard of living and the opportunity to create a Caribbean identity and civilisation.

The Caribbean Examinations Council (CXC) was a direct outcome of these beliefs and this vision. To ensure that it became an instrument of decolonisation, CXC adopted a mission that would provide the Region with “syllabuses of the highest quality; valid and reliable examinations and certificates of

## CXC: An Instrument of Decolonisation

international reputation for students of all ages, abilities and interests". In addition it was mandated to provide "services to educational institutions in the development of syllabuses, examinations and examination administration, in the most cost effective way." CXC was given an all-inclusive mandate "to conduct such examinations as it may think appropriate and award certificates and diplomas on the results of examinations so conducted".

Beyond the specific examination role, CXC was expected to facilitate the development of the human resources for Caribbean development, provide the training for the leaders of the Region and serve as the intellectual and ideological apparatus to nurture our identity as a Caribbean people. As an indication of its continued role as an instrument of decolonisation, the current Registrar has redefined the new vision as one that seeks to "reposition the organisation as the leading certification body for the Region, and its new mission is to assure the global intellectual competitiveness of the Caribbean."

One of the distinctive features of CXC from the beginning was the broad based involvement of its stakeholders. There are sixteen participating states on the Council. The Council is composed of the Vice Chancellor and three other representatives from The University of the West Indies, the Vice Chancellor and one representative from the University of Guyana, two government representatives each from Barbados, Guyana, Jamaica and Trinidad and Tobago, one representative from each of the other participating governments and one representative of the teaching profession appointed by each National Committee from among its members. Of equal significance is the involvement of over two hundred and forty persons in subject panels and over one hundred and forty in examination committees with many teachers and research persons participating in a range of other activities.

There can be no doubt that at its inception CXC attempted to address the dissatisfaction

felt by teachers and stakeholders about their exclusion from the process as experienced during the colonial period. These frequent meetings have created a network of teachers to share ideas and resources that have contributed to the development of teaching and learning. There is also an indigenous capacity building for curriculum development, measurement and evaluation across the region.

One of the central concerns of nationalists before independence was the restrictive curriculum offered in the secondary schools. During the past forty years CXC has aggressively addressed that concern moving from five subjects in 1979 to over thirty subjects at the CSEC level in 2013. Of great importance in this expansion of subjects has been the consultation with policy makers and educators resulting in new courses being offered to meet emerging needs of the society. Among these new subjects are Physical Education and Sport, Music, Theatre Arts, Human and Social Biology, Economics and Office Administration. The successful implementation of the Caribbean Advanced Proficiency Examination – CAPE, is further evidence of the realisation of a vision to create examinations appropriate to the needs of the Caribbean. From its introduction in 1998 when five units were examined to forty four units in twenty five subjects in 2010 the CXC has continued the rapid expansion of its examinations in response to the growing demands of the candidates in the Region.

It should be evident by now that the vision, mission, structure and operation of the Caribbean Examinations Council (CXC) reflect the overwhelming desire on the part of the Caribbean people to create indigenous institutions to support their quest for dignity and freedom. The success of the organisation can be measured by tangible and concrete outcomes. The inclusion of Caribbean topics and subjects in the curriculum has been a major plank in the decolonisation of our education system over the past forty years. The wide

acceptance of the examinations in the Region and recognition internationally signal that the Caribbean people, through cooperation, are able to build institutions that can project their sense of achievement at the regional and international level. The rapid introduction and use of technology within the organisation not only promoted efficiency but have placed it on the cutting edge of examination bodies globally. For all these reasons it is reasonable to conclude that the Caribbean Examinations Council (CXC) which was established to give expression to Caribbean desire for freedom and self-definition has delivered on its mandate over these forty years.

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**“Decolonisation is more than constitutional independence. It involves the reversal of the process of European imperial expansion with all its political, economic, social, cultural and racial consequences.”**

*His Excellency, The Most Honourable Kenneth Hall, ON, OJ is a Historian; former Pro Vice Chancellor and Principal of UWI's Mona Campus and former Chairman of CXC from 2002 - 2006.*

# The First Meeting of the

The Inaugural Meeting of CXC was held on 11 and 12 January 1973 at Marine House in Barbados.  
Here is a snapshot of the delegates who attended the historic meeting.



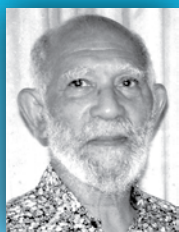
The University  
of the West Indies



Bruce St. John



Dr O R Marshall



Dr F R Augier



Dr R O Fletcher



The University  
of the Guyana



Dr Jacob Bynoe



Dr Dennis Irvine



Antigua and  
Barbuda



J H Knowles



T A Lee



Barbados



Algernon Symmonds



Rudolph Goodridge



Charlie Best



Belize



Louis Sylvester



S A Satchwell



British Virgin Islands



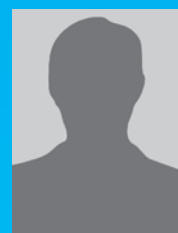
Charles Wheatley



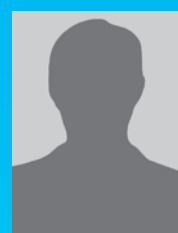
George Clough



Cayman Islands



Islay Connolly



F A Terry



Grenada



Nicholas Brathwaite



Leland E Jones



Dominica



Belgrave Robinson

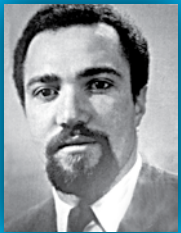


Olive Harris

# Council: **Who attended?**



Guyana



**M T Lowe**



**G O Fox**



**Olga Bone**



Jamaica



**Fay Saunders**



**P W C Burke**



**F W Fagan**



Montserrat



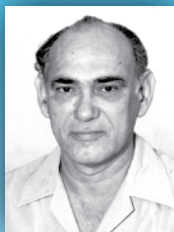
**Kenneth Lee**



**Alfreda Meade**



St Kitts / Nevis / Anguilla



**Anthony Ribeiro**



**Constantine  
Richardson**



St Lucia



**George Theophilus**



**Kenneth Combie**



St Vincent and  
the Grenadines



**Walden Ryan**



**Audley Morgan**



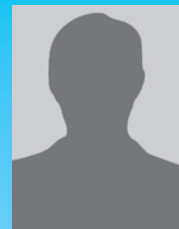
Trinidad & Tobago



**Leon Leacock**



**Shirley Haynes**



**R G Aqui**



Turks & Caicos



**Canon Stanley Jones**



**Calvin Wallace**



The Bahamas  
(Observer)

**Hon. Liverstone Coakly  
Hon. Lionel Davis  
Mr Gurth W Archer**

QUOTES FROM THE INAUGURAL MEETING OF COUNCIL

## Mr William Demas

*Secretary-General of the Commonwealth Caribbean Regional Secretariat (now CARICOM)*

ADDRESS BY MR. WILLIAM DEMAS, SECRETARY-GENERAL OF  
THE COMMONWEALTH CARIBBEAN REGIONAL SECRETARIAT  
AT INAUGURAL MEETING OF CARIBBEAN EXAMINATIONS COUNCIL  
(11th January, 1973 - Barbados)

The year 1973 will be a very significant one for Caribbean Cooperation. For this year will see the establishment of the Caribbean Community and Caribbean Common Market. It is therefore fitting that the Caribbean Examinations Council should be launched at the very beginning of the year 1973.

Today I take this opportunity of welcoming you to the Inaugural Meeting of the Caribbean Examinations Council. This occasion might be regarded as a watershed in the history of education in the Commonwealth Caribbean. It not only climaxes a period of over a decade of negotiation, discussion and deliberation concerning one of the vital social needs of our societies, but more importantly it also marks the initiation of a Caribbean-controlled system of examinations that has enormous possibilities for educational, social, cultural and economic development in the Region.

The ill effects on West Indian education in general and secondary education in particular of a system of secondary school examinations run by alien examining bodies and based on syllabuses developed overseas and prescribed for use in the Region have for long been glaringly obvious. Some of the features of a system imposed on the Region from outside from colonial times cannot be tolerated in this age of West Indian cultural and intellectual independence. It is only natural that the Region should be taking steps to institute an independent examinations system.

However, the establishment of Council should not be seen as just a change of examining bodies, but as part of a conscious effort on the part of regional Governments to restructure, redirect and re-model the school systems of the Caribbean with a view to relating them to the environment, the problems and needs of our societies.

The Inaugural Meeting of the Caribbean Examinations Council was held on Thursday 11 January 1973 at Marine House. Mr William Demas, then Secretary-General of the Commonwealth Caribbean Regional Secretariat (now CARICOM) gave an address at the meeting. The following is Mr Demas' brief address.



*"At national level, this Council, unlike the overseas Examining Bodies, will not preside over educational systems, will not dictate and determine school curricula, but will respond to the needs of the West Indian countries as they rise from time to time."*



At national level, this Council, unlike the Overseas Examining Bodies, will not preside over the educational systems, will not dictate and determine school curricula, but will respond to the needs of the West Indian countries as they arise from time to time. It was for this reason that a number of Committees have been built into the structure of Council to ensure representation and involvement of the various interests concerned - particularly the teachers - in the conduct of operations.

At the regional level the Examinations Research Unit will have an important role to play in carrying out the on-going research needed to ensure compatibility of examinations set by Council with the goals and objectives of school syllabuses, conformity of school curricula to national goals and objectives and the validity and reliability of examination techniques.

The Regional Secretariat deems it a signal honour to have been involved in the preparatory work in the translation into reality of what seemed to be a great dream ten years ago. In this connection I would like to pay public tribute to Mr. Archibald Moore, the Secretariat's Education Adviser, for the untiring energy and dedication which guided his efforts on behalf of the Secretariat to have the Caribbean Examinations Council successfully established. I also wish to thank all those persons in the Region, especially the Ministers of Education, officials of Ministries of Education and University personnel, who during this period contributed in no small way to the creation of the Council.

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QUOTES FROM THE INAUGURAL MEETING OF COUNCIL

# The Right Excellent Errol Barrow

*Prime Minister of Barbados*

The Right Excellent Errol Barrow, former Prime Minister of Barbados delivered the feature address and declared the Inaugural Meeting of CXC open. The following are extracts from Prime Minister Barrow's speech.

"This new institution forges another link in the chain of Commonwealth Caribbean integration, a chain whose links have been increasing in number and in strength over the past ten years. It is, therefore, fitting that so early in the year 1973, which augurs well to be a year of challenge to the Caribbean Commonwealth and to its institutions that the Caribbean Examinations Council should begin to function.

The inclusion of the august Vice-Chancellors of The University of the West Indies and the University of Guyana and of other representatives from the two universities on the Council, has cleared the way for the kind of relationship between the Council and the regional Universities which has existed for many years between the Cambridge Examination Syndicate and the University of Cambridge, the Oxford and Cambridge Board and the University of Oxford and Cambridge, and the London School Examinations Department and the University of London. Further, the decision that one of the Vice-Chancellors must be elected Chairman for the first three years is an indication of the part



the signatories to the Agreement expect the Universities to play in this education venture.

Teachers in secondary schools of the Caribbean area now teach Caribbean children in their classrooms; but other teachers in a country three thousand miles away set the policy for examination and in fact examine and pass or fail these students. All of us here are products of

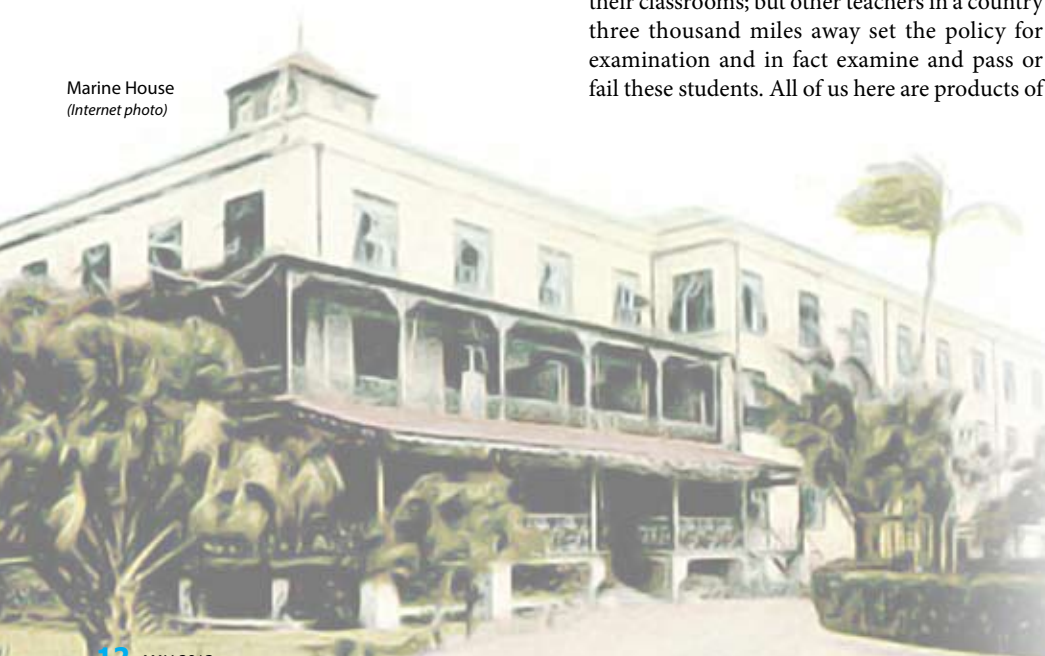
that system. I do not condemn it. It has served us well. But the time has come for Caribbean members of the teaching profession to take over full responsibilities for the complete educational process...

Our teachers will set examination papers for the testing of Caribbean pupils in what they themselves have taught. Our teachers will mark and assess the examination work done by Caribbean pupils and recommend pass or fail. The institution of this Council therefore gives the Caribbean teacher an opportunity to come of age – to take over fully the education of the young people of the Caribbean in the same way that the Caribbean Community is taking its economic destinies into its own hands. The success of the Caribbean Examinations Council will depend largely on the professional skills and the industry and the integrity of the teaching profession of the area. I have every confidence that our teachers are ready to accept the challenge.

I consider the Caribbean Examinations Council to be an instrument of change. It must eventually take over the External Examinations conducted by Overseas Examinations Bodies and it has to do this at a time when the concept of the examinations is changing, and the educational systems throughout the world are being overhauled to meet the needs of changing social structures.

The time is, therefore, ripe for us to take this step to Caribbeanize our education as well as the whole system of examinations which influence educational practice and methodology. I do not think that anyone imagines that the task of the Caribbean Examinations Council will be an easy one. This body will have to develop and master skills acquired by the Overseas Examinations Bodies after more than a century of trial and error. It will have to break down prejudices which blindly accept the imported as superior to the local product...Our own Examinations Council will serve an area in which a number of successful regional institutions have already evolved. There is every reason to believe that this new venture in education will also be successful."

Marine House  
(Internet photo)



# Archibald Moore – A CXC Architect

The history of the Caribbean Examinations Council cannot be written without the name Archibald Moore occupying a stellar position. Very often when people talk about the establishment of CXC, they speak about William Demas and Prime Minister the Right Excellent Errol Barrow of Barbados. However, it is safe to say that without the ground work of Archibald Moore there may not have been a CXC today. Such was the critical nature of his contribution.

At the Meeting of Ministers of Education of Commonwealth Caribbean countries and university representatives, held in Jamaica on 10 November, 1969, it was recommended among other things that: “the Guyana Government might second a suitable officer to the Regional Secretariat to undertake preparatory work, and that the Secretary-General might seek the approval of the next meeting of the CARIFTA Council for such action.”

The recommendation in respect of the secondment of a suitable officer to the Regional Secretariat was approved by the Fifth Meeting of the CARIFTA Council of Ministers held early in January, 1970.

Enter Mr Archibald Moore! On 2 March, 1970, Mr Moore, Superintendent of Examinations, Ministry of Education, Guyana, assumed duty at the Regional Secretariat to undertake preparatory work in connection with the establishment of the Caribbean Examinations Council.

From all reports, Mr Moore carried out his duties relentless. Mr William Demas, in his address at the Inaugural Meeting in 1973 stated, “...I would like to pay public tribute to Mr Archibald Moore, the Secretariat’s Education Adviser, for the untiring energy and dedication which guided his efforts on behalf of the Secretariat to have the Caribbean Examinations Council successfully established.”

In keeping with the terms of his assignment, Mr Moore prepared two working papers which were circulated to regional Governments during the month of March, 1970. Paper 1, entitled “Proposals for the Organisation of Preparatory Work to be Undertaken in Connection with the Establishment of a Caribbean Examinations Council”, presented proposals for the setting up of certain interim arrangements in the Territories and the establishment of machinery for communication between the Regional Secretariat and the Territories on matters relating to the preparatory work. Paper 2, entitled “Proposals for Positive Action towards the Establishment and Functioning of a Caribbean



*“...without the ground work of Archibald Moore there may not have been a CXC today. Such was the critical nature of his contribution.”*

Examinations Council”, attempted, on the basis of the time-table of action drawn up by the officials’ meeting of September, 1969, to programme the tasks needed to be performed in order to establish the Examinations Council and make it operational.

In preparation for consideration of the entire project at the Sixth Conference of Heads of Government of Commonwealth Caribbean Countries, a further revised Draft Agreement was circulated to Governments.

In preparation for the Sixth Conference of Heads of Government of Commonwealth Caribbean countries, it was also arranged for Mr Moore to visit some of the Territories to discuss with education officials the implications of the two papers circulated earlier. He visited and held discussions with education officials in Guyana, Trinidad and Tobago, Barbados and Jamaica.

CXC was therefore an agenda item at the Sixth Heads of Government Conference, held in Jamaica in April, 1970. Two working papers

prepared by Mr Moore were presented to the meeting: the revised Draft Agreement and a Report on his discussions with education officials in the territories he visited.

A Meeting of Commonwealth Caribbean Ministers of Education and University Representatives took place in Barbados in June, 1970. This meeting took some far-reaching decisions where regional cooperation on education is concerned. One resolution which was passed at the meeting was the establishment of an Education Desk at the Regional Secretariat. The Desk was tasked with “identifying areas for regional cooperation in education and to coordinate activities in such areas.”

With effect from 1st July 1970, an Education Desk was established within the Regional Secretariat with provision for an Education Adviser, one clerk and one Stenographer.

Naturally, Mr Moore took up the position as Education Adviser.

Responsibility for the activities connected with the establishment of the Examinations Council was assigned to the Education Desk as part of a programme of Regional Cooperation in Education and he worked with regional governments and other education stakeholders through to the inaugural meeting on 11 and 12 January 1973.

Speaking at the opening of the inaugural meeting, Mr Moore said the meeting signified the formal commencement of the operations of CXC, and “represents a significant new development in the history of education in the Commonwealth Caribbean.”

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## Tribute to Major Rudolph Daniel – First Registrar

*By Baldwin Hercules*

Following the establishment of the Council in 1973, staff needed to be recruited to manage the operations of this new regional entity. Major Rudolph Daniel was seconded from the Barbados public service to serve as the first Registrar. Baldwin Hercules, who joined the Council in 1976 pays tribute to the first Registrar.



The late Major Rudolph Daniel, the first Registrar and Chief Executive Officer of the Caribbean Examinations Council (CXC), was a Barbadian career public servant who was also committed to the Regional Integration

movement. His association with CXC during the period, 1 December 1973 to 31 December 1977 was his second assignment with a regional organization, the first being a stint with the defunct West Indies Federation in the 1960s. His knowledge and experience made him an eminently suitable choice to spearhead the procurement of office accommodation, recruitment of staff, equipping the office and development of the organisational structure in order to make the Council operational.

I joined CXC in July 1976, as the Junior Assistant Registrar, performing administrative duties under Major Daniel's direct supervision. It was a rewarding experience because of the special interest he took in my professional development. I was exposed to every aspect of the work at the Council's Headquarters and was given the necessary guidance commensurate with the limitations of my knowledge and experience. Prior to my arrival at CXC, my administrative experience amounted to two years as a trainee in two Ministries of the Government of St. Vincent and the Grenadines. I remember well the coaching in syntax, style, tone and political correctness. I was not the only beneficiary of his mentorship: the secretarial and clerical ranks also benefitted to an even greater extent. No doubt, the dedication and longevity of service of most of the early appointees to the Council's staff at Headquarters can be attributed to the esprit de corps which the Major sought actively to promote.

One could not but be impressed with the qualities which defined him as the consummate public servant. These included perseverance,

dedication, humility, compassion, honesty, trustworthiness, loyalty, sacrifice and kindness. On the other hand, his critics described him as overly cautious and obdurate at times.

On joining the Council, it was disheartening to note what I regarded at the time as lukewarm support for the Council's work by the stakeholders. It is fair to say that some of the staff, too, were not convinced that the examining programme would begin in 1979 as scheduled. It was easy for the Registrar to reassure staff that the schedule was possible, but not so easily, the external stakeholders. Major Daniel's perseverance and dedication were demonstrated in his efforts to persuade the Council to approve and fund a regional public information programme. His proposals for the programme were not wholly adopted by the Council, but at least his urgings caused the Council to make suitable arrangements for dissemination of information prior to the launch of the examinations in 1979 and in subsequent years.

In his relationship with the Council and its working Committees, his humility was evident. He accepted the decisions of the Council, and though not always in agreement, implemented those decisions to the best of his ability. The records of the meetings of the Administrative and Finance Committee and the Council in particular make for very interesting reading, as they set out in the Major's own inimitable style, the diverging and contending views of a CEO and his 'Masters' and the decision-making process in those early days.

Major Daniel's compassion and kindness were evident to those of us who were recruited from overseas. Beyond the call of duty, he made extraordinary efforts through his personal contacts to find us comfortable and affordable housing, thereby easing some of the difficulties normally encountered in any settling-in period. My family and I remain grateful to him in this regard.

Major Daniel left the Council, but as testimony to his loyalty, he watched its progress with interest. On several occasions, in our casual

encounters, he would congratulate the Council and its staff on the progress made in spite of the headwinds. Of course, he would also have his say on how things could have been done differently and with greater efficiency.

Major Daniel demonstrated his creativity and knowledge in two important areas. His filing system has served the Council well. It facilitates reference to all of the topics related to the work of the Council and today undergirds the Council's comprehensive archives dating back to 1973. I am told that in recent times the system has been proven as a research historian's delight. This is no surprise to me as I recall the remarks of a Consultant from the Scottish Qualifications Authority engaged by the Council in 1977 to assess the state of readiness for the launch of the examinations in 1979: "*I was impressed by the Registrar's office organization and by his filing system which is as good as any I have seen anywhere, including our own.*" The Staff Rules are also a significant legacy. These Rules have been tweaked over the years as a consequence of changing labour laws and practices, but the Major's draft represents the core of the existing rules and has served both the Council and staff well over the years. It is noteworthy that this work was completed in the weeks immediately following the end of Major Daniel's contract even though he was under no obligation to do so, once his tenure had officially ended. I saw the effort as a mark of his dedication, trustworthiness and loyalty.

Albeit brief, Major Daniel's tenure at CXC was productive. He has had a defining role in the establishment of the organisation in spite of the difficulties he faced. He started it from scratch and persevered, and through his contributions in areas such as human resource management and development and office organisation and management, has helped to establish it as the successful regional organisation and household name it is today.

*Baldwin Hercules served the Council from 1976 to 2008 when he retired as Senior Assistant Registrar-Examinations Administration Division.*

# The First Phase – Tribute to Sir Roy Marshall

*By Sir Keith D Hunte*



The Council held its inaugural meeting in Barbados in January 1973 under the Chairmanship of Professor O R Marshall, Vice Chancellor of The University of the West Indies. Mr A W Symmonds, Permanent

Secretary in the Ministry of Education in Barbados was elected Deputy Chairman. The Council established its principal standing committees, the Administrative and Finance Committee and the School Examinations Committee and put in place a procedure for the identification of a suitable candidate for appointment to the position of Registrar. In November, 1973, Major Rudolph Daniel assumed duties as Registrar, on secondment from the Public Service of Barbados, and the business of the Council was conducted from temporary accommodation within the Ministry of Education in Bridgetown.

The Council held its second meeting in Georgetown, Guyana, at the CARICOM Secretariat on 31 January 1974. At that meeting the Chairman intimated that he would shortly be resigning from the office of Vice Chancellor, and that it would be appropriate for the Council to identify his replacement in order to ensure a smooth hand-over of responsibilities. By acclamation, Council appointed Dr Dennis Irvine, Vice Chancellor of the University of Guyana to succeed Professor Marshall for the unexpired portion of the latter's tenure which would end in December, 1975.

Fortuitously, in his capacity of the first Chairman of the School Examinations Committee, Dr Irvine had already become immersed in the challenging task of developing and implementing a critical part of the Council's agenda, planning and implementing the wide range of initiatives preparatory to the Council's being put in a position to offer its first set of examinations.

Professor Marshall had succeeded Sir Philip Sherlock as Vice Chancellor of The University of the West Indies in 1968. A distinguished legal scholar and an experienced administrator, Professor Marshall had resigned his post as Professor of Law at the University of Sheffield to assume duties as Vice Chancellor. During his tenure, the inter-governmental agreements that paved the way for the establishment of the Faculty of Law at UWI and the establishment of the Council of Legal Education mandated to manage

the Norman Manley Law School in Jamaica and the Hugh Wooding Law School in Trinidad and Tobago were put in place. An interesting feature of the plan for the articulation of the delivery systems for legal education was that Part I of the LLB programme would be accessible to students attending any of the three campuses of UWI and the University of Guyana.

Shortly after taking up office as Vice Chancellor, Professor Marshall welcomed the opportunity to assist with the preparatory work that had to be done under pressure to build regional support for the CXC project and to ensure that as soon as possible after the necessary inter-governmental agreement had been put in place, the project would be launched.

The Council appointed members of the Administrative and Finance Committee and delegated certain powers to it. The Council co-opted Professor R N Murray, Dean of the School of Education at The University of the West Indies, and Dr James Maraj, Assistant Secretary-General of the Commonwealth Secretariat, to assist with its work.

The Council agreed to seek the advice of the School Examinations Committee on the areas of research that might be necessary for the efficient performance of the Council's operations and on the nature of relations to be established between the Council and the overseas examining bodies during the transition period. By acclamation, Council appointed Dr Dennis Irvine, Vice Chancellor of the University of Guyana.

In August, 1974, in keeping with the decision that was reflected in the Amendment to the inter-governmental agreement that established the Council, the post of Pro-Registrar was established. Mrs Irene Walter, Assistant Registrar at the Mona Campus of UWI was appointed on secondment from the University. Physical accommodation for the Western Zone Office was provided by the Ministry of Education, Jamaica.

School Examinations Committee was first convened under the chairmanship of Dr Dennis Irvine in January, 1974. High on its agenda was the identification of the areas of research that should be given high priority, as it undertook the principal task of developing syllabuses in subject areas in which it would offer its first batch of regional examinations. Another imperative was to develop an appropriate strategy for building a good working relationship between the Council and key extra-regional examining bodies. The Committee agreed that the first priority would be the replacement of the existing ordinary level overseas General Certificate of Education examinations. The decision was taken to begin

the process of syllabus formulation in eight areas; Agriculture, Biology, Communication (i.e.) Use of Language and Language Arts, Food and Nutrition, History, Physical Sciences, Social Studies, and Technical and Industrial subjects.

The Committee noted that since the West Indian History syllabus in current use was not a source of dissatisfaction, it was justifiable to focus attention on other priority areas. It considered that the offer of Caribbean Examinations in Agricultural and Technical subjects was the highest priority. It concluded that there was urgent need to construct Caribbean syllabuses and a Caribbean certification in each of the related subject areas. The Committee therefore agreed and Council later accepted the recommendation that a survey of the courses and examinations in technical, industrial and agricultural subjects throughout the region be undertaken to examine the feasibility of constructing Caribbean examinations in these areas within the first decade of the life of the Council, i.e. by 1983, and the levels at which these examinations should be constructed. The University of the West Indies was commissioned to carry out the necessary survey on behalf of Council. The area of focus within the scope of "Technical and Industrial Subjects" included commercial subjects, needlework, housecraft, woodwork, building subjects, arts, etc.

Reflecting on the first two years since the establishment of CXC, the report that was presented to Council in 1975 is instructive: "1973 and 1974 have been mainly preparatory years and the Council hopes to conduct its own examinations in the first decade of its existence. Very much still remains to be done and the Council hopes that the fifteen National Committees particularly and the teachers in the area generally will provide the necessary information, advice and stimuli to produce acceptable, reliable and valid examinations and the consequential certificates within the minimum time compatible with a good examination system."

The Council also recorded its gratitude to the British Overseas Development Administration for its financial assistance and the training of potential examiners, the Commonwealth Fund for Technical Co-operation, the Canadian Government through its Development Agency for its aid in test development and research and the Cambridge Examinations Syndicate.

*Sir Keith Hunte is a former Principal of UWI Cave Hill Campus and Chairman of Council (1997– 2002). He still serves on several of the committees of Council.*

## Introduction

There can be no mistaking the formidable position of the Caribbean Examinations Council (CXC) as an integral part of the Region's education system. It has touched and shaped the lives of many in the Caribbean and has established a foundation of culturally appropriate education which is helping to shape the future of the Region.

The establishment of the Council was influenced by developments in the 1960's which saw Caribbean territories joining their counterparts in the British Empire in seeking political independence. As part of the effort to establish and consolidate their independence, countries in the Region sought to create institutions that would reflect the interests, character, and aspirations of Caribbean people (Griffith, 1999).

As early as July 19, 1961, during the period of the short-lived West Indian Federation, the Seventh Meeting of the Caribbean Advisory Committee held in Jamaica noted that there was "a unanimous desire among teachers and representatives of ministries of education and education departments for the establishment of a West Indies Examinations Council" (CXC, 1975, p.1).

Progress in decision making for the establishment of such a Council was understandably slow during the decade following the collapse of the Federation in 1962. The establishment of the Caribbean Free Trade Association in 1965 was an important breakthrough in those years. It was another effort to pursue regional integration. As more countries joined the Association, a number of issues related to regional integration again occupied the attention of Caribbean Governments. The establishment of an Education Desk in the Secretariat of the Association in 1970 led to more intensive engagement on the matter of a Regional Examinations Council and in 1972, this Council became a reality (CXC, 1975; CARICOM, 2005).

## Progress and Challenges

Article III (a) of the Agreement Establishing the Caribbean Examinations Council (1972) charged the organization with conducting "such examinations as it may think appropriate" and awarding "certificates and diplomas on the results of the examinations so conducted". This broad mandate allowed the CXC to initiate a scheme of examinations which included:

- the Caribbean Secondary Education Certificate (CSEC), the end of secondary school examinations which comprised its

# The Impact and Influence of CXC on the Regional Education Landscape

*By Professor Stafford A Griffith*





*first offerings and replaced the traditional O-Levels of the British examination boards.*

- *the Caribbean Advanced Proficiency Examination (CAPE), the post-CSEC offering which replaced the traditional A-Levels of the British examination boards.*
- *the Caribbean Certificate of Secondary Level Competence (CCSLC), a pre-CSEC assessment of critical skills all students are expected to accomplish at the secondary school level.*
- *the Caribbean Primary Exit Assessment (CPEA), an end of primary school assessment of competencies for the transition to secondary education, which was more recently initiated.*

In addition, the Council offers the Caribbean Vocational Qualifications (CVQs) to complement the offerings mentioned above. It is also providing technical services for the development, administration and reporting of other examinations at the national and regional levels in the Caribbean.

The Council has come a long way from the struggles of the early days of its existence. As might be expected with any fundamental change of the nature and magnitude introduced by the CXC, there were significant challenges that had to be addressed. The first examinations sought to replace the well established and familiar GCE O-Levels administered by the British overseas boards. Naturally, there were some misgivings, particularly from the more conservative sectors of Caribbean society. Some teachers and school principals had grave concerns about the change to this unknown examination which had requirements that varied from those to which they had grown accustomed. Some parents, too, were worried about the currency of the new examination and whether it would compromise their children's prospects of advancement.

Much of the early successes of CXC were due to the determined leadership provided to the Council by such stalwarts as Sir Roy Augier (former CXC-Chairman), the late Dr Dennis Irving (former CXC Chairman), Mr Wilfred Beckles (former CXC Registrar), Mrs Irene Walter (former CXC Pro-Registrar) and Dr Desmond Broomes (CXC Consultant). They never wavered in their conviction about the need for our own Regional examinations and worked tirelessly to assure the quality of the examination processes, from syllabus development to reporting on student achievement. Much of this work was done with the aid of a small full-time

CXC staff and various Committees comprising other professionals from the Region.

It was necessary to engage the critics in discussion, sometimes public and acrimonious, about the quality of the examinations and its fitness for the purpose of bringing about the change and development which was an important part of asserting our independence.

I became associated early enough with CXC to recall the days of CXC visits to major trouble spots, sometimes well timed, other times done hurriedly, to put out the mutinous flames which were fanned by the conservative publics in parts of the Region. Sir Roy, Dr Broomes and Mrs Walter became well known in the Region for their stout defence of the CXC examinations. Both the passage of time and their prowess of persuasion have, thankfully, brought us to a better place. Today, one can hardly find a secondary school student, indeed a parent of a secondary school student, in the Caribbean who speaks of an end of secondary school examination other than CXC's CSEC. The Council has truly come of age.

As the Council celebrates its 40<sup>th</sup> Anniversary, it is a good time to reflect on the innovations it has brought to examinations in the Caribbean and the world, its role as a standard setting agency in Caribbean education and its contribution to the Caribbean regional integration movement.

### **The Lasting CXC Innovations**

CXC introduced the Region to the use of a wide range of modern assessment practices. It made use of objective tests, free response questions, structured questions, oral and aural examinations, practicals, projects and field studies (CXC, 1995).

However, there are two major innovations in examinations for which CXC is well known and through which it has made an invaluable contribution to public examinations. The first is the reporting of a Profile of achievement in addition to the overall performance for each subject taken by a student in its two major examinations - CSEC and CAPE. Teachers, students, employers, placement officers, and other users of examination certificates had long been familiar with the overall grades awarded by the overseas examination boards. However, CXC presented the Caribbean, for the first time, with certificates which showed not only an overall grade for each subject, but also how students performed on various dimensions of the subject.

Within subject, Profiles provide more information about a candidate's achievement than a single overall grade. They, therefore, have

greater potential for aiding decision making by prospective employers, placement officers, and other users of the candidate's examination results.

Profile reporting provides valuable feedback to schools. By reporting information which conveys the relative areas of strengths and weaknesses of candidates, Profiles assist teachers in evaluating student achievement as well as their own teaching (Macintosh and Hale, 1976). A review of the Profile data of students who took the CXC examinations in a particular sitting, can also help teachers and students to identify areas which require more attention, in order to help in improving performance in succeeding sittings of an examination.

However, many stakeholders have not been taking advantage of the value of Profile reporting and CXC might well have to undertake a public education programme to help students, parents, employers, recruitment and placement officers and other stakeholders to make full use of the benefits of Profile reporting.

The second innovation which CXC has contributed to the Caribbean examinations system is the extensive use of School Based Assessment (SBA), called by other names in some of its examinations. All but a few CXC examinations make use of SBAs and, where there is no SBA, CXC is currently giving consideration to how best this may be introduced.

School Based Assessment in public examinations has certain characteristics. These include the following:

- *The student's teacher sets the assessment task in keeping with specifications provided by the examination board,*
- *Each student's performance is assessed by his/her teacher,*
- *The scores awarded by the teacher are moderated by the examination board, and*
- *The scores contribute to the final score of the student in the examination.*

It is well nigh impossible to have a discussion on the CXC's examinations without having to consider the integral role of SBA in these examinations. This form of assessment is deeply embedded in the examinations of the Council and has been so since its inception.

School Based Assessment enhances the quality of education provided to the Region's children. Most importantly, it provides an opportunity for the teacher to work with students to develop and assess competencies that are critical to a subject but which cannot

## The Impact and Influence of CXC

be easily assessed in the traditional form of the public examination. However, several issues surrounding teacher fairness continue to be raised about this form of assessment. It is clear that CXC must continue the effort to allay these concerns. The value of SBA requires its preservation as an important component of CXC's examinations.

A related innovation is the Alternative Paper to School Based Assessment. This Paper was developed primarily to broaden access of private candidates to CXC examinations. These candidates are not likely to have access to the guidance of a teacher in undertaking the SBA component of an examination. The Alternative Paper provides the private candidates with the opportunity to be certified with the same competencies developed and assessed through the SBA component of the examination. CXC has taken a number of steps to assure the validity of the Alternative Paper as a measure of those competencies. Empirical validation of the Alternative Paper as a measure of the same competencies developed and assessed by SBA is now required to consolidate the gains already made with this Paper. Without doubt, the development of the Alternative Paper, as used by CXC, is an important innovation in public examinations.

### CXC and Regional Integration

CXC is a significant contributor to the regional integration movement. It is fully managed by professionals drawn from the Region. These professionals serve not only in full-time staff positions but also as members of standing and ad hoc committees that advise, and take decisions, on a number of policy and management matters related to syllabus development, examinations administration and innovations to support the Region's education system. They are drawn from among teachers, Ministry of Education officials, specialists from tertiary institutions and other groups of educators from the Region, depending on the nature of the expertise required for particular tasks. The Council has provided a good demonstration of regional cooperation.

Through its syllabus development and examinations activities, in particular, CXC has created a network of specialists across the Region. With the aid of these specialists, CXC have been able to develop syllabuses and examination processes which establish common standards for education at various levels across countries in the Region.

The legitimacy of CXC syllabuses as standards for the Caribbean is assured by careful selection of members of syllabus

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development panels. For these panels, the right mix of knowledge, skills and experience is important, but this must be obtained with the right territorial representation. The same is true in identifying members of the examining committees. The use of syllabus development panels and examining committees with regional representation has helped to consolidate the standard setting role of CXC in the Region for various levels of the education system.

### The Future

The Council has made it to 40 years and is still battling well. Based on its performance to date, we can rest assured that it will continue, for another 40 years and more, as a trailblazer for innovations in public examinations, an important contributor to standard setting for the Caribbean education system and as a bastion of support for Caribbean regional integration.

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# CXC 1998 to 2008:

## A Period of Consolidation and Expansion

*By Dr Lucy Steward*

## INTRODUCTION

The Caribbean Examinations Council (CXC) celebrated its 25<sup>th</sup> anniversary in 1998. By this time, CXC was already a household word across the region. A great deal of work had gone into the expansion of offerings for the Caribbean Secondary Education Certificate (CSEC).

With the many quality measures in place, by 1998 CSEC was already widely accepted as valid and reliable certification of readiness for further education in institutions at regional and international levels and for employment. Also in 1998, there was a change in management. The next ten years of CXC saw a consolidation of the achievements, further expansion of CSEC offerings, the introduction of the Caribbean Advanced Proficiency Examination (CAPE) and the Associate Degree, the introduction of the Caribbean Certificate of Secondary Level Competence (CCSLC) and the Caribbean Vocational Qualification (CVQ). A summary of the developments over the period 1998 to 2008 is given below.

## THE CARIBBEAN SECONDARY EDUCATION CERTIFICATE

### End of Basic Proficiency

By 1998, the candidate entries for the May – June examinations were 116, 456 and subject entries were 430,301. While there was an annual increase in the entries at the General and Technical Proficiency levels, the Basic Proficiency entries were decreasing.

A General Proficiency examination is of such breadth of knowledge and understanding that it allows candidates who do well to undertake study of the specific subject of the examinations beyond the fifth year of secondary school.

The Basic Proficiency examination provides for candidates who wish to pursue studies in certain areas for purposes of a broad education and not for further study or for whom the cognitive demands at this level of proficiency are a more appropriate route to certification.

The Technical Proficiency examination is designed for candidates who require a greater practical orientation and preparation for further technical studies or pre – technical training than is offered at General Proficiency.

The Basic Proficiency was intended to provide a foundation in a particular discipline while the General gave more depth. Thus, the Basic Proficiency Mathematics, for example, dealt with areas such as consumer mathematics and mathematical operations that a person would need in order to function in society. Despite the explanations and promotional activities, many teachers, parents and students rejected the Basic Proficiency. Students in many cases preferred to get a low grade at General Proficiency than any grade at all at Basic Proficiency. After much deliberation, the Council took the decision to phase out the Basic Proficiency Examinations. Over the years entries for the General and the Technical Proficiency have continued to grow and in 2012 for the May – June sitting there were 156,968 candidate entries and 637,510 subject entries.

### Expansion of CSEC

CXC also increased the number of subjects offered for CSEC by introducing four new subjects - Music, Physical Education and Sport,

Theatre Arts and Human and Social Biology. The development of the syllabus for Physical Education and Sport was initiated in response to a request from the CARICOM Ministers with responsibility for Sport. The syllabus was introduced with the first examination in 2005. The entries for the first examination were 552 and these have grown to 8, 476 in 2012. An initial concern in the delivery of this syllabus was the ability of a single teacher to cover all the areas including the components dealing with health and nutrition. Several schools introduced team teaching to ensure that the entire syllabus was covered.

The introduction of Music and Theatre Arts came at a time when focus was being placed on the development and strengthening of cultural industries as a viable economic activity across the region. CXC was proactive in recognizing the need in these areas for programmes that were rooted in Caribbean realities and experience and was assisted in the preparation of the syllabuses by people who were committed to the development of the arts across the region. CXC followed its robust syllabus development processes allowing for flexibility given the nature of these subject areas. Music was first examined in 1999 with 175 entries, the entries in 2012 were 803; Theatre Arts was introduced in 2003 with 171 entries, entries in 2012 were 1,470.

At the request of Participating Territories, CXC introduced examinations in Human and Social Biology in 2005. This was an offering by the University of Cambridge Local Examinations Syndicate (UCLES). The certification was being used by many people for training and entry level employment in health related services including nursing. In taking the decision to offer Human and Social Biology, the Council was mindful of the potential value of the syllabus for private candidates. This influenced the decision to include in the syllabus practical work and some of the other activities that would have been included in a School Based Assessment. When the subject was introduced in 2005, there were 8, 243 candidate entries and this has increased to 35,023 with 14, 359 private candidates in the May – June 2012 examinations.

### The Business Certificate

In addition to expanding CSEC offerings, the Council sought ways to add further value to the CSEC. Given the increasing entries over the years for the Business subjects, the Council realised that many students, both in school and out of school, viewed these subjects as critical for further studies and for entry level employment. This led to the offering of a Business Certificate in 2004 comprising five subjects at Grades I to III clustered as shown below. According to CXC, 'organising a set of relevant subjects under a Certificate in Business Studies serves to inform employers about the appropriate skills, competencies and attitudes which are most useful in an office or business environment and to guide persons in selecting relevant subjects in the CXC examinations to match job requirements.'

#### CXC BUSINESS CERTIFICATE

##### Compulsory

English A and Mathematics

##### At least two from

Principles of Accounts  
Principles of Business  
Office Administration  
Electronic Document Preparation  
and Management

##### One from

Information Technology  
Economics  
French  
Spanish

### Changes in the CSEC Grading system

In its efforts to continue to improve the CSEC a change was made in the grading system. In 1998, the Council took the decision to change the grading system for CSEC from a five-point scale to a six-point scale in order to better differentiate grades at the top of the scale. Descriptors for each grade were also provided. However, although CXC again provided Participating Territories with information about

*"Students in many cases preferred to get a low grade at General Proficiency than any grade at all at Basic Proficiency. After much deliberation, the Council took the decision to phase out the Basic Proficiency Examinations."*

## CXC 1998–2008: A Period of Consolidation and Expansion

its criterion-referenced system, the grades are interpreted generally as pass (Grades I to III) and fail (Grades IV to VI). The use of 'pass' and 'fail' is also widely used by regional and international agencies in activities that involve the evaluation of education systems in countries in the region.

With CSEC well established, the Council turned its attention to concerns across the region that many students were leaving school with low grades in CSEC or with no certification at all. This concern became more evident with the achievement of universal secondary education by most of the Participating Territories.

### THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE

The Council was aware of concerns across the region about the lack of preparation of many students for the CSEC which is held as the gold standard for achievement at the secondary level. The Council also participated in discussions at national level on strategies to address this concern. Several territories had initiated work on the preparation of syllabuses and examinations as an alternative to or as a prerequisite for CSEC. The Council saw the opportunity to work with the Participating Territories in order to harmonise the programmes being developed and to provide certification that would have regional currency. A meeting was held with Chief Education Officers, Curriculum Officers and other education officials from across the region to discuss the assistance that could be provided by the Council. After much

deliberation, a decision was taken to introduce programmes that are competency based for the CCSLC. The name of the certificate was not as elegant as the Council would have liked but was considered to be the best option to describe the certification for this new programme.

The CCSLC programme was designed to provide a foundation for continuing education at school for CSEC or for any other education and training programme offered outside of the school system. The programme is based on competencies and life skills. The thinking is that with this certification, if a student has to leave school for any reason he or she will have certification that can be used for entry level employment and also for access to continuing education programmes. The programme is also flexible in that a student can take subjects when he or she is ready and can do a mix of subjects for CCSLC and CSEC.

Syllabuses for the CCSLC were prepared in the following areas: English, Integrated Science, Mathematics, Social Studies, French and Spanish. A student is awarded the CCSLC on successful completion of five of the subjects or the student can combine CCSLC English and Mathematics with CSEC subjects and get both the CCSLC and the CSEC. Further, flexibility allows for a student in a territory to add a local offering or certification from another examination body in the cluster for the CCSLC.

In some schools, there was concern that the programme was targeted to less able students and was not appropriate or even relevant for students who would go on to do well in CSEC

anyway. The response from CXC was that the programme dealt with the knowledge, skills and competencies that all secondary school students should master and would, therefore, benefit all students. Further, the content covers some areas that are not taught specifically for CSEC and which are considered essential life skills. This is illustrated in some of the general objectives selected from the syllabuses prepared for the CCSLC.

#### ENGLISH

recognise the appropriateness and value of different language varieties in particular contexts and situations;

know and use conventions of language in speech and in writing.

#### INTEGRATED SCIENCE

appreciate the dynamic nature of science and the impact of Science and Technology on the world in the twenty-first century;

understand the need to practise a healthy life style.

#### SOCIAL STUDIES

demonstrate the ability to make informed decisions on moral and ethical issues;

develop and practise social skills and values which create positive personal and interpersonal relationships;

appreciate the value of good work ethics for employer and employee.



Sir Kenneth Hall, former Chairman of CXC presenting Associate Degree Handbook to Mrs Atheline Haynes, former Permanent Secretary, Ministry of Education, Barbados. Dr Lucy Steward looks on.

An interesting development that has taken place in some Participating Territories is the use of the CCSLC English and Mathematics for entry to Technical and Vocational Education and Training (TVET) programmes. Also, in one territory, the CCSLC subjects, especially English, Mathematics and Social Studies are being used in Adult and Continuing Education programmes. CXC has made revisions to the programme based on feedback from teachers. However, the region would benefit from a study of the impact of the programme especially in terms of improved performance at CSEC and any changes in behaviour of young people entering the workforce.

## THE CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

With CSEC well established, the Council began deliberations about an Advanced Level examination as a next logical step. It was always an anomaly that students did examinations for CSEC at the end of five years at secondary school and then did Advanced Level examinations set by the UCLES. However, the Council did not want to simply replace the Cambridge examinations which many regarded as too narrow in their specializations. The Council, therefore, entered into a series of consultations with groups that included policy makers, teachers, university lecturers and other resource people across the region to discuss the type of syllabuses and assessment that would meet regional needs and also have international recognition. It was agreed that a more flexible modular type programme was required in order to improve access to education at this level and to enable students to customize programmes of study for breadth and depth.

The decision taken by the Council was for the development of two-Unit programmes in the subjects offered by the UCLES and one-Unit programmes in six areas: Caribbean Studies, Communication Studies, Functional French, Functional Spanish, Information Technology and Statistical Analysis. The rationale for Caribbean Studies and Communication Studies is that they provided greater depth as well as more Caribbean relevance than the Cambridge General Paper in areas that were considered essential areas of study for a student at this level. In organising the subject areas in Units, the thinking was that a student could take a mix of Units from several subject areas to pursue breadth of study or take the two Units in any subject for depth of study. This did not work as planned. The University of the West Indies (UWI) and other universities that were accustomed to accepting Cambridge Advanced

Level for matriculation wanted an equivalence of CAPE with the A level. This led to the acceptance of two Units in any subject area as equivalent to one A Level.

A further concern was that CXC did not have a replacement for the A Level General Paper. The UWI agreed that both Caribbean Studies and Communication Studies would be used in lieu of the General Paper. The other one-Unit courses were eventually discontinued because they could not be used for matriculation and so students preferred to do the two-Unit programmes. Another concern had to do with the one-Unit programmes in Functional French and Functional Spanish. CXC's thinking was that students who did not want to do the two Units in a foreign language but wanted to have some competence in the language could do the one Unit programmes. This did not work. The entries continued to be very low. Some of the reasons given were that there were other options available for learning a language at this level and those options did not involve examinations and an Internal Assessment (IA). Also, the students did not see any advantage in doing these Units for further education.

There was also agreement that all students should have IT skills and the one Unit course provided opportunity for acquiring these skills without having to do the two - Unit course in Computer Science. Further, at this level educators also agreed that all students should demonstrate competence in collecting and analysing data. This was the rationale for offering the one Unit Statistical Analysis. However, for reasons similar to those given for Functional French and Functional Spanish, these subjects were discontinued and components of the one Unit Information Technology and the one Unit Statistical Analysis were incorporated in the 2-Unit syllabuses in Computer Science and Mathematics respectively. The subjects for CAPE are listed below.

## CAPE SUBJECTS

**1 UNIT** Caribbean Studies and Communication Studies

**2 UNIT** Accounting; Applied Mathematics, Art and Design; Biology; Chemistry; Computer Science; Economics; Electrical and Electronic Technology; Environmental Science; Food and Nutrition; French; Geography; Geometrical and Mechanical Engineering Drawing; History; Information Technology; Law; Literatures in English; Management of Business; Physics; Pure Mathematics; Sociology; Spanish.

Having agreed on the structure of the examinations, the Council faced another hurdle – convincing Governments and institutions to make the change from the A Level examinations to CAPE even though the Council had obtained a regional mandate to offer this programme.

The Cambridge Advanced Level examinations were being done in secondary schools in Barbados, Guyana, Jamaica and Trinidad and Tobago. In the other Member States, these examinations were being done mainly in the Community Colleges. The Cambridge certification was held in high esteem and there was a great deal of concern that CXC would not be able to offer examinations and certification that would have parity of esteem. The established schools, in particular, in the larger countries were reluctant to change to the regional examinations. Surprisingly, the same arguments raised when CSEC was introduced surfaced again. There was concern about whether or not CXC could develop examinations that would have international recognition especially by universities in the United Kingdom. However, CXC in accordance with its regional mandate to provide the Advanced Proficiency examinations constituted subject panels and developed syllabuses for a pilot examination in 1998 in seven subjects: Caribbean Studies; Communication Studies; Functional French; Functional Spanish; History Unit 1; Mathematics Unit 1; and Statistical Analysis. There were entries in all areas (except Functional French) from Antigua and Barbuda, Anguilla, Belize, Grenada, Guyana, Jamaica and St Lucia. The entries since 1998 have increased significantly over the years as shown in **CAPE SUBJECT ENTRIES TABLE**.

CXC continued to develop syllabuses in other areas while the task of convincing Member States to change to CAPE continued.



**Launch of Associate Degree in St Kitts and Nevis** – (L-R) Dr Hermia Morton-Anthony, Principal, Clarence Fitzroy Bryant College; Dr Lucy Steward, former CXC Registrar; Honourable Sam Condor, former Minister of Education; and Mr Osmond Petty, former Permanent Secretary, Ministry of Education in St Kitts and Nevis

## CXC 1998–2008: A Period of Consolidation and Expansion

### CAPE SUBJECT ENTRIES Source: CXC Statistics

YEAR	ANT	ANG	B'DOS	BEL	BVI	DOM	GRE	GUY	J'CA	MONT	ST KI	ST LU	ST VI	T&T	T&C	TOTAL
1998	101	6	–	172	–	–	43	276	364	–	–	23	–	–	–	<b>985</b>
1999	94	19	–	203	–	–	45	509	965	–	–	114	–	–	–	<b>1,949</b>
2000	192	23	19	106	–	–	–	804	1,425	–	–	77	–	–	–	<b>2,646</b>
2001	455	67	297	131	–	–	–	734	4,353	–	341	86	–	17	62	<b>6,543</b>
2002	875	142	1,724	153	21	–	0	978	10,668	50	909	120	0	8	25	<b>15,673</b>
2003	1,292	188	2,867	106	30	–	0	973	16,616	56	1,113	169	0	3	5	<b>23,418</b>
2004	1,287	203	2,967	149	22	–	1,202	1,272	20,328	70	1,272	34	16	2,007	0	<b>30,829</b>
2005	1,317	214	3,013	226	1	–	2,100	1,415	19,981	100	1,455	38	155	14,052	–	<b>44,067</b>
2006	1,560	193	3,476	416	–	–	2,544	1,656	27,106	106	1,630	16	289	30,075	4	<b>69,071</b>
2007	1,464	226	3,554	618	–	49	1,961	1,618	35,504	81	1,526	56	697	34,211	2	<b>81,567</b>
2008	1,503	284	3,564	675	–	59	1,910	1,338	39,713	133	1,736	44	776	34,609	2	<b>86,346</b>
2009	1,769	351	4,022	602	–	87	1,846	1,393	43,503	186	1,951	50	1,070	37,189	2	<b>94,021</b>
2010	1,840	321	4,336	518	–	81	1,694	1,799	46,581	146	2,045	244	1,727	40,248	2	<b>101,582</b>
2011	1,997	403	4,610	410	–	110	2,035	2,552	49,844	114	2,351	251	2,259	41,371	–	<b>108,307</b>
2012	1,978	496	4,890	436	–	67	1,978	3,043	51,532	150	2,098	412	2,326	40,596	–	<b>110,002</b>

The Community Colleges were resisting the introduction of CAPE because while CAPE was being developed, they were also developing their Associate Degrees. Interestingly, some courses developed in some of the Community Colleges used CXC CAPE syllabuses as the main resource. Working with personnel from the Community Colleges, a comparison of the CAPE and the Associate Degree programmes was undertaken. The findings showed that it would be relatively easy to incorporate CAPE within the Associate Degree programme or offer CAPE alongside the Associate Degree. The concern in offering CAPE, expressed mainly by College tutors, was that CAPE involved a great deal of work with the requirements for the Internal Assessment. Also, the Associate Degree was being accepted for matriculation in United States (US) tertiary institutions which at that time had not yet learnt about CAPE. An opportunity to do something about this came at a meeting of US College Registrars held in Washington DC when the CXC Registrar made a presentation

on the purpose, structure and content of CAPE. After this meeting, there was not an automatic acceptance but as more students presented CAPE certification, US Colleges established links with CXC to get additional information about CAPE. Syllabuses were also sent to some of the institutions where there was a significant student population from the Caribbean. The Council also made presentations at the various College fairs held across the region to provide information about CAPE. These efforts along with outstanding performances at tertiary level by students holding CAPE certification has led to increasing familiarity with and regard for CAPE in the USA and Canada. Many of the Community Colleges in the region eventually offered CAPE and in some cases integrated some CAPE subjects into their Associate Degree programmes.

There were still many hurdles to overcome in order to achieve widespread acceptance of CAPE. The concerns in one Participating Territory illustrate the tasks that the Council

had in convincing schools that CAPE offered more flexibility and syllabuses that were more relevant to regional needs and for participation in a global environment. In this territory (as in some others), there was great opposition to the introduction of CAPE especially from the well-established schools. The Council was asked to consult on the introduction of CAPE with a national committee set up to deal with several education matters. The committee asked the Council to prepare a business plan to show that it would have the resources needed to sustain the development and implementation of CAPE. This was done. The Council was then asked to ensure the acceptance of CAPE for matriculation in UK universities. This led to consultations with the UK National Academic Recognition and Information Centre (NARIC) which is the UK agency 'responsible for providing information, advice and expert opinion on qualifications worldwide.' Interestingly, NARIC already knew about the robust procedures used by CXC in its syllabus and examination development

processes. In the discussions, NARIC was more interested in how the Unit structure would work in the Caribbean because the examinations boards in England were also in the process of changing the structure of the Advanced Level examinations. NARIC after examination of the content of the syllabuses stated in a letter to CXC that it 'will be pleased to commend CAPE as a higher education entry qualification to UK higher education institutions and to present its full flexibility.'

This, however, was still not sufficient for a change to CAPE in that territory. The Council was asked to get assurance from universities that CAPE would be accepted. A visit was then made to University College, London. After a process similar to that undertaken by NARIC, the University College wrote to the Council saying that students who got acceptable grades in CAPE would be eligible for acceptance. Even this did not cause a shift from A Level. A mantra, which no one could explain (especially after 25 years of CSEC): 'Get CSEC right before doing CAPE' became the rallying cry to remain with A Level. In the meantime, some principals who saw the introduction of CAPE as inevitable were in contact with the Council to get their teachers involved in syllabus development and marking scripts. Eventually, with Government support for the change, demands were then being made by some principals for additional resources for the introduction of CAPE. When these demands were met, there was little room for any further resistance and CAPE was introduced across the board and is now widely accepted in that territory.

By this time almost all Participating Territories were entering students for CAPE and were providing feedback on the syllabuses and the examinations. CXC considered the feedback and made some changes to the programmes. A significant change had to do with the Internal Assessment (IA). The science teachers were complaining that the requirements of a project and the IA were too demanding for both students and teachers. Another concern had to do with duplication across Units in the IA requirements in subjects such as Literatures in English and History. A meeting was convened with teachers in these subject areas and it was agreed that recommendations would be made to the Sub-Committee of the School Examinations Committee (SUBSEC) for the removal of the project in the sciences. In those subjects where there was duplication in the requirements for the IA, it was agreed that the students would be required to do the IA in the first Unit studied. (In these subjects students could do either Unit 1 or Unit 2 first). SUBSEC agreed to these changes. Another major change based on feedback from teachers and other educators was the rearrangement of content of the two-Unit Mathematics syllabuses for one - Unit each of Pure and Applied Mathematics. This was seen to be more in keeping with the requirements for further education at the tertiary level.

The syllabuses for CAPE were developed by panels which included academic staff of the UWI. A comparison of the CAPE syllabuses and the corresponding first - year programmes at the UWI showed a great deal of overlap. Discussions were initiated with the UWI to

seek exemptions from first - year programmes for students who did CAPE. The discussions were led by the UWI personnel who worked on the development of the syllabuses. Mixed reactions resulted and the decisions that were taken were not implemented across the board and to this day depend on the particular faculty and campus. Exemptions without credit did not help the students entering with CAPE since they would have to do other courses in place of those for which they were exempted. The Council also had no success in convincing the UWI to use Communication Studies and the Caribbean Studies in place of its similar Foundation courses. In the case of universities in Canada and the US, students reported to CXC about exemptions that they were able to obtain and over the years articulation arrangements have been established with some of these institutions.

### CXC Associate Degree

Another major change was the clustering of CAPE subjects for the award of the Associate Degree. Educators across the region commented that CAPE subjects were more demanding than some of the Associate Degree programmes which were being given credit and exemptions in selected US universities. This led the Council to cluster CAPE subjects and offer Associate Degrees based on the clusters. The CAPE Associate Degrees are given in the areas listed below.

#### CXC ASSOCIATE DEGREES

Business Studies  
General Studies  
Mathematics  
Natural Science  
Information and Communication  
Technology  
Environmental Science  
Mathematics  
Modern Languages  
Technical Studies



**CVQ Signing** – Honourable Hazel Manning, former Minister of Education in Trinidad and Tobago; Dr Lucy Steward, former Registrar of CXC; and Mrs Angella Jack, former Permanent Secretary, Ministry of Education, Trinidad and Tobago signing the CVQ contract at the launch of CVQs in Trinidad and Tobago

The first awards were made in 2006. The award of the Associate Degree provides a 'win - win' situation for students since they are now able to use the CAPE certificate where this is acceptable and also use the Associate Degree where that is more appropriate. There was some concern from a few people about the authority of CXC to award the Associate Degree. However, CXC was advised that it was acting well within its regional mandate. In one territory where CAPE is done at the secondary level only, the Associate Degree was not accepted based on the grounds

## CXC 1998–2008: A Period of Consolidation and Expansion

that it is an award that is made by tertiary level institutions. This argument did not take account of the fact that in several other countries CAPE was being offered at the tertiary level in the Community Colleges. It is unfortunate that, in that territory, students who have excelled at CAPE do not enjoy the opportunity of receiving the Associate Degree.

CAPE is now well established. The teething problems helped in ensuring that quality programmes that could stand up to international scrutiny were developed. The success of CAPE is due to the commitment of the Council and its staff and the assistance received from policy makers, teachers and other educators who have developed strategies for the successful implementation of the programmes. Assistance was also received from the European Union for the development of some of the syllabuses with the understanding that these syllabuses, especially the Caribbean


Studies syllabus, would be translated into French for use in Haiti and into Spanish for use in the Dominican Republic. The Ministry of Education in Suriname undertook the task of translating the Caribbean Studies syllabus into Dutch for use in tertiary institutions in that country. The syllabuses translated into French and Spanish were presented to the Ministers with responsibility for Education in Haiti and the Dominican Republic respectively. With assistance from the Commonwealth of Learning the Council was able to prepare self-study materials for several subject areas. Students have been using CAPE results for matriculation to the UWI and universities outside the region, mainly in Canada, the United Kingdom and the United States. Each year, the Council gives top awards to students who excel in CAPE. The Dennis Irvine Award is given to the top student overall in honour of Dr Dennis Irvine, a former Chairman of CXC who was one of the people

who initially conceptualised this innovative programme.

### THE CARIBBEAN VOCATIONAL QUALIFICATION

From the very early days, the Council recognised the need to offer technical and vocational subjects for CSEC. The syllabuses and examinations for these subjects offered at Technical Proficiency were prepared according to standard CXC procedures, thus ensuring that the status was the same as for other subjects offered for CSEC. Given the practical work involved, the Council instituted a process of moderation in each territory by local personnel trained by CXC.


At the regional level, the CARICOM Ministers with responsibility for Education had approved a Regional Strategy for TVET in 1990. A key component of the Regional Strategy was the establishment of National Training



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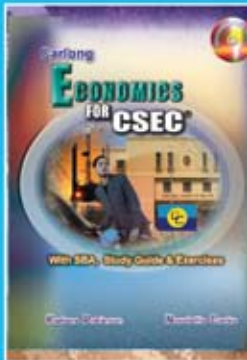
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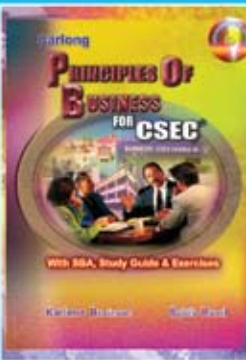
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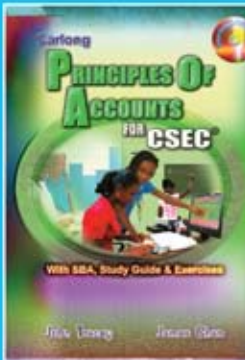
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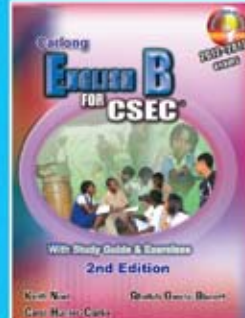
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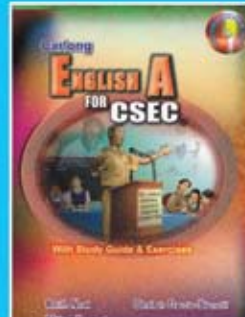


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## CXC 1998–2008: A Period of Consolidation and Expansion

Agencies (NTA). By 2006, several countries had established a NTA. The three agencies that were operating fully were the Barbados TVET Council, the Jamaica HEART/NTA and the Trinidad and Tobago NTA. By this time also, there were several providers of TVET at formal and non-formal levels and a renewed interest in TVET as being the vehicle for acquiring a well-equipped workforce to meet national needs for sustainable development.

With the establishment of the Caribbean Association of National Training Agencies (CANTA), there was a push for TVET programmes based on regionally agreed Occupational Standards. Discussion between the Council and CANTA focused on the certification with the CVQ of students who followed programmes based on the Occupational Standards. Each Occupational Standard comprises mandatory and elective Units. The CVQ is awarded at five levels and is based on the successful completion of the mandatory Units for each level. The proposal from CXC was for students to be able to do the Level 1 programmes in schools and CXC would make the award by carrying out a quality assurance exercise and establishing when the student has acquired the competencies within the mandatory Units. There was a certain amount of resistance to the involvement of CXC which according to a few people was 'too academic.' This criticism was somewhat surprising given that CXC had long introduced TVET in its CSEC offerings, had been visionary in its insistence from the outset on parity between the General and Technical Proficiencies and had already started work on TVET offerings for CAPE.

After a great deal of discussion, the CARICOM Council for Human and Social Development (COHSOD) agreed in 2006 for CXC to award the CVQ. The National Training Agencies were concerned about the certification of people outside the formal system. COHSOD agreed that the NTAs in Barbados, Jamaica and Trinidad and Tobago could also award the CVQ to those persons. The other countries were required to put several quality control measures in place before they were granted permission to award the CVQ. In the meantime they could award a National Vocational Qualification (NVQ) which is what was done mainly in Barbados and Jamaica.

By 2008, CXC had been contracted by the Governments of Antigua and Barbuda, St Kitts and Nevis and Trinidad and Tobago to award the CVQ. Progress in expanding the programmes has been slow. This is due mainly to the very exacting demands for the delivery of the CVQ programmes. In going forward there



**Presenting the CCSLC** – Dr Lucy Steward presenting copies of the CCSLC syllabuses to Honourable John Osborne, former Chief Minister of Montserrat

are several issues that will need to be considered. The CVQ Level 1 is at a low level (semi-skilled worker) and increasingly employers are asking for higher level skills. The Community Colleges so far have resisted offering CVQ programmes at higher levels. Many of the Colleges have developed their TVET programmes as Associate Degrees or are delivering programmes for certification by bodies such as City and Guilds. Some consideration will also need to be given to the many requirements for the CVQ in order to arrive at a realistic balance between the demands for the CVQ, the level of the skills training offered (Level 1) and the value of the certification in the workplace. The position taken in one territory to enable institutions to offer the CVQ programmes while the many requirements are being put in place is a practical measure being taken to increase access to CVQ programmes. Without such consideration, it is likely that the CVQ will not be offered for some time in many institutions across the region.

### Conclusion

This paper summarises the many achievements of CXC over the period 1998 to 2008. These achievements were possible because of the sound foundation established by the Council and its staff, policy makers, teachers and other educators and resource persons. Many people across the region continue to give their time and expertise willingly for the continued development and strengthening of CXC.

In 2008 there was another change in CXC management. Under its new leadership, the Council has continued to provide quality programmes and make improvements, especially through the use of ICT, in order to enable CXC to continue to provide invaluable service in shaping and influencing education provision across the region.

*Dr Lucy Steward was the Registrar of CXC from 1998 to 2008. Dr Steward was the second female Registrar and fourth person to serve as Registrar of CXC.*

# Happy Birthday CXC

Happy birthday CXC!  
Bravo on safely reaching the Big 40  
Now let your ruby years shine through.

Enjoy the moment, take a bow  
You are the centre of attention now.

Thank you for being the rock  
On which our future leaders shall stand.  
You are the beacon of hope to us,  
The children of the region  
Whose aspirations fervently lie  
On the solid foundations you lay.

From your humble beginnings,  
You have unleashed  
Your true potential  
As an institution sublime.  
Providing the framework  
For our students to build on.  
We do have lofty dreams.

Relevant too are the courses  
Our learners now pursue,  
Indigenous to our own history,  
culture and background  
Made common by slavery and indentureship,  
Fuelled by the Trade wind of change,  
Sweeping across our region.

Remember, forty is the new one,  
And greater horizons loom,  
Your challenges will be stiffer.  
But like the phoenix,  
We know you will rise  
To higher heights.  
Enabling us all  
To reach for the skies  
As we plod on  
In this global community we call earth.  
And our region,  
Washed by the Caribbean Sea,  
Will one day blossom  
More scientists and scholars  
We so desperately crave.

Let your mission  
In these next forty years,  
Be lifting the bar  
That the world may experience  
That unique Caribbean brand  
Of students and leaders,  
Taking the torch,  
Leading the forces,  
Waving the banner,  
In this the third millennium.

Enjoy your birthday, CXC!

*By Wilfred Success*  
Guyana





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Key cannot be brought back to factory standards. A typewriter contains approximately 1800 to 2000 parts, which require approximately 20,000 different operations to manufacture. An operator typing at the rate of sixty words per minute actually motivates, with his or her fingers 10,000 to 12,000 parts per minute, approximately 200 moving parts per second. If the typist maintains an even touch and perfect rhythm the typewriter responds perfectly. Uneven touch and erratic rhythm will cause a perfectly adjusted machine to skip, pile, crowd, or shadow. A flimsy or uneven desk will create a vibration that may result in any of these difficulties in a perfectly adjusted machine. An improperly installed ribbon or ribbon spool will create ribbon trouble and dim or unevenly typed impressions. Too often, because of some of these defects of operation, a mechanic will attempt adjustments resulting in maladjusting the machine.

Purpose. It is the purpose of this manual to present proper methods of adjustment and repair for the benefit of all personal engaged in adjusting and repairing typewriters. Careful study of this manual will enable proper adjustments and repairs to be made with a minimum amount of time lost in such operations.

... of presentation. Attempt has been made to...



In the beginning there were typewriters and Gestetner machines; today, there are servers, tablets and a unified communication system. **Rodney Payne** takes you through the transformation journey of ICT at CXC.

## CXC IT Transformation

The Caribbean Examinations Council embarked on a major strategic thrust in the mid-90s and by 1998 was beginning to reshape its information systems as well as the Council's technology foot print. The plan for convergence of platforms was started and the vision of distributed computing and an efficient IT Intelligent organization was in its embryonic stage.

Prior to 1996, the Information Systems Unit handled the processing of examinations as its core function. With the proliferation of Personal Computers (PC) and the trends away from main-frame computing, CXC started to reposition its Information Systems Division (ISD) in 1996. The staffing complement increased with the addition of a Network Administrator and a Business Analyst at the Principal Staff level. The Support Staff complement was also strengthened with the upgrading of several posts to reflect the increasing responsibilities of the Division. The advances of the Council's information technology between 1998 and 2013 may be viewed in three phases: the first, 1998 – 2003, the second, 2004 – 2008 and the third, 2009 – present.

In the first phase, the emphasis was on deployment of new hardware and software. PCs were effectively deployed to all key members of staff, e-mail and Internet access were liberalized and the migration of the Examinations Processing System (EPS) from a centralized system using main-frame and terminals to a Client-Server system started. This phase coincided with the institutional strengthening started in 1998. Applications such as word processing, spreadsheet analysis, project management and electronic publishing became part of the standard tool kit. E-mail started replacing faxes and prior to 2001, dial-up access provided inter-office connectivity with e-mail scheduled to replicate between Barbados and Jamaica three times per day. With offices distributed between Block A, Bandstand Manor and Ernst & Young Building, Bay Street, CXC utilized Point-to-Point wireless technologies to extend its Local Area Network (LAN) to all users. We also learned that tree growth gradually degraded wireless services and the heritage of the Garrison trumped CXC's communications challenges!

The anxiety of Y2K passed without any major incidents and this in no short measure was due to the yeoman service provided by Mr Tony Farnum and Dr David Beckles who ensured that the EPS and its sub-systems were ready for the roll-over. The only system that

failed was the 'Original EXPERTS' computer which was resident in the office of ARE3 at the Manor. Fortunately, EXPERTS had already been migrated, with the machine serving only as 'backup'.

During the first phase, under the leadership of then Information Systems Manager, Andre Barrett and her successor, Earl Seale, CXC began the move from a centralized EPS to a decentralized system. The new EPS, 'nEPS', the design of which intended to allow the Process Owners in Measurement and Evaluation, now Examinations Development and Production and Examinations Administration, now Examinations Administration and Security, to take full control of their respective process.

Also during the first phase, the CAPE examinations process system, affectionately called the 'DPS', was being developed and managed by Mark Wilson. His fellow Analyst Programmer, Andre Blair, was developing the Student Information Registration System, known as 'SIRS'. Sheldine Robinson (Computer Operator) and Deborah Haynes (Assistant Computer Operator) handled the processing of examinations, from data load to results printing supervised by Earl Seale (Operations Supervisor). Sherry Brathwaite (User Support Coordinator) responded to the needs of our colleagues who were grappling with the new technology and Teddy Rajan, Business Analyst matched the organizations needs to the most appropriate technologies. Rajan also led the implementation of the EPS project in 2001 – 2003. The ISM was assisted by Michelle Harewood (Admin. Assistant) and Rodney Payne (Network Administrator) managed the infrastructure. During the examinations process peak cycle, the entire team became Temporary Assistant Computer Operators or TACOs. At that time everything was processed and printed in ISD, transported to Block A for packaging and dispatch to territories by Examinations Administration. Results printing once started continued to the finish, ISD working three shifts over 2 days to finish the job.

Having set the foundation, Andre Barrett handed over to Earl Seale. Earl shepherded the team through the 'second phase' of the technology transformation process. The EPS was fully deployed by 2005 and SIRS completely replaced the manual registration process. In addition to St Lucia and Grenada Common Entrance Exams, ISD started processing exams for Trinidad and Tobago and Barbados. The stand-alone Item-Bank software was replaced by the QBank which integrated with the EPS. Electronic results files were being exported to the UWI and reports were e-mailed to Ministries.

The harmonized platform was beginning to add value and efficiencies were becoming visible. CXC's results from the May/June examinations sittings were being delivered consistently early. The results were delivered on or about 20 August, and that was cited as the 'earliest ever' in the words of then Senior Assistant Registrar of Examinations Administration, Baldwin Hercules.

When Dr Didacus Jules took over from Dr Lucy Steward as Registrar in 2008, the technology transformation was accelerated by several orders of magnitude. Where previously, steps were being taken, with Dr Jules, we began to leap. As one person put it, there was 'fire in de hole' after the Registrar's introductory remarks to staff.

In our 'third phase', everything moved at 'thought speed'. SIRS became ORS, Unified Communication System (UCS) was deployed, Examinations Administration, Examinations Development and Production, Records, Human Resources, Finance and Syllabus Development all benefited from the application of technology. From meeting planning to the delivery of results, processes were automated. Remote access facilitated the 'work from anywhere' culture and the 24-day weeks that obtained in 1999 became 12 hour days, with enough space to take Kadoment Day off and still deliver results by 8 August!

Team ISD has come a long way, but more importantly, CXC has advanced significantly and the IT Intelligent organization is becoming a reality. The role of ISD has changed from data processing agent to strategic and enabling partner. As we work toward that single secure information interface specified in the Business Process Review, Team ISD will continue to ensure highly available and reliable technology services for the Council and its stakeholder. As CXC moves to strengthen its management systems, improve decision making and put greater focus on its wide array of stakeholders, Team ISD will seek to keep the 'fire' burning.



*Rodney Payne joined CXC as its first Network Administrator in 1998 and was appointed ISM in 2011. Having benefitted from the ground work of his predecessors he leads a high performance team of skilled professionals and sees CXC's ability to*

*deliver examinations to a global market place as the ultimate goal.*

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# First Staff of CXC



## Registrar

**Major H Rudolph Daniel**

E.D. BA, LCP,  
From 1 November 1973



## Watchmen/Guards

**Mr G Smith**

(Headquarters)  
from 2 May 1974



## Pro Registrar

**Mrs Irene Walter**

BA  
(Western Zone Office)  
from 1 August 1974



**Mr L Oxley**

(Headquarters)  
from 25 May 1974



## Secretaries

**Mrs Grace Williams**

(Headquarters)  
from 22 July 1974



**Mr J Watson**

(Headquarters)  
from 20 December 1974



**Mrs D Pyne**

(Western Zone Office)  
from 2 September 1974



## Maid/Cleaner

**Mrs A Massiah**

(Headquarters)  
from 1 April 1974



## Clerk

**Ms Elma Licorish**

(Headquarters)  
from 15 July 1974



## Messenger/Driver

**Mr G Massiah**

(Headquarters)  
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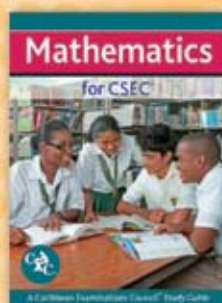
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# Chairmen of CXC



**Sir Roy Marshall**  
UWI  
Barbados  
1973–1974



**Sir Keith Hunte**  
UWI  
Barbados  
1997–2002



**Dr Dennis Irvine**  
UG  
Jamaica  
1974–1979



**His Excellency,  
the Most Honourable  
Kenneth Hall, ON, OJ**  
UWI  
Jamaica  
2002–2006



**AJ Preston, OJ**  
UWI  
Jamaica  
1980–1986



**Professor E Nigel Harris**  
UWI  
Guyana  
2006–present



**Sir Roy Augier**  
UWI  
St Lucia  
1986–1996





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# Registrars of CXC



**Major Rudolph Daniel**  
Barbados  
November 1973–December 1977



**Mr Wilfred Beckles**  
Barbados  
June 1978–December 1993



**Mrs Irene Walter**  
Jamaica  
January 1996–1998



**Dr Lucy Steward**  
Trinidad and Tobago  
September 1998–April 2008



**Dr Didacus Jules**  
St Lucia  
April 2008–Present



# Deputy Chairs of CXC



**Mr Algernon Symmonds**

Barbados  
1973–1975



**Mr Anthony Riberio**

St Kitts and Nevis  
1976–1979



**Mr Walter Burke**

Barbados  
1980–1984



**Mr Festus Toney**

St Vincent and the Grenadines  
1984–1985



**Mr Albert Alleyne**

Trinidad and Tobago  
1985–1986



**Mr Euclid King**

Jamaica  
1987–1989



**Dr Nicholas Frederick**

St Lucia  
1991–1996



**Mrs Marguerite Bowie**

Jamaica  
1997–2002



**Mr Osmond Petty**

St Kitts and Nevis  
2002–2008



**Mr Pulandar Kandhi**

Guyana  
2008–2011



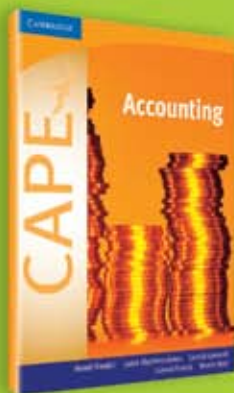
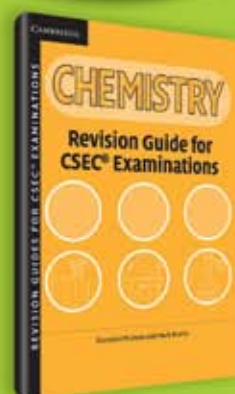
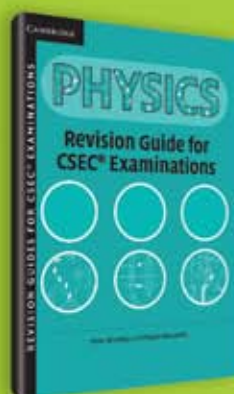
**Mrs Chanelle Petty-Barrett**

Anguilla  
2011–Present



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## CXC 40TH ANNIVERSARY SERVICE

# Extracts from Canon Murrell's Sermon

*On Sunday 20 January, several CXC Participating Countries hosted thanksgiving or interfaith services to mark the start of CXC 40th Anniversary celebrations. The following is an extract from the sermon delivered by Canon De Vere Murrell of St Matthias Anglican Church, Barbados.*

"I would like to think that those early visionaries who saw the need and planted the seed - and those who watered the plant of education in these Caribbean Countries and provided the opportunities for our people to climb the ladder to success - they were offering worship at the feet and in the presence of Almighty God. And we, who are reaping the increase, are privileged to gather here today in worship and in thanksgiving to God for The Caribbean Examination Council in "Celebrating the accomplishments - Continuing the journey."

A journey which had its genesis in the mind of a former Prime Minister of Trinidad and Tobago, Dr Eric Williams, who first mooted the idea as far back as 1946 and raised it again in his eminent work: *Education in the British West Indies* published in 1951. But we Caribbean people are often hard starters and find it difficult to affirm our own people and their ideas and so it was not until 1971 at the "Montserrat Accord" that an agreement was reached on the location of the Council Headquarters and the following year that an Agreement Establishing the Council was signed by 13 participating territories.

It must have been a proud day for all concerned when the first examinations were offered in 1979 with 30,276 candidates entering for the five subjects of English Language, Geography, Caribbean History, Integrated Science and Mathematics.

Since that time, the fledgling has become fully grown and can proudly take its place among such eminent regional institutions as The University of the West Indies and the Caribbean Development Bank. Its long list of achievements records an organization that was and is committed to its vision: "To assure the global human resource competitiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification."

Let meshare with you a few of the milestones along the way: in June 1998 the Council administered the first examinations of the Caribbean Advanced Proficiency Examination (CAPE). 2005 saw the introduction of the Associate Degree programme covering nine associate degrees.

The Caribbean Certificate of Secondary



Canon Murrell chatting with Dr Didacus Jules outside the St Matthias Anglican Church

Level Competence (CCSLC) was introduced in 2007, as well as the Caribbean Vocational Qualification (CVQ) and in 2011 the Caribbean Primary Exit Assessment (CPEA).

We can safely say that the CXC is to be found in almost every territory where the Caribbean Sea and the Atlantic Ocean wash ashore in this corner of the world and a list of the nineteen participating countries sounds like a journey through the alphabet: Antigua, Belize, Cayman, Dominica, Guyana, Jamaica, Suriname, St. Vincent and the Grenadines, Trinidad and Tobago - to name a few.

There is no doubt in my mind that the staff of the CXC must be one of the most dedicated, one of the most efficient, one of the most productive found anywhere in this Caribbean in any private sector, government system or non-governmental establishment. At last year's May-June sitting over 190,000 students entered to write the Council's examinations.

Let us ponder for a moment on the amount of preparation required, deadlines to be met, logistics to be negotiated and resources to be harnessed and used successfully year after year with a staff establishment of 124 here in Barbados - working under the most cramped and confining of conditions - judging from what I can see from the exterior, "I almost said - the most primitive of conditions" and another 28 persons in Jamaica. Dedication and commitment are the words which readily spring to mind. I would like to suggest that every member of staff should be given a medal.

Yes indeed, all of those associated with the CXC have every reason to celebrate the accomplishments over these forty years for you have been blessed with some of the brightest and best this Caribbean has to offer; to name just a few, Dr Dennis Irvine of Jamaica, Sir Roy Augier of St Lucia and Barbadian Sir Keith Hunte. In addition, you have touched the lives of almost every person who has entered a school in this region over the past forty years. Indeed, you have become a regional benchmark for others to emulate and today you have every good reason to ...celebrate your accomplishments. But the journey continues...

Unlike the Biblical patriarch, Abraham in the Old Testament who, we are told, "went out not knowing where he was going," it is instructive to learn that you already have your road map in place and I am reliably informed that the organization has become an IT intelligent institution. It is not in the least surprising to hear that in the near future you will be introducing electronic marking and new syllabuses in Digital Media in addition to the further development of the Caribbean Primary Exit Assessment in the region. It is also encouraging to know that you have not forgotten the foundation and mainstay of these Caribbean countries in introducing Agriculture at the CAPE level.

There is no doubt in my mind and there can be no doubt in the mind of any thinking and forward planning person across this region; in government, industry or education, that the Caribbean Examinations Council must continue to play a critical role in the changing landscape of a highly competitive and constantly evolving environment in meeting the needs of our people for the future

Perhaps the only other region-wide focus beside the CXC and The University of the West Indies which binds our people together is the game of cricket - and so I hope you will understand, CXC, when I say that you have scored well in completing your first forty, but the innings has not closed yet; the team is depending on you to continue. So change your bat if you must, but take a fresh guard and get ready to make a ton, for the future of these Caribbean countries as the songwriter puts it - may be 'in your hands.'

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## GIVING YOUTH A SECOND CHANCE

Over 3,000 Caribbean youths, ages 16 – 30 years will have the opportunity to obtain a CXC qualification and improve their life chances over the next three years.

This opportunity comes compliments the CXC initiative entitled Strengthening Second Chance Education Programme, sponsored by the United States Agency for International Development (USAID).

The CXC Second Chance Programme was officially launched at a ceremony held on 19 March this year at the Accra Beach Resort in Barbados.

At the launch it was revealed that the Second Chance Programme is a USD\$4.2 Million initiative over three years and will primarily target “at-risk” youths 16-30 years old across nine Caribbean territories. The countries targeted are Antigua and Barbuda, Barbados, Dominica, Grenada, St Kitts and Nevis, St Lucia, St Vincent and The Grenadines, Suriname and Trinidad and Tobago.

The goal of the Strengthening Second Chance Education Programme is to build a sustainable infrastructure that will allow at-risk youths of all interests and abilities to access programmes that may lead to the development of valuable life skills, training/retraining for the world of work, portable certification, and a continuing education platform for future development.

The programme will be offered at participating learning institutions dubbed ‘Second Chance Institutions’ (SCIs) and will lead to certification in one of two CXC qualifications: Caribbean Vocational Qualification (CVQ\*) Levels 1 and 2, or the Caribbean Certificate of Secondary Level Competence (CCSLC\*).

Dr Didacus Jules, Registrar of CXC said he was pleased with the response from SCIs as they look forward to helping vulnerable young people get on their feet again.

“The national and regional SCIs with whom we interacted in the explorations leading to the programme design have been excited at the pathways that CXC’s involvement will provide,” Dr Jules explained while delivering remarks at the programme’s 19 March launch. “Access to the CVQs and to the CCSLC will provide a solid foundation of competencies to enable young people to move from wherever they are to wherever they dream to go,” Dr Jules added.

Ambassador Larry Palmer, US Ambassador to Barbados and the Eastern Caribbean, said he was proud to be partnering with CXC in this educational effort and felt that the Programme could make a big difference in the lives of youth in need. Ambassador Palmer added that the Second Chance Programme will also provide the Caribbean business community with a more attractive pool of potential candidates for employment opportunities.

“We must all strive to support our youth who need the assistance to reach their true potential. We must provide encouragement and support not only because it is the right thing to do, but because any opportunity lost can weaken a person, a family, and society as a whole,” the US diplomat explained. “Second Chance programmes encourage learning and improvement in the quality of education and services available to vulnerable youth who are willing to try just one more time.”

Ambassador Palmer expressed the view that the CXC-USAID partnership supports a Caribbean that is better equipped to support its

people locally and to compete internationally.

“The Second Chance programme is holistic, supporting the development of market skills, while also boosting participants’ self-esteem and providing life skills,” he added.

Senator Harry Husbands, Parliamentary Secretary in the Ministry of Education, Science, Technology and Innovation in Barbados, welcomed the programme, saying: “The establishment of this project increases Barbados’ chances of achieving its objective to provide education for all people at all levels, from nursery to tertiary.

The realisation of such a goal is critical for a small state like Barbados whose greatest resource is its people. Therefore, its capacity building resides in its people - their education and their development.”

While noting that it was for this reason that the Government of Barbados had expanded its nursery education programmes, provided additional spaces at the Samuel Jackman Prescod Polytechnic and widened continuing education at the Springer Memorial and the Frederick Smith Secondary schools, he said: “The Second Chance Education project will bolster Barbados’ attempts to meet the myriad educational needs of its citizens.”

Commending the Council, the Parliamentary Secretary noted that CXC had been in the vanguard for change in the way students are assessed and certified by broadening its range of programmes and “making them more relevant to the realities of the Caribbean context”.

At-risk youths are defined as persons who have experienced poor life outcomes in general. These include but are not limited to school drop-outs; teenage parenthood; economic dependency; drug use; incarceration; poor school performance; male marginalization; physical disabilities; unemployment and underemployment.

It is expected that this educational programme will encourage them to take the first step in securing a better, brighter future.



US Ambassador Larry L. Palmer, Dr the Honourable Esther Byer-Suckoo, Minister of Labour, Dr Didacus Jules, CXC Registrar and Dr Daniel Smolka, USAID Mission Director-Barbados and Eastern Caribbean, chatting after the launch of the Second Chance programme

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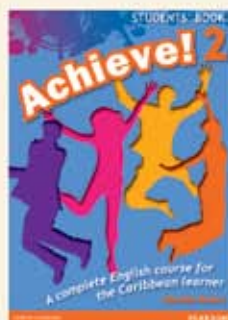
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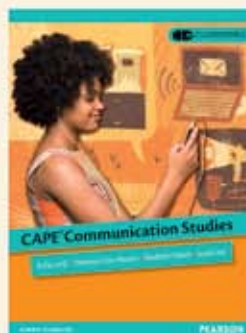
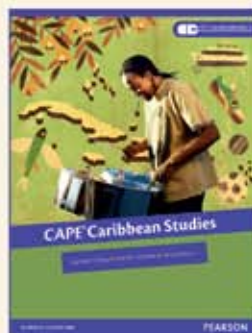
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# *CXC Gets a Taste of* ANGUILLA

*By Cleveland Sam*

Crescent-shaped beaches as unspoilt as nature created them, tortoise waters, delectable cuisine, and landscape dotted with some of the most exquisite hotels in the world - **welcome to Anguilla.**

This 35 square-mile island was the host of the 44th Council Meeting of the Caribbean Examinations Council (CXC) during the first week of December last year.

What Anguilla lacks in size, it more than compensates with the alluring beaches and luxurious hotels. This was very evident to delegates attending the CXC annual governance meetings and the Regional Top Awards Ceremony.

From the air or from the sea, delegates were awestruck as they approached this gem of an island. They were even more stunned and satisfied when they arrived at their hotels – the plush Viceroy for some and the enchanting Cuisinart Resort and Spa for others. None would complain.

No sooner had they settled into the comfy rooms, it was time to get down to business. For the Regional Top Awardees it was time to get dressed in their school uniforms and pay courtesy calls on dignitaries in Anguilla; while for CXC staff, it was finalising preparation for a meeting with teachers from primary and secondary schools in Anguilla.



Regional Top Awardees pose for their final photo in Anguilla

# CXC gets a Taste of Anguilla

## COURTESY CALLS

On Wednesday 5 December the awardees and a CXC delegation paid courtesy calls on His Excellency, Stanley Reid, Acting Governor of Anguilla; Honourable Edison Baird, Minister of Education in Anguilla; and Honourable Evans Rogers, Leader of the Parliamentary Opposition.

Minister Baird told the awardees not to limit themselves and their education to any one country, but rather to explore various avenues and broaden their horizon. He encouraged the awardees to climb the ladder of educational and professional success and excel in whatever endeavour they decided to pursue.

Honourable Evans Rogers encouraged the students to study and return to the Caribbean to assist with the region's development.

During the courtesy calls, CXC presented the dignitaries with gifts of paintings of students' art work produced for the CSEC 2012 Visual Arts examination.

After the courtesy calls, the awardees joined Anguillian students at the Albenia Lake Hodge Comprehensive School and explored several attractions on the island. The most popular visit with the awardees was the Dolphin Experience.

## AWARDS CEREMONY

Thursday 6 December was the night of glitz and glamour, speeches and presentation of awards for the *crème de la crème* of the outstanding performers in the 2012 Caribbean Secondary Education Certificate (CSEC) and in the Caribbean Advanced Proficiency Examination (CAPE). The occasion was the Opening Ceremony of Council and the Presentation of Awards for Outstanding performance in the May/June 2012 examinations, held at the Rodney MacArthur Rey Auditorium in The Valley, Anguilla's capital.

Honourable Edison Baird, Minister of Education in Anguilla, delivered the feature address; Professor E Nigel Harris, Chairman of CXC, brought remarks and Dr Didacus Jules,

Registrar of CXC addressed the 250 guests.

Minister Baird said it was very important for Anguilla to host the CXC governance meetings. "It provides greater exposure to the work of CXC to Anguillians and shows that Anguilla has an equally important voice in education in the region," the Minister stated.

Addressing the awardees directly, Minister Bair stated, "In you the region is assured that with the efforts, perseverance and remarkable intellectual capacity of our people, the future of our Caribbean is secured."

But the evening was truly Anguilla's and Anguillian! An hour-long entertainment package showcasing the rich diversity of Anguilla's culture exploded on stage following the formal aspects of the ceremony. Steel pan music to hip hop dancing; drama to big band jazz music; ballet to school choir – it was a potpourri of great proportions.

## GUYANA AND TRINIDAD AND TOBAGO DOMINATE AWARDS

Students from schools in Guyana and Trinidad and Tobago dominated the Regional Top Awards. Four of the eight awards for outstanding performance in CSEC went to students from Guyana, while eight of the nine awards for CAPE went to students from Trinidad and Tobago.

## CSEC

Sarah Hakh of Abram's Zuil Secondary School, Guyana, walked away with the award for Most Outstanding Candidate Overall in the Region. Sarah wrote 16 subjects and achieved Grade I in all 16 subjects with all A's on the Profile grades: Agricultural Science (Single Award), Biology, Economics, English A, Food and Nutrition, Home Economics Management, Integrated Science, Mathematics, Office Administration, Principles of Accounts, Principles of Business, Social Studies, Spanish, Electronic Document Preparation and

Management, Physical Education and Sport and Human and Social Biology.

Two students from Bishops' High School in Guyana received awards at the ceremony: Tamasha Maraj and Deowaitte Narine. Tamasha was awarded the prize for the Most Outstanding Candidate in Business Education with 13 subjects – Economics, English A, English B, Mathematics, Office Administration, Principles of Accounts, Principles of Business, Social Studies, Electronic Document Preparation and Management at Grade I; and Additional Mathematics, Caribbean History, Information Technology and Human and Social Biology at Grade II.

Deowattie received the award for the Most Outstanding Candidate in the Sciences with Grade I in 13 subjects – Additional Mathematics, Agricultural Science, Biology, Chemistry, English A, English B, Information Technology, Integrated Science, Mathematics, Physics, Social Studies, Human and Social Biology, and Electrical and Electronic Technology.

Karran Singh, a student of St Rose's High School in Guyana copped the award for the Most Outstanding Candidate in Technical Vocational Education. Karran achieved Grade I in 12 subjects – Agricultural Science (Double Award), Biology, Building Technology (Construction), Chemistry, English A, Food and Nutrition, Home Economics Management, Mathematics, Building Technology (Woods), Chemistry, Electronic Document Preparation and Management, Human and Social Biology, and Social Studies; Grade II in Technical Drawing and Grade III in English B.

Matthew Blake of the St Jago High School in Jamaica receive the award for the Most Outstanding Candidate in the Humanities. Matthew achieved Grade I in 10 subjects, with all A Profiles except one B Profile in Geography. Matthew achieved Grade I in Caribbean History, Chemistry, English A, English B, French, Geography, Information Technology, Mathematics, Social Studies and Spanish.



Honourable Edison Baird, Minister of Education in Anguilla presenting award to Brad Bachu



Mr Glenroy Cumberbatch, CXC Pro Registrar presenting prizes to Llona Loustric



Dancers thrilled the audience with their performance during the ceremony



Mrs Channele Petty-Barrett, Permanent Secretary in the Ministry of Education, Anguilla and Deputy Chair of CXC presenting award to Ann-Sara Ramkissoon



Dr Didacus Jules, Registrar of CXC presenting a gift to Honourable Deputy Governor of Anguilla, Stanley Reid during a courtesy call



Professor E Nigel Harris, Chairman of CXC presenting prizes to Sarah Hahk



Section of the audience at the awards ceremony

The two awards for Visual Arts were shared by students from Barbados and Trinidad and Tobago. Dominique Harris of Queen's College in Barbados won the award for the Most Outstanding Candidate in Visual Arts, 2-Dimensional Work. Dominique produced a piece entitled "Architectural" from the Textile Design and Manipulation Expressive Form.

Dominique's piece was described as "impactful, exciting and aesthetically pleasing to the eyes," by the Chief Examiner.

Camille Parris of St Joseph's Convent, San Fernando, Trinidad and Tobago received the award for the Most Outstanding Candidate in Visual Arts, 3-Dimensional Work. Camille's creation was taken from the Sculpture and Ceramics Expressive Form. She produced a mug for drinking coconut water with the handle in the form of a lizard.

Camille demonstrated "superior knowledge and understanding in the choice of materials and techniques relative to the task and theme," and "a high level of skill in the manipulation of the media, which in this case was clay," the Chief Examiner stated.

Ilona Loustric, a student of Harrison College, Barbados, won the award for the Best Short Story in the English A examination. Ilona's short story was in response to the stimulus in Question 5: "My people were special to me. I had to warn them that a storm, such as they had never seen, was coming."

Mr Roopcharan Persaud, Principal of Abram's Zuil Secondary School, Guyana was presented with the CSEC School of the Year Award for 2012.

## CAPE

Of the nine CAPE awards, eight went to students from Trinidad and Tobago including the top award, which went to Melissa Persad of St Joseph's Convent (St Joseph), winner of the Dennis Irvine Award, the symbol of academic excellence at CAPE.

Melissa brought to an end the two-year dominance of this award by students of Presentation College, San Fernando, Trinidad and Tobago.

Melissa achieved Grade I in 12 Units with all A's on the Module grades. She achieved Grade I in Applied Mathematics Units 1 and 2, Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

Another student from St Joseph's Convent, St Joseph, Victoria Bharat, won the award for Most Outstanding Candidate in Business Studies. Victoria achieved Grade I in seven Units – Accounting Units 1 and 2, Caribbean Studies, Economics Units 1 and 2, and Management of Business Units 1 and 2, and Grade II in Communication Studies.

Victoria's performance also ended the dominance of Lakshmi Girls' Hindu College, which had won this award for the previous four years.

Matthew Rahamut of St Benedict's College received the award for the Most Outstanding Candidate in Environmental Science with 10 Units. Matthew achieved Grade I in Biology Units 1 and 2, Caribbean Studies, Communication Studies, Environmental Science Units 1 and 2, Geography Units 1 and 2, and Grade II in Sociology Unit 2.

Brad Bachu of Presentation College, Chaguanas was presented with the award for the Most Outstanding Candidate in Technical Studies. Brad achieved Grade I in 10 Units all with As on the Module grades – Applied Mathematics Units 1 and 2, Caribbean Studies, Communication Studies, Geometrical Engineering Drawing Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2. This is the second consecutive year a student from Presentation College, Chaguanas has won this award.

Two students from Naparima Girls' High School were recipients of awards on Thursday. Sitara Persad won the award for the Most Outstanding Candidate in Mathematics with Grade I in 10 Units, all with A's on the Module grades. Sitara achieved Grade I in Applied Mathematics Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

Her colleague, Ann-Sara Ramkissoon, collected the award for the Most Outstanding Candidate in Modern Languages. Ann-Sara achieved Grade I in eight Units: Caribbean Studies, Communication Studies, French Units 1 and 2, History Units 1 and 2, and Spanish Units 1 and 2.

Marcus Belasco of Naparima Boys' College won the award for the Most Outstanding Candidate in Natural Sciences. Marcus achieved Grade I in 10 Units, all with A's on the Module Grades – Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2, and Pure Mathematics Units 1 and 2.

Jeanelle Pran of Lakshmi Girls' Hindu College received the award for the Most Outstanding Candidate in the Humanities with Grade I in seven Units – Caribbean Studies, Communication Studies, History Units 1 and 2, Literatures in English Unit 2 and Sociology Units 1 and 2; and Grade II in Literature in English Unit 1.

The award for the Most Outstanding Candidate in Information and Communication Technology went to Abraham Dubrisingh of Harrison College, Barbados. He achieved Grade I in eight Units – Caribbean Studies, Communication Studies, Computer Science Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

St Joseph's Convent, St Joseph received the award for CAPE School of the Year.

# Top Awardees

## *Anguilla Experience in their Own Words*



### **Sarak Hakh – Most Outstanding Candidate Overall – CSEC**

In December 2012 my trip to Anguilla which included a little bit of island hopping was a novel experience. I wasn't sure what to expect and I admit, I was a bit nervous about having to spend time with acclaimed students, most of whom I've never ever seen before.

I finally got to officially meet the other students in the hotel lobby when we arrived in Anguilla and I was all giddy after finding out I was going to have a roommate. Formal introductions and some talk about school was what we engaged in for the first bit of our trip. I've always had reservations around people that I've never met or intended to have lasting friendships with, but around the people I was with, I had to let all of that go!

We banded together really well and our experiences in Anguilla, though they were of a formal and purposeful nature, were a lot of fun and we found ways to be a handful to our chaperon. The highlight of the trip was going to be the awards ceremony for me, or so I thought, but with everything else that was on our agenda for later, you can't blame me for wanting to get it over with!

Having to go into detail into everything would fill up the page, but amidst the schedule we were to conform to, our (very loud) dinners, athletic activities together and some other little adventures we took the liberty to have were definitely the most fun I've had with people I've only known for a few days. Without a doubt, we

have become friends for life.

Our visit to the Anguillan secondary school and the bonds I've made with a few of the students (so multifarious and friendly!) did not go unappreciated either.

My only regret is not making the most of being in a Five-Star hotel room for a few days...I think it's a good idea to be adventurous when you're not close to home and when your bill is taken care of.

Above all, it felt like a paid-for vacation and Anguilla is a great place to visit (twice); it doesn't take you long to fall in love with the locals, food and scenery...and the beaches look lovely at night.

## Top Awardees: Anguilla Experience

### Tamasha Maraj – Most Outstanding Candidate in Business Education – CSEC

When I was told that the headmistress wanted to see me my heart was in my hand, for the head teacher's office and I aren't friends! I slowly walked up the stairs and made my way to her office, my hands cold as ice, my heart racing. As I stepped into her office I saw my headmistress standing at the computer. When she realized that I was there she hugged me and told me to have a seat. I got even more nervous. I thought she was going to tell me that a member of my family had passed away! I refused the seat and looked at her; she had a broad smile on her face, and I had a confused look on mine. She handed me an envelope which had my name on it. I took it with trembling fingers and opened it. I read slowly, my heart beat increasing. I took up the offer to sit down. I reread the letter in utter disbelief - I was awarded the Best CSEC Business Studies Student 2012! I looked back at my head teacher who was still smiling. She was overwhelmed with joy! I just sat there staring as she hugged me once more and congratulated me. When I arrived home that night I gave my family the good news. Like me, they were all in shock at first but became elated shortly after.

On December 3rd, 2012 three other awardees and I from Guyana embarked on our journey. I was so excited as this was my first time travelling on a plane. Our flights from

Guyana to Barbados, Antigua and then to St Maarten were smooth. It was during our island hopping that I met the other awardees. The ferry ride from St Maarten to our final destination, Anguilla, was exciting. I enjoyed the beautiful scenery of green mountains and the turquoise Caribbean Sea. When we disembarked at the Anguillan docks we quickly passed through customs and were then taken to our hotel. A life of luxury, for a week, awaited us at the Viceroy Hotel and Resort. The hotel was gargantuan and had every possible facility we could think of; from swimming pools and first class restaurants with exotic cuisines, to rock climbing and gym facilities. The view from my room's balcony was of the beautiful sea. The early morning breeze and the beautiful view of the sun rising over the sea were simply breath-taking. I enjoyed every moment of my stay in the hotel.

Visiting the only high school in the country, Albenia Lake Hodge Comprehensive High School, was quite interesting as I saw how different it was from my own. The students were friendly and willing to take us on a tour, and their teachers were welcoming. We were also privileged to meet the Governor, the Opposition Leader and Minister of Education of Anguilla. I enjoyed exploring caves, going on boat rides, shaking hands with a dolphin, visiting the

Heritage Museum where I learnt so much of the history of the island and saw so many interesting artefacts, trying new dishes, rock climbing with Dr. D Jules, who beat me and made it all the way up, swimming, and exploring the hotel with the other awardees. We all enjoyed the company of our chaperone, Ms Medford, who was fun to be around, and Mr Sam who always had something interesting to share with us.

The highlight of the trip was the spectacular award ceremony where we, the Caribbean's Top Awardees, were honoured. The programme showcased the rich culture of Anguilla. We enjoyed the skits, dancing, singing and melodious steel band renditions. After the cocktail reception we took photos upon photos; we made sure we got pictures of everyone! When we got back to the hotel we quickly changed and spent the last few hours with each other having fun. Time flew by quickly and we departed the next day. It was a teary goodbye as we bade farewell to our new friends and to the beautiful island. The memories of this amazing trip will forever be with us and we will definitely keep in touch with each other. I must thank CXC for having provided me with the opportunity to visit the beautiful island of Anguilla and having an experience of a lifetime!

### Llona Loustric – Best Short Story – CSEC

Firstly, I would like to begin by introducing myself. My name is Llona Loustric and I am 15 years old. I am currently in Form 5 at Harrison College in Barbados. I was the recipient of the Best Short Story Award for my 2012 English CSEC Examination.

I first learnt that I had won this award sometime in October. I received a message at school saying to go to the office to collect something. I went, and received two letters, which I figured had something to do with school fees or my VISA.

I didn't open them. In fact, I completely forgot about them.

The next day, I rested them on the kitchen counter and told my dad that I thought they were for him. He opened them whilst I was eating breakfast and came to me. He gave me a hug and said congratulations. I was confused so he handed me the letters and told me to read them out loud. I started reading; not really understanding what was going on. I then

realised that I had won an impressive award. I was elated.

When December finally came, I was really excited. I could not believe we were being invited to such a fancy hotel and also, it was my first time travelling alone. As soon as I started meeting the other winners, I realised that I had not been expecting such friendly, open and interesting other kids. I guess I had thought that people who won this type of prizes spent all day studying and were boring! I was so wrong. We were each assigned a room-mate and the ease with which all of the awardees hit off was impressive.

From the very first afternoon in Anguilla we were treated like Kings and Queens. The hotel was amazingly beautiful, the staff very friendly and our chaperone had a great sense of humour!

We got to meet all sorts of important people, including the Acting Governor of Anguilla, who introduced us to his breathtaking

island. I had never been to Anguilla before and was absolutely stunned at seeing beaches that even rivalled Barbados' own (this can be debated ferociously!)

Travelling on an amazing yellow school bus, we visited many heritage sites and many other places of interest and had a dolphin experience, which was absolutely fascinating.

I cannot recall one moment on the trip when I was bored or felt as though I was amongst strangers. I cannot stress enough how much I miss the other Awardees, and the Anguillan friends we made on the island. The tons of pictures we took and Facebook will ensure that we keep in contact, and perhaps have a reunion in some years!

Being amongst the cream of the crop was the most unique and amazing experience I have ever had. I would like to thank my parents for their ever-present support and love, and of course, CXC, for making everything possible.

It was the best time of my life.

## Top Awardees: Anguilla Experience

### Matthew Blake – Most Outstanding Candidate in the Humanities – CSEC

It was around mid-day on a regular school day when the Acting Principal broke the news to me. Her eyes shone and she wore one of the biggest smiles I had ever seen on her face. When she spoke her voice was excited.

"You won the award for the top student in the Caribbean!"

I stood speechless. No way was this possible! My eyes glazed over with both joy and doubt.

A few weeks later, everything had been settled. I had won the award for the top student in the Humanities and was to be flown to Anguilla to receive the award. I was overjoyed! It had been my dream to travel and my prayer to receive a CXC award. My dream had come true and God had answered my prayer! I might have smiled all through that first flight to Barbados, snapping away with my 'phone and camera. Landing in Barbados was exciting and there I met the top awardees from Guyana, Mr Sam, and Ms Medford, our chaperone, and was taken on a short tour of Barbados. We stayed the night in an exquisite hotel in Christ Church.

Early the next morning we presented ourselves at the airport where we met Dominique and the fascinatingly trilingual Ilona. We all flew to Antigua where the family was completed with the addition of the Trinidadian awardees. The



'meet and greet' started and soon I was confident we would all become great friends. We hopped over to St. Maarten and then voyaged in a ferry to Anguilla. We had arrived at last and we were met with much warmth by the Anguillans.

After the initial welcome, we were escorted to the Viceroy; a place we all came to adore, a place where we made many memories, had many laughs, shared many smiles. Our cameras could not get enough of the picturesque surroundings and the beautiful décor of the lobby and our rooms. We became intimately familiar with the pool, the restaurants, the tennis court and even the rock climbing area!

Our visits with dignitaries, to the museum and the high school, tours to see the dolphins, petroglyphs, caves and indigenous plants and the shopping trips were memorable occasions.

A stately ceremony encapsulated the reason we had journeyed so far from our homes. Beautiful steel band music, entertaining cultural pieces, stimulating speeches and receiving our awards, made the ceremony an unforgettable experience.

Too soon it was time to take our leave of the wonderful island of Anguilla. After a long night; a really long night, it was the day our itineraries stipulated as our last on the island. (Well for everyone except me). I was the last to leave and saying goodbye to some of the most amazing people I had ever met gripped me with loneliness as I realized that it was my friends who had given meaning to my stay there. Fortunately, some sixth form students from the school stayed with me into the afternoon and that evening I attended a wonderful concert dubbed 'A Cultural Affair'.

The following day I was en route to Jamaica. The lessons learnt and the emotions felt have created within me a renewed resolve to work hard, not just for my CAPE, but for all my pursuits in life. Perhaps as a reward I will see some of my friends again in a similar setting!

### Brad Bachu – Most Outstanding Candidate in Technical Studies – CAPE

I will always cherish the first few days of December 2012. Although I have previously travelled with friends, the trip to Anguilla will always be the most significant. The new friends, places, food, activities and of course the majestic Viceroy Hotel all contributed to this memorable experience.

Social interactions for us Trinidadians began as early as Piarco Airport. By the time we arrived in Antigua, we were already comfortable and knew a substantial amount of information about each other. Communication with awardees from other countries occurred progressively as we sat next to each other on buses, boat rides and at dinners. Having a foreign roommate was also beneficial as it assisted in friendship building and promoted interactions with students from other parts of the region. By the second day, we were all well acquainted and having the time of our lives.

Meeting who can be considered as the brightest people in the Caribbean in my age group was truly a priceless experience. I was able to confirm my conjectures about people

like myself. We are completely normal, or at least can be when the occasion arises. Each one of us carried a unique personality. By simply using one adjective we could concisely but accurately create a representation of each awardee. It is these characteristics that I will remember most about my new friends. Not only were they intelligent or topped their respective categories, but that one was particularly talkative, one was an epicurean, one loved a particular pose, and so on.

During our stay, we were able to traverse almost the entire island. We visited many places, notably the secondary school, Big Spring, Dolphin Discovery and a few beaches. The secondary school was well equipped for most, if not all, CSEC and CAPE subjects as they had designated rooms and equipment for art, wood work, technical drawing, and electronics. Further, while visiting the spring and cave, the limestone terrain of the country stood out prominently as we hiked to various destinations. I saw dolphins perform tricks up close at Dolphin Discovery and was able to

take a picture with one that proved to be a very popular Facebook profile picture.

After a long day of sight-seeing, everyone would anxiously await return to the Viceroy where we would be treated to a tantalising dinner of our desire. The Viceroy also had many activities that allowed us to bond as a team. A 6:00 am game of golf and table tennis before breakfast was the perfect way to start the day. We also enjoyed a few games of tennis and of course a swim in the pool. My most memorable experience at the Viceroy was rock climbing. Both climbing and having a good laugh at the attempts of other people were enjoyable.

On the last night, we all gathered in one room and stayed awake the entire night telling jokes, stories, watching television and simply enjoying each other's company. The best thing about winning the CAPE Regional Award for Technical Studies was not the award itself, or the prizes with it, but the new lifelong friendships I forged with people from various Caribbean territories.

## Top Awardees: Anguilla Experience

### Jeanelle Pran – *Most Outstanding Candidate in the Humanities – CAPE*

Already unable to contain my excitement and emotion upon receiving the news that I was the recipient of the Regional Award for the Most Outstanding Student in Humanities, my trip to Anguilla was just the tip of the iceberg. I had heard of Anguilla being a place where the sun, sand and sea was unlike any other but I never imagined it to be 1000 per cent better than I had initially anticipated. Not even in my wildest dreams did I expect a luxurious vacation as a reward for my hard work and dedication throughout my high school years. I eagerly awaited the trip to Anguilla. My research informed me that it was a small island with a tiny population yet it was enriched with a vibrant culture and heritage galore.

I arrived at the airport only to be greeted by a bunch of intelligent, promising and entertaining individuals, also regional awardees, around my age group. All the regional awardees from the different islands met each other for the first time at the Antiguan airport which was one of the few stops to Anguilla. This was an exhilarating time since we all introduced ourselves, waiting to see what our four days with complete strangers would entail. We quickly became friends and it seemed like we had known each other prior to our trip.

When we arrived in Anguilla, we were astonished and overwhelmed by the beauty and serenity of such a small place. It seemed like a dream, one that left you speechless, taking your breath away. Little did we know that the hotel at which we would be staying would reflect a true meaning of the term paradise. The Viceroy hotel was unlike any other and it embodied everything desired on a vacation. All the awardees were overjoyed and wanted to explore the amazing hotel where it seemed as though fine art and exquisite cuisine were nothing but ordinary in this fairytale nirvana.

On our first day in Anguilla, we were enchanted by its splendour and the luxurious ambiance. We ate at some of the finest restaurants at our hotel and adventure driven, we explored as much of the hotel as we could. The pools, decorative art pieces, views, beaches, white sand, cold breeze and tall lush coconut trees greeted us all around. These were nothing compared to the loving nature of the Anguillan people who treated us like family. On our trips, we were accompanied by some of the local students who willingly showed us the beauty of their country. They were really a pleasure to be around and they added to the dynamics of the group.

I distinctly recall waking up every morning at 5:30, sometimes earlier, just to explore the beautiful hotel with some of my roommates. We spent our mornings before breakfast having fun and getting to know each other. I spent as little time as possible sleeping and as much time as I could wake. I would look out the balcony and stare in astonishment that this fantasy was a reality. On our trip, we travelled from one end of the island to the next, touching the sands of many beaches, hiking the mountainous areas, playing with dolphins, witnessing the strong cultural and historical heritage of the land and getting to know one another better.

We were also privileged to be taken on various courtesy calls where we met Ministers in the Anguillan Parliament. This was motivational to me personally as I was able to feel proud that I could represent my country. It inspired me to one day repeat such a victory. The award ceremony at which we collected our prizes was unimaginable. I felt esteemed and appreciated by everyone present and I was ecstatic to note that we were the guests of honour. There were choirs, tremendous dances and dramatic plays which captivated the audience and which

showcased the colourful and vibrant culture of Anguilla. It was quite an experience seeing the joy that people felt viewing such acts as it is similar to the emotions felt by those of my country with regard to culture.

Some of my favourite memories include the laughing times my friends and I shared, especially when some of us would make jokes on each other and even pull pranks. I will not never forget our last night in Anguilla when we all refused to sleep since we did not want our trip to end. On our last day, the boat ride to St Marteen was particularly comedic since many of us could not help but sleep as we were exhausted from the abundance of fun we had. I remember my Jamaican brother, falling off his chair while asleep after an eventful day followed by an uproar of laughter. He also fell asleep during our “wake-out” night and this was when I patted him with cream. Some of my most memorable times included taking pictures with all my new friends where we would all do funny faces and capture unexpected moments. It was also a great pleasure having chaperones such as Mr Cleveland Sam and Ms Dianne Medford who made us feel at home.

I made brothers and sisters on this trip; I made best friends and I was able to be a part of an amazing group of people that will create magic in this world and leave their mark everywhere. The peak of my trip would definitely be making new friends across geographical boundaries. I am sure that we will remain close friends and we will withstand the nationalistic views and instead forge stronger regional bonds. I feel so blessed to be a part of such an astounding group of people and I am so happy that some of my good friends today came from this trip. This experience was unlike any other and the memories I take with me will live on forever!



## Top Awardees: Anguilla Experience

### Deowattie Narine – *Most Outstanding Candidate in the Sciences – CSEC*

“Energy and persistence conquer all things” by Benjamin Franklin. These words are ever so true. I may not have received a nobel prize, but a few months ago, I received a letter from CXC inviting me to the awards ceremony in Anguilla. Yes, it was one of my most memorable moments. I was extremely happy, that I had received the award for the most outstanding performance in the sciences at CSEC. My family, friends and of course my dedicated teachers were all happy and proud of my achievement.

On 3 December 2012, I embarked on an incredible and tiring trip to the island of Anguilla. As there was a limited availability of straight flights to Anguilla, the only way to get to this magnificent island of limestone was via Barbados, Antigua and St Maarten. Yes this was indeed a wonderful experience to island hop through the beautiful Caribbean region.

Meeting various top awardees on the journey increased time for bonding. By the time I saw the lovely island of Anguilla on the 3 December I had already met with the other 11 awardees. Together we stayed at the best hotel on the island the Viceroy. Its very name has a sense of elegance to it. With its many villas and magnificent architecture, it made

everyone feel special. Yes CXC along with the government of Anguilla had outdone themselves in making the awardees feel like celebrities. Yes I felt like a celebrity.

The following days in Anguilla were spectacular from making courtesy calls to many of the prestigious individuals on the island, to visiting the only secondary school on the island. Every day was a new activity, hiking to an ancient Taino spring, walking through dense forest to a cave used in the great Anguillian revolution, playing with dolphins and having lunch at some amazing outdoor restaurants. In the nights, it was dinner at the exquisite seaside Bamboo restaurant. Dinner was never a quiet deal, as everyone felt so connected with each other, talking and making jokes seemed normal. The food was delicious and hospitality was second to none. Even after dinner, sleep was considered wasting time; the major priority was to have lots of fun together before our time of departure.

We even challenged each territory present to rock climbing competitions and tennis. Well it was always friendly competition, even though the Trinidadians outnumbered everyone.

The days of fun flashed by as lightning. On

the 7 December was the award ceremony. It was a night of both joy and sadness. It felt amazing being honoured for doing well and sharing this experience with eleven other special people, my new friends. But it was sad, because the thought that it was the last night with them was always lurking.

The presentation was incredible; there was a diversity of talents and culture broadcast. The speeches were amazing, especially the vote of thanks from a fellow awardee. That night no one wanted to sleep. It was a night of picture taking, singing and just having lots of fun for our very last moments together.

It was indeed a great wonder how 12 persons from Barbados, Guyana, Jamaica and Trinidad bonded so easily, in just a few days. Many are right to say ‘separated by islands we are, but as the Caribbean we are still one’.

Departing Anguilla together the next day was not the last time we were going to see each other. I mean with the vast advancement in technology, Skype was just a click away. It was the end of one beginning I thought. I have met some great individuals who are now my friends. Friendships I think we will all share till the end of time.



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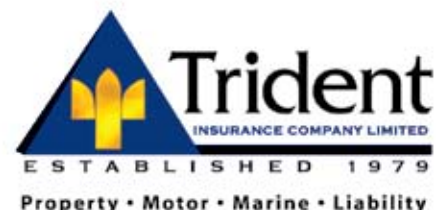
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# CAPE Digital Media Syllabus

# Preparing the Caribbean for its Place in the Digital Media World

*By Cherryl Stephens and Bevil Wooding*

In response to the growing global significance of digital media, and its related social and economic benefits, the Caribbean Examinations Council is launching a new subject - **CAPE Digital Media**. The new course will afford students across the region the opportunity to develop valuable skillsets necessary to create digital content and master digital media.





# CAPE Digital Media Syllabus

## The Digital Revolution

We live in a world increasingly dominated by digital content. Television broadcasts are giving way to online videos. The publishing industry is being redefined by electronic books and websites. Mobile apps have transformed how people interact with their phones. The media, entertainment and creative arts industries have been totally revolutionised by the Internet, digital music, photography, videos, graphics and animation. The global public's appetite for digital content seems insatiable. As a region, the Caribbean's appetite is no less voracious.

All indicators point to continued explosive growth of digital content, fuelled by more powerful and increasingly affordable gadgets and technologies. It is an exciting, empowering time.

The seemingly endless buffet of digital content is creating real opportunities for businesses, innovators and entrepreneurs. Supporting this requires armies of digital content creators. Digital workers armed with an understanding of the new media and skilled with the competencies to produce new digital products and services are the artisans of the technology era. They must be deliberately nurtured, trained and developed to take part in the constantly evolving digital landscape.

## Responding to the Challenge

The Caribbean Examinations Council has recognised that the education system must respond with alacrity to produce graduates in the Caribbean with the requisite skills in digital media. The Council will be creating history with the launch of the first-ever CAPE Digital Media Syllabus. The new Syllabus has been specially tailored for the Caribbean and will afford students across the region the opportunity to develop globally relevant skillsets for creating digital content and mastering digital media.

The goal is to increase the cadre of digital media practitioners, such as content creators, animators, web developers, graphic artists and mobile app developers, and secure the skillsets and knowledge base to support the emerging Caribbean digital economy. At the same time, these competencies will better position the region to seize new opportunities for social and economic development at home and across the wider global society.

This new Digital Media Syllabus will provide formal training at the CAPE level in the use of digital media to solve design and communication problems using digital tools. The syllabus offers a unique blend of

technology, communications and arts, and is specially designed to appeal to students pursuing any cognate stream. Emphasis will be placed on project work and active participation to ensure that students have the opportunity to develop both practical skills and a solid understanding of how digital media is applied in real-world scenarios.

The Council's objective is for the proficiencies acquired in both Units of the syllabus to provide students with skills and competencies that allow for immediate entry into the world of work. Moreover, the knowledge packaged into the programme is intended to empower graduates to market their skills locally, regionally or internationally. The Council is confident that a new cadre of Caribbean-based digital media entrepreneurs and innovations will emerge as a direct outcome of the CAPE Digital Media Syllabus.

## Structure of the CAPE Digital Media Syllabus

The CAPE Digital Media Syllabus consists of two Units: Unit 1, Digital Media Fundamentals and Unit 2, Applied Digital Media, each containing three Modules. The Working Committee that provided guidance to the Panel on the nature and scope of the syllabus was drawn from academia as well as industry practitioners. The Council also received feedback from around the region to help shape the syllabus.

## Global Skills, Caribbean Focus

The syllabus aims to encourage and contribute to shifting the region from consumers to producers of digital content. Each Unit is distinct in terms of its focus, objectives, content and skill-set. However, in developing the syllabus, the Council was cognizant of the importance of linking Digital Media to local/regional development needs. As such, the philosophy that undergirds the Rationale, Aims, Objectives, Content, Suggested Teaching and Learning Activities and Assessment Component of the syllabus ensures that graduates are sensitised to their responsibility to leave a distinct Caribbean mark on the digital media world.

The "Skills and Abilities," that students are expected to develop on completion of the Digital Media Syllabus, include:

- (i) Knowledge and Comprehension;
- (ii) Creativity, Innovation and Collaboration; and
- (iii) Digital Literacy and Communication.

As part of the Assessment Component, in addition to the cognitive skills, students

are required to analyse and critique the consequences and ethical implications of new technology on the traditional media as well as cultures, societies, and political systems. They are also required to contribute to ongoing discussions on a dedicated course blog. This breaks new digital ground for the Council as systems are put in place to allow students to share knowledge, discuss and analyse case studies; create digital media products and solutions; and write in forms and styles appropriate for communications, professions, audiences, and purposes they serve.

The scheme of assessment for each Unit comprises two components: an External Assessment component, Papers 01 and 02, which contributes 40 per cent of the final mark and School-Based Assessment component, Paper 03 which contributes 60 per cent of the final mark. In addition to the cognitive skills as part of the School-Based Assessment component, students are required to:

- prepare a proposal based on an identified digital problem or idea and use it to create a digital solution to the problem; and
- execute a series of practical digital tasks leading to the production of tangible digital products.

These features require the maintenance of a portfolio of the tasks performed leading to the final solution.

Supporting this scheme of assessment required the Council to take an innovative approach to receiving student submissions. Students will need to periodically upload their digital outputs to an approved online repository (for example, Dropbox, Microsoft SkyDrive or Google Drive) created by the school and maintained at the school level.

Another first for the Council with the CAPE Digital Media Syllabus is that the CXC External Assessment will be delivered electronically for both Paper 01– Multiple Choice and Paper 02 – Practical tasks.

## Innovative Deployment Strategy

The strategy for implementation is designed to ensure the broadest possible understanding of the underlying philosophy, objectives and learning outcomes of the CAPE Digital Media Syllabus.

Dr Didacus Jules, Registrar of CXC, has indicated that the Council is aware of the lack of expertise in the subject matter, the broad interest in the syllabus and the limited time available and is embarking on a new, innovative approach that leverages the same digital media the syllabus promotes. He noted

# CAPE Digital Media Syllabus

that, "It is only reasonable that innovative use of digital media be applied to the challenge of rolling out the new syllabus as quickly as possible, to as many of our educators and potential students as possible."

The special Accelerated CAPE Digital Media Implementation Strategy has been developed in conjunction with the CXC's collaborative partner, Congress WBN. The initiative includes the development of Caribbean-centric reference texts, digital and physical teaching aids and a specially-staged orientation video. Together, these resources will constitute the CAPE Digital Media Syllabus Resource Toolkit (SRT).

Mr Bevil Wooding, Chief Knowledge Officer of Congress WBN, explained, "The CAPE Digital Media Syllabus Resource Toolkit uses the same principles, tools and methods highlighted in the syllabus. The SRT serves as a practical demonstration of digital media and its benefits to the region."

The SRT is expected to greatly aid the accelerated roll out of the new syllabus. It will also ensure consistency in the dissemination of critical syllabus content, guidelines and requirements. As an additional benefit, the Council will be closely tracking the

UNIT 1: DM FUNDAMENTALS	UNIT 2: APPLIED DM I
<b>Module 1: Definition and Key Concepts</b> <ul style="list-style-type: none"> <li>Terminology/ Definitions</li> <li>Digital Media and Society</li> <li>The Business of Digital Media</li> <li>Understanding the Open Movement</li> <li>Future of Digital Media</li> </ul>	<b>Module 1: Visual and Interactive Design</b> <ul style="list-style-type: none"> <li>Design Fundamentals</li> <li>Concept Formulation</li> <li>Production Approaches</li> <li>Publishing and Distribution</li> <li>The Future of Design</li> </ul>
<b>Module 2: Digital Media Ecosystem</b> <ul style="list-style-type: none"> <li>Changing Nature of 21<sup>st</sup> Century Work</li> <li>Characteristics of the Knowledge Economy and Society</li> <li>The Digital Media Value Chain</li> <li>Funding Opportunities</li> <li>Employability Skills and Portfolio</li> <li>Concept Formulation/Presentation of Concepts</li> </ul>	<b>Module 2: Web and Digital Publishing</b> <ul style="list-style-type: none"> <li>Introduction to eBook Publishing and Web Development</li> <li>Pre-Production</li> <li>Web Development</li> <li>Digital Publishing</li> <li>Content Management</li> <li>The Future of Publishing</li> </ul>
<b>Module 3: Creative Solutions Design</b> <ul style="list-style-type: none"> <li>Managing the Creative Process: From Idea to Implementation</li> <li>Planning and Solution Design</li> <li>Digital Content Creation Tools</li> </ul>	<b>Module 3: Mobile App Development</b> <ul style="list-style-type: none"> <li>Mobile Ecosystem</li> <li>Mobile App Design</li> <li>App Development</li> <li>Publishing and Marketing Apps</li> <li>The Future of Mobile Apps</li> </ul>

deployment of the toolkit as a potential model for syllabus orientation and resourcing that can be replicated across other subject areas.

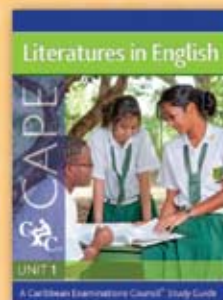
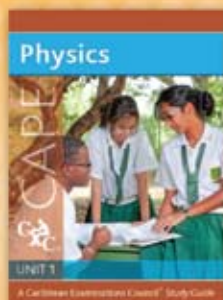
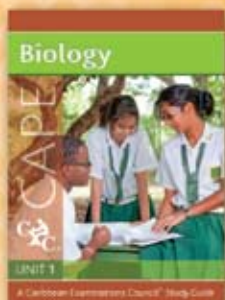
The SRT will be made available to all teachers and students involved in teaching

and learning the CAPE Digital Media Syllabus from August 2013. The CAPE Digital Media Syllabus will be offered for teaching from September 2013 and for first examination in May/June 2014.

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# CAPE Awardees are **2013 Rhodes Scholars**

*By Cleveland Sam*



Vincent Taylor



Kiron Neale

Take note of these two names:

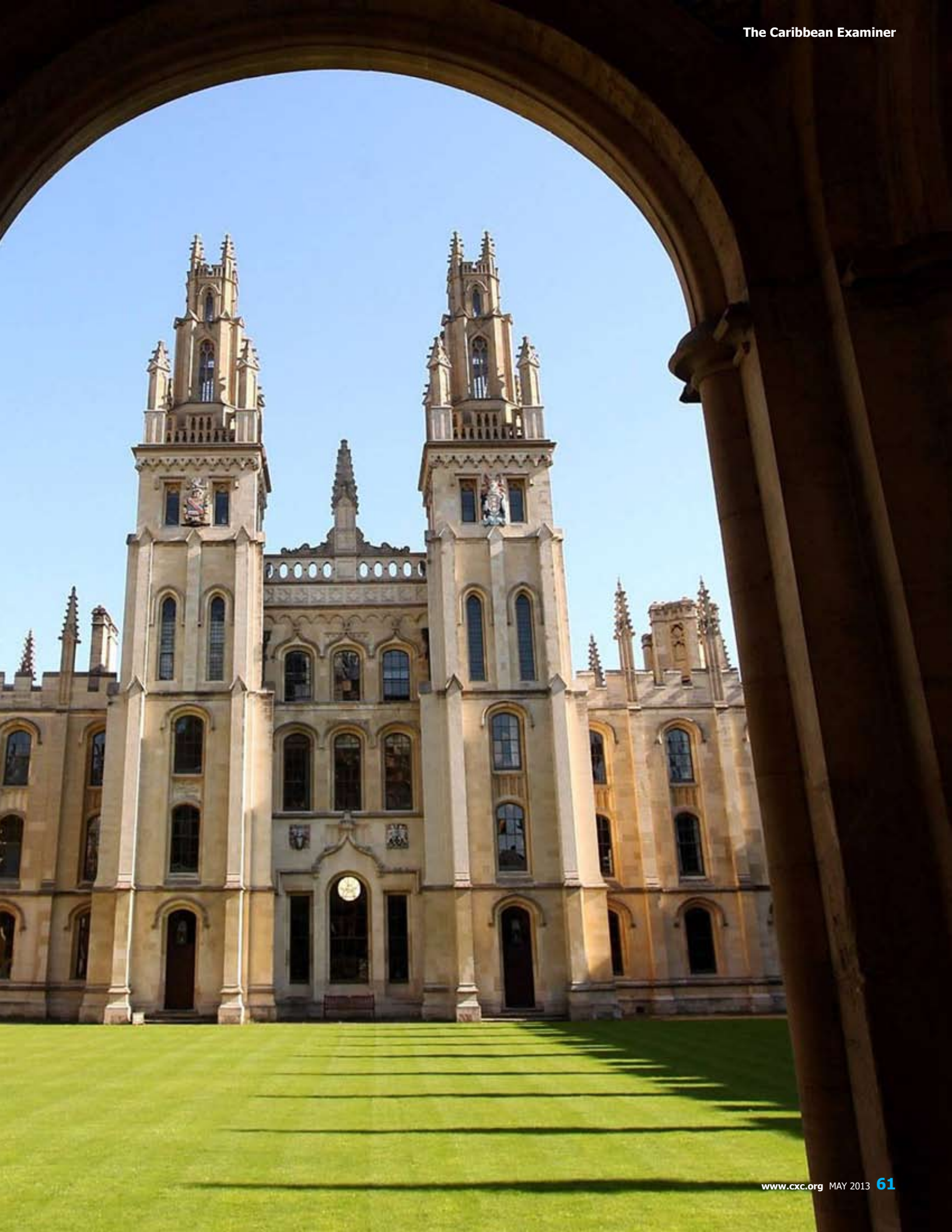
**Vincent Taylor** and **Kiron Neale**.

Why? Because these two amazing young men have great things in store, not only for themselves, but for the Caribbean as a region.

Prior to October 2012, they both had two things in common – they had both won Regional Top Award for Outstanding performance at the Caribbean Advanced Proficiency Examination (CAPE); Vincent in 2008 for Information and Communication Technology and Kiron in 2009 for Environmental Science; and they had both contributed articles to the ***Caribbean Examiner*** magazine.

In October 2012, they were in the news again; they had both been selected as 2013 Rhodes Scholars: Vincent for Jamaica and Kiron for the rest of the Commonwealth Caribbean. And come this September they will meet on the hallowed grounds of Oxford University.

The ***Caribbean Examiner*** magazine caught up with both Kiron and Vincent and spoke to them about their experiences with the Rhodes Scholarship programme.



# CAPE Awardees are 2013 Rhodes Scholars

## Who encouraged you to apply?

**KN:** Dr Carla Noel-Mendez, a former Rhodes Scholar, introduced me to the scholarship. I previously heard of the scholarship but given the extensive reach of the scholarship in the United States, I thought that it was US-specific. But when Dr Mendez enlightened me on the scholarship and the availability in the Caribbean, I was encouraged to apply. My mother, Fermada Mohammed as well as Mrs Marcia McDonald-Howard from the U.W.I.'s International Office all offered more than their support, they also offered their love.

**VT:** The first time I heard about the Rhodes Scholarship was when they were featuring a scholar on TV in Jamaica around 2007 or 2008. My father was noticing his CSEC subjects and grades and brought it to my attention that I was already on par with him based on my CSEC results. From then I had it in the back of my mind that I had the academic quality to be a Rhodes Scholar and coupled with my other activities I was a suitable candidate. I applied for it in 2010 and was unsuccessful, but my parents and friends were supportive and encouraged me to try again and on my second attempt in 2012 I was successful.

## How did you prepare for the interview?

**KN:** Actually no sort of elaborate preparation was made in terms of practice interviews or so. I simply tried to stay as calm as possible. Remaining calm allowed me to be myself. Of course at the back of my mind the significance of the moments to come in the interview took its toll on my focus and nerve. I tried simply to be lively and cheerful as I usually would be on any given day. This was my mind-set for the entire trip to Barbados; from the minute I was on my way to the airport to the minute they called my name to enter the interview room.

**VT:** The Rhodes Scholarship interview isn't something that you can or should prepare for. It is about the committee getting to know what your character is like and how you think and they will ask questions to elicit that, so it is not really something that you can prepare for per se.

## How did you feel after the interview?

**KN:** I came out of the interview room a bit loosened in mental attitude. It also helped that the other candidates felt the same way

evidenced by the post-interview discussions amongst ourselves that ranged from religion to feminism. This was a stark contrast to the silent faces of deep and collective concentration before we were called into the interview room. I also did feel a bit confident about the way I handled the interview in terms of my personal assessment. But of course there were the small prodding internal questions like, "Did I explain enough?" or "Should I have said this instead of that?"

**VT:** Some candidates were telling me that my interview was the longest thus far (my interview was fifth of 12 I think), but it only seemed like a few minutes and they were saying that it was closer to 40 minutes. I was a bit concerned that I didn't get to mention some of the things that I wanted to in detail since there was limited time.

## What was your reaction to the news of your selection?

**KN:** To be quite honest, I think that was the first time in my life that I heard such news and was completely oblivious to what was going on around me. My ears heard the



## CAPE Awardees are 2013 Rhodes Scholars

Governor General saying my name and I did listen to it, but I was so shocked that I did not know how to react. Before I could even process the news, I was already engaged in a succession of handshakes from the Selection Committee and other candidates."

**VT:** When the announcement was made, I was a bit hesitant at first because I wanted to make sure that I was hearing right, especially since I was unsuccessful once before in 2010; then I was excited after it started to sink in. When I called my parents and gave them the news they were overjoyed and that is when my tears of joy came.

### **What would you be studying at Oxford?**

**KN:** I will be pursuing the University's MSc. in Environmental Change and Management (ECM), administered through Oxford's School of Geography and the Environment and facilitated by the Environmental Change Institute.

**VT:** At Oxford I am going to either do an MSc or DPhil in Computer Science. I will be applying for both, and the outcome won't

come until much later down so I'm not sure which one yet, but it will be in Computer Science.

### **What are you doing currently?**

**KN:** At present I am an Associate Professional with the Ministry of the Environment and Water Resources in Trinidad and Tobago. Having graduated last year (2012,) I am using this year to gain some occupational experience within the public sector so as to complement the previous private sector experience.

**VT:** Currently I am finishing up my MPhil in Computer Science at UWI, Mona doing research on wireless sensor network security. I recently had a paper (on my research) accepted at an international conference so I should be presenting that overseas in the coming months.

### **What are your future plans?**

**KN:** I would really like to pursue doctoral studies and become an active researcher in the environmental community. In this capacity I hope to be affiliated with international research institutes. I do however

see my area of research revolving around the Caribbean environment as it pertains to energy resources, alternatives, energy sustainability and the impacts of energy usage on the environment. I would like to return to the Ministry of the Environment and Water Resources as a national environmental scientist where I can offer the nation a greater research capacity in the area of environmental change, climate change and energy. I also hope to partner with other Caribbean states' scientists so that the regional environmental issues affecting the wider Caribbean can be clearly delineated and a path toward a 'green' region can not only be envisaged, but become a realistically achievable target.

**VT:** My ultimate goal is to be able to contribute to the field of Computer Science, first with a DPhil in the field. After that I hope to work in the industry, perhaps doing consulting, before going on to having my own consulting company.

*The Caribbean Examinations Council wishes Kiron and Vincent continued success in their endeavours.*



The Caribbean Needs a New

# Education Highway

*By Cleveland Sam*



## Caribbean Education Highway

“What is the master plan for education in the Caribbean?”

“The need for change in the education system is urgent and immediate.”

“Policy makers need to take heed of the deficiencies in education.”

Three different speakers; the same event; three different utterances; but all pointing in a similar direction – the need for stock taking of education in the Caribbean; but Honourable Edison Baird, Minister of Education in Anguilla, summed it up succinctly. He said the Caribbean needs a new education highway.

Delivering the feature address at the opening of the 44<sup>th</sup> Meeting of the Caribbean Examinations Council in Anguilla last December, Minister Baird called for a radical shift in the way the education system works in the Caribbean.

The Minister's feature address, the remarks of Dr Didacus Jules, Registrar of CXC, and Professor E. Nigel Harris, Chairman of CXC and Vice Chancellor of The University of the West Indies echoed similar sentiments, though coined differently.

The need for changes in the education system was the common thread running through all three speeches given at the opening of the 44<sup>th</sup> CXC Council meeting and presentation of regional top awards in Anguilla on 6 December last year.

“If we view education as a tool for the advancement of Caribbean people, then we must agree that education systems and our attitudes towards education need a major overall,” the Minister argued. “We need to change course, we must not continue to take the same old road, fix the potholes as they appear,” he continued. “We need a brand new highway!” he posited.

He explained that this new education highway must be constructed first at the national and regional levels.

“Education reform lies at the doorstep of regional governments and we must not step around it and pretend that it is somebody else's problem,” the Anguillan Education Minister stated. He added that governments should tap into entities such as CXC to help construct the education highway and find others to fund the construction.

### Value differences

What does this new education highway look like? According to Minister Baird, “Such a plan might seek to tear down the societal divisions perpetuated by our current education system and foster and celebrate the individualism of our children.”

Additionally, he argued that the education system must embrace all children, value and

celebrate their talents and individuality.

He said that while adults value their own differences, they do not do the same for children and this is manifested in the approach to education.

“We do not value the differences of our children; each child is unique,” he stated. “Yet education is usually delivered in a nicely wrapped package marked ‘one size fits all.’”

This new way will also strive to meet their needs without attaching labels based on traditional perceptions of intellectual capacity.

He recognised that this will require a major attitudinal shift on the part of our societies, parents and educators in order to be successful.

Professor E Nigel Harris, Chairman of CXC was more to the point. Professor Harris said that while we rightfully celebrate the success of the awardees, the region must be concerned about the high rate of those who do not get any subjects after leaving high school.

“The need for change is urgent and immediate,” the UWI Vice Chancellor stated. It requires a vision to do something different from what we have been doing all along, because what we have been doing is not working.”

### Calibre of the Cohort

Dr Didacus Jules, Registrar of CXC echoed similar views and chronicled the current situation with several revealing statistics.

“While we acclaim the high achievers, we must also take some time to consider those who have not been as successful and those who have not been given the opportunity to succeed,” Dr Jules said.

The CXC Registrar called for policy makers “to reflect deeply on the state of education in the Caribbean today.”

Quoting from a previous speech, Dr Jules said: “Yesterday, competitiveness was measured by the cream of the crop, tomorrow is it measured by the calibre of the cohort.”

Using that as his premise, Dr Jules explained that the revitalisation of Caribbean society cannot be achieved by a few high flyers but by the entire flock rising higher and flying farther.

He urged policy makers to take heed of the crisis in Caribbean education to avoid what he described as the resulting concatenation of these deficiencies: “irreversible spiral into an inequality that will be un-bridgeable, crime that will be unstoppable and a population that is unemployable.”

He said addressing the deficiencies requires concerted and unified political will, strong developmental vision and recognition that education is not a quick fix.

### Arithmetic of incoherence

Citing what he termed “arithmetic of incoherence,” the long-time educator posited that it needs to be addressed for the region's education house to be put in order. What incoherence has the Registrar observed in the education system? He gave a litany of examples: In some countries more than half of the cohort exit five years later without any qualification, without any hope, and with a cultivated sense of failure; How can we expect candidates to show improved competence in English when only 23 per cent of those taking English Language write English Literature? How can we speak of Information and Communication Technologies when only 27 per cent are doing IT at CSEC?

Do we really believe that the Caribbean culture and music represent lucrative opportunities for the region internationally in cultural industries, when less than one per cent offer Music and seven per cent offer Visual and Performing Arts?

Only 10 per cent offering TVET subjects at CSEC, five per cent continue upwards to CAPE?

Is it acceptable that after all of the investments by our governments and our parents over the five years of secondary education a student is allowed to depart without even being given the opportunity to obtain the exit certification?

Is it not a further indictment of the system that the only exercisable option is remediation that is more of the same diet?

The CXC Registrar warned that failure to address this arithmetic of incoherence can make the dream of creating a Caribbean civilisation nothing but an illusion.

Minister Baird also gave a litany of issues relating to students performance and urged policy makers not to forget that there are still many issues to grapple with in education.



The Honourable  
Edison Baird, Minister of  
Education, Anguilla



Dr Didacus Jules,  
Registrar of CXC

## Truman State and University of Michigan Offer CAPE Credits

What does University of Michigan-Flint and Truman State University have in common? Any guesses? Thinking about it still? Ok, let me help you out...they are the two latest universities in the United States to publish CAPE Equivalency Charts!

The two universities have published Equivalency Charts showing the transfer credits they offer students presenting the Caribbean Advanced Proficiency Examination (CAPE) qualification.

University of Michigan-Flint and Truman State University both published CAPE equivalency charts early in 2013, highlighting CAPE courses which articulate with the universities' courses and showing the number of credits students will receive for each CAPE course with Grades I – IV.

### Michigan

"Michigan views the CXC qualifications as qualifications that prepare students exceptionally well for university," stated Patrice Campbell, Assistant Director, International Center.

"For this reason as well as to assist students in achieving their academic goals, the University of Michigan-Flint continues to award advanced standing credit (transfer credit) to students that meet the university's requirements."

The University of Michigan-Flint has evaluated 29 CAPE Units (courses) and has awarded different levels of credits for each Unit, ranging between three and four credits per Unit. For business, arts, computer science, humanities and social science courses, students will receive three credits each per Unit; however, in some sciences, Literatures in English and mathematics courses, students receive four credits per Unit.



Applied Mathematics Units 1 and 2, and Pure Mathematics Units 1 and 2 each command four credits each. For each Unit of these subjects students will be exempted from a Math Departmental Elective course.

For Biology Unit 1, students will receive four credits and will be exempted from Biology: Its Human Implications.

Both Units of Literatures in English will earn students four credits each and exemptions from English Departmental Electives.

Students will earn a total of seven credits for both Units of Environmental Science: four credits for Unit 1 and three credits for Unit 2. For Unit 1, students will be exempted from Introduction to Environmental Science and for Unit 2 they will be exempted from Global Environmental Systems and Sustainability.

Similarly for Geography, students will receive seven credits for both Units; three credits for Unit 1 and four credits for Unit 2. With Geography Unit 1, students will be exempted from Human Geography, while for Geography Unit 2 they will be exempted from Physical Geography I.

With Physics Units 1 and 2, students will earn a total of eight credits and be exempted from College Physics I and College Physics II.

### Truman State

"At Truman, we recognize how challenging the CXC qualifications are," stated Rachel Davis, International Admissions Coordinator. "We will take students after CSEC, but if they do CAPE, they will get transfer credit for all courses in which they score Grades I-IV."

Truman State University, which has consistently ranked as the number one public university in the Midwest for 15 consecutive years, has evaluated 22 CAPE Units which articulate with Truman courses. Most of the CAPE Units will earn three credits; however, some CAPE Units have been awarded four and five credits.

Students will earn four credits each for Chemistry Unit 2 and Physics Units 1 and 2. For Chemistry Unit 2 students will be exempted from Chemical Principles 1, while for Physics Units 1 and II they will be exempted from College Physics I and II respectively.

Students can earn a total of 10 credits with Pure Mathematics Units 1 and 2. For Unit

1, they will receive five credits and exemption from two courses; College Algebra and Trigonometry. For Unit 2, they will receive five credits and exemption from Analytic Geometry and Calculus I.

Truman State asserted that the publication of the CAPE Equivalency Chart demonstrates its commitment to students from the Caribbean.

"We want the application process to be simple and for students to know ahead of time the number of credits they will receive when they come to Truman," Ms Davis affirmed.

### Special touch

While neither of the two universities has large Caribbean student populations, they are both keen on recruiting more Caribbean students and awarding credits for CAPE is one strategy they hope will encourage them. But there is another reason Campbell wants to see more Caribbean students at Michigan-Flint.

"Caribbean students add something special to our campus and we hope that they will continue to consider joining the University of Michigan-Flint," Ms Campbell quipped.

In recent years, Michigan has recruited students from the Bahamas, Grenada, Jamaica, St Vincent and the Grenadines, and Trinidad and Tobago.

Ms Davis, while noting that the Caribbean population at Truman is small, said the school is eager to attract more.

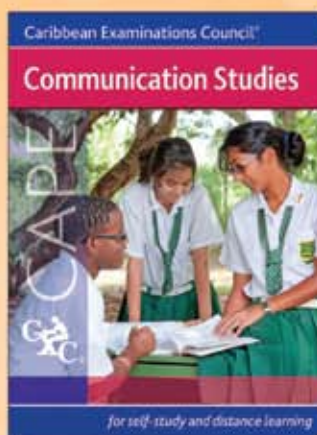
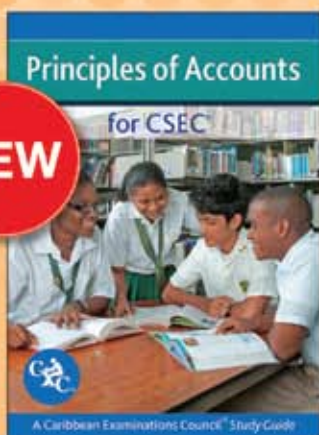
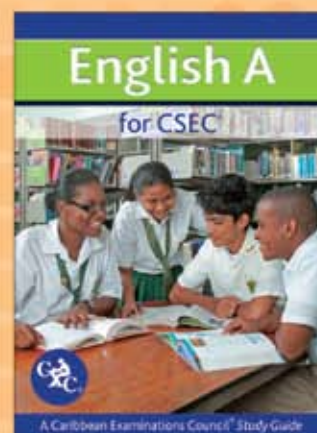
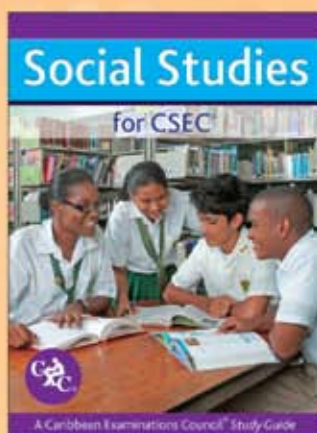
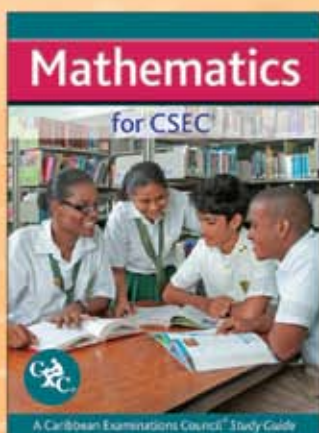
"Traditionally we have not had a lot of Caribbean students at Truman, but this means that those that come can establish their own traditions," Rachel explained. "We do have over 360 international students from over 50 countries, so there is a lot of diversity on campus."



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