



Copyright 2005  
Caribbean Examinations Council®  
All rights reserved

Annual Report 2005  
Published by the Caribbean Examinations Council

Headquarters  
Dr. Lucy Steward  
Registrar  
The Garrison  
St. Michael 20  
Barbados  
E-Mail: [cxcezo@cx.org](mailto:cxcezo@cx.org)  
Website: [www.cxc.org](http://www.cxc.org)  
Phone No. 1 (246) 436-6261  
Fax No. 1(246) 429-5421

Western Zone Office  
Mr. Wesley Barrett  
Pro-Registrar  
Caenwood Centre  
37 Arnold Road  
Kingston, Jamaica  
[cxcwzo@cx.org](mailto:cxcwzo@cx.org)  
1 (876) 922-6463  
1(876) 967-4972

ISSN: 1562-0476

Designed & Printed in Jamaica by BCNS Printers Ltd.

*Cover Photo*

**MODEL MUSICIAN**

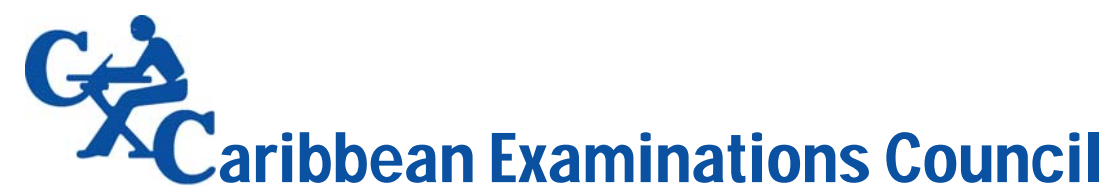
By

Meagan Christiani

Holy Name Convent, Port of Spain

Trinidad and Tobago

CSEC Visual Arts Examinations 2005



# Annual Report 2005



# Table of CONTENTS

Pages

|   |    |
|---|----|
| Chairman's Statement.....                                   | 3  |
| Introduction to Annual Report.....                          | 3  |
| INTRODUCTION 1.....   | 4  |
| STRATEGIC GOALS AND OUTCOMES.....                           | 5  |
| CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC).....       | 9  |
| January Sitting.....  | 9  |
| May/June Sitting.....                                       | 11 |
| Performance of Candidates.....                              | 11 |
| Outstanding Visual Arts Pieces.....                         | 16 |
| CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE).....      | 17 |
| Administration of Examinations.....                         | 17 |
| Performance of Candidates.....                              | 17 |
| SYLLABUS DEVELOPMENT ACTIVITIES.....                        | 23 |
| CSEC.....   | 23 |
| CAPE.....   | 24 |
| APPLICATION OF TECHNOLOGY TO THE EXAMINATION PROCESSES..... | 25 |
| (i) Electronic Registration.....                            | 25 |
| (ii) Examination Processing System.....                     | 25 |
| DISCONTINUATION OF BASIC.....                               | 26 |
| CARIBBEAN VOCATIONAL QUALIFICATION.....                     | 26 |
| REGISTRATION OF TRADEMARKS.....                             | 27 |
| CXC ASSOCIATE DEGREES.....                                  | 28 |
| REGISTRAR'S VISITS AND MEETINGS.....                        | 30 |
| PUBLIC RELATIONS/OUTREACH ACTIVITIES.....                   | 31 |
| VISUAL ARTS EXHIBITION.....                                 | 34 |
| STAFFING.....   | 35 |
| Employee Awards.....  | 36 |
| Farewell Dr Stafford Griffith - Pro-Registrar.....          | 37 |
| <b>APPENDICES</b>   |    |
| Appendix 1 CSEC January Entry and Performance Data.....     | 38 |
| Appendix 2 CSEC May/June Entry and Performance Data.....    | 42 |
| Appendix 3 CAPE Entry and Performance Data.....             | 50 |
| Appendix 4 General Description of Council.....              | 62 |
| Appendix 5 Membership of the Council.....                   | 64 |
| Appendix 6 Membership of SEC.....                           | 67 |
| Appendix 7 Membership of SUBSEC.....                        | 69 |
| Appendix 8 Membership of AFC.....                           | 69 |
| Appendix 9 Membership of FAC.....                           | 70 |
| Appendix 10 Local Registrars.....                           | 70 |
| Appendix 11 Membership of CSEC Subject Panels.....          | 71 |
| Appendix 12 Membership of CAPE Subject Panels.....          | 75 |
| Appendix 13 Staff of the Council.....                       | 78 |



## *Mission Statement*

### Our Mission is to provide the Region with:

Syllabuses of the highest quality;  
valid and reliable examinations and  
certificates of international repute  
for students of all ages,  
abilities and interests;

Services to educational  
institutions in the development  
of syllabuses, examinations  
and examination administration,  
in the most cost-effective way.



# INTRODUCTION

This report summarizes the major activities and accomplishments of the Caribbean Examinations Council (CXC) in 2005. It highlights new initiatives and outcomes in the administration and promotion of CXC examinations, provision of technical assistance to Participating Territories, and improvements in the Council's information systems and public relations activities. The report also provides information on staffing, candidates' performance in the Council's examinations and membership and responsibilities of the policy-making bodies of the Council.

2. The major activities and achievements of the Council for 2005 are given below.

## (I) Caribbean Advanced Proficiency Examination (CAPE)

- Syllabuses for three subjects were revised
- Candidates entries and Unit entries increased
- Thirteen Participating Territories offered candidates for the examinations
- Additional Study Guides to support seven subjects were printed and distributed
- A Reader in History was developed and printed
- Qualifications were recognised by more regional and international institutions

## (II) Caribbean Secondary Education Certificate (CSEC)

- Three new subjects were examined for the first time this year.
- Syllabuses for three subjects were revised and two syllabuses were reviewed
- Subject entries surpassed the half-million mark in the May/June CSEC examinations.
- A successful Visual Arts Exhibition took place in St Lucia
- Candidate entries declined for the January examinations
- There was overall improvement in performance
- Additional Self-Study Guides for four subjects were printed and distributed

## (III) New secondary level programme

- Work was initiated on a new programme designed to meet the needs of the majority of students at secondary level.

## (IV) Launch of the CXC Associate Degree Programmes in Participating Territories.

- The CXC Associate Degree programme was launched in five participating Territories, namely Antigua and Barbuda, Barbados, Belize, Jamaica and St Kitts and Nevis. Several private institutions are also offering the programmes to out-of-school candidates.

## (V) Registration of the Council's name, logo and names of examinations as Trademarks.

- The Council has registered its name, logos and names of its products/services as trade marks in Barbados, Jamaica, Trinidad and Tobago and the United Kingdom.



## Chairman's STATEMENT

“  
*On behalf of the Caribbean Examinations Council (CXC) I wish to thank the many persons who have contributed to the successful implementation of the Council's programmes across the region.*”



This year we saw continued growth in the entries for examinations for the Caribbean Secondary Education Certificate (CSEC) and for the Caribbean Advanced Proficiency Examination (CAPE). Thirteen territories entered candidates for CAPE and the performance of candidates improved significantly.

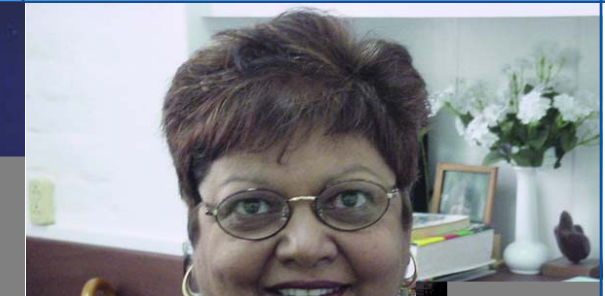
Council continued its efforts to respond to the changing educational needs in Participating Territories. Work was initiated on the development of a new secondary school programme to meet the needs of the majority of students at this level. The Council also continued discussions with partners in Technical and Vocational Education for the award of a Caribbean Vocational Qualification.

During the year, several CXC Participating Territories suffered severe loss and damage due to hurricanes and floods. Council wishes to express its sympathy and to extend best wishes to the territories in the recovery efforts that are still underway.

The achievements of the Council during the year were made possible because of the work and commitment of the staff and the many resource persons who assist in the operations of the Council. I wish to thank all of you. I look forward to your continued assistance and wish you the best for the New Year.

Professor The Honourable Kenneth Hall, OJ  
 Chairman

## Introduction to ANNUAL REPORT



“  
*I am pleased to present the 2005 Annual Report. In the following pages, detailed information is provided on the progress being made in implementing programmes and on new initiatives undertaken by the Council.*”

In addition to our syllabus development and examination-related activities, we focused this year on the implementation and promotion of the CXC Associate Degree programme. Subject panels also started work on a new secondary school programme that is based on those competencies that every secondary school leaver should have. We are also pleased at the progress that was made in detailing strategies for strengthening the provision of technical and vocational education in schools through partnership arrangements.

Our marking exercise this year was disrupted by hurricanes and adverse weather conditions. I wish to thank all the persons who worked with staff in a concerted effort during this time to get us back on schedule. My best wishes go to those territories that experienced serious damage.

I wish to thank the staff and all those who have assisted us during the year and I look forward to your continued support in 2006. Best wishes for the New Year.

Dr Lucy Steward  
 Registrar



for sale. In addition, resource materials were developed and printed for Pure Mathematics and Applied Mathematics.

**Strategic Goal 4**

21. *Develop effective relationships with stakeholders in order to provide relevant products and services.*

**Outcomes**

22. A meeting of stakeholders including government representatives, University of the West Indies, employers and the teaching profession was held on April 12 to discuss the Basic Proficiency examination. The meeting recommended that the Basic examination be discontinued and an alternative examination be developed in its place.

23. The Council convened a follow-up meeting of Chief Education Officers on May 30 to detail a proposed examination for lower secondary school students.

24. Representatives of the Council met with owners of private educational institutions to discuss offering the CXC Associate Degrees.

25. The Council held discussions with principals and teachers on the CXC Associate Degree programme in some participating territories including Antigua and Barbuda, Belize, Jamaica and St Kitts and Nevis.

26. The Council has also held discussions on the Associate Degree with the Tertiary Level Institutions Unit of the University of the West Indies, Cave Hill Campus, the Barbados Community College, the Samuel Jackman Prescod Polytechnic, the University Council of Jamaica and the Association of Caribbean Tertiary Institutions.

27. In an effort to improve access to resource materials, the marketing distribution arrangement with bookstores in the region was expanded to include a bookshop in Barbados.

28. During the marking exercises in January and May/June, the Council had resource materials for sale at the marking centres in Barbados and Jamaica.

**Strategic Goal 5**

29. *Develop and implement a creative, dynamic and highly effective Public Relations and Customer Services programme that maintains and builds strong internal and external support for the work of the Caribbean Examinations Council.*

**Outcomes**

30. The Registrar and other staff visited several Participating Territories and met with government officials and representatives of various stakeholder groups during the year under review.

31. The CXC magazine The Caribbean Examiner was printed and distributed to stakeholders. Copies were also available at the marking centres in Barbados.

32. Three issues of Team CXC, the Council's internal newsletter was printed and distributed to staff.

33. An Art Exhibition was held in collaboration with the Ministry of Education in St Lucia, from May 3 to 6. The exhibition featured CSEC Visual Arts pieces, including Regional Top Award pieces as well as pieces from schools in St Lucia. Over 1000 visitors including students visited the exhibition.

34. Queries and requests for information from various stakeholders were given prompt and accurate responses. These included mailing syllabuses to universities in Canada and in the United States of America. CAPE and CSEC booklets, flyers and past papers were also available from Headquarters and the Western Zone Office.

35. Through the web mail, the Council provided prompt feedback to customers and stakeholders on various issues including procedures for queries, obtaining certifying statements, syllabuses and past papers.

36. A policy of responding to all web-mail queries within 24 hours was implemented by the Customer Service desk.

37. CAPE and CSEC examination timetables, 2004 Annual Report, press releases, list of self-study guides and prices and subject reports were posted on the CXC website.

38. A Public Relations campaign was designed and implemented for the CXC Associate Degree.

39. A press conference was held on March 14 in Barbados to launch the CXC Associate Degree. Press conferences and launching ceremonies were also held in other territories.

40. The Council participated in the college fair in Barbados.

41. The Council also participated in the Choices Education and Career Expo in Jamaica and the Barbados Association of Guidance Counsellors' National Expo.



# STRATEGIC GOALS

3. The Council's Strategic Plan was succeeded by a Business Plan for the triennium 2005-2007. The Business Plan was approved at the Meeting of Council in Antigua and Barbuda on December 2, 2004.

4. The 13 goals outlined in the Business Plan for 2005-2007 and the major outcomes pertaining to the respective goals in 2005 are summarised below.

**Strategic Goal 1**

5. *Develop and administer relevant, high quality curriculum and assessment products and services to an increased percentage of persons in and out of institutions in a timely and cost-effective manner.*

**Outcomes**

**CSEC**

6. The number of candidates writing the May/June CSEC examinations increased from 132 174 to 138 247 candidates.

7. The number of subject entries submitted reached the significant half-million mark with 528 289 subject entries received.

8. Three new subjects - Electronic Document Preparation and Management, Human and Social Biology and Physical Education and Sport, were examined for the first time in the May/June examinations.

9. The Council has taken a decision to discontinue offering examinations in Basic Proficiency after 2006. Three subjects - English A, Mathematics and Social Studies will continue to be examined for the time being.

10. A new examination that caters for a wide range of abilities and competencies will be offered in 2007 in five core subjects - English, Mathematics, Social Studies, Integrated Science, and Modern Languages

**CAPE**

11. There was significant growth in both Unit and candidate entries. Unit entries increased by 30 percent over 2004, with 43 983 Units entries received compared with 30, 829 last year. Candidate entries increased from 9 620 in 2004 to 13 630 candidates this year, an increase of 29 percent.

12. Thirteen territories submitted candidates for CAPE. These are Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St Vincent and the Grenadines and Trinidad and Tobago.

13. The Council's decision to discontinue offering Functional French and Functional Spanish took effect this year.

**Strategic Goal 2**

14. *Develop and maintain syllabuses for the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) which reflect the cultural and social identity of the region and take account of curriculum reform initiatives of Participating Territories.*

**Outcomes**

**CSEC**

15. Revised syllabuses for Geography, Modern Languages and Religious Education were issued to schools in May 2005 for teaching from September for first examination in May/June 2007. Work continued to expand the Religious Education syllabus to include options on Hinduism, Islam and Judaism.

16. Review meetings were held to examine the restructuring of the Agricultural Science and Principles of Accounts and Principles of Business syllabuses. It is anticipated that the syllabuses will be issued to schools in the first quarter of 2006.

**CAPE**

17. Revised syllabuses for Geometrical and Mechanical Engineering Drawing (GMED), Electrical and Electronic Technology and Literatures in English were issued to schools in May 2005 for teaching in September for the first examination in May/June 2006.

**Strategic Goal 3**

18. *Develop learning resources for Caribbean Secondary Education Certificate and Caribbean Advanced Proficiency Examination to complement syllabuses and enhance the learning process.*

19. A Reader for CAPE History was developed and is now available to schools.

20. During the year under review, copies of the CXC/COL Self Study Guides were reprinted and distributed



**Strategic Goal 10**

57. Establish research and development mechanisms to facilitate the work of the Council.

58. Work was initiated in establishing systematic procedures for collaboration in research with other institutions, in particular, the education departments at the University of Guyana and at the University of the West Indies. A draft research agenda was prepared and will be finalised early in 2006 by a special committee. The collaborative research activities will be implemented in 2006. However, staff continue to collect data and relevant information to inform syllabus development and examination-related activities.

**Strategic Goal 11**

59. Develop and maintain sound human resource management programmes.

**Outcomes**

60. On-going meetings were held between management and staff representatives to discuss matters of relevance and address issues of concern to staff.

61. Staff Rules were revised and submitted to the Administrative and Finance Committee (AFC) for approval.

62. Activities were planned at both

Headquarters and Western Zone Office to commemorate Office Professionals' Day and fun day and a day with a difference was held for staff at WZO and HQ respectively in October.

63. The Council provided training for staff during the year in several areas including Micro Pay, Business Law, Supervisory Management, Advance Visual Basics, MS PowerPoint, AutoCAD/CAD, Computer Graphics, Accounting and Finance for Management and Administrative Management.

64. The Council also facilitated staff participation in professional development conferences. Assistant Registrars, Dianne Medford (EAD) and Lennise Baptiste (MED), attended the American Educational Research Association (AERA) Annual Conference in Montreal, Canada from April 10-15. Dr Leyland Thompson attended the association for supervision and curriculum development [ASCD] conference from April 2-4 in Orlando, Florida.

**Strategic Goal 12**

65. Develop and institute measures for a safe and healthy working environment.

66. Repairs and other measures such as air quality testing and servicing of air condition units were taken to provide safe and healthy environment. However, there are

serious challenges because of the state of deterioration of the buildings at Headquarters.

67. The Health and Safety Committee has been meeting regularly to address issues relating to working conditions for staff.

68. The Disaster Management Committee has also been active this year. The Committee produced an updated version of the Disaster Preparedness and Business Resumption Plan which was distributed to staff. The Committee members were called in action during the marking exercise when Hurricane Emily threatened Barbados.

**Strategic Goal 13**

69. Obtain and furnish buildings for CXC operations.

70. The Council continues to dialogue with the Ministries of Education in Barbados and Jamaica to identify permanent accommodation for its administrative and operational centres in these territories. A site was identified in Barbados and discussions are taking place in Jamaica for the relocation on the Western Zone Office.



**Strategic Goal 6**

42. Exercise fiscal responsibility and prudent management in the conduct of the Council's business.

43. In order to ensure the financial viability of the organization, over the 2005 - 2007 period, steps are being taken to increase the revenue received for core operations, further diversify sources of revenue, and improve cost-effectiveness. The Council is also seeking to strengthen its business development focus through a number of initiatives.

**Strategic Goal 7**

44. Identify and develop new business opportunities.

**Outcomes**

45. Two major developments provide new business for the organisation. These are the development of the new secondary level programme and collaboration with National Training Agencies for the award of the Caribbean Vocational Qualification.

46. The Council is expanding the publication of resource materials, particularly Self-Study Guides. The initial publication of the Guides has created significant demands and one Participating Territory has placed a very large order for thousands of Guides. This is expected to lead to a significant growth in new revenue from CXC publications.

47. The Council has registered its logos and names of examinations as Trade Marks. The Council is working on a protocol for issuing licenses for using the marks.

48. The Council is also exploring possibilities for the publication and distribution of CAPE past papers.

**Strategic Goal 8**

49. Evaluate manual and computerised processes to inform and ensure the optimal use of technological enhancements.

**Outcomes**

50. During the year under review, Electronic Registration application was implemented on-site in Guyana, Jamaica, Grenada and Saba. The application and user manuals were made available to all territories via download from the CXC web site. CDs and manuals were dispatched to territories to be distributed to schools without access to the Internet.

51. The new Examination Processing System (EPS) was implemented for the January 2005 and May/June CSEC examinations. Some challenges were encountered during the implementation of the EPS for the June 2005 CSEC and CAPE examinations. An internal review of the new EPS has been completed to identify, document and resolve user concerns.

**Strategic Goal 9**

52. Improve efficiency by reviewing, modifying, developing and implementing procedures and best practices for managing organisational change.

**Outcomes**

53. Ongoing activities to streamline the operations of the Council and to ensure cost-effectiveness took place. These included reviewing procedures in the Examination Administration Division in the syllabus review and maintenance procedures and through the development of procedures for modifying

examinations and moderation procedures in some areas.

54. The enhanced Examination Processing System, which was used to deliver results for the 2005 examinations, now integrates several functions that existed on separate platforms and allows staff to now manipulate data and carry out examination processing functions on-line. This is expected to lead to improved data consistency, better version control, and reduced processing time.

55. These improvements should result in the reduction of supplementary workers and seasonal staff as well as a reduction in the cost of computer maintenance.

56. Efforts will continue to improve efficiency and cost-effectiveness through the review of operational procedures and the enhancement of available technologies to improve processes. Already gains have been made in on-time delivery of materials and services, examination results and certificates; reduction in time and costs for paper-setting through development and more effective use of the Item Bank.



### Office Procedures

80. In January 2005, as in 2004, 80 percent of the candidates who wrote the examination achieved Grades I - III. Improvement in performance on Paper 01 - the multiple choice paper, and 03/2 - the alternative to school based assessment, outweighed a decline in Performance on Paper 02 - the short answer paper. Performance in the questions on Paper 02 that tested the compulsory units was satisfactory, but in some of the optional units, candidates produced responses that were below the required standard.

### Physics

81. Fifty-seven percent of the candidates achieved Grades I - III, compared with 61 percent in January 2004. Improved performances were noted on Paper 02 - the structured question paper, and Paper 04/2 - the alternative to school based assessment. On Paper 02, good performances were noted on the data analysis question, which tested dynamics, and on the questions testing sound and measurement. On Paper 04/2, good performances were recorded on the question testing planning and designing and on the practical component. Performance on Paper 03 - essay questions, declined marginally, while performance on Paper 01 - the multiple choice paper, was similar to that of 2004.

### Principles of Accounts

82. The percentage of candidates achieving Grades I - III declined slightly; from 51 in 2004 to 49 in 2005. While there was improvement in performance on Paper 01, the multiple choice paper, performance in both Paper 02 - the essay paper, and Paper 03/2 - the alternative to school based assessment, declined when compared with the performance in 2004. Candidates' major strengths were in the preparation of manufacturing and profit and loss accounts. Candidates continued to find the reconciliation of financial statements challenging.

### Principles of Business

83. Eighty-one percent of the candidates who sat the January 2005 examination achieved Grades I - III, compared with 84 percent in 2004. Candidates performed well on all components of the examination, but in particular on the SBA. They performed creditably on questions testing Organizational Principles and Production and Marketing; however, their performance on the questions testing Finance and Introduction to Economics was weak.

### Social Studies

84. Of 1481 candidates who wrote the January examinations, approximately 80 percent achieved Grades I - III, which was a slight improvement over the 78 percent in 2004. Candidates responded satisfactorily to most essay questions and showed competence in evaluating information, organizing ideas and making decisions related to social issues in the family and the community.

86. However, candidates did not display adequate knowledge of the critical components that are expected in reporting research in Social Studies topics.

### Spanish

85. Seventy-one percent of the candidates achieved Grades I-III in the 2005 examination compared with 73 percent in 2004. The performance in Paper 01 - the multiple choice paper, and Paper 03 - the oral paper, both of which tested the listening and speaking skills, continued to be reasonably good and on par with 2004. However, there was a small decline in performance in Paper 02 - the free response paper, particularly in the areas of essay and expanded paragraph writing, which required candidates to produce the language in a more detailed way. Candidates continued to show an acceptable standard of performance in the oral component of this examination.



## Caribbean Secondary Education Certificate (CSEC) Examinations January Sitting

### ADMINISTRATION OF EXAMINATIONS

71. The Council offered 11 subjects at the January 2005 sitting of the Caribbean Secondary Education Certificate (CSEC), 10 subjects at General Proficiency and one at Technical Proficiency.

72. Both candidate and subject entries declined marginally. This year, 18 452 candidates registered for the examinations and 29 119 subject entries were received. This compared with 19 228 candidates and 30 069 subject entries in January 2004.

### PERFORMANCE OF CANDIDATES

73. Overall, 49 percent of the subject entries achieved grades I to III compared with 61.5 percent last year.

74. Data on the January entries and performance are given in Appendix 1. A summary of the performance in each subject is given below.

### Biology

75. Fifty-seven percent of the candidates achieved Grades I - III in 2005 compared with 67 percent at these grades in 2004. There was a marked decline in performance on Paper 04/2 - the alternative to school based assessment. Many candidates failed to demonstrate satisfactory competence in basic experimental skills. They experienced greatest difficulty in drawing diagrams accurately and clearly and in designing experiments. Performance of candidates in Paper 01 - the multiple choice paper, remained satisfactory and stable.

### Chemistry

76. Forty-three percent of the candidates who wrote the examination achieved Grades I - III, compared with 57 percent in 2004. Overall, candidates showed evidence of inadequate preparation for the 2005 examination. Many experienced difficulties in writing balanced chemical equations and in extracting data to perform calculations. They also demonstrated weakness in experimental skills, as indicated by their performance in the areas of quantitative analysis and planning and design.

### English A

77. Forty percent of the candidates who sat the January 2005 examination achieved Grades I - III, which represented a 14 percent decline in performance in comparison with January 2004. Performance in Paper 01 - the multiple choice paper, was better than in 2004. However, performance in the Paper 02 - the free response paper, was below that of 2004. The areas of weakness in Paper 02 were summary writing, expression of opinions and producing logical arguments.

### Information Technology

78. Sixty-two percent of the candidates achieved Grades I - III compared with 42 percent in 2004. This improvement was mainly due to an improved performance on Paper 02 - the practical paper. The performance on Paper 01 - the theory paper, and Paper 03 - the alternative to school based assessment, was satisfactory and similar to that of January 2004. However, the majority of candidates continued to demonstrate a lack of mastery of programming skills which were tested in Section 3 of Paper 01.

### Mathematics

79. Fifty-two percent of the candidates who sat the January 2005 examination achieved Grades I-III, compared with 58 percent in 2004. Performance on Paper 01 was satisfactory and consistent with that of 2004; however, performance on Paper 02 was significantly weaker than in 2004. Candidates showed improved performance on Geometry and Trigonometry, but continued to perform poorly on questions testing problem-solving.

**Building Technology: Option 2: Construction**

97. Eighty percent of the candidates who sat the examination achieved Grades I - III, compared with 52 percent in 2004. Candidates' performance on Question 1 of Paper 02 was below the required standard. This question assessed detail/sectional drawings of building compartments. Many candidates did not submit the written component of the School Based Assessment and this is some cause for concern.

**Caribbean History**

98. Approximately 60 percent of candidates who wrote the 2005 General Proficiency examination achieved Grades I to III, compared with 63 percent in 2004. In the Basic Proficiency examination, approximately 50 percent of the candidates achieved Grades I to III, compared with 57 percent in 2004. Many candidates failed to demonstrate the level of analytical skills required in their responses to the essay questions. It was also evident that coverage of several topics was inadequate.

99. The research projects and assignments for the School Based Assessment component of the examination were generally well done. However, performance on Paper 03/2, the Alternative to the School Based Assessment, which is offered to private candidates, declined when compared with performance in 2004.

**Chemistry**

100. Fifty-eight percent of the candidates achieved Grades I to III in 2005, compared with 53 percent in 2004. Candidates demonstrated an inadequate understanding of the principles underlying topics such as the mole concept and electrochemistry. They experienced difficulty in interpreting graphical data and drawing fully displayed structures of organic compounds. There was, however, some improvement in the writing of balanced equations and in the planning and design exercises.

**Clothing and Textiles**

101. Candidates' performance improved marginally in 2005, with 84 percent of the candidates achieving Grades I to III compared with 83 percent in 2004. Some candidates continued to demonstrate weakness in applying their knowledge of the concepts, and many candidates provided responses without reference to the specifics of the questions asked.

102. The garments constructed for the School Based Assessment component of the examination generally showed excellent workmanship.

**Electronic Document Preparation and Management**

103. The performance of candidates in this first sitting of the examination was satisfactory. Ninety percent of the candidates achieved Grades I to III. Best performance was demonstrated in Paper 02, the production test, where candidates produced documents of high quality. Poorest performance was seen in Paper 01, where it was evident that certain concepts, such as copyright and copyright laws, were not mastered by the majority of candidates. Topics chosen for the School Based Assessment, and the standard of the manuscripts produced were satisfactory.

**English A**

104. In English A, at the General Proficiency, candidates' performance in this year's examination improved when compared with that of 2004. Candidates' performance improved in both Paper 01 and 02. Overall, the percentage of candidates achieving Grades I to III increased from 49 in 2004 to 54 in 2005. Candidates' performance at the Basic Proficiency level also improved significantly. As was the case at the General Proficiency, candidates' performance in both Paper 01 and 02 improved. Overall, the number of candidates achieving Grades I to III showed a significant increase, from 19 per cent in 2004 to 29 percent in 2005.

**English B**

105. There was an increase from the previous year, in the candidate population for English B in 2005. However, there was a decline in candidates' performance, with 60 percent achieving Grades I to III in 2005, compared with 65 percent in 2004. Candidates' performance in Paper 01 declined, while performance in Paper 02 improved. On Paper 02, candidates performed better in Question 1, the poem, than on Question 2, the prose extract; however, approximately two-thirds of the candidates chose Question 2.

**Food and Nutrition**

106. There was an improvement in the performance of candidates in 2005 when compared with performance in 2004. Approximately 90 percent of the candidates who took the examination achieved Grades I to III, compared with 86 percent in 2004.



## Caribbean Secondary Education Certificate (CSEC) Examinations

# May/June Sitting

86. The Council offered 33 subjects in the Caribbean Secondary Education Certificate (CSEC) examinations this year; 20 at General Proficiency only, nine at Basic and General Proficiencies, three at Technical Proficiency only, and one subject at General and Technical Proficiencies.

87. Subject entries reached the half-million milestone this year with 528 289 subject entries received, compared with 469 119 subject entries last year. Candidate entries also increased reaching 138 247 compared with 132 174 candidates last year.

88. The traditionally large subjects, English Language and Mathematics had 88 397 and 86 476 entries respectively. Entries for some other subjects were Social Studies (42 279), Principles of Business (38 843), Principles of Accounts (31 036), Information Technology 20 507, English Literature (19 968) and Integrated Science (19 762).

**Performance of Candidates**

89. Sixty-two percent of the subject entries presented for General and Technical Proficiencies achieved Grades I to III, compared with 61 percent last year.

90. Performance at Basic Proficiency improved significantly this year. Forty-one percent of the entries presented achieved Grades I to III, compared with 29 percent in 2004.

91. In 11 of the 33 subjects offered, more than 80 percent of the candidates achieved Grades I to III; in six of the subjects more than 70 percent of the candidates achieved Grades I to III and in three of the subjects, less than 50 percent of the candidates achieved Grades I to III in any subject.

92. Data on subject entries and performance are given in Appendix 2 and a summary of performance on each subject is given below.

**Agricultural Science (Double Award)**

93. Eighty-two percent of the candidates achieved Grades I to III in 2005 compared with 83 percent in 2004. Candidates continued to experience difficulties in applying knowledge of agricultural principles and practices. They demonstrated an inadequate understanding of the topics in agricultural mechanisation, but performed satisfactorily on questions assessing knowledge of soil science and crop science.

**Agricultural Science (Single Award)**

94. Candidates' performance declined in 2005 for both Options A and B. In Option A, Crops and Soils, 60 percent of candidates achieved Grades I to III, while in Option B,

Animal Science, 72 percent of candidates achieved Grades I to III, compared with 91 percent in 2004. In both Options, candidates performed satisfactorily on questions assessing knowledge of livestock science. They continued to have difficulties in applying knowledge of agricultural principles and practices. In particular, candidates demonstrated an inadequate understanding of the science underlying topics such as soil fertility and physiology of the plant.

**Biology**

95. Sixty-five percent of the candidates achieved Grades I to III in 2005, compared with 62 percent last year. The percentage of candidates achieving Grade I reached a record high of 12 percent this year. There was significant improvement in the performance of candidates in Paper 02, the structured paper, most notably in the data-based question. Performance of candidates in Paper 01, the multiple choice paper, remained satisfactory and stable; but performance declined in the Paper 03, the essay paper. Poor spelling and imprecision in the use of biological terminologies were the main areas of concern.

**Building Technology: Option 1: Woods**

96. Eighty-three percent of the candidates achieved Grades I-III compared to 88 percent in 2004. There was a notable decline in performance on Paper 02 where candidates continue to exhibit weaknesses in the ability to express themselves in writing and sketching. Too many candidates did not respond to the compulsory question (Question 1) on Paper 02. Candidates responded well to the parts of the question testing knowledge and comprehension and showed better performance in the School Based Assessment.



Based Assessment at both Proficiencies was below the required standard.

**Mathematics**

118. Thirty-nine percent of the candidates who sat the General Proficiency examination in 2005 achieved Grades I to III, compared with 35 percent in 2004, while 16 percent of the candidates who sat the Basic Proficiency examination achieved Grades I to III, compared with 20 percent in 2004.

119. Improved performance in Paper 02 at the General Proficiency level is directly related to the overall improvement in performance.

120. Extremely weak performance was noted in two main areas, namely, Relations, Functions and Graphs, and Geometry and Trigonometry.

**Mechanical Engineering Technology**

121. The overall performance of candidates in this examination remained stable when compared with 2004. In 2005, 79 percent of the candidates achieved Grade I - III, the same as in 2004. Candidates' performance on Question 1 of Paper 02 was well below the expected standard. This question assesses candidates' knowledge and application of the work done in Module 8 of the syllabus. There was overall improvement on Paper 03 (School Based Assessment), but there is still need for improvement in the written component of the School Based Assessment.

**Music**

122. Eighty-three percent of the candidates who wrote this examination in 2005 achieved Grades I to III, a percentage identical to that in 2004. There was a similar performance in Papers 01 and 03 compared with performance in 2004; however, there was a small decline in Paper 02. Candidates generally demonstrated a high level of ability in both the performing and composing skills. However, many need to improve their technical knowledge and originality, required for composing music. The performance in Paper 03, the School Based Assessment, was moderately good and similar to that of the previous year. Candidates' compositions continued to improve. There was evidence of better adherence to syllabus requirements as well as greater adherence to regulations, which further enhanced the performance of candidates.

**Office Procedures**

123. Overall performance in this subject improved when compared to performance in 2004. Candidates' performance in Papers 01, 02 and 03/2 improved. There was a marginal decline in performance in Paper 03/1, School Based Assessment. The number of candidates achieving Grades I to III showed an increase, from 79 percent in 2004 to 82 percent in 2005.

**Physics**

124. Overall performance improved when compared to that of 2004 as 61 percent of the candidates achieved Grade I to III compared to 55 percent in 2004. Satisfactory performance was again recorded for Paper 04(School Based Assessment).

**Physical Education and Sport**

125. Ninety-one percent of the candidates achieved Grades I to III in 2005, the first sitting of this examination. Candidates experienced difficulty in answering theory questions. However, candidates' performance on the practical examination and on the School Based Assessment was satisfactory.

**Principles of Accounts**

126. Sixty-seven percent of the candidates who sat the General Proficiency examination achieved Grades I to III, compared with 56 percent in 2004. Sixty-three percent who sat the Basic Proficiency examination achieved Grades I to III, compared with 72 per cent in 2004.

127. At the General Proficiency, performance on all components of the examination was consistent with performance in 2004. At the Basic Proficiency, there was a slight improvement in the performance of candidates on Papers 01 and 02. At both the General and Basic Proficiencies, the application of accounting principles continued to create a major challenge for candidates.

**Principles of Business**

128. Performance declined at the General and Basic Proficiencies, in comparison with the 2004 examinations. Seventy-two percent of the candidates who sat the General Proficiency examination in 2005 achieved Grades I to III, compared with 80 percent in 2004. At the Basic Proficiency, 43 percent of the candidates achieved Grades I to III, compared with 77 percent in 2004.



107. Many candidates provided sketchy responses and ignored the command words in questions. The quality of responses suggested that some candidates continued to find the scientific component of nutrition challenging.

108. In the School Based Assessment component of the examination, candidates demonstrated proficiency in the food preparation and service skills.

**French**

109. Seventy-three percent of the candidates at the General Proficiency achieved Grades I to III, compared with 72 percent in the 2004 examination. While candidates continued to do well on all papers, there is still room for improvement especially on Paper 01, which assesses the listening, and reading skills, and Paper 03, which assesses the listening and speaking skills. At the Basic Proficiency, 67 percent of candidates achieved Grades I to III. This was a much improved performance over that of the 2004 examination in which 58 percent of the candidates achieved Grades I to III. The main improvement occurred in Paper 02, which tested candidates' ability to write the language. While performance on Paper 01 remained constant, Paper 03 continued to pose challenges to candidates with respect to testing their ability to understand and speak the language.

**Geography**

110. The overall performance in Geography at the General Proficiency was similar to that in 2004 but declined significantly at the Basic Proficiency. At the General Proficiency, 58 percent of candidates achieved Grades I to III, which was similar to performance in 2004. Many candidates failed to demonstrate the required competence in map work and in the practical skills required for fieldwork. Generally, there was some improvement in the quality of the performance in School Based Assessment. At the Basic Proficiency, 14 percent of candidates achieved Grades I to III, a decrease of approximately eight percent compared with 2004.

**Home Economics and Management**

111. Candidate performance declined in 2005, with approximately 90 percent of the candidates achieving Grades I to III compared with 96 percent in 2004.

112. Candidates' continued to find difficulty in responding to command and key words in questions.

While some candidates were able to provide comprehensive and informed responses to questions, many simply listed facts related to the topics without reference to the specific questions asked.

113. Candidates demonstrated much creativity in the School Based Assessment component of the examination.

**Human and Social Biology**

114. Thirty-nine percent of the candidates achieved Grades I to III in 2005, the first sitting of this examination. Candidates showed evidence of inadequate preparation. They demonstrated a lack of understanding of the principles underlying topics such as osmosis, active transport, the menstrual cycle and genetics. They experienced difficulty in composing answers to the extended response questions. However, candidate performance on the multiple choice paper was satisfactory.

**Information Technology**

115. There was an improvement in the percentage of candidates achieving Grades I to III at both the Technical and General Proficiency examinations in 2005. At the General Proficiency, 79 percent of the candidates achieved Grades I to III, compared with 76 percent in 2004.

116. At the Technical Proficiency, 67 percent of the candidates achieved Grades I to III, an increase of approximately 11 percent compared with 2004. There was some improvement in Paper 02, an integrated practical paper. However, candidates failed to demonstrate the required competence on the programming skills component of the examination tested in the Paper 01.

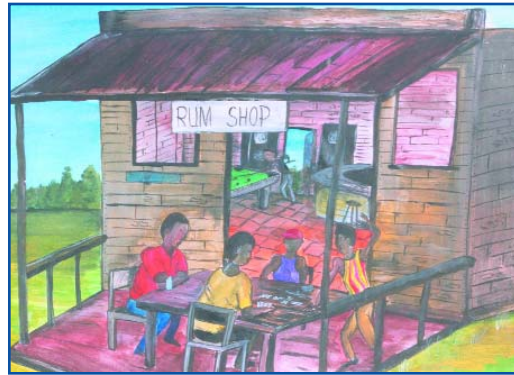
**Integrated Science**

117. Performance in both the General and Basic Proficiency examinations remained stable in 2005 in comparison with 2004. Eighty percent of the candidates at the General Proficiency achieved Grades I to III, in both 2004 and 2005. At the Basic Proficiency, the percentage of candidates achieving Grades I to III was 41 in 2005 compared with 42 in 2004. At the General Proficiency, performance of candidates in Paper 01, the multiple choice paper, and Paper 02, the structured paper, was satisfactory and stable; but the quality of the candidates' laboratory work presented in the School



Outstanding Pieces in the May/June 2005

# Visual Arts Examaintions



**The Rum Shop**  
By Garrett Campbell  
Maud McLeod High Evening Institute  
Jamaica



**Ackee**  
By Christina Hyatali  
St Joseph's Convent, Port of Spain  
Trinidad and Tobago



**Honey Bee Shopping Bag**  
By Jermaine Mclean  
Mile Gully High School  
Jamaica



**Beach Vacation**  
By George Williams  
Bridgetown High School  
Jamaica



**Honey Bee Shopping Bag**  
By Stefani Dewar  
Belair School  
Jamaica



**Table Decoration**  
By Samuel Augustine  
Marjorie Basden High School  
Turks and Caicos Islands



**Cocanuts**  
By Sabrina Jackson,  
John Gray High School  
Jamaica



**Textured Arrangement**  
By Clintray Hattott  
St George's College  
Jamaica



**The Rum Shop**  
By Christopher Scott  
Mannings School  
Jamaica

## Religious Education

129. Eighty-nine percent of the candidates sitting this examination in 2005 achieved Grades I to III, an improvement over the 82 percent who achieved similar grades in 2004. Performance indicated that the syllabus is appreciated and approached with a high degree of seriousness in a growing number of schools across the Caribbean. Areas in need of improvement included the degree of familiarity with biblical text, and the ability to apply what is known from the scriptures to real life situations.

## Social Studies

130. There was an overall improvement in performance at General Proficiency in 2005. Eighty-three percent of the candidates achieved Grades I - III, compared with 76 percent in 2004. At the Basic Proficiency, however, there was a decline. Thirty percent of the candidates achieved Grades I - III compared to 35 percent in 2004. The performance on those components assessing knowledge continues to be satisfactory while performance on those aspects of the examination, which assessed Application and Interpretation, were below the required standard.

## Spanish

131. Sixty-five per cent of the candidates achieved Grades I to III in the 2005 examination at the General Proficiency, compared with 69 percent in 2004. At both the General and Basic Proficiencies, the performance in Papers 01 and 03, where the listening and speaking skills were tested, continued to be reasonably good. However, there was a decline in performance in Paper 02 at both Proficiencies, particularly in the reading comprehension. There was also a decline in performance on the expanded paragraph in the General Proficiency, where candidates were tested on their ability to comprehend and write the language. The decline in performance in the Basic Proficiency Paper 02 was evident in the responses to situations and the gapped passage, where candidates were tested on their ability to write the language. At both Proficiencies, candidates continued to show an acceptable standard of performance in the oral communication component of this examination.

## Technical Drawing

132. In 2005, Technical Drawing was offered at the General Proficiency only. Fifty-six percent of the candidates achieved Grades I to III, which was very similar to the performance in 2004.

133. Candidates showed improvement in Plane and Solid Geometry, and in Mechanical Engineering Drawing. However, many candidates failed to demonstrate the required competence in Building Drawing (Paper 03/1) and the drawing skills assessed in Paper 01. There continued to be an increase in the number of candidates opting to use Computer Aided Design (CAD). Generally, there was some improvement in the quality of the School Based Assessment.

## Theatre Arts

134. This was the fourth year of examinations for Theatre Arts. The candidate population continued to show significant growth. The percentage of candidates achieving Grades I to III was 74 in 2005, slightly more than the 72 percent with the same grades in 2004.

## Typewriting

135. There was a marked improvement in the performance of candidates this year, when 58 percent of the candidates at the General Proficiency achieved Grades I to III, compared with 49 percent in 2004. There was significant improvement in the standard of performance of the candidates in Paper 02, the production test, particularly in the Speed profile. Marginal improvement was demonstrated in quality of presentation of manuscripts.

## Visual Arts

136. Overall performance in this subject increased when compared with 2004. Sixty-three percent of the candidates achieved Grades I - III compared to 60 percent in 2004. Drawing, Imaginative Composition, Graphic Design, Surface Decoration and Decorative Craft were the most popular options with 1000 - 2500 candidates choosing these options. Reasonable performance was recorded across all the options.



### Caribbean Studies

147. Ninety-eight percent of the candidates achieved Grades I to V, the same level of achievement as in 2004. Generally, candidates demonstrated satisfactory performance in all areas of the examination. Candidates especially excelled on Module 3 (Investigating Human and Social Development in the Caribbean) which introduces candidates to some of the major concepts and skills that should be mastered in conducting research. The main areas of weakness among candidates were in geographical and geological concepts defining the Caribbean, the impact of discrimination against women in the Caribbean, and how freedom of the press impacts on development in the Caribbean.

### Chemistry Units 1 and 2

148. In Unit 1, 66 percent of the candidates achieved Grades I to V in 2005, compared with 57 percent in 2004. Candidates experienced difficulty in answering questions related to aromatic organic chemistry and demonstrated an inadequate understanding of the terms 'empirical' and 'molecular formulae' and the principles of mass spectrometry. However, they performed satisfactorily on questions assessing their understanding of the gas laws, dynamic equilibrium and enthalpy.

149. In Unit 2, 79 percent of the candidates achieved Grades I to V in 2005, a slight increase over the 77 percent achieving these grades in 2004. Candidates continued to experience difficulties with tasks that required the application of knowledge. They performed poorly on questions assessing their understanding of behaviour of some elements. Many, however, demonstrated mastery of the topics - Weak Acids and Solubility Product.

### Communication Studies

150. The performance of candidates in the 2005 examination was generally good. Approximately 98 percent of the candidates achieved Grades I to V. Although there was a significant improvement in Paper 01, the aural and written comprehension presented difficulty for many candidates. Candidates' performance in the Paper 02 showed a decline compared with the performance last year. However, the performance in Paper 03 (Internal Assessment), showed some improvement. Performance by private candidates on the alternative to the Internal Assessment also improved.

### Computer Science Units 1 and 2

151. The number of candidates who achieved Grades I to V in Unit 1 increased to 98 percent in 2005 from 95 percent in 2004.

152. The percentage of candidates achieving Grades I to IV increased to 57 percent from 48 percent in 2004. Candidates showed improved proficiency in answering questions on the Components of Computer Systems module but failed to demonstrate mastery of some concepts in the Application of Computers module.

153. Eighty-three percent of the candidates who wrote the Unit 2 examination achieved Grades I to V, compared with 79 percent in 2004. The majority of candidates showed improved proficiency in answering questions on the Components of Computer Systems module.

154. The improvement in the Internal Assessment component which was noted last year was not sustained in 2005.

### Economics Units 1 and 2

155. There was a significant improvement in the overall performance of candidates in Unit 1. Ninety-eight percent of the candidates achieved Grades I to V compared with 91 percent in 2004. The significance of the improvement was clearly seen in the performances on all the papers and modules. The only area on which candidates did not perform well was on marginal principle and the relationship among different types of cost (Module 1).



## Caribbean Advanced Proficiency Examinations (CAPE) May/June Sitting

### ADMINISTRATION OF THE EXAMINATION

137. This year, the Council examined 43 Units in 27 subjects for the Caribbean Advanced Proficiency Examinations.

138. Candidate entries increased from 9 620 to 13 651 and subject Unit entries presented also increased from 30 829 to 43 983. The subjects with the largest entries were Caribbean Studies (4 481); Communication Studies (5 055); Management of Business (Unit 1- 2 614, Unit 2 - 1 240); Pure Mathematics (Unit 1 - 2,325); and Sociology (Unit 1-2 065).

139. The performance in these subjects shows that over 80 percent of the candidates achieved Grades I to V.

### PERFORMANCE OF CANDIDATES

140. Data on subject entries and candidates' performance are given in Appendix 3. A summary of the candidates' performance in each Unit is given below.

### Accounting Units 1 and 2

141. Seventy-eight percent of the candidates who sat the examination on Unit 1 in 2005 achieved Grades I to V, a slight decline from the 80 percent achieving similar grades in 2004. Performance on Paper 01 was satisfactory, while on Paper 02 candidates performed best in Module 2, where they were required to prepare financial statements based on information given in the form of a 'mini-case'. In Unit 2, 77 percent of the candidates achieved Grades I to V, candidates excelled in Module 1, Costing Principles.

142. Performance on the Internal Assessment components of both Units was of a high standard. The number of private candidates writing the alternative paper was again very small.

### Art and Design Units 1 and 2

143. There was significant improvement in the overall performance in Art and Design, with 100 percent of the candidates achieving Grades I to III across both Units.

144. This year, candidates were better prepared for this examination. The highlight of the examination continued to be the Creative Project. Candidates produced murals and sculpture gardens in schools. These have contributed to a more aesthetically appealing learning and social environment.

### Applied Mathematics

145. This was the first year of examination on the revised Applied Mathematics syllabus. Six candidates wrote Option C: Discrete Mathematics, Probability and Distribution, and Particle Mechanics. All candidates achieved grades which ranged from III to V in the 2005 examinations. Performance on the Internal Assessment was satisfactory.

### Biology Units 1 and 2

146. Seventy-nine percent of the candidates who sat the 2005 Unit 1 Biology examination achieved Grades I -V the same as in 2004. In Unit 2, 91 percent of the candidates achieved Grades I -V, compared with 87 percent in 2004. Candidates appeared not to have had adequate preparation for the questions assessing practical skills on Paper 02. In the Internal Assessment, the application of theoretical knowledge to the analysis of original data generated by experimentation was well demonstrated. Candidates' drawing skills continue to be below the expected standard. Also a clear understanding of the appropriate use and effectiveness of different types of graphical representation was absent.



168. There is still the need for candidates to be exposed to different aspects of the Francophone culture, an exercise that will help them improve in their listening and speaking skills.

#### Geography Units 1 and 2

169. The number of candidates achieving Grades I to V in Unit 1 decreased by three percent (from 91 percent in 2004 to 88 percent in 2005). In both years, slightly less than one per cent of the candidates achieved Grade I.

170. There was some improvement in the overall performance in Unit 2. The number of candidates achieving Grades I to V increased significantly, from 77 percent in 2004 to 91 percent in 2005. In both years, slightly less than two percent of the candidates achieved Grade I.

171. In both Units, there was improvement in the level of competence demonstrated in map reading and tasks requiring practical skills. Generally, the performance on the Internal Assessment components of both Units was satisfactory.

#### Geometrical and Mechanical Engineering Drawing

172. The overall performance of candidates achieving Grades I to V in this examination (82 percent) compared favourably with that of 2004 (80 percent). However, there were not as many candidates at the higher grade levels (I to III) when compared with performance for 2004. In 2005, 20 percent of candidates achieved Grades I to III compared with 27 percent in 2004. Performance on Paper 01 and Paper 03 declined, but there was an improvement on Paper 02. There were slight improvements on Module 2 (Solid Geometry) and Module 3 (Mechanical Engineering Drawing) but a less than satisfactory performance on Module 1 (Plane Geometry).

#### History Units 1 and 2

173. The revised syllabus in CAPE History was offered for examination for the first time in 2005. Performance in Unit 1 and Unit 2 was satisfactory although there was a marginal decrease in the number of candidates achieving acceptable grades in both Units.

174. In the Unit 1 examination, 86 percent of the candidates achieved Grades I to V, compared with 88 percent in 2004. In Unit 2, 87 percent of the candidates achieved Grades I to V, compared with 90 percent in 2004.

175. Several candidates demonstrated poor analytical and essay-writing skills and the lack of coverage of some topics was clearly evident. Candidates demonstrated some improvement in their research skills, and there were several well-researched and well-written papers submitted for the Internal Assessment.

#### Information Technology

176. Ninety-two percent of candidates who sat the examination in 2005 achieved Grades I -V, compared to 86 percent in 2004. No candidate achieved Grade I in 2005. Candidates performed well in areas where they need to apply Knowledge. Candidates' performances on areas where there was a need to apply the higher order skills such as Application and Analysis, Synthesis and Evaluation, need improvement. Many candidates were unable to apply facts, concepts, principles and procedures to familiar situations, make reasoned judgments and recommendations or, to justify and apply appropriate techniques or tools to solve problems.

#### Law Units 1 and 2

177. Seventy-two percent of the candidates achieved Grades I to V in both Units 1 and 2, a substantial improvement over the 63 and 58 percent achieving similar grades in Units 1 and 2 respectively in 2004. Candidates performed fairly well in Paper 01 and Paper 03, but demonstrated weaknesses in writing extended essays required in Paper 02. In spite of the general improvement, too many candidates failed to demonstrate accurate understanding of fundamental legal principles.



156. The overall performance of candidates in Unit 2 declined when compared with performance in 2004. Ninety-one percent of the candidates achieved Grades I to V in 2005 compared with 96 percent in 2004. Weakest performances occurred on Module 2 (Macroeconomic Policy Analysis) and Module 3 (Growth, Development and International Economic Relations) on questions which required calculations.

157. For both Units, performance on the Internal Assessment component was satisfactory.

#### Electrical and Electronic Technology

158. The overall performance in this subject recorded a decline for the second consecutive year. Sixty-five percent of the candidates who sat the examination achieved Grades I - V Compared with 68 percent in 2004. In 2005 no candidate achieved Grades I or II. Candidates performed well in circuit theory but they demonstrated little competence in electronics and electrical energy systems.

#### Environmental Science Units 1 and 2

159. There was significant improvement in the level of performance in the examinations on both Units compared with the performance in 2004.

160. In Unit 1, 98 percent of the candidates achieved Grades I to V, compared to 92 percent in 2004, with 11 percent achieving Grade I compared to two percent in 2004. Ninety-eight percent of the candidates also achieved Grades I to V in Unit 2, compared with 76 percent in 2004, with 11 percent achieving Grade I compared with two percent in 2004. Candidates performed well on tasks requiring knowledge of basic concepts and principles but continued to demonstrate weaknesses in tasks requiring analysis and interpretation of data.

161. Generally, the performance in the Internal Assessment components of both Units was commendable.

#### Food and Nutrition Units 1 and 2

162. Candidate performance in Units 1 and 2 was satisfactory. There was significant improvement in the performance of candidates in Unit 2 when compared with 2004, whereas performance in Unit 1 declined.

163. In Unit 1, 90 percent of candidates achieved Grades I to V, compared with 95 percent in 2004. In Unit 2, 99 percent of the candidates achieved Grades I to V, compared with 97 percent in 2004. In Unit 1, performance was weakest on Module 3, Food Preparation and Service: Principles and Methods, and in Unit 2, performance was weakest on Module 3, Food Preparation and Service: Large Quantity and Commercial.

164. Though candidates' performance was generally satisfactory, many responses on the essay paper merely listed facts and principles and failed to demonstrate the required analytical skills.

165. Candidates generally performed well on the Internal Assessment component of the examination. Many of the portfolios were well researched and well presented though weaknesses were apparent in the Product Development component.

#### French Units 1 and 2

166. There was significant improvement in the performance of candidates across papers and modules in Unit 1. Consequently, 92 percent of candidates achieved Grades I to V, compared with 71 percent in 2004. Improvements were most significant on Paper 02 (Reading Comprehension) and Paper 03 (Literature).

167. In Unit 2, 90 percent achieved Grades I to V, down from the 100 percent who achieved similar grades in 2004. A below par performance on Paper 02 (Reading Comprehension) and Paper 03 (Literature) contributed most to the decline in candidates' achievement levels.



### Sociology Units 1 and 2

189. Ninety-seven percent of the candidates achieved Grades I to V in Unit 1, a significant improvement over the 85 percent achieving similar grades in 2004. In Unit 2, 99 percent of the candidates achieved Grades I to V, compared with 93 percent in 2004. Evidence of sound research skills being applied in the Internal Assessment component of both Units was a feature of this year's performance.

### Spanish Units 1 and 2

190. In Unit 1, there was an overall improvement in the candidates' performance in the 2005 examination compared with that of 2004. Approximately 95 percent of the candidates achieved Grades I to V in the examination this year. There was an improvement in the external examination components of the examination. In particular, in Paper 1 where the aural skills were tested, candidates demonstrated a high level of comprehension of authentic material. Candidates also performed well in the oral component of Paper 04 (Internal Assessment), where their communicative ability was tested. However, there was still evidence of format and structural difficulties in the written component of Paper 04.

191. In Unit 2, there was a similar performance in the 2005 examination, compared to the performance in 2004. Approximately 97 percent of the candidates achieved Grades I to V in the examination this year. Candidates performed equally well in Papers 02, 03 and 04 on both the externally and internally assessed components. However, there was a decline in the performance in Paper 01. While many candidates experienced challenges relating to the topics in this Unit, they performed well in the oral component of the Internal Assessment, Paper 04, where the communicative skills were tested.

### Statistical Analysis

192. There was a significant improvement in the overall performance in Statistical Analysis in 2005 over that of 2004. In 2005, 84 percent of the candidates achieved Grades I to V, compared with 67 percent in 2004.

193. Generally, candidates demonstrated satisfactory performance in all areas of the examination. However, they excelled on Module 1 (Collecting and Describing Data) and Module 2 (Managing Uncertainty). The performance on these modules was mainly responsible for the overall improvement.

194. As in 2004, questions assessing the topics, regression and hypothesis testing, in Module 3 (Analysing and Interpreting Data) continued to be challenging for candidates.

195. Performance in the Internal Assessment was of a high standard.



### Literatures in English Units 1 and 2

178. In Unit 1, 92 percent of the candidates achieved Grades I to V. This was similar to the 2004 examination when 93 percent achieved similar grades. Candidates continued to perform best on Module 1 (Drama). While there was a slight improvement in candidates' performance on Module 3 (Prose Fiction), this was not evident in Module 2 (Poetry), which showed a decline.

179. Ninety-five percent of candidates achieved Grades I to V in Unit 2, a slight decline from the 97 percent who achieved these grades in 2004. However, a higher percentage of candidates (33 per cent) achieved Grades I to III in 2005 than in 2004, when 27 percent achieved similar grades. A significant improvement in this year's performance occurred in Module 1 (Drama) but this was counterbalanced by slight decline in performance on Module 2 (Poetry) and Module 3 (Prose Fiction).

### Management of Business Units 1 and 2

180. The performance of candidates in Unit 1 was consistent with the performance in 2004. Eighty-three percent of the candidates achieved Grades I to V, compared with 84 percent in 2004. There was a significant improvement in the performance of candidates in Module 3, Business Finance and Accounting.

181. In Unit 2, 95 percent of the candidates achieved Grades I to V compared with 97 percent in 2004. There was a significant decline in the performance in Paper 02, (the essay paper). This decline was evident in the overall performance in Module 3, Small Business Management.

### Physics Units 1 and Unit 2

182. The overall performance in Unit 1 in 2005 was similar to the performance in 2004. In 2005, 85 percent of the candidates achieved Grades I to V, compared to 84 percent in 2004. However, the percentage of candidates achieving Grades I to II increased to 65 percent from 40 percent in 2004.

183. Candidates demonstrated understanding of the concepts that were examined in Module 1 (Mechanics) but demonstrated weaknesses in Module 3 (Thermal and Mechanical Properties of Matter).

184. Ninety-four percent of the candidates who wrote the Unit 2 examination achieved Grades I to V, compared with 84 percent in 2004. Candidates demonstrated mastery of the concepts in Module 2 (Electronics), but their performance was weaker in the application of concepts in Module 3 (Atomic and Nuclear Physics). As in 2004, questions assessing practical skills continued to be challenging for many candidates.

185. For both Units performance on the Internal Assessment was satisfactory.

### Pure Mathematics Units 1 and 2

186. The revised syllabus in Pure Mathematics (formerly Mathematics) was examined for the first time in 2005. In Unit 1, there was some improvement in performance, with 67 percent of the candidates achieving Grades I to V, compared to 62 percent in 2004. Sixteen percent of the candidates achieved Grade I compared to 12 percent in 2004.

187. In Unit 2, there was a decline in the level of performance, with 76 percent achieving Grades I to V, compared to 87 percent in 2004. Sixteen percent of the candidates achieved Grade I compared to 20 percent in 2004. Candidates demonstrated a satisfactory level of competence in the new areas such as Matrices. They continued to demonstrate strengths in routine algorithmic processes, especially in differentiation and integration but exhibited weaknesses in algebraic manipulation, and analytic or deductive competencies.

188. Generally, the performance on the Internal Assessments for both Units was of a high standard.



Teachers involved in group work during the Physical Education and Sport orientation workshop in Trinidad and Tobago



**Teacher Training Workshops**

201. Regional Orientation Workshops were held in May, October and November 2005, for teachers of (a) the newly-developed CSEC Economics syllabus; (b) the revised CSEC Office Administration syllabus that replaces the Office Procedures syllabus; (c) the revised Geography syllabus; (d) the revised Modern Languages syllabus; and (e) the revised Religious Education syllabus. The workshops were held in five territories for teachers across the region. The Ministries of Education in the territories with the largest candidate populations were invited to co-host the workshops by providing a suitable venue and meals for local participants. A total of 747 participants from 16 Participating Territories attended the workshops in the five territories. Ministry of Education officials who attended the workshops gave the assurance that follow-up workshops would be conducted on an on-going basis using persons who were trained at these workshops.

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)**

Revised Syllabuses

Geometrical and Mechanical Engineering Drawing (GMED)

202. A revised Geometrical and Mechanical Engineering Drawing (GMED) syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2006. A new Unit 2 was developed with the main focus on the drawing and designing of engineering components. Unit 1 continues to focus on solving problems pertaining to Plane and Solid Geometry.

Electrical and Electronic Technology

203. A revised Electrical and Electronic Technology syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2006. A new Unit 2, titled "Energy Converters and Logic Circuits" was developed and has a heavy weighting on Electronic Technology. Unit 1 was titled "Electrical Theory and Communications", and this Unit has a heavy weighting on Electrical Technology.

Literatures in English

204. A revised Literatures in English syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2006. The revised syllabus reduces the demands of the Internal Assessment component by replacing the requirement for a portfolio comprising three pieces of work, one from each of the Modules, to an interpretation of some aspects of a prescribed play, poem or an extract from prose fiction. In addition, the time allocated for Paper 01 was increased from one hour 15 minutes to one hour 30 minutes.



**Syllabus Development Unit Activities**

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC)**

REVISED SYLLABUSES

Geography

196. A revised Geography syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2007. The syllabus was restructured into four Sections, namely, Map Work and Field Study, Natural Systems, Man-Made Systems and Man-Environment Systems.

Religious Education

197. A revised Religious Education syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2007. A section on "Caribbean Indigenous Religions" was included in the Core of the syllabus and the School-Based Assessment component was revised to allow students to do their research project on any religion in the syllabus. Work has started on the expansion of the syllabus to include the options Hinduism, Islam and Judaism.

Modern Languages

198. A revised Modern Languages syllabus was issued to schools in May 2005 for teaching from September 2005 and first examination in May/June 2007. Paper 03, the oral component of the examination, was revised. For Section 1, candidates are now required to respond orally to situations and instructions given in English; in Section 2 candidates are required to read aloud; and in Section 3, candidates are required to respond to four questions on four topics.

Agricultural Science

199. A Review Committee meeting held in September 2005 recommended that the current syllabuses for the Single Award and Double Award be restructured into one syllabus comprising five Sections. The Committee further recommended that candidates presented for the Single Award should complete the first three Sections and candidates presented for the Double Award should complete all five Sections. The draft revised syllabus will be circulated to teachers and subject specialists for comment. Subsequently, a Panel meeting to complete the revision of the syllabus will be held in February 2006 and it is anticipated that the revised syllabus will be issued to schools in May 2006, for teaching from September 2006 and examination from May/June 2008.

Principles of Business and Principles of Accounts

200. A Review Committee meeting held in September 2005 recommended that the syllabuses should emphasize the nurturing of students' entrepreneurial abilities to enable them to participate fully in the local, regional and global economy. To this end, the SBA Guidelines for both syllabuses were revised to focus on the requirements for establishing and preparing financial statements for a new business enterprise. The draft revised syllabus will be circulated to teachers and subject specialists for comment. Subsequently a Panel meeting to complete the revision of the syllabuses will be held in January 2006 and it is anticipated that the revised syllabuses will be issued to schools in May 2006, for teaching from September 2006 and examination from May/June 2008.

**Discontinuation of Basic Proficiency and Implementation of a New Examination**



Mrs Paula Daniel, Chief Education Officer (Retired), Trinidad and Tobago addressing the Basic Meeting. On her right is Mrs Adelle Browne CEO, Jamaica, Mr Anderson Marshall (FC) (left) Dr Yolande Wright, SAR (MED), Mr Baldwin Hercules SAR (EAD)

210. In light of the continuing decline of candidates for the Basic Proficiency examination and the changing demands resulting from universal secondary education, a Special Committee meeting was held on April 12, 2005 to review the findings of several studies and consultations and to make recommendations on new programmes and certification that would meet a variety of needs.

211. Two important outcomes of that meeting were the recommendations for the discontinuation of the Basic Proficiency level examinations and for CXC to develop a secondary level programme with a new curriculum and set of examinations. This new programme would focus on the certification of the core competencies that the majority of students at secondary school would be expected to attain both for the work force and for further education and training.

212. A decision was taken by Council to discontinue the Basic Proficiency examinations in all subjects except in English A, Mathematics and Social Studies after 2006 and that the new examinations would be available in 2007.

213. The Council requested that education officials from across the region be consulted in order to determine the best approach to be adopted in implementing a proposed new education programme. A meeting of Chief Education Officers was, therefore, held on May 30, 2005 at which it was decided that

- a) a regional core should be developed;
- b) territories would identify electives;
- c) a schedule for syllabus development would be prepared;
- d) appropriate types of assessment would be developed.

214. The meeting further agreed that the examinations should comprise continuous assessment and an extensive multiple choice examination set by CXC.

215. Work has started on the development of syllabuses in the five core subjects. Panel meetings were held in September and sub-committees of the Panels met in October to finalise the syllabuses which should be in schools in September 2006 for first examinations in 2007.

216. SUBSEC at its meeting in October agreed that the certification for this new programme will be based on performance on the five core subjects and the electives.

**Caribbean Vocational Qualifications (CVQ)**

217. The Caribbean Examinations Council (CXC) has been participating in regional meetings dealing with Technical and Vocational Education and Training (TVET). At these meetings the Caribbean Association of National Training Agencies (CANTA) comprising representatives of National Training Agencies responsible for TVET, CXC and the CARICOM Secretariat discussed the award of a Caribbean Vocational Qualification by CXC.

218. The award will be based on standards developed by CANTA and persons from industry. These standards approved by the Council for Human and Social Development (COHSOD) formed the basis for the development of National Vocational Qualification programmes at different levels. Many territories have been using programmes already developed by HEART Trust/NTA.

219. The NTAs agreed that added value would be gained through the award of a CVQ by CXC. In preparation for this, two members of CXC staff went on an attachment for three days to the HEART Trust/NTA to learn how the NVQ programmes are implemented and assessed in schools in Jamaica. (contd.)

**Teacher Training Workshops**

205. Regional Orientation workshops were held in May 2005 for teachers of newly-revised syllabuses in French, Spanish and Literatures in English. The workshops were held in five territories for teachers across the region. The Ministries of Education in the territories with the largest candidate populations were invited to co-host the workshops by providing a suitable venue and meals for local participants. A total of 175 participants attended the workshops in the five territories. Ministry of Education officials who attended the workshop gave the assurance that follow up workshops would be conducted on an on-going basis using persons who were trained at these workshops.

**Resource Materials**

206. A Reader for CAPE History was developed and is now available from CXC and partner bookstores throughout the region.

**Application of Technology to the Examination Process**

**Electronic Registration**

207. During 2005, the Electronic Registration application was implemented on-site in the four territories Guyana, Jamaica, Grenada and Saba. The application and user manuals were made available to all territories via download from the CXC web site. CDs and manuals were dispatched to territories without access to the web. St. Maarten was expected to participate in the implementation, but requested deferral until 2006.

**Examination Processing System**

208. The new Examination Processing System (EPS) was implemented for the January 2005 and May/June CSEC examinations. For the first time, the users in the Examination Administration Division and the Measurement and Evaluation Division were able to run programs, queries and reports from their desktop computers using the on-line facilities of the system. The January 2005 results were delivered on schedule.

209. Some challenges were encountered during the implementation of the EPS for the larger and more complex June 2005 CSEC and CAPE examinations. Interruptions to the marking process and some technical problems resulted in the delay in the delivery of some Grading reports and ultimately in the late delivery of both the CAPE and CSEC results. An internal review of the new EPS has been completed to identify, document and resolve user concerns. The EPS consultants met with the Registrar and Heads of Division on October 10, 2005 to complete a plan for the resolution of the areas identified during the internal review and to develop a plan for completion of modifications in time for the 2006 examinations.



# CXC Associate Degrees

Launch of Associate Degree in St Kitts and Nevis :  
L to R- Dr Hermia Morton-Anthony, Principal of the Clarence Fitzroy Bryant College, Dr Lucy Steward, CXC Registrar, Honourable Sam Condor, Minister of Education and Deputy Prime Minister and Mr Osmond Petty, Permanent Secretary



227. The CXC Associate Degrees were approved at the 35th Meeting of Council in Antigua and Barbuda on December 2. The Council is offering Associate Degrees in nine areas- Business Studies, Computer Science, Environmental Science, General Studies, Humanities, Mathematics, Modern Languages, Natural Sciences and Technical Studies. A minimum of seven CAPE Units including Caribbean Studies and Communication Studies must be completed. Candidates must complete the Units within a five-year period and must achieve Grades I to V in order to qualify for the Associate Degree.

228. The Associate Degree became effective from the 2005 CAPE examinations and the first degrees will be awarded in 2006.

229. In preparation for the launch of the programme, several promotional materials were produced. These included a poster, flyer, brochure and a handbook. The handbook was also posted on the Council's website.

230. Handbooks, brochures, posters and flyers were sent to Local Registrars. Additionally, handbooks were sent to Chief Education Officers and principals of all institutions offering CAPE.

231. The CXC Associate Degrees Programme was launched in Barbados on Monday March 14 with a Press Conference at the Savannah Hotel. The speakers at the launch were Professor, the Honourable Kenneth Hall, OJ, CXC Chairman; Mrs Atheline Haynes, Permanent Secretary, Ministry of Education, Youth Affairs and Sport; Mrs Wendy Griffith-Watson, Chief Education Officer, Barbados, Mrs Coreen Kennedy, Principal of Queen's College, Barbados and Dr Lucy Steward, CXC Registrar.

232. Belize launched the Associate Degrees with an official ceremony on March 17th. The Honourable Francis Fonseca, Minister of Education, Youth and Sports, Ms Maude Hyde, Chief Education Officer, Dr Lucy Steward, CXC Registrar and Mr. Anthony Sabal, Dean of Stann Creek Junior College were among those who spoke at the ceremony.

233. The launch was preceded by meetings with various stakeholders including principals, of the colleges, the lecturers from the university and Ministry of Education officials.



## Caribbean Vocational Qualifications (CVQ)

220. Information on the Level 1 programmes was sent to all territories. One territory has initiated discussions for CXC to award the CVQ. The TVET programmes in that territory were developed on standards already approved by COHSOD. The NTA and the Ministry of Education will take responsibility for the orientation of teachers, training of assessors, preparation of assessment procedures, work attachments for students, and assessment in schools and the work place. The Council's role will be mainly to assure quality by reviewing various procedures, standards of practice, providing recommendations and verifying implementation of agreed procedures by sampling, reviewing documents and attending review meetings with internal and external verifiers appointed by the Ministry of Education and the NTA.

221. The Council looks forward to expanding its work in this area in 2006.

## Registration of CXC Trademarks

222. In order to protect its name and those of its products and services, CXC registered several trademarks in 2004 and 2005 in Barbados, Jamaica, Trinidad and Tobago and the United Kingdom. By licensing the trademarks, CXC asserts ownership over its name and any other mark, logo, seal, design, symbol, internet domain name or any combination of these, which have come to be associated with CXC, specifically the following listed below:

- (i) *Caribbean Examinations Council*
- (ii) *Caribbean Secondary Education Certificate*
- (iii) *Caribbean Advanced Proficiency Examination*
- (iv) *CXC*
- (v) *CSEC*
- (vi) *CAPE*
- (vii) *The CXC "logo"*

223. The purpose of trademark registration is threefold:

- (i) to protect consumers from confusion regarding the source or origin of products and/or services;
- (ii) to ensure that all products and services bearing CXC trademarks are of a specific type and quality;
- (iii) to protect the commercial interests of the Council by ensuring that only authorised products and services bear the Council's trademarks.

224. CXC has notified current and potential users of its trademarks of the official registration of these marks and that unauthorised use is expressly forbidden. Those informed include publishers, other producers and distributors of materials, educational service providers, and the public through the "Examiner" magazine and CXC Website.

225. It is proposed that CXC grant licenses to use CXC trademarks primarily on educational products and services, specifically areas such as:

- (i) Licensing of publications for use with the CSEC, CAPE and other curricula.
- (ii) Licensing developmental initiatives designed to support and to enhance both teaching and learning processes.
- (iii) Licensing of electronic resources (CD-ROMS) or on-line services which support teaching and learning processes.
- (iv) Licensing of the delivery of services by private institutes and of specialised programmes designed to meet the needs of specific target groups including mature, work-based and distance learners.

226. In order to maintain protection under trademark law, CXC is required to license and monitor all uses of its trademarks.

# REGISTRAR'S VISITS AND MEETINGS

## JANUARY

237. Trinidad and Tobago (January 5 to 8) - to discuss CAPE and the CXC Associate Degree with the Permanent Secretary, Ministry of Science, Technology and Tertiary Education and officials at that Ministry.

238. Guyana (January 12) - meeting of the World Summit on the Information Society (WSIS).

239. Paris, France (January 31 to February 3) - Executive Committee meeting of the International Association for Educational Assessment (IAEA).

## FEBRUARY

240. Trinidad and Tobago (February 17 to 23) - to meet with Ministry of Education officials to discuss CAPE and attended the inauguration ceremony of the Vice Chancellor at the University of the West Indies, St Augustine Campus.

## MARCH

241. Jamaica (March 9) - meeting of a Task Force to consider the establishment of a Regional Accreditation Agency.

242. Belize (March 15 to 20) - launch of CXC Associate Degrees. While in Belize, the Registrar met with Honourable Francis Fonseca, Minister of Education, Culture, Youth and Sports, Principals and Ministry officials.

## APRIL

243. Trinidad and Tobago (April 4 to 6) - meeting with Curriculum Officers at the Ministry of Education, to discuss CXC Associate Degrees and CAPE.

*Dr Lucy Steward, CXC Registrar is flanked by Nigerian Minister of Education, Mrs Chinwe Nora Obaji (R) and Minister of State for Education, Ms Halima Tayo Alao(L)*



244. St Vincent and the Grenadines - a Conference on Education hosted by the Ministry of Education, Youth Affairs and Sport in. The Registrar was one of the guest speakers at the conference opening ceremony.

245. St Kitts and Nevis (April 17 to 20) - to participate in the launch of the CXC Associate Degrees. She participated in a Press Conference in St Kitts and in a ceremony in Nevis to launch the Associate Degree on the respective islands.

246. Jamaica (April 21 to 23) - a meeting hosted by the Chairman and held at the Office of the Principal at the University of the West Indies, Mona. The purpose of the meeting was to discuss the introduction of National Vocation Qualifications (NVQ) programmes in secondary schools and the possible role for CXC in certifying the NVQs. Representatives of HEART/NTA, Jamaica, National Training Agency, Trinidad and Tobago, Principal of Montserrat Community College and a representative from the CARICOM Secretariat attended the meeting.

247. Trinidad and Tobago (April 27) - on the invitation of the Minister of Education in Trinidad and Tobago, to attend the launch of the Physical Education and Sport Syllabus.

234. St Kitts and Nevis launched the Associate Degrees with a Press Conference on April 20th. Honourable Sam Condor, Minister of Education and Deputy Prime Minister, Mr Osmond Petty, Permanent Secretary and Deputy Chairman of CXC, Dr Lucy Steward, CXC Registrar and Dr Hermia Morton-Anthony, Principal of the Clarence Fitzroy Bryant College spoke at the press conference.

235. Jamaica launched the Associate Degrees on Friday May 27 with a ceremony at the Hilton Hotel in Kingston. Honourable Maxine Henry-Wilson, Minister of Education, Professor the Honourable Kenneth Hall, OJ, CXC Chairman and Dr Lucy Steward, CXC Registrar. Dr Ethley London, Chief Executive Officer of the University Council of Jamaica and Professor Elsa Leo-Rhynie spoke on that occasion.

236. Along with schools, several private educational institutions have welcomed the Associate Degrees. The private institutions have taken the opportunity to offer the Associate Degrees to out-of-school candidates in some Participating Territories.



*Professor The Honourable Kenneth Hall, OJ, Chairman of CXC presents a copy of the Associate Degree Handbook to Mrs Atheline Haynes, Permanent Secretary, Ministry of Education, Barbados. Registrar, Dr Lucy Steward is at center.*





# Public Relations and Outreach Activities in 2005



Mrs Blondell Franks(R), St Kitts and Nevis Local Registrar, Dr Desmond Broomes, CXC Consultant, Ms Idamay Denny, Barbados Local Registrar and Anthony Alleyne, AR Examinations Division CXC at the Local Registrars' Meeting.

Sir John Daniel (L), Head of the Commonwealth of Learning listens attentively as Dr Desmond Broomes(C), CXC Consultant makes a point. AR MED Henderson Eastmond is at right.

### Launch of Study Guides

- 264. The CXC Self-Studies Guides were launched in Trinidad and Tobago on February 11 to coincide with the launch of the Caribbean Association of Distance and Open Learning (CARADOL).
- 265. An article on the Self-Study Guides was printed in the Trinidad and Tobago Ministry of Education special newspaper supplement in the Trinidad Express newspaper on March 15.

### Press Releases

- 266. A Press Release on the results of the January CSEC examination was issued to the media on February 25th.
- 267. A Press Release was distributed to the regional media on the occasion of the visit of the Head of COL, Sir John Daniel.
- 268. The Council issued a press release on the visit of a delegation from Botswana Ministry of Education in February.
- 269. A press release on the launch of the CXC Associate Degree was issued in March.
- 270. A press release on the Visual Arts Exhibition hosted in St Lucia was issued in May.
- 271. Press Releases were issued in August to announce the release of the May/June CSEC and CAPE examinations. Stemming from the CAPE press release, BBC Caribbean published a story about CAPE replacing the British-based advanced examinations on its website.



Members of the delegation from the Ministry of Education in Botswana pose for a photograph at CXC Headquarters.



# Public Relations and Outreach Activities in 2005

### MAY

248. Guyana (May 2 to 3) - with the Senior Manager to attend the Retreat held for CARICOM Ministers of Education. The Registrar presented a paper outlining the status of the Associate Degree Programme and reported on the meeting which was held to discuss Universal Secondary Education.

249. Jamaica (May 23 to 27) - held meetings with stakeholders about the CXC Associate Degrees, to attend the launch of the Associate Degrees and also to attend a function for Mrs Marguerite Bowie, former Permanent Secretary and Deputy Chairman of the Council.

### JUNE

250. Guyana (June 9 to 10) - with MED Coordinator Dr Harewood for meetings to discuss the Associate Degree with Ministry of Education and University of Guyana officials.

### JULY

251. Guyana, Jamaica and Trinidad and Tobago - to visit marking centres.

### SEPTEMBER

252. Nigeria (September 4 to 9) - with the Pro Registrar to attend the International Association for Educational Assessment (IAEA) Conference.

253. Trinidad and Tobago (September 28 and 30) - with the SAR (MED) and MED Officers Fitzroy Marcus and Henderson Eastmond for meeting with officials of the Ministry of Education to discuss CXC's assistance in awarding a Caribbean Vocational Qualification.

254. The Registrar, SAR (EAD), SAR (MED) and MED Officer Henderson Eastmond attended a review meeting of the Secondary Entrance Assessment Examination with officials and chaired by the Chief Education Officer.

### NOVEMBER

255. The Registrar attended the Association of Caribbean Tertiary Institutions (ACTI) workshop and General Meeting in Guyana on November 17 and 18.

256. St Kitts/Nevis (November 23 to 25) - attended the 17th OECS Ministers of Education meeting.

### Media appearances

257. The Pro-Registrar was a guest on current affairs programme Beyond the Headlines on RJR in Jamaica in January to discuss candidates' performance.

258. The Registrar and Sir John Daniel, President of the Commonwealth of Learning (COL) were guests on Mornin' Barbados on February 8 to discuss the Self Study Guides and the work of COL.

259. The Registrar was a guest on Beyond The Headlines on RJR Jamaica on March 3 to discuss CXC Associate Degrees.

260. The Registrar was a guest on Klass Radio station's (Jamaica) First Edition on March 14 via telephone link-up. The programme discussed issues such as students' performance and the launch of CXC Associate Degrees.

261. The Registrar and Ms Maude Hyde, Belize's Chief Education Officer were guests on a one-hour radio talk show in Belize on March 16th. The topics discussed included the CXC Associate Degrees and performance of candidates in CXC examinations.

262. BWIA Caribbean Beat magazine published an article on the Regional Top Awardees in its April 2005 issue entitled CXC Champs. The magazine also published the winning short story.

263. The 2004 Annual Reports were distributed to CXC stakeholders. For the first time, the Report was posted on the Council's website.

## Visual Arts Exhibition - St Lucia

282. The Council hosted a three-day Visual Arts exhibition in collaboration with the Ministry of Education, Human Development, Youth and Sports in St Lucia. The exhibition ran from May 4 to 6 and was hosted in the First Caribbean International Bank's Building in Castries.

283. Approximately 1000 visitors viewed the exhibition over the three days including students from the island's 21 secondary schools.

284. An opening ceremony was held on the evening of May 3. Local Registrar Mrs Augusta Ifill gave welcome remarks, Deputy Chief Education Officer, Mrs Leonise Francois gave opening remarks and Permanent Secretary - Youth and Sports, Mr Henry Mangal gave an address. Assistant Registrar, Public Information and Customer Service spoke on the Council's behalf. Mrs Claudia Roache, Deputy Permanent Secretary, Ministry of Education, Human Resources Development, Youth and Sports officially opened the exhibition.

285. The exhibition received excellent coverage from the media, particularly television. Both television stations visited the exhibition and interviewed the Assistant Registrar, Public Information and Customer Service and other visitors and broadcasted stories about the exhibition.



Two students from a secondary school in St Lucia admiring the Art pieces on display at the CSEC Visual Arts Exhibition



Students of the St Joseph's Convent St Lucia playing steel pan at the opening ceremony of the CSEC Visual Arts Exhibition

### Choices Education and Career Expo

286. The Council participated in the Annual Choices Education and Career Expo at the Hilton Hotel, Jamaica on June 1 and 2. During the Expo, AR (PI and CS) AR (Syllabus Development) Ms Cheryl Stephens made a presentation to 120 high school guidance counsellors on the CXC Associate Degree Programme.

287. A PowerPoint presentation on the CXC Associate Degree was a central part of the Council's booth. Posters, flyers and brochures on the Associate Degree were on display.

288. While in Jamaica, AR (PI and CS) was interviewed by the Jamaica Information Service about the CXC Associate Degrees and publication of Self-Study Guides.

### Meetings with Stakeholders

272. The Council participated in the form-level meetings of several secondary schools in Barbados in February. A CXC officer spoke at the meetings and a booth was set up with CXC information and resource materials.

273. The Assistant Registrar, Public Information and Customer Service and Measurement and Evaluation Division Officers, Ms Arlene Kirkpatrick and Mrs Leona Emtage met with Dr Woods, Principal of Southern Ontario College on March 10th. At the meeting, Dr Woods was briefed on the examinations offered by CXC and was given an explanation of the grade and profile systems.

274. The Registrar, Mrs Nora Bradley, Local Registrar and Chief Education Officer, Ms Maude Hyde met with principals in Belize to discuss the CXC Associate Degrees on March 16th.

275. The Annual Local Registrars' meeting was held on April 5 via the UWIDITE system. Local Registrar for St Kitts and Nevis Blondel Franks was in Barbados and joined the CXC staff and Barbados representative at the Cave Hill Campus for the meeting.

276. The Assistant Registrar, Public Information and Customer Service and Measurement and Evaluation Division Officer, Henderson Eastmond met with three private education institutions on March 17 to discuss offering the CXC Associate Degree. The institutions are, MJM Management Systems Inc, Quality Control and Computer Services and Genesis Training Systems Inc. in Barbados.

277. On May 18, Measurement and Evaluation Division Coordinator, Dr Gordon Harewood and Assistant Registrar, Public Information and Customer Service met with the faculty members of the Electrical Department of the Samuel Jackman Prescod Polytechnic to discuss the

possibility of the Polytechnic offering the Technical Studies Associate Degree.

278. On May 18, a follow-up meeting was held with MJM Management Systems Inc on the Associate Degrees with Assistant Registrar, Public Information and Customer Service and Assistant Registrar, Measurement and Evaluation Division, Mr Henderson Eastmond.

279. The Council participated in the Barbados Guidance Counsellors' Association National Career and Education Expo at the Sherbourne Conference Centre on April 13, 14 and 15. The Expo was used mainly to promote the recently-launched CXC Associate Degrees.

280. The Council was invited to present a paper at a workshop on "Images of Self: Gender, Youth and the Media" organised by UNDP/UNIFEM and the National Organisation for Women of Barbados. The workshop was held on August 11 and 12 at United Nations House. Assistant Registrar, Public Information and Customer Service represented the Council at the workshop and presented the paper entitled "Portrayals of Achievement: Male/Female Performance on the CESC examinations 2002-2004."

281. Assistant Registrar, Public Information and Customer Service and Senior Assistant Registrar, Examinations and Administration Division met with representatives of York University and Guelph University on October 11. The main issue discussed at the meeting was the CXC Associate Degrees. Other issues discussed included the treatment of CAPE qualifications and the process for obtaining transcripts.



### New Appointments

#### Headquarters

| Name                       | Post   | Effective Date     |
|----------------------------|--|--------------------|
| Mrs Anjanette Forde-Hinds  | Clerk/Typist (Personnel)                         | March 14, 2005     |
| Mrs Dennis O'Neale         | Clerk/Typist (Secretariat and Office Management) | March 14, 2005     |
| Mr Yohance Young           | Temporary Programmer (Information Systems)       | May 30, 2005       |
| Mrs Megan Vitoria          | Business Analyst (Information Systems)           | June 01, 2005      |
| Mr Fitzroy Marcus          | Assistant Registrar (Measurement and Evaluation) | August 01, 2005    |
| Mrs Maureen Grazette       | Assistant Registrar (Measurement and Evaluation) | September 01, 2005 |
| <b>Western Zone Office</b> |  |                    |
| Ms Sharon Moncrieffe       | Administrative Assistant (Examinations)          | February 01, 2005  |

### Employee Awards

297. The Council will honour the following staff members for their long service

#### Headquarters

##### 30 years' service

- Mrs Marion Coppin, Administrative Assistant (Personnel)
- Mrs Gloria Balram, Compositor (Production)

##### 25 years' service

- Mr Frankey Worrell, Draughtsman/Printer (Production)
- Mrs Greta Forde, Compositor (Production)
- Mrs Rose Brathwaite, Senior Clerk (EAD)
- Mrs Sancia Bynoe, Maid/Cleaner (S&OM)
- Mrs Sandrene Doughlin, Stenotypist (Production)

##### 20 years' service

- Mrs Arlene Kirkpatrick, Assistant Registrar (MED)
- Mrs Jennifer Cruickshank, Secure Records Keeper (Production)
- Mr Noel Stephens, Bindery Assistant (Production)

##### 15 years' service

- Mr Earl Seale, Information Systems Manager (ISD)
- Mrs Emsy Walkes-Sealy, Senior Clerk (Finance)
- Mrs Geniose Bowen, Senior Clerk (Finance)
- Dr Gordon Harewood, Assistant Registrar (MED)
- Mrs Jackie Niles-Squires, Senior Secretary (Registrar's Office)
- Mrs Stephnian Marshall, Administrative Assistant (Finance)

##### 10 years' service

- Mrs Andrea Callender, Senior Clerk (EAD)

##### 5 years' service

- Mrs Julia Grant-Medford, Assistant Registrar (EAD)
- Mrs Mildred Daniel, Clerk (EAD)

#### Western Zone Office

##### 5 years' service

- Mrs Tanya Cousins, Stenotypist (Examinations)



#### Marketing of Resource Materials

289. In June, Days' Bookstore became the first bookstore in Barbados to sign on to the Marketing Distribution arrangement. The bookstore now sells CXC syllabuses and resource materials.

290. NATO's Bookstore in St Lucia placed its first order for resource materials during the year under review.

291. CXC syllabuses, past papers and resource materials were sold at marking centres in Barbados and Jamaica. The CXC/COL study guides and distance learning materials were well received by the markers.

292. The Council also took advantage of the form-level meetings of various secondary schools to market its materials. Resource materials were also sold at college fairs.

293. The Council will continue its efforts to get bookstores in other territories to sell its resource materials, thus, making them more easily available to teachers, parents, students and persons out of school who wish to do CXC examinations

#### The Examiner Magazine

294. The Council's main publication, *The Caribbean Examiner* was published and distributed in July to CXC stakeholders as well as at the marking centres in Barbados.

#### Video Documentary

295. A CXC television documentary was completed in September. The documentary looks at the Council's contribution to education in the region and how it has impacted on the lives of Caribbean people.

Mr Richard Malcolm, Clerk at the Western Zone Office pins a corsage onto Mrs Sharon Moncrieffe, Administrative Assistant, WZO as part of Office Professionals' Day



### STAFFING

296. The following persons left the employ of the Council in the year 2005:

#### Headquarters

- Mr Robin Ramsingh, Assistant Registrar (MED), with effect from March 31, 2005
- Mrs June Browne, Assistant Registrar (MED), with effect from August 31, 2005
- Miss Lennise Baptiste, Assistant Registrar (MED), with effect from August 31, 2005

#### Western Zone Office

- Dr Stafford Griffith, Pro-Registrar (WZO), with effect from November 30, 2005
- Miss Marva Bucknor - Administrative Assistant, with effect from October 21, 2005
- Miss Sharon Moncrieffe - Administrative Assistant, with effect from November 14, 2005



Mrs Paula Hunte-Cox, an Etiquette Consultant making a presentation to staff at Headquarters on Office Professionals' Day

# APPENDIX 1

## JANUARY CSEC ENTRY AND PERFORMANCE DATA

Table 1

### TERRITORIAL CANDIDATE ENTRIES JANUARY 2004 - 2005

| Territory                   | 2004          |       | 2005          |       | DIFF 2005-2004 |         |
|-----------------------------|---------------|-------|---------------|-------|----------------|---------|
|                             | No.           | %     | No.           | %     | No.            | %       |
| Antigua and Barbuda         | 240           | 1.25  | 328           | 1.78  | 88             | 36.67   |
| Anguilla                    | 94            | 0.49  | 77            | 0.42  | (17)           | -18.09  |
| Barbados                    | 1,520         | 7.91  | 1,465         | 7.94  | (55)           | -3.62   |
| Belize                      | 12            | 0.06  | 11            | 0.06  | (1)            | -8.33   |
| BVI                         | 3             | 0.02  | 3             | 0.02  | -              | 0.00    |
| Cayman Is                   | 5             | 0.03  | -             | 0.00  | (5)            | -100.00 |
| Dominica                    | 62            | 0.32  | 28            | 0.15  | (34)           | -54.84  |
| Grenada                     | 218           | 1.13  | 26            | 0.14  | (192)          | -88.07  |
| Guyana                      | 511           | 2.66  | 528           | 2.86  | 17             | 3.33    |
| Jamaica                     | 6,583         | 34.24 | 6,122         | 33.18 | (461)          | -7.00   |
| Montserrat                  | -             | 0.00  | 15            | 0.08  | 15             | 100.00  |
| St Kitts and Nevis          | 15            | 0.08  | 6             | 0.03  | (9)            | -60.00  |
| Saint Lucia                 | 107           | 0.56  | 190           | 1.03  | 83             | 77.57   |
| St Vincent & the Grenadines | 826           | 4.30  | 919           | 4.98  | 93             | 11.26   |
| Trinidad and Tobago         | 159           | 0.83  | 210           | 1.14  | 51             | 32.08   |
| Turks and Caicos            | 8,696         | 45.23 | 8,311         | 45.04 | (385)          | -4.43   |
| Saba                        | 1             | 0.01  | 4             | 0.02  | 3              | 300.00  |
| St Maarten                  | 135           | 0.70  | 174           | 0.94  | 39             | 28.89   |
| Suriname                    | 41            | 0.21  | 35            | 0.19  | (6)            | -14.63  |
| <b>TOTAL</b>                | <b>19,228</b> |       | <b>18,452</b> |       | <b>(776)</b>   |         |

## Farewell to Dr Stafford Griffith - Pro-Registrar

Dr Stafford Griffith resigned as Pro-Registrar with effect from 30th November, 2005.

Dr Griffith was appointed Pro-Registrar in January 1999 and was mainly responsible for the management of the Western Zone Office and the syllabus development and maintenance activities. He also managed the CXC/COL Project for the preparation of self-study materials for subjects for the Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination (CAPE). Dr Griffith holds degrees in education with specialized study in research, measurement and evaluation, and curriculum development. He also holds a LLB degree. In addition, Dr Griffith has completed graduate studies in Political Science and Development Studies.



Dr Stafford Griffith (L) CXC Pro-Registrar chats with Colin Robinson (C) of Qualification Curriculum Authority, UK and Tom Christy (R) of Agakhan University, Pakistan while at the IAEA Conference in Nigeria.

Dr. Griffith has over 36 years of combined work experience in teaching, curriculum development, measurement and evaluation, and programme planning and management. He previously served as *Consultant/National Coordinator*, World Bank/Ministry of Education Reform of Secondary Education Project, Jamaica; *Director*, Canadian International Development Agency/University of the West Indies (UWI) Institutional Strengthening Project; *Senior Education Project Manager*, United States Agency for International Development (USAID); *Assistant Registrar* (Project Evaluation) and subsequently *Project Coordinator*, CXC/USAID Secondary Curriculum Development Project.

Dr. Griffith has served as a resource person in a number of regional and national curriculum development, teacher training and measurement and evaluation activities and as a consultant to a number of regional and international institutions/organizations, including the *Eugene Dupuch Law School (The Bahamas)*, *Tecult International Limited (Montreal)*, *United Nations Development Programme (New York)* and *Van Leer Foundation (Holland)*.

Dr. Griffith has published articles in curriculum development, measurement and evaluation, and training. He has also co-authored two books.

Dr Griffith is leaving to take up an appointment as Professor, Measurement and Evaluation at the Mona Campus, University of the West Indies.

The Chairman, members and staff of Council wish to thank Dr Griffith for his contribution to the work of the Council and wish him the very best in his new assignment.



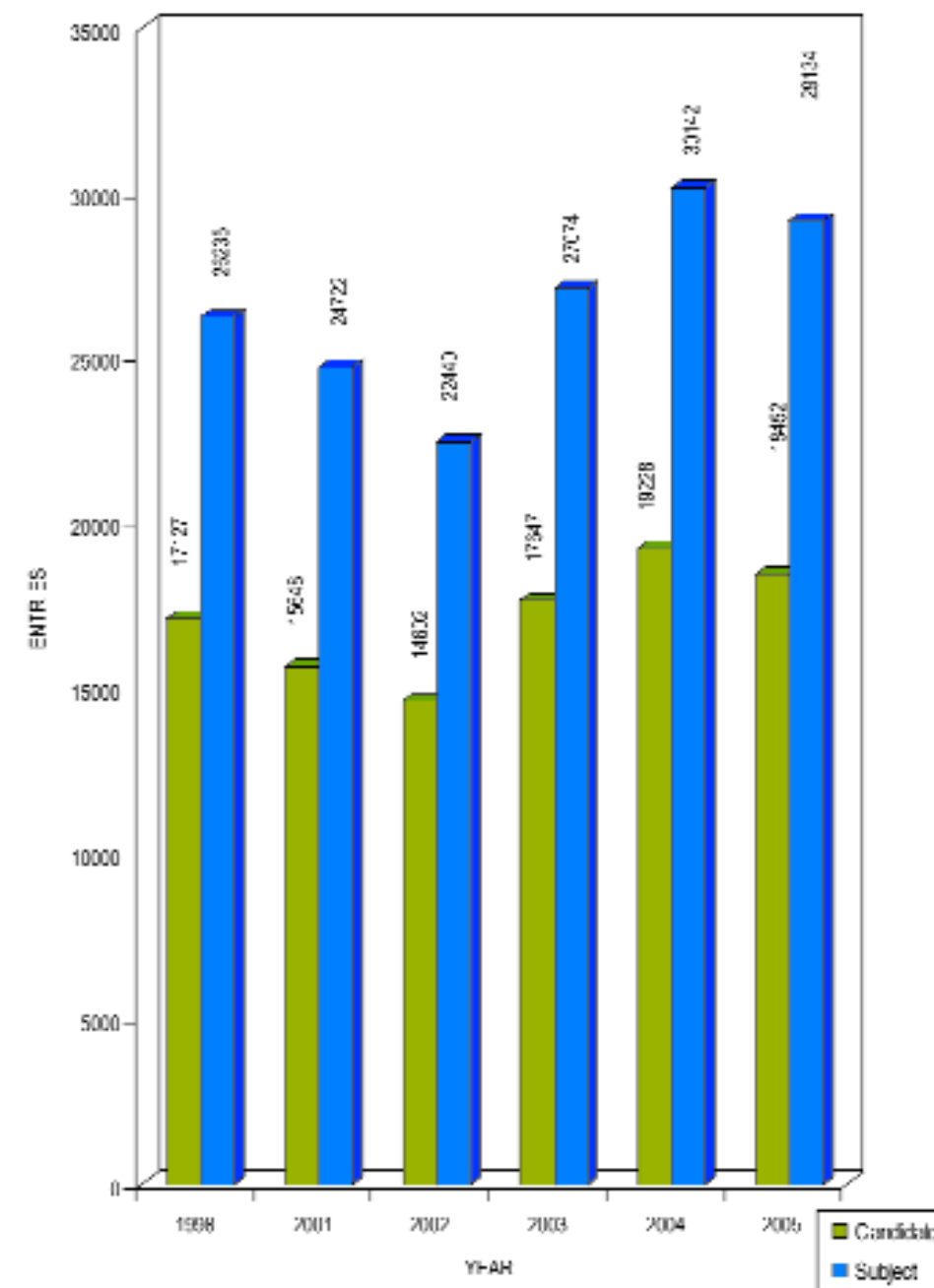
**Table 2**

**ANALYSIS OF PERFORMANCE OF REGIONAL CANDIDATE POPULATION IN INDIVIDUAL SUBJECTS AS A WHOLE AND BY GENDER: JANUARY SITTING 2005**

| SUBJECT                | PROF | SEX | Subject Entry | Cands Writing Exam | GRADES |      |      |      |      |      |     |        | CUMULATIVE GRADES |       |
|------------------------|------|-----|---------------|--------------------|--------|------|------|------|------|------|-----|--------|-------------------|-------|
|                        |      |     |               |                    | No.    | I    | II   | III  | IV   | V    | VI  | OTHER* | I-II              | I-III |
| Biology                | G    | M   | 176           | 146                | No.    | 1    | 25   | 69   | 42   | 9    | 0   | 30     | 26                | 95    |
|                        |      |     |               | %                  | 0.7    | 17.1 | 47.3 | 28.8 | 6.2  | 0.0  |     |        | 17.81             | 65.07 |
|                        | G    | F   | 322           | 286                | No.    | 11   | 31   | 114  | 113  | 17   | 0   | 36     | 42                | 156   |
|                        |      |     |               | %                  | 3.8    | 10.8 | 39.9 | 39.5 | 5.9  | 0.0  |     |        | 14.69             | 54.55 |
| Chemistry              | G    | T   | 498           | 432                | No.    | 12   | 56   | 183  | 155  | 26   | 0   | 66     | 68                | 251   |
|                        |      |     |               | %                  | 2.8    | 13.0 | 42.4 | 35.9 | 6.0  | 0.0  |     |        | 15.74             | 58.10 |
|                        | G    | M   | 166           | 151                | No.    | 1    | 13   | 61   | 49   | 24   | 3   | 15     | 14                | 75    |
|                        |      |     |               | %                  | 0.7    | 8.6  | 40.4 | 32.5 | 15.9 | 2.0  |     |        | 9.27              | 49.67 |
| English (A)            | G    | F   | 247           | 218                | No.    | 3    | 13   | 71   | 82   | 46   | 3   | 29     | 16                | 87    |
|                        |      |     |               | %                  | 1.4    | 6.0  | 32.6 | 37.6 | 21.1 | 1.4  |     |        | 7.34              | 39.91 |
|                        | G    | T   | 413           | 369                | No.    | 4    | 26   | 132  | 131  | 70   | 6   | 44     | 30                | 162   |
|                        |      |     |               | %                  | 1.1    | 7.0  | 35.8 | 35.5 | 19.0 | 1.6  |     |        | 8.13              | 43.90 |
| Information Technology | G    | M   | 3915          | 3634               | No.    | 165  | 433  | 992  | 1439 | 589  | 16  | 281    | 598               | 1590  |
|                        |      |     |               | %                  | 4.5    | 11.9 | 27.3 | 39.6 | 16.2 | 0.4  |     |        | 16.46             | 43.75 |
|                        | G    | F   | 6213          | 5810               | No.    | 397  | 841  | 1722 | 2111 | 730  | 9   | 403    | 1238              | 2960  |
|                        |      |     |               | %                  | 6.8    | 14.5 | 29.6 | 36.3 | 12.6 | 0.2  |     |        | 21.31             | 50.95 |
| Mathematics            | G    | T   | 10128         | 9444               | No.    | 562  | 1274 | 2714 | 3550 | 1319 | 25  | 684    | 1836              | 4550  |
|                        |      |     |               | %                  | 6.0    | 13.5 | 28.7 | 37.6 | 14.0 | 0.3  |     |        | 19.44             | 48.18 |
|                        | T    | M   | 149           | 131                | No.    | 1    | 36   | 48   | 29   | 14   | 3   | 18     | 37                | 85    |
|                        |      |     |               | %                  | 0.8    | 27.5 | 36.6 | 22.1 | 10.7 | 2.3  |     |        | 28.24             | 64.89 |
| Office Procedures      | T    | F   | 217           | 186                | No.    | 3    | 26   | 78   | 56   | 21   | 2   | 31     | 29                | 107   |
|                        |      |     |               | %                  | 1.6    | 14.0 | 41.9 | 30.1 | 11.3 | 1.1  |     |        | 15.59             | 57.53 |
|                        | T    | T   | 366           | 317                | No.    | 4    | 62   | 126  | 85   | 35   | 5   | 49     | 66                | 192   |
|                        |      |     |               | %                  | 1.3    | 19.6 | 39.7 | 26.8 | 11.0 | 1.6  |     |        | 20.82             | 60.57 |
| Physics                | G    | M   | 3862          | 3403               | No.    | 306  | 556  | 1019 | 923  | 563  | 36  | 459    | 862               | 1881  |
|                        |      |     |               | %                  | 9.0    | 16.3 | 29.9 | 27.1 | 16.5 | 1.1  |     |        | 25.33             | 55.27 |
|                        | G    | F   | 7548          | 6776               | No.    | 440  | 877  | 2063 | 2023 | 1288 | 85  | 772    | 1317              | 3380  |
|                        |      |     |               | %                  | 6.5    | 12.9 | 30.4 | 29.9 | 19.0 | 1.3  |     |        | 19.44             | 49.88 |
| Office Procedures      | G    | T   | 11410         | 10179              | No.    | 746  | 1433 | 3082 | 2946 | 1851 | 121 | 1231   | 2179              | 5261  |
|                        |      |     |               | %                  | 7.3    | 14.1 | 30.3 | 28.9 | 18.2 | 1.2  |     |        | 21.41             | 51.68 |
|                        | G    | M   | 193           | 154                | No.    | 18   | 46   | 54   | 31   | 5    | 0   | 39     | 64                | 118   |
|                        |      |     |               | %                  | 11.7   | 29.9 | 35.1 | 20.1 | 3.2  | 0.0  |     |        | 41.56             | 76.62 |
| Office Procedures      | G    | F   | 723           | 631                | No.    | 126  | 209  | 202  | 77   | 17   | 0   | 92     | 335               | 537   |
|                        |      |     |               | %                  | 20.0   | 33.1 | 32.0 | 12.2 | 2.7  | 0.0  |     |        | 53.09             | 85.10 |
|                        | G    | T   | 916           | 785                | No.    | 144  | 255  | 256  | 108  | 22   | 0   | 131    | 399               | 655   |
|                        |      |     |               | %                  | 18.3   | 32.5 | 32.6 | 13.8 | 2.8  | 0.0  |     |        | 50.83             | 83.44 |
| Physics                | G    | M   | 268           | 228                | No.    | 18   | 43   | 84   | 71   | 12   | 0   | 40     | 61                | 145   |
|                        |      |     |               | %                  | 7.9    | 18.9 | 36.8 | 31.1 | 5.3  | 0.0  |     |        | 26.75             | 63.60 |
|                        | G    | F   | 142           | 126                | No.    | 11   | 24   | 48   | 34   | 9    | 0   | 16     | 35                | 83    |
|                        |      |     |               | %                  | 8.7    | 19.0 | 38.1 | 27.0 | 7.1  | 0.0  |     |        | 27.78             | 65.87 |
| G                      | T    | 410 | 354           | No.                | 29     | 67   | 132  | 105  | 21   | 0    | 56  | 96     | 228               |       |
|                        |      |     | %             | 8.2                | 18.9   | 37.3 | 29.7 | 5.9  | 0.0  |      |     | 27.12  | 64.41             |       |



**Chart 1**



**FIGURE 1: JANUARY SITTING: REGIONAL ENTRIES 2001-2005**



# APPENDIX 2

## CSEC Entry and Performance Data

Chart 1  
CSEC May/June Subject Entries 1996-2005

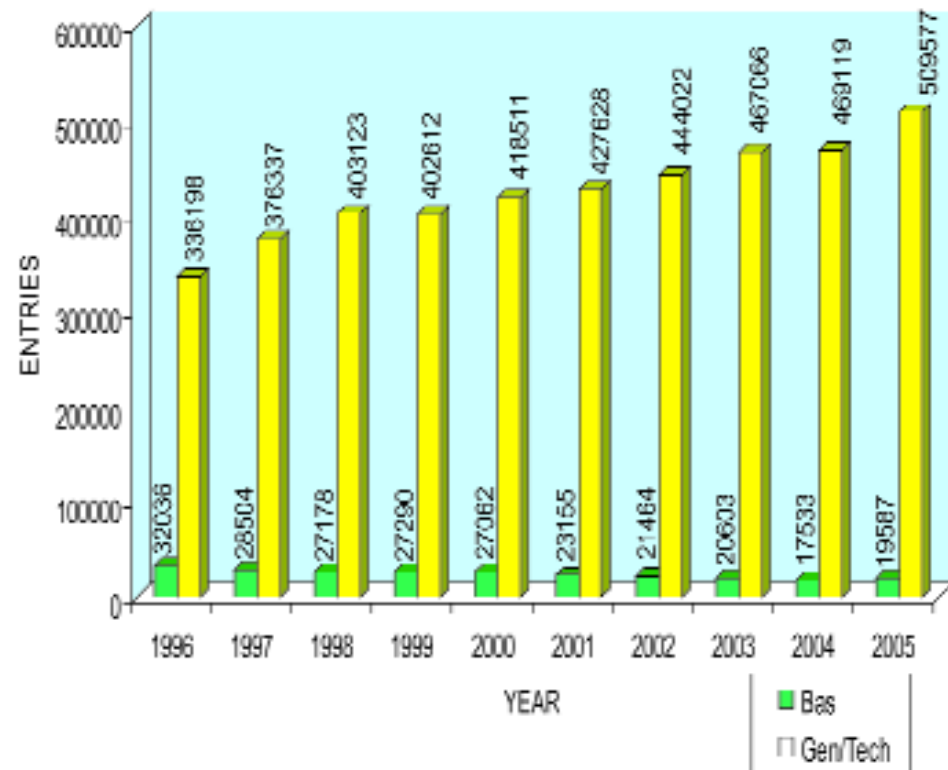


Figure 3: CSEC May/June Siting: Subject Entries 1996-2005



| SUBJECT                | PROF | SEX | Subject Entry | Cands Writing Exam | GRADES |      |       |       |       |       |        |       | CUMULATIVE GRADES |       |
|------------------------|------|-----|---------------|--------------------|--------|------|-------|-------|-------|-------|--------|-------|-------------------|-------|
|                        |      |     |               |                    | I      | II   | III   | IV    | V     | VI    | OTHER* | I-II  | I-III             |       |
| Principles of Accounts | G    | M   | 456           | 338                | No.    | 23   | 36    | 106   | 86    | 81    | 6      | 118   | 59                | 165   |
|                        |      |     |               |                    | %      | 6.8  | 10.7  | 31.4  | 25.4  | 24.0  | 1.8    | 17.46 | 48.82             |       |
|                        | G    | F   | 1132          | 941                | No.    | 51   | 112   | 289   | 251   | 232   | 6      | 191   | 163               | 452   |
|                        |      |     |               |                    | %      | 5.4  | 11.9  | 30.7  | 26.7  | 24.7  | 0.6    | 17.32 | 48.03             |       |
|                        | G    | T   | 1588          | 1279               | No.    | 74   | 148   | 395   | 337   | 313   | 12     | 309   | 222               | 617   |
|                        |      |     |               |                    | %      | 5.8  | 11.6  | 30.9  | 26.3  | 24.5  | 0.9    | 17.36 | 48.24             |       |
| Principles of Business | G    | M   | 531           | 450                | No.    | 52   | 168   | 154   | 59    | 17    | 0      | 81    | 220               | 374   |
|                        |      |     |               |                    | %      | 11.6 | 37.3  | 34.2  | 13.1  | 3.8   | 0.0    | 48.89 | 83.11             |       |
|                        | G    | F   | 1121          | 952                | No.    | 111  | 334   | 312   | 137   | 56    | 2      | 169   | 445               | 757   |
|                        |      |     |               |                    | %      | 11.7 | 35.1  | 32.8  | 14.4  | 5.9   | 0.2    | 46.74 | 79.52             |       |
|                        | G    | T   | 1652          | 1402               | No.    | 163  | 502   | 466   | 196   | 73    | 2      | 250   | 665               | 1131  |
|                        |      |     |               |                    | %      | 11.6 | 35.8  | 33.2  | 14.0  | 5.2   | 0.1    | 47.43 | 80.67             |       |
| Social Studies         | G    | M   | 466           | 398                | No.    | 21   | 127   | 180   | 54    | 16    | 0      | 68    | 148               | 328   |
|                        |      |     |               |                    | %      | 5.3  | 31.9  | 45.2  | 13.6  | 4.0   | 0.0    | 37.19 | 82.41             |       |
|                        | G    | F   | 1016          | 901                | No.    | 75   | 307   | 369   | 109   | 41    | 0      | 115   | 382               | 751   |
|                        |      |     |               |                    | %      | 8.3  | 34.1  | 41.0  | 12.1  | 4.6   | 0.0    | 42.40 | 83.35             |       |
|                        | G    | T   | 1482          | 1299               | No.    | 96   | 434   | 549   | 163   | 57    | 0      | 183   | 530               | 1079  |
|                        |      |     |               |                    | %      | 7.4  | 33.4  | 42.3  | 12.5  | 4.4   | 0.0    | 40.80 | 83.06             |       |
| Spanish                | G    | M   | 85            | 69                 | No.    | 5    | 20    | 22    | 14    | 8     | 0      | 16    | 25                | 47    |
|                        |      |     |               |                    | %      | 7.2  | 29.0  | 31.9  | 20.3  | 11.6  | 0.0    | 36.23 | 68.12             |       |
|                        | G    | F   | 186           | 166                | No.    | 25   | 49    | 51    | 28    | 13    | 0      | 20    | 74                | 125   |
|                        |      |     |               |                    | %      | 15.1 | 29.5  | 30.7  | 16.9  | 7.8   | 0.0    | 44.58 | 75.30             |       |
|                        | G    | T   | 271           | 235                | No.    | 30   | 69    | 73    | 42    | 21    | 0      | 36    | 99                | 172   |
|                        |      |     |               |                    | %      | 12.8 | 29.4  | 31.1  | 17.9  | 8.9   | 0.0    | 42.13 | 73.19             |       |
| TOTAL                  | G    | M   | 10118         | 8971               | No.    | 610  | 1467  | 2741  | 2768  | 1324  | 61     | 1147  | 2077              | 4818  |
|                        |      |     |               |                    | %      | 6.80 | 16.35 | 30.55 | 30.85 | 14.76 | 0.68   | 23.15 | 53.71             |       |
|                        | G    | F   | 18650         | 16807              | No.    | 1250 | 2797  | 5241  | 4965  | 2449  | 105    | 1843  | 4047              | 9288  |
|                        |      |     |               |                    | %      | 7.44 | 16.64 | 31.18 | 29.54 | 14.57 | 0.62   | 24.08 | 55.26             |       |
|                        | G    | T   | 28768         | 25778              | No.    | 1860 | 4264  | 7982  | 7733  | 3773  | 166    | 2990  | 6124              | 14106 |
|                        |      |     |               |                    | %      | 7.22 | 16.54 | 30.96 | 30.00 | 14.64 | 0.64   | 23.76 | 54.72             |       |
|                        | T    | M   | 149           | 131                | No.    | 1    | 36    | 48    | 29    | 14    | 3      | 18    | 37                | 85    |
|                        |      |     |               |                    | %      | 0.76 | 27.48 | 36.64 | 22.14 | 10.69 | 2.29   | 28.24 | 64.89             |       |
|                        | T    | F   | 217           | 186                | No.    | 3    | 26    | 78    | 56    | 21    | 2      | 31    | 29                | 107   |
|                        |      |     |               |                    | %      | 1.61 | 13.98 | 41.94 | 30.11 | 11.29 | 1.08   | 15.59 | 57.53             |       |
|                        | T    | T   | 366           | 317                | No.    | 4    | 62    | 126   | 85    | 35    | 5      | 49    | 66                | 192   |
|                        |      |     |               |                    | %      | 1.26 | 19.56 | 39.75 | 26.81 | 11.04 | 1.58   | 20.82 | 60.57             |       |
|                        |      | M   | 10267         | 9102               | No.    | 611  | 1503  | 2789  | 2797  | 1338  | 64     | 1165  | 2114              | 4903  |
|                        |      |     |               |                    | %      | 6.71 | 16.51 | 30.64 | 30.73 | 14.70 | 0.70   | 23.23 | 53.87             |       |
|                        |      | F   | 18867         | 16993              | No.    | 1253 | 2823  | 5319  | 5021  | 2470  | 107    | 1874  | 4076              | 9395  |
|                        |      |     |               |                    | %      | 7.37 | 16.61 | 31.30 | 29.55 | 14.54 | 0.63   | 23.99 | 55.29             |       |
|                        |      | T   | 29134         | 26095              | No.    | 1864 | 4326  | 8108  | 7818  | 3808  | 171    | 3039  | 6190              | 14298 |
|                        |      |     |               |                    | %      | 7.14 | 16.58 | 31.07 | 29.96 | 14.59 | 0.66   | 23.72 | 54.79             |       |



**TABLE 3**  
**Percentage of Candidates achieving Grades I-IV, by Subject in CSEC May-June 2005**  
**General and Technical Proficiency Examinations**

| 90% or more                                    |    | 80-89%                              |    | 70-79%                   |    | Less than 70%                        |    |
|--|----|-------------------------------------|----|--------------------------|----|--------------------------------------|----|
| (16 subjects)                                  | %  | (13 subjects)                       | %  | (1 subject)              | %  | (6 subjects)                         | %  |
| Physical Education and Sports                  | 99 | French                              | 89 | Human and Social Biology | 70 | Mathematics                          | 64 |
| Home Econ. Management                          | 99 | Principles of Accounts              | 89 |                          |    | Building Technology: Construction    | 97 |
| Food & Nutrition                               | 98 | Physics                             | 87 |                          |    | Electrical and Electronic Technology | 91 |
| Office Procedures                              | 97 | Biology                             | 86 |                          |    | Building Technology: Woods           | 91 |
| Clothing & Textiles                            | 97 | Geography                           | 86 |                          |    | Information Technology (T)           | 91 |
| Religious Education                            | 97 | Agricultural Sc. SA - Crops & Soils | 86 |                          |    | Mech. Eng Technology                 | 88 |
| Integrated Science SA                          | 97 | Typewriting                         | 85 |                          |    |                                      |    |
| Agricultural Sc. DA                            | 97 | Technical Drawing                   | 85 |                          |    |                                      |    |
| Electronic Document Preparation and Management | 96 | English (A)                         | 84 |                          |    |                                      |    |
| Social Studies                                 | 95 | Caribbean History                   | 83 |                          |    |                                      |    |
| Music  | 95 | Chemistry                           | 83 |                          |    |                                      |    |
| Theatre Arts                                   | 95 | Spanish                             | 83 |                          |    |                                      |    |
| Agricultural Sc. SA - Animal Science           | 93 | English (B)                         | 82 |                          |    |                                      |    |
| Visual Arts                                    | 92 |                                     |    |                          |    |                                      |    |
| Information Technology (G)                     | 91 |                                     |    |                          |    |                                      |    |
| Principles of Business                         | 91 |                                     |    |                          |    |                                      |    |



**TABLE 1**  
**Percentage of Candidates achieving Grades I-III, by Subject in CSEC May-June 2005**  
**General and Technical Proficiency Examinations**

| 90% or more                                    |    | 80-89%                |    | 70-79%                               |    | 60-69%                              |    | Less than 60%                        |    |
|--|----|-----------------------|----|--------------------------------------|----|-------------------------------------|----|--------------------------------------|----|
| (3 subjects)                                   | %  | (8 subjects)          | %  | (5 subjects)                         | %  | (8 subjects)                        | %  | (12 subjects)                        | %  |
| Physical Education and Sports                  | 91 | Food & Nutrition      | 86 | Music                                | 79 | Principles of Accounts              | 68 | English (A)                          | 59 |
| Home Econ. Management                          | 90 | Office Procedures     | 85 | Info. Technology (G)                 | 79 | English (B)                         | 65 | Geography                            | 58 |
| Electronic Document Preparation and Management | 90 | Theatre Arts          | 85 | Principles of Business               | 72 | Biology                             | 65 | Chemistry                            | 58 |
|  |    | Clothing & Textiles   | 84 | Agricultural Sc. SA - Animal Science | 72 | Visual Arts                         | 64 | Typewriting                          | 58 |
|  |    | Social Studies        | 83 | French                               | 71 | Spanish                             | 63 | Technical Drawing                    | 56 |
|  |    | Agricultural Sc. DA   | 82 |                                      |    | Physics                             | 61 | Mathematics                          | 41 |
|  |    | Religious Education   | 80 |                                      |    | Caribbean History                   | 60 | Human and Social Biology             | 39 |
|  |    | Integrated Science SA | 80 |                                      |    | Agricultural Sc. SA - Crops & Soils | 60 | Building Technology: Construction    | 80 |
|  |    |                       |    |                                      |    |                                     |    | Info. Technology (T)                 | 67 |
|  |    |                       |    |                                      |    |                                     |    | Electrical and Electronic Technology | 57 |
|  |    |                       |    |                                      |    |                                     |    | Mech. Eng Technology                 | 51 |
|  |    |                       |    |                                      |    |                                     |    | Building Technology: Woods           | 37 |

**Table 2**  
**Percentage of Candidates achieving Grades I-III, by Subject in CSEC May-June 2005 Basic Proficiency Examinations**

| 70% or more            |    | 50-69%            |    | Less than 50%          |    |
|------------------------|----|-------------------|----|------------------------|----|
| (1 subject)            | %  | (2 subjects)      | %  | (8 subjects)           | %  |
| Principles of Accounts | 73 | French            | 66 | Caribbean History      | 50 |
|                        |    | Caribbean History | 50 | Spanish                | 48 |
|                        |    |                   |    | Principles of Business | 46 |
|                        |    |                   |    | Integrated Science SA  | 38 |
|                        |    |                   |    | English (A)            | 32 |
|                        |    |                   |    | Social Studies         | 30 |
|                        |    |                   |    | Mathematics            | 18 |
|                        |    |                   |    | Geography              | 14 |



| SUBJECT  | PROF    | YEAR | CANDI-DATE ENTRY | CANDS WRITING EXAM | GRADES |        |        |        |        |        |       |       | CUMULATIVE GRADES |        |        |
|--|---------|------|------------------|--------------------|--------|--------|--------|--------|--------|--------|-------|-------|-------------------|--------|--------|
|  |         |      |                  |                    | No.    | I      | II     | III    | IV     | V      | VI    |       | I-II              | I-III  | I-IV   |
| Electronic Document Preparation and Management | General | 2005 | 1,991            | 1,733              | No.    | 473    | 712    | 369    | 116    | 61     | 2     | 258   | 1,185             | 1,554  | 1,670  |
|  |         |      |                  |                    | %      | 27.29  | 41.08  | 21.29  | 6.69   | 3.52   | 0.12  |       | 68.38             | 89.67  | 96.36  |
| English (A)                                    | General | 2005 | 89,467           | 84,682             | No.    | 13,085 | 14,984 | 21,549 | 21,840 | 11,820 | 1,404 | 4,785 | 28,069            | 49,618 | 71,458 |
|  |         |      |                  |                    | %      | 15.45  | 17.69  | 25.45  | 25.79  | 13.96  | 1.66  |       | 33.15             | 58.59  | 84.38  |
|  |         | 2004 | 85,784           | 81,141             | No.    | 9,239  | 11,385 | 19,619 | 23,545 | 14,816 | 2,537 | 4,643 | 20,624            | 40,243 | 63,788 |
|  |         |      |                  |                    | %      | 11.39  | 14.03  | 24.18  | 29.02  | 18.26  | 3.13  |       | 25.42             | 49.60  | 78.61  |
|  | Basic   | 2005 | 4,140            | 3,473              | No.    | 234    | 420    | 470    | 997    | 920    | 432   | 667   | 654               | 1,124  | 2,121  |
|  |         |      |                  |                    | %      | 6.74   | 12.09  | 13.53  | 28.71  | 26.49  | 12.44 |       | 18.83             | 32.36  | 61.07  |
|  |         | 2004 | 3,460            | 3,069              | No.    | 61     | 192    | 332    | 1,180  | 1,009  | 295   | 391   | 253               | 585    | 1,765  |
|  |         |      |                  |                    | %      | 1.99   | 6.26   | 10.82  | 38.45  | 32.88  | 9.61  |       | 8.24              | 19.06  | 57.51  |
| English (B)                                    | General | 2005 | 19,970           | 19,285             | No.    | 3,523  | 5,049  | 3,908  | 3,317  | 3,007  | 481   | 685   | 8,572             | 12,480 | 15,797 |
|  |         |      |                  |                    | %      | 18.27  | 26.18  | 20.26  | 17.20  | 15.59  | 2.49  |       | 44.45             | 64.71  | 81.91  |
|  |         | 2004 | 17,724           | 17,170             | No.    | 3,278  | 4,468  | 3,388  | 3,003  | 2,626  | 407   | 554   | 7,746             | 11,134 | 14,137 |
|  |         |      |                  |                    | %      | 19.09  | 26.02  | 19.73  | 17.49  | 15.29  | 2.37  |       | 45.11             | 64.85  | 82.34  |
| Food & Nutrition                               | General | 2005 | 7,609            | 7,226              | No.    | 465    | 2,900  | 2,845  | 871    | 145    | 0     | 383   | 3,365             | 6,210  | 7,081  |
|  |         |      |                  |                    | %      | 6.44   | 40.13  | 39.37  | 12.05  | 2.01   | 0.00  |       | 46.57             | 85.94  | 97.99  |
|  |         | 2004 | 7,387            | 7,017              | No.    | 250    | 2,435  | 3,391  | 813    | 128    | 0     | 370   | 2,685             | 6,076  | 6,889  |
|  |         |      |                  | %                  | 3.56   | 34.70  | 48.33  | 11.59  | 1.82   | 0.00   |       | 38.26 | 86.59             | 98.18  |        |
| French   | General | 2005 | 3,160            | 3,058              | No.    | 342    | 865    | 979    | 541    | 324    | 7     | 102   | 1,207             | 2,186  | 2,727  |
|  |         |      |                  |                    | %      | 11.18  | 28.29  | 32.01  | 17.69  | 10.60  | 0.23  |       | 39.47             | 71.48  | 89.18  |
|  |         | 2004 | 3,020            | 2,891              | No.    | 365    | 718    | 1,002  | 500    | 305    | 1     | 129   | 1,083             | 2,085  | 2,585  |
|  |         |      |                  |                    | %      | 12.63  | 24.84  | 34.66  | 17.30  | 10.55  | 0.03  |       | 37.46             | 72.12  | 89.42  |
|  | Basic   | 2005 | 456              | 415                | No.    | 10     | 90     | 172    | 100    | 43     | 0     | 41    | 100               | 272    | 372    |
|  |         |      |                  |                    | %      | 2.41   | 21.69  | 41.45  | 24.10  | 10.36  | 0.00  |       | 24.10             | 65.54  | 89.64  |
|  |         | 2004 | 414              | 382                | No.    | 9      | 52     | 158    | 88     | 75     | 0     | 32    | 61                | 219    | 307    |
|  |         |      |                  |                    | %      | 2.36   | 13.61  | 41.36  | 23.04  | 19.63  | 0.00  |       | 15.97             | 57.33  | 80.37  |
| Geography                                      | General | 2005 | 14,134           | 13,139             | No.    | 433    | 2,440  | 4,788  | 3,678  | 1,787  | 13    | 995   | 2,873             | 7,661  | 11,339 |
|  |         |      |                  |                    | %      | 3.30   | 18.57  | 36.44  | 27.99  | 13.60  | 0.10  |       | 21.87             | 58.31  | 86.30  |
|  |         | 2004 | 13,575           | 12,869             | No.    | 647    | 2,642  | 4,545  | 3,233  | 1,738  | 64    | 706   | 3,289             | 7,834  | 11,067 |
|  |         |      |                  |                    | %      | 5.03   | 20.53  | 35.32  | 25.12  | 13.51  | 0.50  |       | 25.56             | 60.87  | 86.00  |
|  | Basic   | 2005 | 628              | 488                | No.    | 1      | 6      | 61     | 146    | 263    | 11    | 140   | 7                 | 68     | 214    |
|  |         |      |                  |                    | %      | 0.20   | 1.23   | 12.50  | 29.92  | 53.89  | 2.25  |       | 1.43              | 13.93  | 43.85  |
|  |         | 2004 | 540              | 448                | No.    | 2      | 10     | 88     | 157    | 177    | 14    | 92    | 12                | 100    | 257    |
|  |         |      |                  |                    | %      | 0.45   | 2.23   | 19.64  | 35.04  | 39.51  | 3.13  |       | 2.68              | 22.32  | 57.37  |



TABLE 4  
Comparison of CSEC May-June Grade Distributions - Region 2005 and 2004

| SUBJECT                              | PROF      | YEAR | CANDI-DATE ENTRY | CANDS WRITING EXAM | GRADES |       |       |       |       |       |      |       | CUMULATIVE GRADES |       |        |
|--------------------------------------|-----------|------|------------------|--------------------|--------|-------|-------|-------|-------|-------|------|-------|-------------------|-------|--------|
|                                      |           |      |                  |                    | No.    | I     | II    | III   | IV    | V     | VI   |       | I-II              | I-III | I-IV   |
| Agricultural Sc. SA - Crops & Soils  | General   | 2005 | 3,006            | 2,829              | No.    | 79    | 610   | 999   | 732   | 399   | 10   | 177   | 689               | 1,688 | 2,420  |
|                                      |           |      |                  |                    | %      | 2.79  | 21.56 | 35.31 | 25.87 | 14.10 | 0.35 |       | 24.35             | 59.67 | 85.54  |
|                                      | General   | 2004 | 2,524            | 2,358              | No.    | 493   | 969   | 594   | 221   | 76    | 5    | 166   | 1,462             | 2,056 | 2,277  |
|                                      |           |      |                  |                    | %      | 20.91 | 41.09 | 25.19 | 9.37  | 3.22  | 0.21 |       | 62.00             | 87.19 | 96.56  |
| Agricultural Sc. SA - Animal Science | General   | 2005 | 2,217            | 2,107              | No.    | 59    | 550   | 901   | 449   | 145   | 3    | 110   | 609               | 1,510 | 1,959  |
|                                      |           |      |                  |                    | %      | 2.80  | 26.10 | 42.76 | 21.31 | 6.88  | 0.14 |       | 28.90             | 71.67 | 92.98  |
|                                      | General   | 2004 | 2,066            | 1,912              | No.    | 567   | 801   | 380   | 129   | 33    | 2    | 154   | 1,368             | 1,748 | 1,877  |
|                                      |           |      |                  | %                  | 29.65  | 41.89 | 19.87 | 6.75  | 1.73  | 0.10  |      | 71.55 | 91.42             | 98.17 |        |
| Agricultural Sc. DA                  | General   | 2005 | 2,202            | 2,099              | No.    | 157   | 525   | 1,029 | 317   | 70    | 1    | 103   | 682               | 1,711 | 2,028  |
|                                      |           |      |                  |                    | %      | 7.48  | 25.01 | 49.02 | 15.10 | 3.33  | 0.05 |       | 32.49             | 81.52 | 96.62  |
|                                      | General   | 2004 | 2,215            | 2,089              | No.    | 78    | 473   | 1,175 | 297   | 65    | 1    | 126   | 551               | 1,726 | 2,023  |
|                                      |           |      |                  | %                  | 3.73   | 22.64 | 56.25 | 14.22 | 3.11  | 0.05  |      | 26.38 | 82.62             | 96.84 |        |
| Biology                              | General   | 2005 | 15,074           | 14,109             | No.    | 1,661 | 2,826 | 4,635 | 3,076 | 1,899 | 12   | 965   | 4,487             | 9,122 | 12,198 |
|                                      |           |      |                  |                    | %      | 11.77 | 20.03 | 32.85 | 21.80 | 13.46 | 0.09 |       | 31.80             | 64.65 | 86.46  |
|                                      | General   | 2004 | 13,234           | 12,422             | No.    | 1,105 | 2,393 | 4,249 | 2,722 | 1,935 | 18   | 812   | 3,498             | 7,747 | 10,469 |
|                                      |           |      |                  | %                  | 8.90   | 19.26 | 34.21 | 21.91 | 15.58 | 0.14  |      | 28.16 | 62.37             | 84.28 |        |
| Building Technology: Construction    | Technical | 2005 | 1,313            | 1,148              | No.    | 338   | 464   | 112   | 203   | 30    | 1    | 165   | 802               | 914   | 1,117  |
|                                      |           |      |                  |                    | %      | 29.44 | 40.42 | 9.76  | 17.68 | 2.61  | 0.09 |       | 69.86             | 79.62 | 97.30  |
|                                      |           | 2004 | 1,296            | 1,103              | No.    | 139   | 387   | 333   | 184   | 59    | 1    | 193   | 526               | 859   | 1,043  |
|                                      |           |      |                  | %                  | 12.60  | 35.09 | 30.19 | 16.68 | 5.35  | 0.09  |      | 47.69 | 77.88             | 94.56 |        |
| Building Technology: Woods           | Technical | 2005 | 2,269            | 1,858              | No.    | 39    | 451   | 196   | 1,004 | 167   | 1    | 411   | 490               | 686   | 1,690  |
|                                      |           |      |                  |                    | %      | 2.10  | 24.27 | 10.55 | 54.04 | 8.99  | 0.05 |       | 26.37             | 36.92 | 90.96  |
|                                      |           | 2004 | 2,362            | 1,981              | No.    | 65    | 649   | 891   | 274   | 94    | 8    | 381   | 714               | 1,605 | 1,879  |
|                                      |           |      |                  | %                  | 3.28   | 32.76 | 44.98 | 13.83 | 4.75  | 0.40  |      | 36.04 | 81.02             | 94.85 |        |
| Caribbean History                    | General   | 2005 | 14,033           | 12,869             | No.    | 478   | 2,500 | 4,713 | 3,028 | 2,128 | 22   | 1,164 | 2,978             | 7,691 | 10,719 |
|                                      |           |      |                  |                    | %      | 3.71  | 19.43 | 36.62 | 23.53 | 16.54 | 0.17 |       | 23.14             | 59.76 | 83.29  |
|                                      |           | 2004 | 12,608           | 11,590             | No.    | 603   | 2,720 | 4,443 | 2,320 | 1,480 | 24   | 1,018 | 3,323             | 7,766 | 10,086 |
|                                      |           |      |                  |                    | %      | 5.20  | 23.47 | 38.33 | 20.02 | 12.77 | 0.21 |       | 28.67             | 67.01 | 87.02  |
|                                      | Basic     | 2005 | 438              | 268                | No.    | 7     | 44    | 84    | 75    | 57    | 1    | 170   | 51                | 135   | 210    |
|                                      |           |      |                  |                    | %      | 2.61  | 16.42 | 31.34 | 27.99 | 21.27 | 0.37 |       | 19.03             | 50.37 | 78.36  |
|                                      |           | 2004 | 397              | 269                | No.    | 4     | 59    | 102   | 59    | 43    | 2    | 128   | 63                | 165   | 224    |
|                                      |           |      |                  |                    | %      | 1.49  | 21.93 | 37.92 | 21.93 | 15.99 | 0.74 |       | 23.42             | 61.34 | 83.27  |
| Chemistry                            | General   | 2005 | 11,066           | 10,389             | No.    | 455   | 1,673 | 3,908 | 2,565 | 1,769 | 19   | 677   | 2,128             | 6,036 | 8,601  |
|                                      |           |      |                  |                    | %      | 4.38  | 16.10 | 37.62 | 24.69 | 17.03 | 0.18 |       | 20.48             | 58.10 | 82.79  |
|                                      |           | 2004 | 9,403            | 8,732              | No.    | 619   | 1,422 | 2,587 | 2,037 | 2,019 | 48   | 671   | 2,041             | 4,628 | 6,665  |
|                                      |           |      |                  | %                  | 7.09   | 16.28 | 29.63 | 23.33 | 23.12 | 0.55  |      | 23.37 | 53.00             | 76.33 |        |
| Clothing & Textiles                  | General   | 2005 | 2,215            | 2,043              | No.    | 98    | 755   | 863   | 275   | 51    | 1    | 172   | 853               | 1,716 | 1,991  |
|                                      |           |      |                  |                    | %      | 4.80  | 36.96 | 42.24 | 13.46 | 2.50  | 0.05 |       | 41.75             | 83.99 | 97.45  |
|                                      |           | 2004 | 2,264            | 2,115              | No.    | 98    | 696   | 961   | 285   | 74    | 1    | 149   | 794               | 1,755 | 2,040  |
|                                      |           |      |                  | %                  | 4.63   | 32.91 | 45.44 | 13.48 | 3.50  | 0.05  |      | 37.54 | 82.98             | 96.45 |        |
| Electrical and Electronic Technology | Technical | 2005 | 3,495            | 3,036              | No.    | 259   | 912   | 545   | 1,054 | 247   | 19   | 459   | 1,171             | 1,716 | 2,770  |
|                                      |           |      |                  |                    | %      | 8.53  | 30.04 | 17.95 | 34.72 | 8.14  | 0.63 |       | 38.57             | 56.52 | 91.24  |
|                                      |           | 2004 | 3,465            | 2,927              | No.    | 282   | 1,043 | 1,146 | 354   | 88    | 14   | 538   | 1,325             | 2,471 | 2,825  |
|                                      |           |      |                  | %                  | 9.63   | 35.63 | 39.15 | 12.09 | 3.01  | 0.48  |      | 45.27 | 84.42             | 96.52 |        |





| SUBJECT                       | PROF    | YEAR | CANDI-DATE ENTRY | CANDS WRITING EXAM | GRADES |       |        |        |       |       |      |       | CUMULATIVE GRADES |        |        |
|-------------------------------|---------|------|------------------|--------------------|--------|-------|--------|--------|-------|-------|------|-------|-------------------|--------|--------|
|                               |         |      |                  |                    | I      | II    | III    | IV     | V     | VI    |      | I-II  | I-III             | I-IV   |        |
| Office Procedures             | General | 2005 | 17,955           | 15,570             | No.    | 2,349 | 4,754  | 6,177  | 1,895 | 394   | 1    | 2,385 | 7,103             | 13,280 | 15,175 |
|                               |         |      |                  |                    | %      | 15.09 | 30.53  | 39.67  | 12.17 | 2.53  | 0.01 |       | 45.62             | 85.29  | 97.46  |
|                               |         | 2004 | 17,607           | 15,229             | No.    | 1,824 | 4,022  | 6,163  | 2,551 | 666   | 3    | 2,378 | 5,846             | 12,009 | 14,560 |
|                               |         |      |                  |                    | %      | 11.98 | 26.41  | 40.47  | 16.75 | 4.37  | 0.02 |       | 38.39             | 78.86  | 95.61  |
|                               | Basic   | 2005 | 0                | 0                  | No.    | 0     | 0      | 0      | 0     | 0     | 0    | 0     | 0                 | 0      | 0      |
|                               |         |      |                  |                    | %      | 0.00  | 0.00   | 0.00   | 0.00  | 0.00  | 0.00 |       | 0.00              | 0.00   | 0.00   |
|                               |         | 2004 | 0                | 0                  | No.    | 0     | 0      | 0      | 0     | 0     | 0    | 0     | 0                 | 0      |        |
|                               |         |      |                  | %                  | 0.00   | 0.00  | 0.00   | 0.00   | 0.00  | 0.00  |      | 0.00  | 0.00              | 0.00   |        |
| Physical Education and Sports | General | 2005 | 552              | 413                | No.    | 54    | 154    | 166    | 36    | 3     | 0    | 139   | 208               | 374    | 410    |
|                               |         |      |                  |                    | %      | 13.08 | 37.29  | 40.19  | 8.72  | 0.73  | 0.00 |       | 50.36             | 90.56  | 99.27  |
| Physics                       | General | 2005 | 9,965            | 9,209              | No.    | 1,483 | 2,475  | 1,654  | 2,376 | 1,166 | 55   | 756   | 3,958             | 5,612  | 7,988  |
|                               |         |      |                  |                    | %      | 16.10 | 26.88  | 17.96  | 25.80 | 12.66 | 0.60 |       | 42.98             | 60.94  | 86.74  |
|                               |         | 2004 | 8,696            | 8,042              | No.    | 1,450 | 2,041  | 1,448  | 2,064 | 1,018 | 21   | 654   | 3,491             | 4,939  | 7,003  |
|                               |         |      |                  |                    | %      | 18.03 | 25.38  | 18.01  | 25.67 | 12.66 | 0.26 |       | 43.41             | 61.42  | 87.08  |
| Principles of Accounts        | General | 2005 | 31,053           | 26,463             | No.    | 3,214 | 5,631  | 9,107  | 5,521 | 2,952 | 38   | 4,590 | 8,845             | 17,952 | 23,473 |
|                               |         |      |                  |                    | %      | 12.15 | 21.28  | 34.41  | 20.86 | 11.16 | 0.14 |       | 33.42             | 67.84  | 88.70  |
|                               |         | 2004 | 29,867           | 25,292             | No.    | 3,667 | 5,225  | 8,285  | 5,218 | 2,858 | 39   | 4,575 | 8,892             | 17,177 | 22,395 |
|                               |         |      |                  |                    | %      | 14.50 | 20.66  | 32.76  | 20.63 | 11.30 | 0.15 |       | 35.16             | 67.91  | 88.55  |
|                               | Basic   | 2005 | 688              | 402                | No.    | 34    | 140    | 119    | 64    | 45    | 0    | 286   | 174               | 293    | 357    |
|                               |         |      |                  |                    | %      | 8.46  | 34.83  | 29.60  | 15.92 | 11.19 | 0.00 |       | 43.28             | 72.89  | 88.81  |
|                               |         | 2004 | 622              | 454                | No.    | 20    | 147    | 177    | 74    | 36    | 0    | 168   | 167               | 344    | 418    |
|                               |         |      |                  | %                  | 4.41   | 32.38 | 38.99  | 16.30  | 7.93  | 0.00  |      | 36.78 | 75.77             | 92.07  |        |
| Principles of Business        | General | 2005 | 38,861           | 34,698             | No.    | 3,000 | 9,500  | 12,652 | 6,273 | 3,170 | 103  | 4,163 | 12,500            | 25,152 | 31,425 |
|                               |         |      |                  |                    | %      | 8.65  | 27.38  | 36.46  | 18.08 | 9.14  | 0.30 |       | 36.03             | 72.49  | 90.57  |
|                               |         | 2004 | 37,087           | 32,946             | No.    | 3,929 | 11,429 | 11,407 | 4,056 | 2,061 | 64   | 4,141 | 15,358            | 26,765 | 30,821 |
|                               |         |      |                  |                    | %      | 11.93 | 34.69  | 34.62  | 12.31 | 6.26  | 0.19 |       | 46.62             | 81.24  | 93.55  |
|                               | Basic   | 2005 | 801              | 384                | No.    | 1     | 35     | 139    | 127   | 82    | 0    | 417   | 36                | 175    | 302    |
|                               |         |      |                  |                    | %      | 0.26  | 9.11   | 36.20  | 33.07 | 21.35 | 0.00 |       | 9.38              | 45.57  | 78.65  |
|                               |         | 2004 | 497              | 304                | No.    | 17    | 83     | 130    | 53    | 20    | 1    | 193   | 100               | 230    | 283    |
|                               |         |      |                  | %                  | 5.59   | 27.30 | 42.76  | 17.43  | 6.58  | 0.33  |      | 32.89 | 75.66             | 93.09  |        |
| Religious Education           | General | 2005 | 2,734            | 2,456              | No.    | 300   | 929    | 747    | 416   | 64    | 0    | 278   | 1,229             | 1,976  | 2,392  |
|                               |         |      |                  |                    | %      | 12.21 | 37.83  | 30.42  | 16.94 | 2.61  | 0.00 |       | 50.04             | 80.46  | 97.39  |
|                               |         | 2004 | 2,392            | 2,090              | No.    | 202   | 854    | 662    | 301   | 71    | 0    | 302   | 1,056             | 1,718  | 2,019  |
|                               |         |      |                  | %                  | 9.67   | 40.86 | 31.67  | 14.40  | 3.40  | 0.00  |      | 50.53 | 82.20             | 96.60  |        |
| Social Studies                | General | 2005 | 42,289           | 37,217             | No.    | 5,667 | 12,006 | 13,171 | 4,672 | 1,687 | 14   | 5,072 | 17,673            | 30,844 | 35,516 |
|                               |         |      |                  |                    | %      | 15.23 | 32.26  | 35.39  | 12.55 | 4.53  | 0.04 |       | 47.49             | 82.88  | 95.43  |
|                               |         | 2004 | 38,650           | 34,540             | No.    | 2,737 | 9,867  | 14,100 | 5,428 | 2,388 | 20   | 4,110 | 12,604            | 26,704 | 32,132 |
|                               |         |      |                  |                    | %      | 7.92  | 28.57  | 40.82  | 15.72 | 6.91  | 0.06 |       | 36.49             | 77.31  | 93.03  |
|                               | Basic   | 2005 | 1,903            | 1,388              | No.    | 53    | 163    | 201    | 553   | 376   | 42   | 515   | 216               | 417    | 970    |
|                               |         |      |                  |                    | %      | 3.82  | 11.74  | 14.48  | 39.84 | 27.09 | 3.03 |       | 15.56             | 30.04  | 69.88  |
|                               |         | 2004 | 1,833            | 1,452              | No.    | 43    | 155    | 323    | 496   | 392   | 43   | 381   | 198               | 521    | 1,017  |
|                               |         |      |                  | %                  | 2.96   | 10.67 | 22.25  | 34.16  | 27.00 | 2.96  |      | 13.64 | 35.88             | 70.04  |        |



| SUBJECT                           | PROF      | YEAR | CANDI-DATE ENTRY | CANDS WRITING EXAM | GRADES |       |       |        |        |        |       |       | CUMULATIVE GRADES |        |        |
|-----------------------------------|-----------|------|------------------|--------------------|--------|-------|-------|--------|--------|--------|-------|-------|-------------------|--------|--------|
|                                   |           |      |                  |                    | I      | II    | III   | IV     | V      | VI     |       | I-II  | I-III             | I-IV   |        |
| Home Economics: Management        | General   | 2005 | 4,771            | 4,515              | No.    | 274   | 2,091 | 1,700  | 393    | 57     | 0     | 256   | 2,365             | 4,065  | 4,458  |
|                                   |           |      |                  |                    | %      | 6.07  | 46.31 | 37.65  | 8.70   | 1.26   | 0.00  |       | 52.38             | 90.03  | 98.74  |
|                                   |           | 2004 | 4,373            | 4,155              | No.    | 1,132 | 2,150 | 733    | 116    | 24     | 0     | 218   | 3,282             | 4,015  | 4,131  |
|                                   |           |      |                  |                    | %      | 27.24 | 51.74 | 17.64  | 2.79   | 0.58   | 0.00  |       | 78.99             | 96.63  | 99.42  |
| Human and Social Biology          | General   | 2005 | 8,243            | 7,143              | No.    | 170   | 809   | 1,820  | 2,227  | 2,017  | 100   | 1,100 | 979               | 2,799  | 5,026  |
|                                   |           |      |                  |                    | %      | 2.38  | 11.33 | 25.48  | 31.18  | 28.24  | 1.40  |       | 13.71             | 39.19  | 70.36  |
| Information Technology            | General   | 2005 | 762              | 640                | No.    | 122   | 206   | 179    | 78     | 54     | 1     | 122   | 328               | 507    | 585    |
|                                   |           |      |                  |                    | %      | 19.06 | 32.19 | 27.97  | 12.19  | 8.44   | 0.16  |       | 51.25             | 79.22  | 91.41  |
|                                   |           | 2004 | 633              | 473                | No.    | 88    | 142   | 126    | 79     | 38     | 0     | 160   | 230               | 356    | 435    |
|                                   |           |      |                  |                    | %      | 18.60 | 30.02 | 26.64  | 16.70  | 8.03   | 0.00  |       | 48.63             | 75.26  | 91.97  |
|                                   | Technical | 2005 | 20,511           | 17,272             | No.    | 3,276 | 5,242 | 2,994  | 4,198  | 1,497  | 65    | 3,239 | 8,518             | 11,512 | 15,710 |
|                                   |           |      |                  |                    | %      | 18.97 | 30.35 | 17.33  | 24.31  | 8.67   | 0.38  |       | 49.32             | 66.65  | 90.96  |
|                                   |           | 2004 | 18,010           | 14,849             | No.    | 1,201 | 2,893 | 3,441  | 3,799  | 3,315  | 200   | 3,161 | 4,094             | 7,535  | 11,334 |
|                                   |           |      |                  | %                  | 8.09   | 19.48 | 23.17 | 25.58  | 22.32  | 1.35   |       | 27.57 | 50.74             | 76.33  |        |
| Integrated Science SA             | General   | 2005 | 19,763           | 17,797             | No.    | 659   | 5,062 | 8,518  | 3,083  | 466    | 9     | 1,966 | 5,721             | 14,239 | 17,322 |
|                                   |           |      |                  |                    | %      | 3.70  | 28.44 | 47.86  | 17.32  | 2.62   | 0.05  |       | 32.15             | 80.01  | 97.33  |
|                                   |           | 2004 | 17,521           | 15,929             | No.    | 561   | 4,113 | 7,990  | 2,832  | 411    | 22    | 1,592 | 4,674             | 12,664 | 15,496 |
|                                   |           |      |                  |                    | %      | 3.52  | 25.82 | 50.16  | 17.78  | 2.58   | 0.14  |       | 29.34             | 79.50  | 97.28  |
|                                   | Basic     | 2005 | 727              | 398                | No.    | 2     | 41    | 110    | 126    | 113    | 6     | 329   | 43                | 153    | 279    |
|                                   |           |      |                  |                    | %      | 0.50  | 10.30 | 27.64  | 31.66  | 28.39  | 1.51  |       | 10.80             | 38.44  | 70.10  |
|                                   |           | 2004 | 466              | 340                | No.    | 2     | 31    | 101    | 133    | 69     | 4     | 126   | 33                | 134    | 267    |
|                                   |           |      |                  | %                  | 0.59   | 9.12  | 29.71 | 39.12  | 20.29  | 1.18   |       | 9.71  | 39.41             | 78.53  |        |
| Mathematics                       | General   | 2005 | 86,566           | 78,624             | No.    | 5,455 | 9,303 | 17,241 | 18,147 | 24,924 | 3,554 | 7,942 | 14,758            | 31,999 | 50,146 |
|                                   |           |      |                  |                    | %      | 6.94  | 11.83 | 21.93  | 23.08  | 31.70  | 4.52  |       | 18.77             | 40.70  | 63.78  |
|                                   |           | 2004 | 84,787           | 76,873             | No.    | 4,472 | 7,623 | 14,880 | 18,396 | 28,162 | 3,340 | 7,914 | 12,095            | 26,975 | 45,371 |
|                                   |           |      |                  |                    | %      | 5.82  | 9.92  | 19.36  | 23.93  | 36.63  | 4.34  |       | 15.73             | 35.09  | 59.02  |
|                                   | Basic     | 2005 | 8,103            | 6,932              | No.    | 108   | 324   | 813    | 1,387  | 4,300  | 0     | 1,171 | 432               | 1,245  | 2,632  |
|                                   |           |      |                  |                    | %      | 1.56  | 4.67  | 11.73  | 20.01  | 62.03  | 0.00  |       | 6.23              | 17.96  | 37.97  |
|                                   |           | 2004 | 7,862            | 6,972              | No.    | 65    | 330   | 1,093  | 1,484  | 3,761  | 239   | 890   | 395               | 1,488  | 2,972  |
|                                   |           |      |                  | %                  | 0.93   | 4.73  | 15.68 | 21.29  | 53.94  | 3.43   |       | 5.67  | 21.34             | 42.63  |        |
| Mechanical Engineering Technology | Technical | 2005 | 1,787            | 1,403              | No.    | 174   | 299   | 246    | 517    | 151    | 16    | 384   | 473               | 719    | 1,236  |
|                                   |           |      |                  |                    | %      | 12.40 | 21.31 | 17.53  | 36.85  | 10.76  | 1.14  |       | 33.71             | 51.25  | 88.10  |
|                                   |           | 2004 | 1,696            | 1,391              | No.    | 132   | 285   | 611    | 266    | 87     | 10    | 305   | 417               | 1,028  | 1,294  |
|                                   |           |      |                  | %                  | 9.49   | 20.49 | 43.93 | 19.12  | 6.25   | 0.72   |       | 29.98 | 73.90             | 93.03  |        |
| Music                             | General   | 2005 | 431              | 306                | No.    | 29    | 98    | 116    | 49     | 14     | 0     | 125   | 127               | 243    | 292    |
|                                   |           |      |                  |                    | %      | 9.48  | 32.03 | 37.91  | 16.01  | 4.58   | 0.00  |       | 41.50             | 79.41  | 95.42  |
|                                   |           | 2004 | 342              | 239                | No.    | 15    | 91    | 93     | 33     | 7      | 0     | 103   | 106               | 199    | 232    |
|                                   |           |      |                  |                    | %      | 6.28  | 38.08 | 38.91  | 13.81  | 2.93   | 0.00  |       | 44.35             | 83.26  | 97.07  |



# APPENDIX 3

## CAPE Entry and Performance Data

**Table 1** CAPE Comparison of Subject Entries by Territory: 2001-2005

| SUBJECT                    | YEAR | ANT | ANG | B'DOS | BEL | BVI | GRE | GUY | J'CA | MONT | KITTS | LUC | ST V | T&T | T & C | TOTAL |
|----------------------------|------|-----|-----|-------|-----|-----|-----|-----|------|------|-------|-----|------|-----|-------|-------|
| Accounting Unit 1          | 2001 |     | 2   |       | 12  |     |     | 5   | 251  |      |       |     |      |     | 37    | 307   |
|                            | 2002 |     | 6   | 86    | 10  |     |     | 27  | 333  |      | 36    |     |      |     |       | 498   |
|                            | 2003 | 88  | 4   | 70    | 11  | 0   | 0   | 24  | 679  | 0    | 42    | 0   | 0    | 0   | 0     | 918   |
|                            | 2004 | 72  | 8   | 108   | 20  | 0   | 144 | 43  | 518  | 11   | 12    | 0   | 0    | 132 | 0     | 1068  |
|                            | 2005 | 71  | 7   | 113   | 31  | 0   | 89  | 30  | 717  | 0    | 40    | 0   | 0    | 632 | 0     | 1730  |
|                            |      |     |     |       |     |     |     |     |      |      |       |     |      |     |       |       |
| Accounting Unit 2          | 2001 |     | 7   |       | 1   |     |     | 33  | 109  |      |       |     |      |     |       | 150   |
|                            | 2002 |     | 2   |       | 7   |     |     | 3   | 346  | 6    | 36    |     |      |     |       | 400   |
|                            | 2003 | 8   | 5   | 83    | 10  | 0   | 0   | 19  | 323  | 5    | 18    | 0   | 0    | 0   | 0     | 471   |
|                            | 2004 | 50  | 2   | 98    | 13  | 0   | 0   | 38  | 655  | 1    | 59    | 0   | 0    | 0   | 0     | 916   |
|                            | 2005 | 37  | 8   | 103   | 17  | 0   | 96  | 45  | 445  | 8    | 60    | 0   | 0    | 410 | 0     | 1229  |
|                            |      |     |     |       |     |     |     |     |      |      |       |     |      |     |       |       |
| Applied Mathematics Unit 1 | 2001 |     |     |       |     |     |     | 1   |      |      |       |     |      |     |       | 1     |
|                            | 2002 |     |     |       |     |     |     |     | 12   |      |       |     |      |     |       | 12    |
|                            | 2003 | 0   | 0   | 1     | 0   | 0   | 0   | 0   | 0    | 0    | 1     | 0   | 0    | 0   | 0     | 2     |
|                            | 2004 | 0   | 0   | 0     | 0   | 0   | 0   | 0   | 0    | 0    | 0     | 0   | 0    | 0   | 0     | 0     |
|                            | 2005 | 0   | 0   | 0     | 0   | 0   | 0   | 0   | 0    | 0    | 0     | 0   | 0    | 6   | 0     | 6     |
| Art and Design Unit 1      | 2002 |     |     | 24    |     |     |     | 3   | 15   |      | 6     |     |      |     |       | 48    |
|                            | 2003 | 0   | 0   | 34    | 0   | 0   | 0   | 0   | 57   | 0    | 2     | 0   | 0    | 0   | 0     | 93    |
|                            | 2004 | 0   | 3   | 24    | 0   | 0   | 0   | 2   | 40   | 0    | 5     | 0   | 0    | 0   | 0     | 74    |
|                            | 2005 | 0   | 0   | 22    | 0   | 0   | 1   | 0   | 23   | 0    | 6     | 0   | 0    | 14  | 0     | 66    |
| Art and Design Unit 2      | 2003 | 0   | 2   | 15    | 0   | 0   | 0   | 1   | 9    | 0    | 5     | 0   | 0    | 0   | 0     | 32    |
|                            | 2004 | 0   | 0   | 20    | 0   | 0   | 0   | 0   | 37   | 0    | 1     | 0   | 0    | 0   | 0     | 58    |
|                            | 2005 | 0   | 1   | 23    | 0   | 0   | 0   | 0   | 32   | 0    | 2     | 0   | 0    | 0   | 0     | 58    |
| Biology Unit 1             | 2001 |     | 2   | 29    | 21  |     |     | 51  | 93   |      | 16    |     |      |     |       | 212   |
|                            | 2002 |     | 7   | 91    | 10  | 0   | 0   | 64  | 297  | 3    | 17    |     | 0    |     |       | 489   |
|                            | 2003 | 22  | 10  | 89    | 4   | 0   | 0   | 15  | 414  | 1    | 28    | 0   | 0    | 0   | 0     | 583   |
|                            | 2004 | 38  | 11  | 93    | 8   | 4   | 82  | 72  | 645  | 2    | 21    | 0   | 0    | 82  | 0     | 1058  |
|                            | 2005 | 46  | 7   | 89    | 23  | 0   | 65  | 41  | 505  | 4    | 36    | 0   | 0    | 459 | 0     | 1275  |
|                            |      |     |     |       |     |     |     |     |      |      |       |     |      |     |       |       |



| SUBJECT           | PROF      | YEAR | CANDI-DATE ENTRY | CANDS WRITING EXAM | GRADES |        |        |         |        |        |       |        | CUMULATIVE GRADES |         |         |
|-------------------|-----------|------|------------------|--------------------|--------|--------|--------|---------|--------|--------|-------|--------|-------------------|---------|---------|
|                   |           |      |                  |                    | I      | II     | III    | IV      | V      | VI     |       | I-II   | I-III             | I-IV    |         |
| Spanish           | General   | 2005 | 13,043           | 11,979             | No.    | 1,751  | 2,341  | 3,407   | 2,402  | 1,972  | 106   | 1,064  | 4,092             | 7,499   | 9,901   |
|                   |           |      |                  |                    | %      | 14.62  | 19.54  | 28.44   | 20.05  | 16.46  | 0.88  |        | 34.16             | 62.60   | 82.65   |
|                   |           | 2004 | 11,205           | 10,248             | No.    | 1,864  | 2,278  | 2,930   | 1,615  | 1,482  | 79    | 957    | 4,142             | 7,072   | 8,687   |
|                   |           |      |                  |                    | %      | 18.19  | 22.23  | 28.59   | 15.76  | 14.46  | 0.77  |        | 40.42             | 69.01   | 84.77   |
|                   | Basic     | 2005 | 1,703            | 1,223              | No.    | 43     | 184    | 358     | 294    | 329    | 15    | 480    | 227               | 585     | 879     |
|                   |           |      |                  |                    | %      | 3.52   | 15.04  | 29.27   | 24.04  | 26.90  | 1.23  |        | 18.56             | 47.83   | 71.87   |
| Technical Drawing |           | 2004 | 1,145            | 879                | No.    | 89     | 150    | 274     | 184    | 180    | 2     | 266    | 239               | 513     | 697     |
|                   |           |      |                  |                    | %      | 10.13  | 17.06  | 31.17   | 20.93  | 20.48  | 0.23  |        | 27.19             | 58.36   | 79.29   |
|                   | General   | 2005 | 8,435            | 6,807              | No.    | 555    | 1,543  | 1,740   | 1,952  | 1,002  | 15    | 1,628  | 2,098             | 3,838   | 5,790   |
|                   |           |      |                  |                    | %      | 8.15   | 22.67  | 25.56   | 28.68  | 14.72  | 0.22  |        | 30.82             | 56.38   | 85.06   |
|                   |           | 2004 | 8,090            | 6,727              | No.    | 657    | 1,522  | 1,845   | 2,051  | 649    | 3     | 1,363  | 2,179             | 4,024   | 6,075   |
|                   |           |      |                  |                    | %      | 9.77   | 22.63  | 27.43   | 30.49  | 9.65   | 0.04  |        | 32.39             | 59.82   | 90.31   |
| Theatre Arts      | Basic     | 2005 | 0                | 0                  | No.    | 0      | 0      | 0       | 0      | 0      | 0     | 0      | 0                 | 0       | 0       |
|                   |           |      |                  |                    | %      | 0.00   | 0.00   | 0.00    | 0.00   | 0.00   | 0.00  |        | 0.00              | 0.00    | 0.00    |
|                   |           | 2004 | 75               | 31                 | No.    | 1      | 5      | 7       | 11     | 7      | 0     | 44     | 6                 | 13      | 24      |
|                   |           |      |                  |                    | %      | 3.23   | 16.13  | 22.58   | 35.48  | 22.58  | 0.00  |        | 19.35             | 41.94   | 77.42   |
|                   | General   | 2005 | 525              | 435                | No.    | 42     | 170    | 157     | 46     | 20     | 0     | 90     | 212               | 369     | 415     |
|                   |           |      |                  |                    | %      | 2.67   | 37.33  | 42.00   | 16.00  | 2.00   | 0.00  |        | 48.74             | 84.83   | 95.40   |
| Typewriting       |           | 2004 | 258              | 208                | No.    | 6      | 72     | 72      | 38     | 20     | 0     | 50     | 78                | 150     | 188     |
|                   |           |      |                  |                    | %      | 2.88   | 34.62  | 34.62   | 18.27  | 9.62   | 0.00  |        | 37.50             | 72.12   | 90.38   |
|                   | General   | 2005 | 2,507            | 2,251              | No.    | 175    | 588    | 534     | 623    | 151    | 180   | 256    | 763               | 1,297   | 1,920   |
|                   |           |      |                  |                    | %      | 7.77   | 26.12  | 23.72   | 27.68  | 6.71   | 8.00  |        | 33.90             | 57.62   | 85.30   |
|                   |           | 2004 | 3,823            | 3,466              | No.    | 141    | 637    | 914     | 1,184  | 289    | 301   | 357    | 778               | 1,692   | 2,876   |
|                   |           |      |                  |                    | %      | 4.07   | 18.38  | 26.37   | 34.16  | 8.34   | 8.68  |        | 22.45             | 48.82   | 82.98   |
| Visual Arts       | Basic     | 2005 | 0                | 0                  | No.    | 0      | 0      | 0       | 0      | 0      | 0     | 0      | 0                 | 0       | 0       |
|                   |           |      |                  |                    | %      | 0.00   | 0.00   | 0.00    | 0.00   | 0.00   | 0.00  |        | 0.00              | 0.00    | 0.00    |
|                   |           | 2004 | 222              | 200                | No.    | 38     | 20     | 27      | 45     | 28     | 42    | 22     | 58                | 85      | 130     |
|                   |           |      |                  |                    | %      | 19.00  | 10.00  | 13.50   | 22.50  | 14.00  | 21.00 |        | 29.00             | 42.50   | 65.00   |
|                   | General   | 2005 | 5,603            | 4,302              | No.    | 76     | 579    | 2,083   | 1,227  | 321    | 16    | 1,301  | 655               | 2,738   | 3,965   |
|                   |           |      |                  |                    | %      | 1.77   | 13.46  | 48.42   | 28.52  | 7.46   | 0.37  |        | 15.23             | 63.64   | 92.17   |
| TOTAL             |           | 2004 | 5,155            | 4,216              | No.    | 177    | 573    | 1,529   | 1,352  | 581    | 4     | 939    | 750               | 2,279   | 3,631   |
|                   |           |      |                  |                    | %      | 4.20   | 13.59  | 36.27   | 32.07  | 13.78  | 0.09  |        | 17.79             | 54.06   | 86.12   |
|                   | General   | 2005 | 480,202          | 436,393            | No.    | 46,683 | 94,628 | 132,655 | 92,221 | 64,039 | 6,167 | 43,809 | 141,311           | 273,966 | 366,187 |
|                   |           |      |                  |                    | %      | 10.70  | 21.68  | 30.40   | 21.13  | 14.67  | 1.41  |        | 32.38             | 62.78   | 83.91   |
|                   |           | 2004 | 442,290          | 402,979            | No.    | 40,264 | 83,761 | 119,511 | 86,419 | 66,020 | 7,004 | 39,311 | 124,025           | 243,536 | 329,955 |
|                   |           |      |                  |                    | %      | 9.99   | 20.79  | 29.66   | 21.45  | 16.38  | 1.74  |        | 30.78             | 60.43   | 81.88   |
| TOTAL             | Technical | 2005 | 29,375           | 24,717             | No.    | 4,086  | 7,368  | 4,093   | 6,976  | 2,092  | 102   | 4,658  | 11,454            | 15,547  | 22,523  |
|                   |           |      |                  |                    | %      | 16.53  | 29.81  | 16.56   | 28.22  | 8.46   | 0.41  |        | 46.34             | 62.90   | 91.12   |
|                   |           | 2004 | 26,829           | 22,251             | No.    | 1,819  | 5,257  | 6,422   | 4,877  | 3,643  | 233   | 4,578  | 7,076             | 13,498  | 18,375  |
|                   |           |      |                  |                    | %      | 8.17   | 23.63  | 28.86   | 21.92  | 16.37  | 1.05  |        | 31.80             | 60.66   | 82.58   |
|                   | Basic     | 2005 | 19,587           | 15,371             | No.    | 493    | 1,447  | 2,527   | 3,869  | 6,528  | 507   | 4,216  | 1,940             | 4,467   | 8,336   |
|                   |           |      |                  |                    | %      | 3.21   | 9.41   | 16.44   | 25.17  | 42.47  | 3.30  |        | 12.62             | 29.06   | 54.23   |
| TOTAL             |           | 2004 | 17,533           | 14,800             | No.    | 351    | 1,234  | 2,812   | 3,964  | 5,797  | 642   | 2,733  | 1,585             | 4,397   | 8,361   |
|                   |           |      |                  |                    | %      | 2.37   | 8.34   | 19.00   | 26.78  | 39.17  | 4.34  |        | 10.71             | 29.71   | 56.49   |