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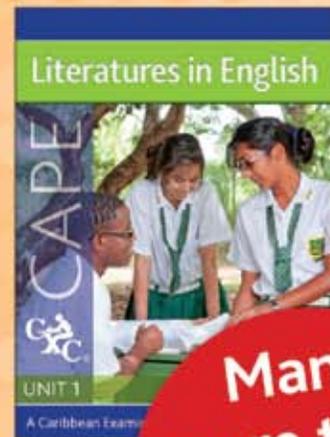
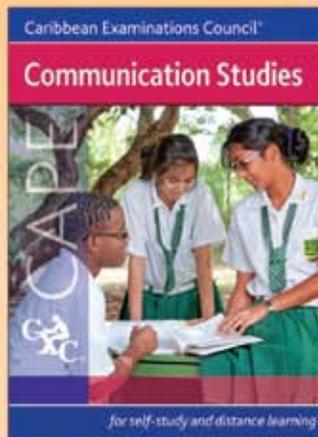
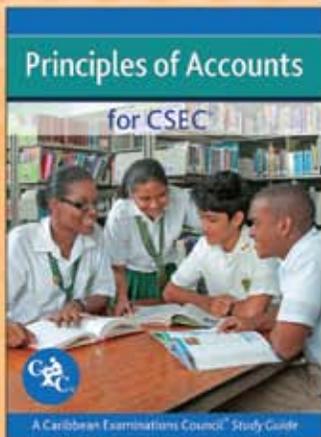
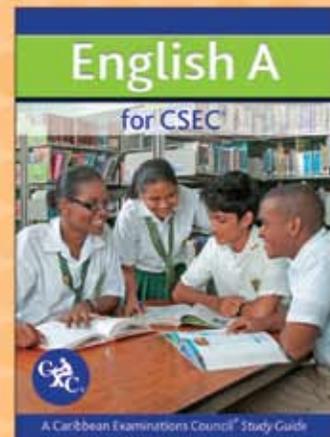
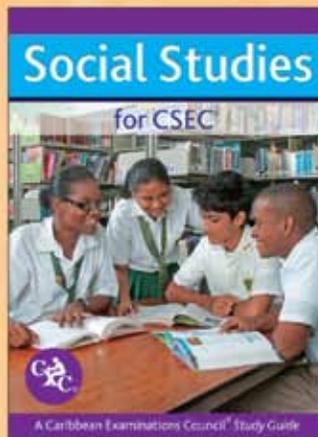
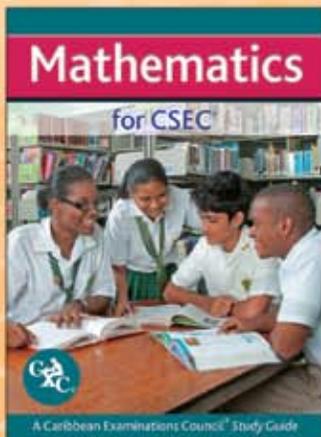
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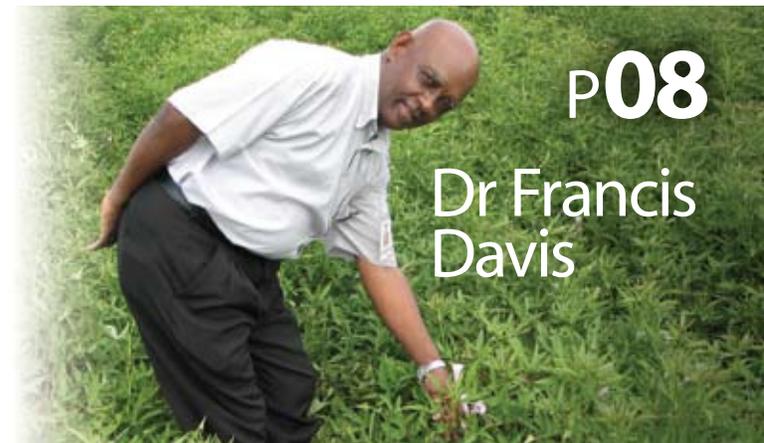
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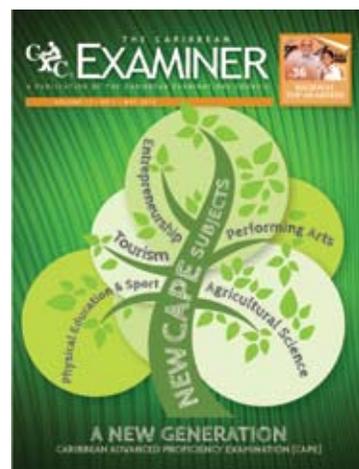
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ABOUT THE ISSUE Come September 2014, learners in the Caribbean will have access to five new-generation subjects for the Caribbean Advanced Proficiency Examination (CAPE). This issue focuses on the five new subjects with in-depth articles on each subject and comments from industry experts.

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New Generation CAPE® Subjects

By Dr Carol Granston

INTRODUCTION

In the early stages of its existence in the region, the Caribbean Examinations Council's (CXC) offerings were predominantly designed as qualifications for entry to tertiary-level institutions. A secondary focus was on preparing for entry to the world of work. At the time when the CXC qualifications were conceptualised, they were designed to meet the post-colonial needs of smaller economies of the region and the graduates with these qualifications were admitted directly to post-secondary and tertiary-level institutions or employed in the public service and industries in the region.

Over time, the increasing number of people gaining CXC qualifications has resulted in an inability to access limited spaces in tertiary institutions as well as the limited numbers of jobs available in economies that were heavily reliant on agriculture and tourism.

Given CXC's role in certifying the human capital of the region and shaping the curriculum at the secondary and the pre-university levels, the Council is constantly reengineering its processes to ensure that it responds to the requirements of the regional economies. As a result, there is an imperative to tweak the focus of its syllabus and curriculum development to respond to the changing social and economic demands of the Caribbean to assure the continued relevance of its products and services.

CXC'S PHILOSOPHICAL AND THEORETICAL UNDERPINNINGS

In an effort to ensure its suite of subjects meets regional and international standards and needs, CXC includes in its syllabuses relevant tenets of the *Ideal Caribbean Person*, which outline the vision and purpose of education in the region. It also subscribes to the UNESCO Pillars of Learning for the 21st Century, which specifies the abilities and competencies that people should develop. In addition, in developing the syllabus, the process takes into account Wagner's seven survival skills for the new economy; the three main theories of learning as well as Gardner's



multiple intelligences to ensure that the syllabus meets the diverse learning styles and needs of Caribbean learners. Further, the syllabus encourages employment of a number of delivery modalities and strategies that takes into account the different ways in which learners learn. These form the core of the theoretical underpinnings in which the syllabuses are grounded. Each syllabus is designed to reflect those specific attributes that are a best fit to that course of study.

SYLLABUS DEVELOPMENT AND MAINTENANCE

The syllabus development and maintenance processes ensure the constant revision of syllabuses to assure relevance and currency. In recent times, CXC has introduced a more systematic needs assessment component as part of its product development cycle to develop courses of study that are current and relevant to

specific regional needs and which meet regional and international standards. The deliberate engagement of industry experts, subject matter experts, university personnel and teachers as part of the team to develop syllabuses ensures accuracy, relevance and real world value of subjects offered at various levels. In addition, the inclusion of industry-approved standards as a critical part of the assessment component of each course of study ensures that competencies that are relevant for the world of work are included in CXC's syllabuses.

NEW GENERATION CAPE OFFERINGS

The economy of the Caribbean region is undergoing transformation. This transformation must be facilitated through education and training. Data gathered through a market research conducted by CXC in 2010 indicated that approximately 35–40 per cent of the region's youth are unemployed. Further, many school leavers across the region have little or no skills or certification. Many Caribbean countries have refocused their economies on services with knowledge-based and skill-intensive industries forming the backbone of service economies.

The relatively high rate of unemployment in countries throughout the region, coupled with the constraints on job creation emphasise the need for entrepreneurship ventures. Governments have recognised the important role that entrepreneurship plays in the economic development of the region through capital formation and the creation of large scale employment opportunities. Entrepreneurship has the potential to foster the development of the region through wealth creation and distribution. It also provides opportunities to export goods and services. Additionally, the creation of entrepreneurial ventures provides opportunities for self-employment as well as the employment of others.

While the region has achieved a level of social and political enfranchisement, there is still a level of economic dependence that can be reduced through entrepreneurship.

“The format of the assessment of these syllabuses encourages a greater emphasis on skills development and demonstration which will ensure candidates have the requisite competencies required for the world of work”.

New Generation **CAPE**® Subjects

Economic enfranchisement can present wealth building opportunities for a larger number of Caribbean citizens and a reduction in the level of unemployment. This has created an opportunity for CXC to re-think and rebrand its products. While CXC's syllabuses have always been designed to provide the key knowledge, skills, abilities, attitudes and values that are relevant to the world of work, the new generation subjects have gone a step further in keeping with the development needs in the region and the international community.

CXC has developed six new generation subjects at the CAPE level. Each of the syllabuses in Digital Media, Agricultural Science, Entrepreneurship, Performing Arts, Physical Education and Sport and Tourism has a component that focuses on the development of entrepreneurial skills and competencies. These components of the syllabuses are designed to equip learners with the key competencies that will enable them to pursue entrepreneurial ventures that will equip them to create employment for themselves and others. Additionally, learners pursuing these new generation subjects can access similar programmes at the tertiary level.

There is a radical shift in the assessment component for these new generation subjects. The format of the assessment of these syllabuses encourages a greater emphasis on skills development and demonstration which will ensure candidates have the requisite competencies required for the world of work. Traditionally, the School-Based Assessment (SBA) component of CAPE syllabuses contributed 20 per cent of the overall grade for the subject. The nature of the new generation subjects allow for a greater emphasis on a more practical approach. As a result, the SBA for these subjects contributes at least 40 per cent of the final grade. The SBA is designed around approved industry standards to ensure relevance to the world of work. Learners are encouraged to develop products and services that are of real world value and significance.

In the Entrepreneurship syllabus for example, there is a strong focus on *Essentials of Business Ownership* and *New Venture Planning and Creation*. In Performing Arts, there is an entire Unit dedicated to *Business for the Arts*.

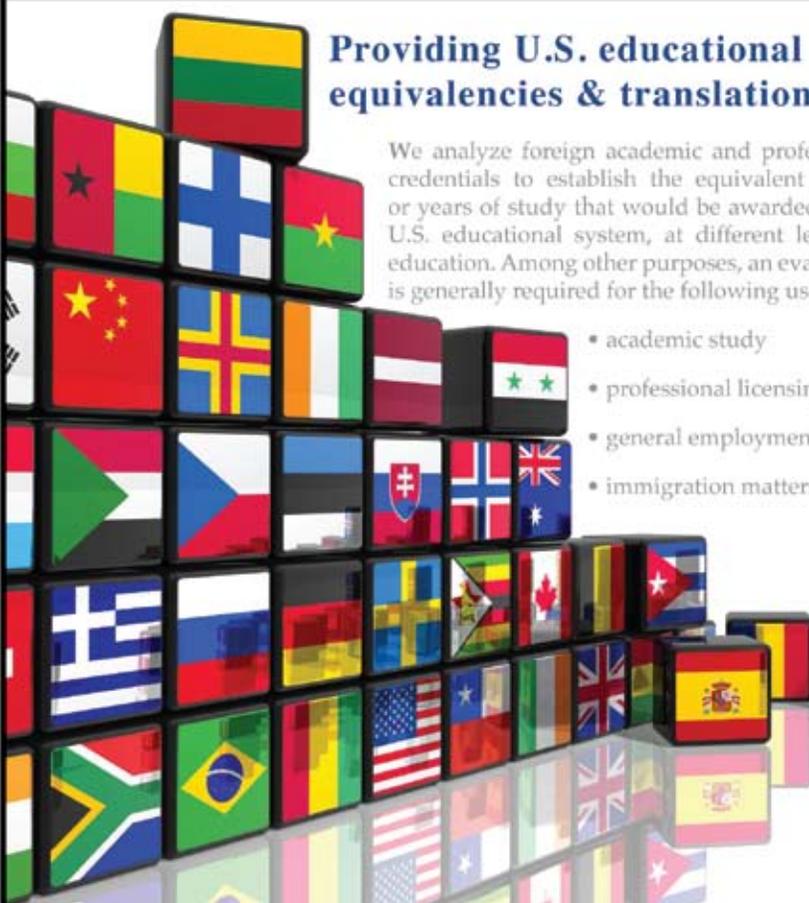
One of the key features of these new syllabuses is the focus on product development and service creation. Learners are required to

identify a local, real world problem and use the skills gained from the course to develop products and services, with a global appeal, to solve these problems. Emphasis is also placed on working in teams to simulate how learners will be required to work in the world of work.

CONCLUSION

The approach to the development of the new generation CAPE syllabuses in Digital Media, Agricultural Science, Entrepreneurship, Performing Arts, Physical Education and Sport and Tourism is one that combines academic and technical studies. The syllabuses therefore seek to develop skills which are professional, technical/vocational and entrepreneurial. They were designed to provide learners with an appropriate mix of competencies that will enable them to pursue their own entrepreneurial ventures, to prepare them to access programmes of a similar nature at the tertiary level as well as for the world of work.

Dr Carol Granston is the Senior Assistant Registrar (SAR) responsible for the Syllabus and Curriculum Division at CXC.



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FOCUS: New Generation of CAPE® Subjects**Caribbean Advanced Proficiency Examination (CAPE®)****AGRICULTURAL SCIENCE** *By Dr Francis Davis*

Historically, agriculture contributed to the Gross Domestic Product (GDP) of most Caribbean islands, with plantation crops being a big revenue earner for most islands.



Sugar cane (larger islands) and bananas (smaller islands) received preferential prices on the European Market. These were phased out in subsequent Trade Agreements, and products had to compete with the same products from areas with economies of scale, and cheap labour. Agriculture production was also plagued by natural disasters, including hurricanes and earthquakes, an aging farming population, with very few new young farmers entering the field, serious competition from cheap imported substitutes and pest and disease problems. As a result of these issues, not only was the contribution of Agriculture to the GDP reduced, but also much needed foreign exchange was used for the import of food, with the food bill growing with each passing year.

Our environment is also seriously challenged by factory wastes, oil spills, and a general lack of concern by our citizens.

In order to redress this situation, agricultural production must increase dramatically, and non-traditional crops and livestock would have to be in the forefront in this agricultural revolution. Students of agriculture would have to be entrepreneurs who would have to discover new crops and new methods of farming to arrest the present situation. They would not only show that agriculture is a positive enterprise, but also reverse the present trend of the average agriculture population, and also make an impact on the nutritional status of the Caribbean citizens. This will also help to reduce the food import bill.

The rationale for introducing Agricultural Science at the advanced level is to position the graduates in an entrepreneurship mode with modern agriculture skills and a keen awareness of the environment. Agriculture is a broad multidisciplinary field that encompasses aspects of exact, natural, economic and social sciences that are used in the practice and understanding of agriculture and the environment. Agriculture is the set of activities that transform the environment for the production of animals and plants for food and other human usage. In addition to protecting the environment, agriculture provides jobs especially for rural populations and contributes to the viability of the area, creates a more stable food supply, and provides other desired environmental and rural outputs.

The CAPE Agricultural Science syllabus was developed in response to the fact that agriculture and food are prime industries in the region and are key components in the development of policies that drive economic growth, utilize natural resources and sustain the environment. It is very important that the agricultural industry in the Caribbean has people who are equipped with the knowledge, skills and competencies to undertake and sustain the development of the agricultural sector leading to the goal of wealth creation through increased food production, food security and safety. Additionally, there is an increasing recognition of the role that agriculture plays in improving nutrition and health.

Based on the attributes of the *Ideal Caribbean Person* as articulated by CARICOM, this course of study in CAPE Agricultural Science can contribute to the development of a Caribbean person who demonstrates multiple literacies, independent and critical thinking; questions the practices of past and present and brings this to bear on the innovative application of science and technology to problem solving, and values and displays the creative imagination in its various manifestations and nurtures its development in economic and entrepreneurial spheres in all other areas of life. With reference to the UNESCO Pillars of Learning, this course of study will also contribute to persons who will learn to know, learn to do, learn to live together, learn to be and learn to transform themselves and society. Hence, people will be better positioned not only to be farmers also, but to make evidence-based and informed judgements and decisions on implementing best practices to enhance the sector over time and on preserving the environment. The syllabus is designed to provide the knowledge, skills and competencies that are required for further studies, as well as for the world of work. Holistically, the graduates will have the capacity to integrate a skill set to engage in sustainable food production for the developing region and frame the direction of this invaluable discipline to the demands of an increasing population.

To satisfy the void, specific objectives were developed for the CAPE Agriculture Science syllabus to implant the required skill set. These include scientific and agricultural concepts, environmental awareness and sustainable utilization, and primary and secondary production of agricultural goods and services while utilizing suitable technologies. The eight

“On completion of the **Agricultural Science CAPE** syllabus the candidates will have the necessary tools to identify opportunities for limited land spaces.”



The rationale for introducing Agricultural Science at the advance level is to position the graduates in an entrepreneurship mode with modern agriculture skills and a keen awareness of the environment.

general objectives as contained in the syllabus are listed below:

1. Develop knowledge and understanding of the importance of agriculture as it relates to food and the environment and the multi-functionality of territories of the Caribbean region;
2. Provide knowledge of the dynamic nature of the value-added chain in agricultural production (from production to consumption), post-production and marketing in a complex, national, regional and international market;
3. Develop an appreciation of the importance of agriculture in alleviating hunger and poverty, ensuring food security and safety, and improving nutrition and health;
4. Develop an appreciation of the importance of agriculture in providing multiple pathways to employment and further education;
5. Increase awareness of the relationship between agriculture and the environment and the importance of preserving the environment;
6. Utilize modern technology to improve agricultural production and encourage innovation and food security within nations and the region;
7. Use the scientific method to solve problems and make informed judgements; and
8. Integrate information, communication and technological (ICT) tools and skills.

The subject is organised into two Units. A Unit comprises three Modules each requiring fifty (50) hours. The total time for each Unit, is therefore, expected to be 150 hours. Each Unit can independently offer students a comprehensive programme of study with appropriate balance between depth and coverage to provide a basis for further study in this field.

UNIT 1

Fundamentals of Agriculture and Crop Production

- Module 1 – The Science and Business of Agriculture
- Module 2 – Horticulture and Management
- Module 3 – Postharvest Technology and Innovation

UNIT 2

Animal Production and the Environment

- Module 1 – Agriculture and the Environment
- Module 2 – Animal Production and Management
- Module 3 – Livestock Products and Innovation

The specific objectives indicate the scope of the content and the activities of the School-Based Assessment (SBA) that should be covered. The role of the teacher is to facilitate students' learning of accurate and unbiased information that will indirectly contribute to a more scientifically literate citizen that is capable of making educated decisions regarding the world we live in.

For Units 1 and 2, the cultivation of the crops, and the rearing of the animals must start

CAPE® Agricultural Science

“The CAPE Agricultural Science syllabus was developed in response to the fact that agriculture and food are prime industries in the region and are key components in the development of policies that drive economic growth, utilize natural resources and sustain the environment.”

in October to allow for achieving all the specific objectives contained in Modules 1, 2 and 3 of each unit.

Each Unit of the syllabus will be assessed separately and grades will be awarded independently for each Unit. The assessment will comprise two components: external, 60 per cent and internal, 40 per cent. The External Assessment (Paper 01) will consist of 45 multiple-choice items, 15 items on each Module. Each question (1 mark) will be weighted by 2. The paper will contribute 30 per cent or 90 marks to the total score. Paper 01 allows for a broader coverage of the syllabus. The questions will test knowledge, comprehension and application. Paper 02 Section A will consist of three compulsory structured questions, one on each Module. Each question will be worth 15 marks. Section B will consist of three essay questions, one on each Module. Each question will be worth 15 marks. The paper will contribute 30 per cent or 90 marks to the total score. Paper 02 will require greater in-depth knowledge of the syllabus. The questions on Paper 02 will require application, analysis, synthesis and evaluation.

The Internal Assessment is worth 40 per cent. To satisfy the requirements for Unit 1 candidates will be required to produce a portfolio comprising reports of site visit, field practical activities, and a business plan. The portfolio must include photographs of all activities undertaken. In Unit 2, candidates will be required to produce a portfolio comprising a report on the processing of carcasses, a marketing plan and the report of a basic scientific agriculture-based investigation. The portfolio must include photographs of all activities undertaken. SBA marks are not transferrable across Unit. The SBA for each unit is based on skills and competencies related specifically to the Modules of that Unit. However, candidates who repeat the same Unit in a subsequent sitting may reuse their SBA marks.

The Caribbean is a collection of small islands and therefore has limited land space. The land resources of these islands have to be allocated among residential, recreational and industrial spaces, roads, forest reserves, exploration and other areas. The potential allocation for agriculture is thus shared. On completion of the Agricultural Science CAPE syllabus the candidates will have the necessary

tools to identify opportunities for limited land spaces. Graduates will also have the skill set to design, implement and manage agricultural enterprises which can thrive in restricted areas. Candidates will be competent at using space-saving systems such as vertical agriculture and intensive farming. The two aforementioned systems are far more productive than traditional farming systems. Therefore the profits are increased and the graduate can enjoy a higher standard of living. The student will also be equally competent in the area of traditional agriculture systems for crops and livestock. Inclusive in the graduate's skill set would be business practices such as basic accounting, marketing and management. They will be able to implement such systems as mentioned above, make production and management forecasts and decisions, and generate production and management reports. Other skills will include writing business proposals, improved oral and written communication skills, the use and uses of modern technologies required in agribusiness management.

In the Roman Empire the animal production personnel identified nutrition and reproduction as the two main areas of animal production that had great potential to be manipulated for improved output. History will prove them correct as they worked and improved in these two disciplines which were the platform and catalyst for intensive livestock production systems. Throughout the years, various technologies, techniques and processes were developed to increase the efficiencies of nutrition and reproduction in animals. This course produces graduates with modern animal production techniques such as the applications of food additive, probiotics, prebiotic, artificial insemination, super ovulation, and sperm sexing. Graduates will be able to take the primary products from such production and increase their value by applying learned livestock processes, and develop and market new livestock products. On completion, the candidates will also be aware of the principles governing non-conventional farming methods and can implement and manage such systems.

Graduates will have a clear understanding of the principles governing agriculture and its role in the Caribbean. Additionally, they will understand the importance of the Caribbean environment to its agriculture stakeholders and appreciate

the connection between the region's resources and sustainable agriculture production. Thus, graduates can include the value, vulnerabilities and contribution of the region's soils, natural water sources and reserves, and air pollution in their design, implementation and management for agriculture enterprises. Their understanding of the ecology and economics of the region's fauna and flora would allow the identification and sustainable usage of the region's resources. This utilization involves both traditional and non-traditional agricultural assets.

This course also focuses students' attention on the potentials of agro-tourism and the inclusion of tourism in existing farming systems to generate additional income for Caribbean farmers. Students will also learn and practice food processing techniques and food safety standards.

Last but by no means least, candidates will appreciate the importance of the region's agriculture resources which lend themselves to the production of agro-energy. While boosting agriculture production agro-energy may also reduce traditional energy costs and usage in territorial islands. On completion, graduates will also be aware of the policies governing trade in the region and would therefore be able to become agriculture entrepreneurs with holistic appreciation for all segments of the region's environment. If one single statement is made that summarizes the skill set of the graduate, it should be “the new Caribbean person that positively contributes to the development and sustainability of the region's resources through sustainable agriculture and unyielding drive for food security and unproved trade”.



Dr Francis Davis is the Convener for the CAPE Agricultural Science Panel. He is also Leader of the Agricultural Science Programme at the University of Trinidad and Tobago. Dr Francis holds a PhD in Agronomy from the University of Queensland, Australia.



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FOCUS: New Generation of CAPE® Subjects**Caribbean Advanced Proficiency Examination (CAPE®)****ENTREPRENEURSHIP***By Dr Annette Piper*

CXC has recently celebrated 40 years and the addition of Entrepreneurship to its suite of offerings at the CAPE level is an indication of the commitment of the Council to address the needs of the region as well as aligning itself with the requirements and standards of other international institutions.



CXC has recently celebrated 40 years and the addition of Entrepreneurship to its suite of offerings at the CAPE level is an indication of the commitment of the Council to address the needs of the region as well as align itself with the requirements and standards of other international institutions. The syllabus addresses academic, vocational and entrepreneurial dimensions and is directed to students pursuing any field of study regardless of their career aspirations.

The study of Entrepreneurship focuses mainly on providing individuals with the knowledge, skills, competencies and motivation required to encourage entrepreneurial success in a variety of settings, and focuses on realization of opportunity and the competencies and attitudes necessary to transform ideas into viable, sustainable enterprises.

Entrepreneurship is widely regarded as the pathway through which small and medium sized enterprises (SMEs) are developed, empowering individuals to work for themselves and create employment for others. Research has shown that small and medium sized businesses are critical to sustainable national development, having positive impact on employment, income, and production. Several governments, as well as many non-governmental organisations in the region, have implemented entrepreneurship schemes, providing training and funding aimed at encouraging young people to actualize entrepreneurial ambitions. These include Youth Business International (YBI), a global network of independent initiatives that provide training, mentoring and financing to young entrepreneurs; the Youth Entrepreneurship Scheme (YES) in Barbados; the Heart Trust/National Training Agency in Jamaica and Students for the Advancement of Global Entrepreneurship (SAGE), an international non-profit organisation that links secondary school student organisations to mentors from local universities and businesses. Assistance in support of entrepreneurial initiatives has also come through the passage of legislation, with several territories enacting laws that afford concessions and tax incentives for young entrepreneurs.

The relatively high rate of unemployment in countries throughout the region emphasises the need for the emergence of viable and sustainable business initiatives. Several governments, as well as many non-governmental organisations in the region, have implemented entrepreneurial initiatives which offer training, tax incentives, funding and start-up support to individuals to assist them in actualising entrepreneurial ambitions. Besides, Miguel Carrillo, Executive Director of the Arthur Lok Jack Graduate School of Business at The University of the West Indies, St. Augustine, has argued that it is only by combining entrepreneurship with innovation that growth and sustainable economic development in the region can be realised. However, recent research in the region found that one of the main obstacles to individuals starting their own business is the lack of the knowledge of how to transform an idea into a successful venture. Many aspiring entrepreneurs lack the knowledge of how to generate ideas, analyse opportunities, assess risks, develop and implement a business plan in order to start their own businesses.

In addition, many colleges and universities internationally (494 in the US, 57 in the UK) offer undergraduate and postgraduate degrees in Entrepreneurship. Many of the leading tertiary institutions in the region, including The University of the West Indies (St Augustine, Cave Hill and Mona Campuses), The University of Technology (Jamaica), the University of Trinidad and Tobago (UTT), and the University of Guyana have, within the past few years, introduced undergraduate and postgraduate degree programmes in Entrepreneurship. A survey of these institutions reveals that student enrolment, and consequent student interest in Entrepreneurship Education is very high. CAPE Entrepreneurship would afford graduates the option to matriculate to the undergraduate degree programmes at these institutions or, should they so choose, to venture into actualizing their own enterprise.

Entrepreneurship seeks to empower students by providing the knowledge, skills and attitudes

to achieve entrepreneurial success in a variety of settings, whether to pursue further studies, be self-employed, or to create employment. It places emphasis on the individual's acumen to realize opportunity, assess risk, and apply the skills necessary to transform innovative ideas into viable, sustainable ventures. The CAPE Entrepreneurship syllabus provides students with the mindset that supports creativity and innovation needed to transform ideas into ventures that create value and wealth.

In developing this syllabus, consideration was given to the relatively high rate of unemployment, constraints on job creation, the imperatives of globalisation in the region, and the need to inculcate the spirit of entrepreneurship. The CAPE Entrepreneurship syllabus seeks to fill that void in the continuum from idea generation to venture creation. It apprises students of ways to access the training, technical support, funding and legislative incentives necessary to facilitate entrepreneurship.

The Entrepreneurship syllabus also seeks to inculcate mores, values and attitudes that would produce candidates with sound moral and ethical standards. To this end, the following tenets of the Ideal Caribbean Person as formulated and articulated by the Regional Cultural Policy, The West Indian Commission, the Caribbean Charter for Health promotion and the Standing Committee of Education Ministers of CARICOM have been infused throughout the stated objectives and content:

- (a) demonstrates a positive work ethic;
- (b) values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres and all other areas of life;
- (c) demonstrates multiple literacies, independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving.

In keeping with UNESCO's pillars of learning, students will learn to know, to do and transform oneself and society in a sustainable way. The syllabus provides a good foundation for further studies in Entrepreneurship, starting and operating a venture and/or becoming an entrepreneurial employee (intrapreneur).

In addition, because the syllabus is grounded on the philosophical concepts of pragmatism as proposed by Dewey, and reconstructionism promoted by Brameld and others, the teaching and learning experiences are meant to be different. According to the former school of thought, education must be of such that theory is extracted from practice, and then applied back to practice to form intelligent practice; and the latter which is seen as a 'crisis philosophy' suggests that since humanity is at a crossroads individuals must establish clear goals for survival. Therefore, candidates attempting Entrepreneurship will have the opportunity to marry the theories and practices consistent with Entrepreneurship. This is facilitated through the suggested teaching and learning activities which include teaching and learning experiences both in the classroom and in the world of business. Teaching and learning strategies will therefore incorporate classroom discussion, group work, peer tutoring and scaffolding of knowledge. Throughout the programme, students will have many opportunities to meet with a variety of local entrepreneurs and business practitioners, to hear about their experiences and discuss their businesses. In some instances this will be on an informal basis and at other times students will be expected to interview entrepreneurs as part of their course work. Students will be expected to work effectively in teams, and to develop business solutions appropriate to their circumstances, thus making a difference to their society.

As a result, the syllabus addresses fundamentals of entrepreneurial behaviour and thinking and engages students in practical experiences through idea generation and opportunity identification to implementing, managing and harvesting a venture. It also acquaints students with the essentials of business ownership, legal and regulatory frameworks, and the importance of market research, feasibility analysis and the development of a business model in order to successfully compete successfully in the global marketplace. It contributes to the development of the Ideal Caribbean Person, as agreed by CARICOM Heads of Government, essentially supporting "the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in other areas of life."

This syllabus aims to:

1. develop an entrepreneurial mind-set within individuals to deal with high uncertainty in regional and global market environments;
2. increase understanding of the diverse character traits of entrepreneurs, which inform their behaviour;
3. enhance the students' understanding of the entrepreneurial process from idea generation, to concept development and creation of the venture;
4. develop critical thinking and problem solving skills through creativity, innovation and logical applications;
5. apprise students of existing opportunities and support services for venture creation and sustainability within and outside the region to support economic and social gains;
6. broaden the students' understanding of the status of the ethical and legislative framework which supports entrepreneurship development in the region;
7. enable students to appreciate the increasing impact of disruptive innovations which lead to rapid transformation of current knowledge, technology and industries;
8. introduce students to the appropriate tools used to assess the viability of a venture;
9. expose students to the various stages of managing and growing a venture over its life cycle;
10. encourage students to utilise ICT tools in the practice of entrepreneurship.

The syllabus is divided into two Units. Each Unit comprises three Modules, each requiring 50 hours. The total time for each Unit is therefore expected to be 150 hours. Each Unit can independently offer students a comprehensive programme of study with appropriate balance between depth and coverage and provide a basis for further study in this field.

UNIT 1

Entrepreneurship Theory

Module 1 – The Entrepreneurial Mindset

Module 2 – The Entrepreneurial Process

Module 3 – Creativity and Innovation

UNIT 2

Entrepreneurship Practice

Module 1 – Essentials of Business Ownership

Module 2 – New Venture Planning and Creation

Module 3 – Managing and Growing the Venture

Each Unit of the syllabus will be assessed separately and grades will be awarded independently for each Unit. The same scheme of assessment will be applied to each Module in each Unit. The assessment will comprise two components, External Assessment (40 per cent) and School-Based Assessment (SBA) which is worth 60 per cent). The External Assessment (Paper 01) will consist of 45 multiple-choice items, 15 items on each Module. The paper will contribute 20 per cent of the overall score. Paper 02 consists of three sections, each corresponding to a Module in the Unit. Each section will contain two mini case study

scenarios, with each scenario presenting candidates with the kind of situations that entrepreneurs face on a daily basis, and requiring candidates to draw on their knowledge of all areas of the syllabus, critically analyse the issues involved, and prescribe real and justifiable solutions to the stated problems. Each question is worth 15 marks, giving each section a total possible score of 30 marks. The paper will contribute 20 per cent of the overall score.

The syllabus makes provisions for candidates in school as well as private candidates and so while there are common papers to examine all candidates, (Papers 01 and 02) there is a School-Based Assessment (Paper 03/1) for the candidates in school and an Alternative Paper (Paper 03/2) for private candidates.

To satisfy the requirements for the SBA, students should create a portfolio with evidence of their entrepreneurial experience in completing the assessment. For Unit 1, candidates must interview an entrepreneur, and produce a written case study report as well as make an oral presentation to peers and teacher. This project requires the demonstration of research, analytical, evaluation and presentation skills. For Unit 2 students will be required to undertake one project that includes identifying an original business idea, translating it into a well-conceptualised business concept, and then developing a suitable Business Model based on the Market Research conducted on a product or service. The Business Model should demonstrate the basic market and economic feasibility of the proposed business. The Alternative Paper consists of a single case encompassing issues under all three Modules.

It has been argued that the education system in the region prepares students either for the world of work or to continue their studies in tertiary institutions, while little emphasis has been placed on providing students with the knowledge, skills, attitudes and competencies they need to conceptualize and initiate their own business. It is opportune and expedient therefore that the Council step in to fill the gap that exists in the post-secondary curriculum for formal instruction in Entrepreneurship that would meet the growing need for job creation, diversification of economic activities and the improvement of attitudes of individuals towards their own business ventures. In this regard, the syllabus will be generic, fostering the development of entrepreneurship in candidates regardless of their career aspirations.



Dr Annette Piper is an Assistant Registrar in the Syllabus and Curriculum Division at the Caribbean Examinations Council.

FOCUS: New Generation of CAPE® Subjects

Caribbean Advanced Proficiency Examination (CAPE®)

PERFORMING ARTS By Cheryl Stephens

Yuh Ready for CAPE Performing Arts Syllabus?

The CAPE Performing Arts Syllabus focuses primarily on Product Development and Management, the histories of the various performing arts, Performance and Production as well as Techniques and Skills.



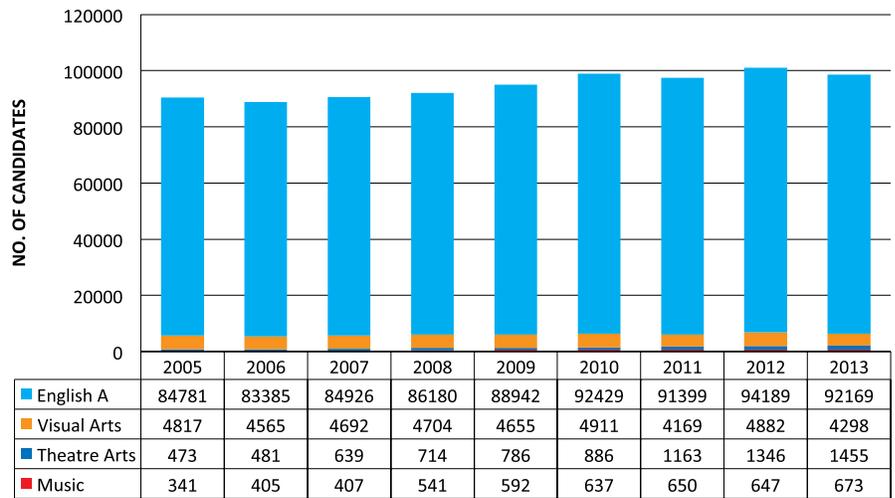
The aim is to encourage and enhance an appreciation for the cultural diversity of the region and the acquisition of what the literature describes as twenty-first century skills.

In the Rationale of the syllabus the Caribbean aesthetic is defined as "...the creation of beauty by Caribbean people from the melding of the region's several cultures often flavoured with the spice of necessity. It is the creation of the steel pan from the oil drum, pudding and souse from pig ends, the chattel house that could be easily moved, a Usain Bolt from yam, green banana, carnival costumes from wire, cloth and paper, Ska from Mento and Rhythm and Blues, chutney, fife music and cricket – everything that we experience in this place. Caribbean performing arts makes this complex production of Caribbean culture and identity accessible" (CAPE Performing Arts Syllabus, CXC A28/U2/13, P1).

The Rationale emphasises that the course of study is designed to encourage awareness of "the concepts and principles that will guide the responsible development of the diverse Caribbean artistic community towards successful integration into the world of work, new artistic expressions and preservation of the existing art forms". It is hoped that through the creative processes and the rigour of cultural enterprise and training, persons will acquire the confidence that will have a greater impact on the management of the physical, social and economic environment that they encounter. The syllabus comprises Units on Business for the Arts, Cinematic Arts, Dance, Drama, and Music. Acquired techniques and skills in financing, marketing, research, design, application of artistic as well as technical theories, production and performance will provide students with an informed knowledge base to encourage growth in all spheres of artistic endeavour as well as expose them to the range of possibilities of the varied career choices for the world of work as well as for further education and training.

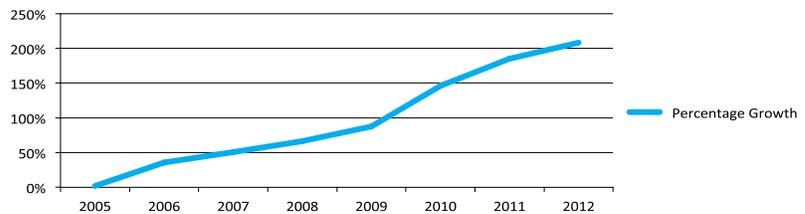
The CAPE Performing Arts Syllabus consists of two Units, each containing three Modules.

CANDIDATE REGISTRATION IN ENGLISH COMPARED TO VISUAL ARTS, THEATRE ARTS AND MUSIC (2005–2013)

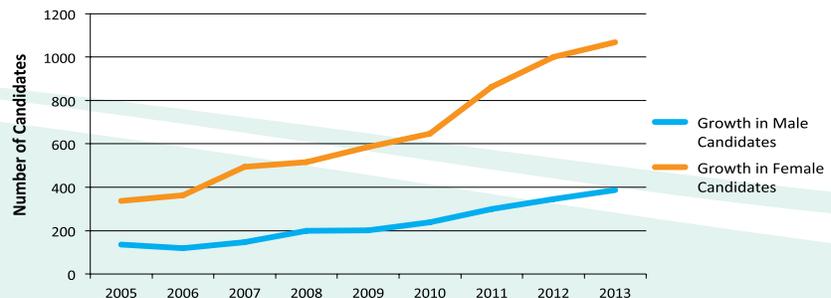


THEATRE ARTS

PERCENTAGE OF CANDIDATES SITTING THEATRE ARTS 2005-2012



MALE AND FEMALE CANDIDATES THEATRE ARTS 2005-2013



CAPE® Performing Arts

Unit 1, Business for the Creative Arts, consists of three Modules. Unit 2, Theory, Practice and Innovation, consists of FOUR Options each consisting of three Modules. Students can choose ONE or MORE of the FOUR Options in Unit 2.

Students who wish to register for more than one Option in Unit 2 will be required to register each Option separately, for example, UNIT 2: THEORY, PRACTICE AND INNOVATION: OPTION B: DANCE AND UNIT 2: THEORY, PRACTICE AND INNOVATION: OPTION C: DRAMA.

UNIT 1 BUSINESS FOR THE CREATIVE ARTS

- Module 1 – Business Feasibility
- Module 2 – Business Development and Planning
- Module 3 – Project Planning For the Arts

UNIT 2 THEORY, PRACTICE AND INNOVATION OPTION A: CINEMATIC ARTS

- Module 1 – Tools and Theory
- Module 2 – Process in Practice
- Module 3 – Production

OPTION B: DANCE

- Module 1 – History and the Dancing Body
- Module 2 – Technique and Performance Skills
- Module 3 – Choreography and Performance

OPTION C: DRAMA

- Module 1 – Caribbean Theatre and the World
- Module 2 – Forming the Performer
- Module 3 – The Art of Performance

OPTION D: MUSIC

- Module 1 – Caribbean Music
- Module 2 – Western European Art Music
- Module 3 – Jazz

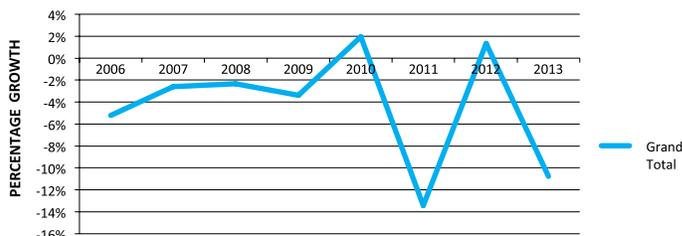
Unit 1, Business for the Creative Arts, is intended not only to bring business practices and procedures to the production and management of the arts, but is also intended to teach specific arts-related areas of knowledge and practice critical to the successful functioning of a business in the twenty-first century environment. It is also recommended that each of the Options in Unit 2, namely Cinematic Arts, Dance, Drama and Music, will provide continuity from CSEC syllabuses. Dance and Drama are examined in the Theatre Arts Syllabus; Music is examined in the CSEC Music Syllabus, while elements of Design are present in the CSEC Visual Arts Syllabus.



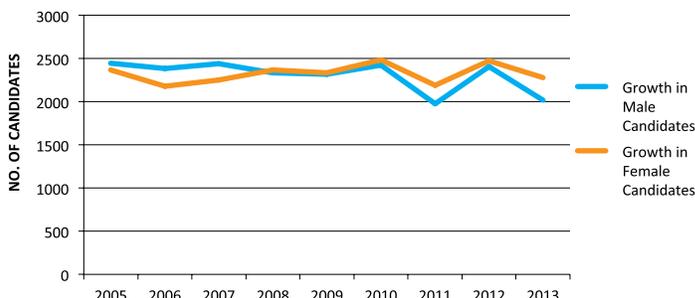
Cheryl Stephens is Assistant Registrar in the Syllabus and Curriculum Development Division at CXC.

VISUAL ARTS

PERCENTAGE OF CANDIDATES SITTING VISUAL ARTS 2006-2013

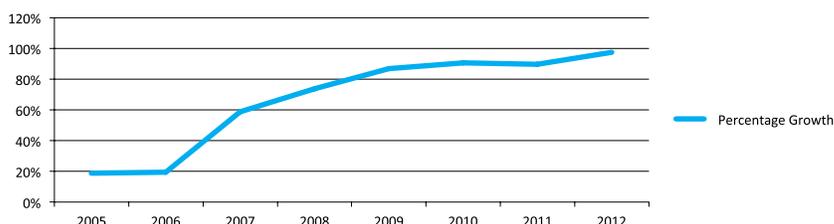


MALE AND FEMALE CANDIDATES SITTING VISUAL ARTS 2005-2013



MUSIC

PERCENTAGE OF CANDIDATES SITTING MUSIC 2005-2012



MALE AND FEMALE CANDIDATES SITTING MUSIC 2005-2013

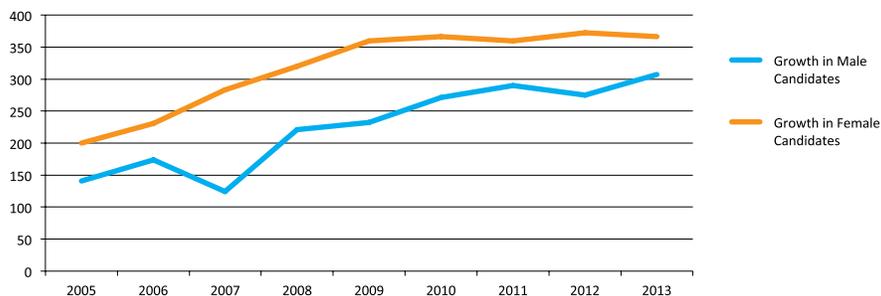


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CAPE® PLANS FOR CREATIVE ARTS BUSINESS

By Michael Reckord, Gleaner Writer

With the launch next September of the CAPE level course Business for the Creative Arts, Jamaica - and indeed the Caribbean region - will be taking a big step towards societal transformation through the performing arts.

That is the view of Cheryl Stephens, an assistant registrar responsible for syllabus and curriculum development with the Caribbean Examinations Council (CXC). She was a presenter at the Edna Manley College of the Visual and Performing Arts' (EMC) Second International Arts Conference, held last month under the theme 'The Creative Industries: Sustainability and Social Transformation'.

I spoke to her shortly after her presentation on the CXC's on-going contribution to producing a creative workforce. In her talk, she posited that, "If we accept that the creative industry is essential for the region's sustainability and social transformation in the 21st century, the growth of the arts curriculum in the school system cannot be left to ad hoc arrangements."

Certainly, as the title suggested, the EMC's conference was predicated on a belief in the importance of the creative industries. That importance, according to the organisers, "in the context of sustainability and social transformation in the 21st century", could not be overemphasised.

They further noted: "More than ever before, during this period of economic turmoil, there is increasing recognition that a large proportion of the new economy will depend on how well leaders succeed in supporting and unlocking people's creative energies and capacity. This is important for innovation as a means of developing dynamic and vibrant regions, cities, communities and businesses."

SYLLABUS STRUCTURE

The topic of leadership also came up in my interview of Stephens. She was lamenting the retention of a decades-old structuring of school syllabuses which make it difficult, because of clashes with other key subjects, for students to select arts subjects.

"You can't want to create the new global society but you have not changed the structures of the schools," she said. "That means you have not changed the way you cluster your subjects, and the kind of opportunities that you give your students."

The comment came in the context of statistics on CAPE subjects showing that (using the Math registration figures as a base) Visual Arts only have 5.1 per cent registration, Theatre Arts 1.6 per cent and Music a mere 0.8 per cent.

Stephens continued: "When students choose their subjects, they have their careers in mind. And if the administrators of the schools don't perceive students' career choices differently, you put the students in boxes - with your preconceived notions of boxes. This is, at best, 19th-century thinking, to create workers for the industrial revolution. It's that sort of society you're creating."

Clearly concerned with the situation, she added, "That was how it was when I went to school."

Stephens explained that the Business for the Creative Arts course, a unit of CAPE's Performing Arts syllabus, has three modules. They are Business Feasibility, Business Development, and Planning and Project Planning for the Arts.

Pointing out that 21st-century policymakers have concluded that the creative industries can play a fundamental role in bringing about social transformation and will be critical to economic sustainability, Stephens said that, "Schools have a fundamental responsibility in forming and shaping the workforce."

Part of the responsibility of schools and part of the investment society makes in schools, Stephens said, "is to prepare the present generation for the society that we want to create. If that is what we see is the need for the present society or for the immediate future, this is what we as administrators need to ensure that our schools are doing. Otherwise we'd be falling short of our mission."

When I asked how it was that music could be so popular in Jamaica and yet less than one per cent of students take Music as a subject, Stephens gave three reasons for the apparent paradox. Music has traditionally been perceived as a subject for the elite, or at least as an extra-curricular activity, she said. Secondly, there is a shortage of resources (like musical instruments, which are expensive) and also space, especially for schools that have never offered music.

"There is a minimum level of facilities you (schools teaching music) can offer," Stephens said. "There is also a music teacher shortage. Not all musicians are teachers, just as not all actors are drama teachers. For schools to offer these, you require major funding."

On the brighter side, Stephens said that the CAPE Art and Design course, which has been offered since 2001, has been doing well. Last year, CAPE students sitting the subject received 100 per cent passes - some at grade one - in units one and two.

Stephens said that while "it is undeniable that we are a talented and creative people", to transform the society, it is not sufficient just to have the talent. "We have to be able to harness the talent," she said. "You need to have entrepreneurial skills (taught in schools) to be able to work and make a profit from your talent. That leads right back to providing the opportunity by providing the appropriate syllabuses so that students can move on to further education or out into the world of work," she said.

Reiterating that the CAPE Business for the Creative Arts course will be launched next year, Stephens was confident that enrolment in the course would grow "though not in the first year, because of the small registration at the CXC level".

"Creative industries
can play a fundamental role in
bringing about **social transformation**
and will be critical to **economic sustainability**"

The article was first published
Friday 29 November 2013

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PHYSICAL EDUCATION & SPORT

By Carole Beckford and Alsian Brown-Perry

The study of Physical Education (PE) focuses primarily on the human body and how it relates to movement and psychomotor, learning aiming at good health.



The Caribbean has seen several iterations of plans and programmes for PE across educational institutions, but has an unwritten rule of offering it up to the grade nine level which makes it compulsory for all students up to the ages of 13 – 15. Several of the region's countries, largely in CARICOM, have their own associations and at some points revise their rules to facilitate a new focus, primarily on the academic side.

Over the last five decades, the Caribbean has the distinct advantage over a lot of its international partners, as it has produced several Olympic and World Championship medallists in several sporting disciplines. What has also happened over that same period is that smooth... and has come instead of the Caribbean athletes migrating to train elsewhere, within the last 20 years, they were able to train in the region. One could argue that this transition has been smooth and as a result of the ability of the region to train its Physical Education and Sport teachers within the region.

A number of teachers' colleges have Physical Education and Sport as a course offering in primary and secondary education. In the English-speaking Caribbean there is a dedicated institution in Jamaica, the GC Foster College of Physical Education and Sport, which since 1983 has produced some of the top sport coaches, massage therapists and sport administrators in the region. Some of those coaches have also found job opportunities as far away as the United Arab Emirates and part-time in Australia.

Trinidad and Tobago at the tertiary level has comprehensive programmes offered at The

University of the West Indies, St Augustine, and has produced Physical Education and Sport stalwarts, filling a lot of the vacancies across the Eastern Caribbean.

Research has shown that the rest of the world has set the benchmark for the number of hours to be offered to children, and up to what age-group. In France, for example, from as far back as 1880 in primary schools, Physical Education and Sport has been compulsory for three hours a week. In South Korea, it is mandatory for students in the primary and secondary levels for three hours a week. In Singapore, it is two hours a week, and goes all the way to junior college level and is not offered only during exams. There is also a compulsory fitness exam in every school once a year to assess the physical fitness of each student in every school.

The Caribbean Community through the efforts of the Caribbean Examinations Council (CXC) has brought new-found attention to the subject with the introduction to the Caribbean Secondary Education Certificate (CSEC) back in 2003 with the first examinations in 2005. Physical Education and Sport at the Caribbean Advanced Proficiency Examination will be offered for teaching in schools in September 2014 and for first examinations in May/June 2015. This balances the act by enhancing the academic perspective.

The inclusion of Physical Education and Sport at the CSEC level has opened new doors for students and teachers and has also highlighted the fact that pursuing careers associated with Physical Education and Sport can be as lucrative as the traditional areas of study. The myth

associated with Physical Education and Sport that it is all physical is slowly but surely being removed from the minds of people in the Caribbean and the offer at the CAPE level will clearly add the value to be placed on the subject as an area of academic pursuit.

CXC recently celebrated 40 years and with Physical Education and Sport as one of its newest additions to the portfolio at the CAPE level, is a clear indication that the organisation is aligning itself with other international programmes, while playing a key role in developing the minds of young people across the region.

In making the case for the addition of CAPE Physical Education and Sport to the main curriculum, the syllabus states, "Physical Education as an integral part of the general education process contributes to an individual's awareness and understanding of the elements and dimensions of movement and forms the basis for the learning of sport skills. Sport, on the other hand, is viewed as a vehicle for the enhancement of fundamental motor skills and the development of complex skills learnt through a properly structured Physical Education and Sport programme. It is governed by formal or informal rules that involve competition and may be pursued for recreation or reward while promoting healthy lifestyle practices. Sport is recognised as an instrument for the promotion of peace and understanding. Consequently, many local, regional and international sporting bodies have embraced shared values through sport."

The study of CAPE Physical Education and Sport, therefore, will allow students to be exposed to an essential and integral component of a balanced, active and healthy lifestyle. This should improve the quality of life and provide

"The study of **CAPE Physical Education and Sport**, therefore, will allow students to be exposed to an essential and integral component of a balanced, active and healthy lifestyle."

CAPE® Physical Education & Sport



An athlete clears the high jump bar at a school's sport in Guyana.
PHOTO BY CSAM/CXC

a multifaceted approach to solving cultural, emotional and social problems. Students will also be aware of the importance of equipping Caribbean persons with the knowledge, skills and competencies to undertake and sustain the development of the rapidly evolving sporting sector. This will lead to the goal of wealth creation by attracting investors, job creation and other economic opportunities. By pursuing this course, students will use the scientific approach to develop decision-making, problem solving and critical thinking skills and use of technology. This syllabus is designed to provide in-depth knowledge, as well the use of technology and competencies that are required for further studies and for the world of work.

This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government in the following areas: development

of the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country; and nourishment in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embracing differences and similarities between females and males as a source of mutual strength. Based on the UNESCO Pillars of Learning, this course of study will also contribute to the development of a person who will learn how to do, learn to live together and learn to transform themselves and society.

The syllabus aims to:

1. reinforce the knowledge, skills and values for the enhancement of performance in a wide range of movement and sport experiences;
2. promote optimal health and wellness through an understanding of healthy lifestyle practices and regular participation in physical activities;
3. provide a multifaceted approach to solving cultural, emotional and social issues;
4. develop the capacity for critical and creative thinking, technical competence, problem solving, leadership and cooperative behaviours through authentic learning experiences;
5. develop an appreciation of the importance of Physical Education and Sport in providing multiple pathways to employment and further education;
6. integrate information, communication and technological (ICT) tools and skills.

CAPE® Physical Education & Sport

“The CAPE Physical Education and Sport course of study is suited for those who aim to see the global sport industry as one with potential for physical, emotional and financial fulfilment.”

The Physical Education and Sport Syllabus is made up of a Compulsory Core and two Options. The Compulsory Core is organised in two (2) Units. A Unit comprises three (3) Modules each requiring fifty (50) hours. The total time for each Unit is therefore expected to be one hundred and fifty (150) hours. Each Unit can independently offer students a comprehensive programme of study with appropriate balance between depth and coverage to provide a basis for further study in this field.

A. CORE

UNIT 1 FUNDAMENTALS OF PHYSICAL EDUCATION AND SPORT

Module 1
Functional Anatomy and Training Theory

Module 2
Sociological Aspects of Sport

Module 3
Sport Psychology

UNIT 2 APPLICATION OF PHYSICAL EDUCATION AND SPORT

Module 1
Biomechanics

Module 2
Sport Management

Module 3
Technology and Innovation

B. OPTIONS

Each candidate must choose ONE sport from OPTION A for Unit 1 and ONE sport from OPTION B for Unit 2.

Option A:

Dance
Gymnastics
Martial Arts/Combative
Sports
Swimming
Track and Field/Athletics
Badminton
Golf
Squash
Table Tennis
Tennis

Option B:

Basketball
Cricket
Football
Hockey
Netball
Rugby
Volleyball
Softball
Baseball

Each Unit of the syllabus will be assessed separately and grades will be awarded independently for each Unit. The Assessment will comprise two components, External Assessment 60 per cent and School-Based Assessment forty per cent. The External Assessment (Paper 01) will consist of multiple-choice items, 15 items on each Module. Each item will be allocated one mark. The paper will contribute 30 per cent (90 marks) to the total score. Paper 01 allows for a broader coverage of the syllabus. The questions will test knowledge, comprehension and application. Paper 02 will consist of three compulsory structured essay questions, one question on each Module. Each question will be worth 25 marks. This paper will contribute 30 per cent (75 marks) to the total score. The questions on Paper 02 will require application, analysis, synthesis and evaluation.

To satisfy the requirements for the School-Based Assessment for Unit 1, candidates will be required to produce a portfolio comprising reports of site visit and field practical activities, and a business plan. For Unit 2, candidates will be required to plan and implement a one-day sporting event for not fewer than five teams of the same age group to include school and/or community teams. The planning is to take place in conjunction with a community group and/or a National Federation. The necessary permissions and permits should be sought from the local authorities and the time frames should be stated clearly. Candidates will be required to interact with the officials from the community group and/or National Federation to understand the

history of the event and how it has impacted on the community in the past. Some examples of events are: fair, exhibition, conference, workshop and seminar.

The SBA for each unit is based on skills and competencies related specifically to the Modules of that Unit. However, candidates who repeat the same Unit in a subsequent sitting may reuse their SBA marks.

The study of the subject at the CAPE level will not only serve as an additional area to study, but will also expose the students to an industry which it is suggested will grow up to 11 per cent over the next 15 years (KPMG Study, 2009) and is estimated at a value of US\$620 billion. The student who can very well become an athlete could earn significantly if he/she becomes a global superstar, but those who choose to work in the business of sport also have an opportunity to earn significantly high salaries for specialized positions.

The syllabus asserts that the advanced study will also allow students to be more exposed to an essential and integral component of a balanced, active and healthy lifestyle while improving the quality of life. Those factors are key as the world becomes so much of a place where only the strong survive and a sound, mind and body may be the only elements of life which get one through.

The CAPE Physical Education and Sport course of study is suited for those who aim to see the global sport industry as one with potential for physical, emotional and financial fulfilment. The Caribbean is becoming an oasis for sport in the world and maybe within the next five years the sport industry will grow significantly.



Carole Beckford is a journalist and educator with over 25 years' experience practicing both simultaneously. She is the President of the Business of Sport, Jamaica and a member of the CAPE Physical Education and Sport Panel.



Alsian Brown-Perry is an Assistant Registrar in the Syllabus and Curriculum Division at the Caribbean Examinations Council.



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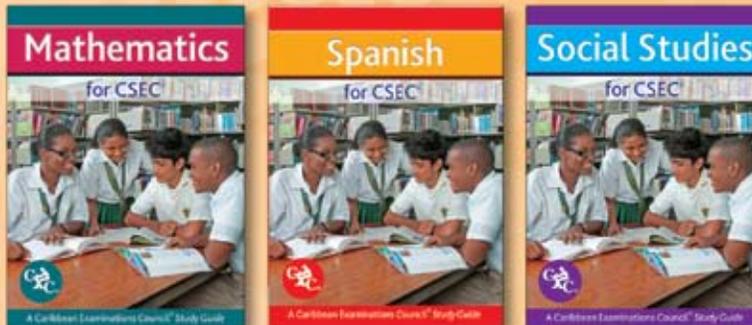
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By Dr Mechelle Best and Cherryl Stephens

Building the Foundation for the Consummate Tourism Professional



In March 2014, the United Kingdom Government announced that it had modified its controversial air passenger duty (APD) currently levied on all flights departing from an airport in the UK. While the APD will remain, from April 2015, there will be a small reduction in the tax to £71-£142 per person for most passengers which will be uniformly applied to all destinations more than 2,000 miles from London. This announcement heralded much rejoicing in the Caribbean and the hope that the competitiveness of the Caribbean tourism product would improve as a result. The collective passion and commitment with which the Caribbean tourism industry has fought against the APD and the response to this recent announcement, underscore how critically important tourism is to the region.

It is fair to say that for decades tourism has been the economic lifeblood for most countries in the region and this will remain the case into the foreseeable future. Yet the impact of tourism is neither solely nor simply economic. Tourism affects the region in myriad and complex ways, from regenerating cultural festivals and art forms to degrading coral reefs in the Caribbean Sea and engendering concerns about natural resource sustainability.

Despite the breadth of tourism's reach, a significant number of persons who comprise this sector's workforce have only a secondary school education and no exposure to formal tourism education. Much of their training has been on-the-job which is understandably limited to the skills relevant to their positions. The new CAPE



PHOTO: www.traveltradecaribbean.com



PHOTO: www.eldiariodeturismo.com.ar

Tourism Syllabus is presented as one means of better preparing our human resources to run a world-class tourism industry.

In developing the CAPE Tourism Syllabus, CXC's approach to tourism education focused on tourism for the sustainable development of the region and its people. This approach was used to ensure that while the industry is providing services to satisfy the wants and needs of the tourists who visit the region, it is at the same time offering a range of benefits to the people of the Caribbean.

Cultural-heritage, natural, and built tourism attractions abound worldwide and the sector has become increasingly "high tech" and competitive, necessitating a holistic approach to tourism education. The syllabus therefore reflects the diversity of the tourism sector and a multi-layered approach is adopted. A three-pronged approach to tourism education is incorporated: theoretical, technical and entrepreneurial.

Indeed, for tourism in the region to develop more sustainably, a different calibre of human resource is required: people with "quality education and training;" "individuals who have a high level of self-confidence and self-esteem; see ethics and diversity as sources of strength and richness; are aware of the importance of living in harmony with the environment; respect our cultural heritage; and display the creative imagination in economic, entrepreneurial and other spheres" (*Caribbean Education Strategy, 2000*). As stated in the Rationale, the new CAPE Tourism Syllabus is designed to help develop this regional workforce. Students pursuing this subject will benefit from exposure to the concepts and principles of tourism and their practical application to the business environment.

"In developing the **CAPE Tourism Syllabus**, CXC's approach to tourism education focused on tourism for the sustainable development of the region and its people."



PHOTO: www.fiestamericana.com

Graduates of this course will be able to take advantage of the significant opportunities that exist in tourism for governments, communities, private sector organisations, non-governmental organisations and young entrepreneurs to participate and collaborate for national development (*CAPE Tourism Syllabus, Rationale: CXC A31/U2/13: p 1*).

The CAPE Tourism Syllabus will help students develop the foundation knowledge about tourism to help them make informed contributions to tourism development in their home country and across the region. It will prepare students to think logically and critically about tourism development. Specifically, students will gain knowledge in key areas such as the interrelationships among the sectors, components and stakeholders involved in tourism; the range of socio-cultural, economic, natural resource and other impacts stemming from tourism; the need for innovative, creative and sustainable management strategies; tourism product development and marketing; and the vast entrepreneurial potential in tourism. Additionally, CAPE Tourism will equip students with the practical skills to develop business plans for tourism products and services; devise creative and effective marketing strategies; recognise and offer exceptional customer service as a key element in giving the region a competitive advantage over other destinations; and conduct research which is critical for sound decision-making. These skills and abilities that students are expected to have developed on completion of this syllabus have been grouped under three headings: (a) Knowledge and Comprehension; (b) Use of Knowledge; (c) Practical Skills.

The Tourism Syllabus consists of two Units. Together the two Units provide a comprehensive introduction to the field of Tourism.

Unit 1 Tourism Concepts

Module 1 – Concepts and Issues
Module 2 – Linkages with Key Sectors
Module 3 – Sustainable Tourism

Unit 2 Tourism Product Development and Marketing

Module 1 – Product Development
Module 2 – Marketing
Module 3 – Entrepreneurship

Each Unit of the syllabus will be assessed separately. The Assessment will comprise two components, one external and one internal. External assessment for each unit is worth 60 per cent of the overall assessment and the school-based assessment is worth 40 per cent. Paper 01 will consist of forty-five multiple-choice items, fifteen items on each Module. Paper 02 will consist of three compulsory short answer questions, one on each Module and three compulsory essays, one on each module. Both Papers 01 and 02 are worth 30 per cent each. For the school-based assessment component for **Unit 1**, the candidate is required to produce a research project “**Evaluating the Sustainability of a Tourism Business**”. This will include site visits understudying a tourist service provider. For **Unit 2**, the candidate will be required to produce a portfolio comprising an outline of a business plan for the development of a tourism

product/service/activity. This may include the creation of a prototype.

The Caribbean is often referred to as the most tourism dependent region in the world, though it accounts for only about two per cent of international tourist arrivals. Given this reliance on tourism, it is important that we equip ourselves to recognise not just the opportunities, but also the challenges and pitfalls of this development path. CAPE Tourism is intended to help us develop a class of persons who, even if they ultimately decide against direct employment or business ownership in the tourism industry, are nonetheless armed with adequate knowledge and critical thinking skills to make worthwhile contributions as informed stakeholders to national and regional development.



Dr Mechelle Best is an Associate Professor in Tourism at California State University. She develops and delivers curriculum both at the graduate and undergraduate levels in the Department of Recreation and Tourism Management.



Cheryl Stephens is an Assistant Registrar-Syllabus and Curriculum Development at CXC.

FOCUS: New Generation of CAPE® Subjects

TOURISM ...experts have their say

Dr Sherma Roberts, Programme Coordinator, M.Sc. Tourism and Hospitality Management, The Department of Management Studies, The University of the West Indies, Cave Hill, indicated that the proposed CAPE Tourism Syllabus, Units 1 and 2 provided students with the requisite knowledge set and research competencies that would give them a fundamental understanding and appreciation of the key concepts, stakeholders, linkages, sectorial issues (marketing, information technology, sustainable tourism, product development) and trends related to the business of tourism in general, and Caribbean Tourism in particular. Students who opt to take Unit 1 only should have a solid understanding of key concepts and the actors involved in tourism, that is, what is tourism, the key sectors and their interrelationships, and how these sectors could contribute to sustainable tourism. The Unit 2, on the other hand, would appeal to the student who was interested in the more hands-on approach to tourism and how tourism businesses could be successful. The student undertaking this Unit would acquire competencies in business plan writing, tourism marketing and tourism product development. The Modules in these combined Units should provide students with the requisite conceptual,

practical, research and writing skills to be exempted from any first year university tourism course. In the instance of the Cave Hill and St Augustine campuses of The University of the West Indies, the exemption would be for International Tourism.

Dr Donna Chambers of the Surrey Tourism Research Centre, University of Surrey, United Kingdom, believes that the syllabus covers the area of tourism very well and provides the necessary knowledge and skills required for the increased professionalism of the tourism industry in the Caribbean. She also indicates that the assessments are appropriately rigorous and challenging for students at this level.

Dr Carolyn Hayle, Former Executive Director, HEART Trust/The National Training Agency, Jamaica, and Professor Ian Boxill, The University of the West Indies, Mona, Jamaica indicate that students doing this course of study will have a better appreciation, understanding and some basic knowledge of tourism and what it entails, and as a result they will be better prepared for entering the tourism world of work if they so desire.

Mrs Bonita Morgan from the Caribbean Tourism Organisation indicates that the content covered in the CAPE Tourism Syllabus provides a solid foundation for students to build on in respect of further education in travel, tourism and hospitality. The exposure and understanding of tourism at this stage would help students more wisely determine their technical areas of interest for further education/training in tourism or tourism-related areas.

Dr Andrew Spencer from the Department of Management Studies, The University of the West Indies, Mona and Professor Wilma Bailey indicate that overall the syllabus is a very thorough and comprehensive piece of work. Dr Spencer and Professor Bailey agree that the Rationale clearly articulates the reasons for the study of Tourism and the Aims adequately reflect the goals of the syllabus. Professor Bailey also indicates that the assessments are appropriately rigorous and challenging for students at this level and commends the Panel for the work it had done.

Chen gives CXC Thumbs Up for Entrepreneurship

Wayne Chen, president of the Jamaica Employers' Federation (JEF), has welcomed the Caribbean Examinations Council's (CXC) plans to introduce subjects related to entrepreneurship as part of efforts to boost the economies of the region.

Speaking with *The Gleaner* yesterday, Chen said it was an initiative for which he had been lobbying for some time.

"In fact, just recently, I made a global call for entrepreneurship skills to be taught at the primary and secondary level throughout the world as we believe it will unlock entrepreneurship talent, but, most importantly, it will give young people an appreciation of how wealth is created in a market economy," Chen said.

Professor E. Nigel Harris, Vice-Chancellor of The University of the West Indies, who sits on the CXC board, earlier yesterday said the council was consistently seeking ways to remain relevant and to improve students' innovative skills.

"We can't do things the same way we used to do 40 years ago, and so we want to ensure that the learning material that students get will be consistent with the 21st century," Harris told *The Gleaner*, following the CXC's 40th anniversary church service held at the Webster Memorial United Church in Kingston.

Aim to broaden skills

"Therefore, there will be some new programmes for examinations in entrepreneurship, environmental science, and others such as tourism that are not traditional CSEC (Caribbean Secondary Education Certificate) and CAPE (Caribbean Advanced Proficiency Examination), with the aim of broadening students' innovative skills," he said.

He added: "What we recognise is that one of our big problems in the Caribbean is the absence of innovation and good business sense, and so we have to teach them these skills from early because not everyone will have the opportunity to go to university right away."

In further commenting on CXC's plans, Chen advised that entrepreneurship not only be taught in a theoretical form, but emphasised the need for a practical aspect to be included.

"I would also want to say that they (CXC) should ensure that there are practical components, not just a textbook exercise. We want students to get the hands-on experience of the skill, whether it is a stock market competition, or some class activities that are employed with the theory - not just book based," he said.

In a communiqué from the 44th meeting of the CXC in Anguilla last month, it was indicated that the School Examinations Committee had ratified the approval of the plan for the completion of CAPE syllabuses in entrepreneurship, agricultural science, the performing arts, and tourism.

The article was published on Monday 21 January 2013 (c) 2013 The Gleaner Co. Ltd.

PERFORMING ARTS *...experts have their say*

Dr Dennis Howard, Adjunct Lecturer, The University of the West Indies, Institute of Caribbean Studies, Mona, Jamaica, indicates that the Content covered in the Unit 1 of the CAPE Performing Arts Syllabus, Business for the Creative Arts, provides students with an overview of key concepts related to the creative sector inclusive of creativity, the creative economy and the creative environment. He is of the view that exposure to these concepts will provide a foundation to assist students in obtaining the necessary skills to articulate and develop a successful creative business idea. Dr Howard endorses Module 3, Project Planning for the Arts, that requires students to choose a creative project which might be a school or community based event or enterprise that facilitates the core concepts developed in Modules 1, Business Feasibility and 2, Business Development and Planning. He agrees it is important for students to be exposed to the characteristics of creating business for the arts in a Caribbean context, as well as, the Caribbean way of doing business. He also agrees that students should be required to undertake short business projects.

Dr Christopher Meir, Director of the B.A. Film Programme, The University of the West Indies, St. Augustine, Trinidad and Tobago congratulated the members of the Panel stating that they have succeeded in integrating theory, practice and community engagement in all the Options of the syllabus including the Cinematic Arts Option. He suggests that this last feature will result in keeping the learning grounded in Caribbean realities, encouraged innovation and foster links within the creative economy. He endorses the “Suggested Teaching and Learning Activities” section that encourages teachers to engage students in discussions about how films about the Caribbean represent the region and how if anything in these films chimes with their own experiences.



Ms Mandisa Pantin, Caribbean Filmmaker, Freelancer, Part-time Tutor, The University of the West Indies, St. Augustine, Trinidad and Tobago, commended the Council on the move to implement a Performing Arts Syllabus as an impressive, especially one with the aims and the outcomes as outlined in the draft document. She indicates that culture and the resulting creative arts are of major importance to any territory and any move to preserve or strengthen them in any way was a commendable one.

Mr Franklyn St Juste, Senior Lecturer at CARIMAC, The University of the West Indies, Mona, Jamaica, agrees that the Option, Cinematic Arts, provides an excellent balance of theory and practice to equip and provided students with the necessary skills to either pursue higher education and training in the artform or facilitate entrance into the film, television and digital video industry. He recommends that it should be a pre-requisite for entry into the Film programme at St Augustine or CARIMAC and suggests that students who undertake this Unit will find it a useful pre-requisite to tertiary level programmes and that it could consequently eliminate the basic applications in the degree programme.

Ms Melanie Springer, Tutor of Interrelated Media, Barbados Community College, Barbados, indicates that the syllabus content is well-outlined. She is of the view that the “Sources of Financing” section, in Module 1, Business Feasibility, provides an excellent opportunity for students to be exposed to the ways in which the performing arts are funded both locally and internationally. Students need to have a clear sense of all the sources of financing for the arts and cultural industries in the Caribbean, namely, self-financing, state and grant funding and private sponsorship. They need to be exposed to how the Caribbean environment differs from the global reality as well as learn how to present ideas and write applications to grant-making institutions, such as Organisation of American States (OAS), UNESCO, The Ford Foundation and the Inter-American Foundation.

Prof. Deborah Thomas, Professor of Anthropology, University of Pennsylvania, Philadelphia, United States of America, indicates that the Performing Arts Syllabus will help students prepare for entry into tertiary and professional schools in the various disciplines should they choose to continue to pursue careers as professional performers or filmmakers. Additionally, it would allow students who do not necessarily plan to become professional artists the necessary critical, historical, and practical background to be more engaged and critical citizens, while also giving them tools that could be used more generally in the world of work (for example, collaboration, innovation, organisation). She noted that the Rationale clearly articulated the reasons for the study of the subject and the Aims very nicely reflected the goals of the syllabus. The sequence of Units and Modules was logical and coherent and endorsed the importance of developing a culture of entrepreneurship in the arts, something that the sector has been lacking thus far.



CXC/USAID Strengthening Second Chance Education Programme

A 2nd Chance is waiting for you!

By David Worrell

The second chance you've been waiting for is FINALLY here!

The Strengthening Second Chance Education Programme (2nd Chance Programme) is a three-year cooperative agreement between the Caribbean Examinations Council (CXC®) and the United States Agency for International Development (USAID) targeting "at-risk" youth in ten (10) Caribbean countries. The goal of this project is to build a sustainable infrastructure that will allow "at-risk" groups of all interests and abilities to access "Second Chance" education opportunities tailored to them. The programme is being implemented in Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, St Kitts & Nevis, St Lucia, St Vincent & The Grenadines, Suriname and Trinidad & Tobago.

The programme is being offered at participating learning institutions (Second Chance Institutions) and will provide a tangible element in the form of the CXC's Caribbean Vocational Qualification (CVQ®) Levels 1 and 2, and the Caribbean Certificate of Secondary Level Competence (CCSLC®) to those who successfully complete their programmes.

"At-risk" youth are persons who have experienced poor life outcomes in general. These include but are not limited to school failure; teen-age parenthood; economic dependency, drug use or incarceration because of poverty and/or crime; low levels of English proficiency; poor school performance; male marginalisation; physical disabilities; unemployment and underemployment.

Statistics show that an increasing number of these "at-risk" youth, aged between 16 and 30 years old, have not benefitted from their initial efforts in the formal education system and are gravitating to deviant behaviour such as crime and violence. These young people are unable to contribute to the development

of their communities and the Caribbean society as a whole.

PROGRAMME IMPLEMENTATION

CXC® has already undertaken a number of programme activities aimed at sensitising Second Chance Institutions (SCIs) to facilitate the roll-out of the programme. A Baseline Survey and a Master Requirements Checklist have been administered to the education and training institutions who have expressed an interest in participating in the 2nd Chance Programme. After careful review, a number of these institutions were selected as participating SCIs under the 2nd Chance Programme.

A stipulation for SCI participation in the 2nd Chance Programme is that the SCI must be registered as an educational institution with the Ministry of Education in its respective territory. In all instances, CXC® has collaborated with the local Ministry of Education, Local Registrar (LR) and the National Training Agencies (NTA) to conduct all programme activities in the various territories.

PROMOTION

A social media presence has been established in support of the 2nd Chance Programme.

A website has been launched and this site can be accessed at: 2ndChance.cxc.org or www.2ndchance.cxc.org.

The website provides a wealth of information on the programme and you are encouraged to visit the site and browse.

The list of SCIs that have accepted CXC's offer to participate in the programme is posted on the 2ndChance.cxc.org website and that list continues to grow as new SCIs come on board.

CXC® would like to encourage your continued support through, but not limited to:

- Assisting with the dissemination of information related to the 2nd Chance Programme: including elements such as displaying and disseminating information about the Programme within your organisation and to all young persons with whom you come into contact.
- Keeping the dialogue open; talking to the youth about the 2nd Chance Programme and sharing positive stories.
- Showing young people who are "at-risk" that there are opportunities for success, growth and achieving a better way of life. CXC will assist SCIs by providing them with stories about the programme and its initiatives to share with potential participants.
- Endorsement, acknowledgement and recommendation of the 2nd Chance Programme to the target market and other potential partners as a positive way forward for our region's youth.

The 2nd Chance Programme can also be viewed on Facebook and Twitter. You are invited to visit the 2nd Chance Programme Facebook page and like it and, more importantly, share it with those "at-risk" youths whom the programme is targeting. Please also share it with your friends, even if they are not the target audience, they may interact with others who are.



David Worrell is the Programme Coordinator of the CXC USAID 2nd Chance Programme.

Second Chance Education Programme



Take the chance. Change your life!

ANTIGUA AND BARBUDA

Antigua and Barbuda Institute of Continuing Education (ABICE)

BARBADOS

Barbados O'Level Institute
Barbados Vocational Training Board (BVTB)
Samuel Jackman Prescod Polytechnic (SJPP)

DOMINICA

Business Training College (BTC)
Centre where Adolescents Learn to Love and Serve (CALLS)
Youth Development Division, Ministry of Community Development
Adult Education Division

GRENADA

Grenada Community Development Agency (GRENCODA)
T.A. Marryshow Community College (T.A.M.C.C.)
Grande Anse Social Development Centre
Ministry of Youth, Sports and Ecclesiastical Affairs,
through its New IMANI Programme

ST KITTS & NEVIS

Advanced Vocational Education Centre (AVEC)

ST LUCIA

Sir Arthur Lewis Community College
National Research and Development Foundation (NRDF)
Centre for Adolescent Renewal and Education (C.A.R.E.)
National Skills Development Centre (NSDC)

ST VINCENT AND THE GRENADINES

Adult and Continuing Education, Ministry of Education
Hope Junior High School
Marion House

For easy access, please find links to the social media sites below:

FACEBOOK <https://www.facebook.com/2ndchanceprogramme> **YOUTUBE** <http://www.youtube.com/2ndChanceprogramme>

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Securing Your World



SLIGHT IMPROVEMENT IN JANUARY CSEC RESULTS

The overall performance of candidates in the 2014 January sitting for the Caribbean Secondary Education Certificate (CSEC) examination improved slightly when compared to 2013. This year 50.6 per cent of subject entries achieved Grades I-III, the acceptable grades at CSEC, compared with 49 per cent last year.

This year's result continued the upward trend in overall performance at the January sitting over the last three years. In 2012, overall performance stood at 45 per cent, the lowest in the last five years.

There was improved performance in the two largest subjects, English A and Mathematics. English A saw an eight-per cent improvement in performance with 51 per cent of the entries achieving Grades I-III, compared with 43 per cent in 2013.

In noting the improved performance in English A, the Subject Awards Committee (SAC) recommended that schools and candidates be alerted to the value and availability of the CXC/ Nelson Thornes study guide which has been published for English, as well as the subject reports which are posted on www.cxc.org.

Performance in Mathematics improved by five per cent with 46 per cent of entries achieving Grades I-III compared with 41 per cent last year.

Principles of Business had the largest percentage improvement with 71 per cent of entries achieving acceptable grades, compared with 52 per cent in 2013, an improvement of 19 per cent.

There was a five-per cent improvement in performance in Biology, with 54 per cent of entries achieving acceptable grades compared with 49 per cent in 2013.

Although Office Administration was the subject with the highest percentage of candidates achieving acceptable grades – 76 per cent, this represents a decline when compared with performance in 2013 when 85 per cent achieved similar grades.

DECLINING ENTRIES

The Final Awards Committee (FAC), the Committee which provides quality assurance oversight for the release of results, expressed concern about the trend of declining entries in the January sitting of CSEC. Both candidate entries and subject entries declined significantly when compared with the last two years.

Candidate entries this year stood at 21,244 compared with 26,455 in 2013 and 27,775 candidates in 2012. This year 45,856 subject entries were received compared with 61,080 in 2013 and 65,104 in 2012.

This trend was evident in the entries from the CXC Participating Territories. Entries for all territories over the five-year period 2009-2014 were trending downwards with the exception of the Cayman Islands, which has seen an increase.

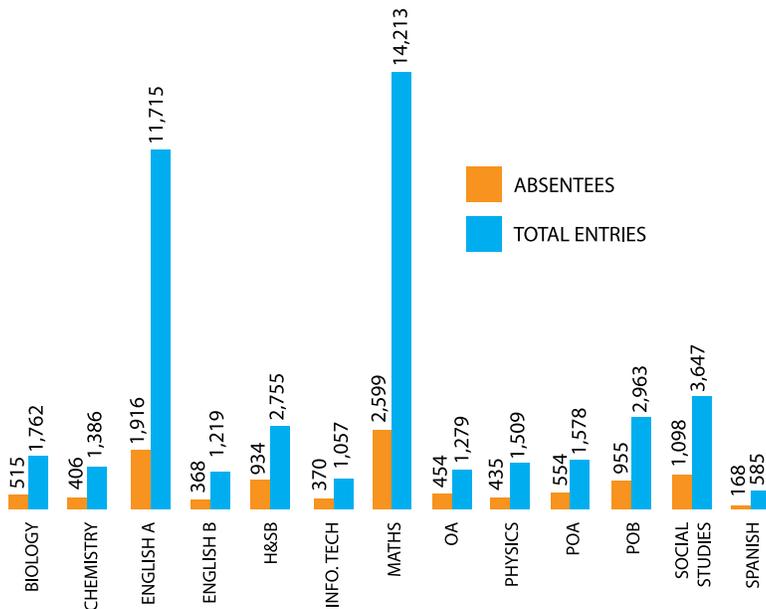
Professor E Nigel Harris, Chairman of Council suggested CXC work with Ministries of Education to investigate the reasons for the decline and implement measures to address it.

ABSENTEEISM

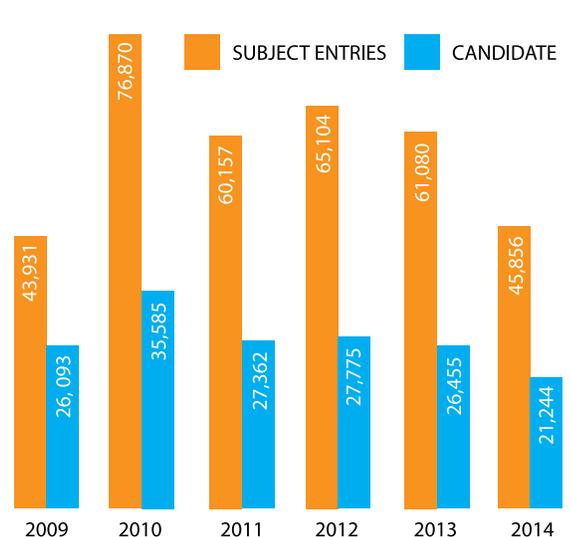
The Final Awards Committee once again expressed its concern about the issue of absenteeism in the examinations and called on Ministries of Education to address the issue.

Of the 14,213 entries for Mathematics, 2,599 candidates were absent; for English A, of the 11,715 registered, 1,916 were absent; for Human and Social Biology 943 of the 2,755 entries did not take the exam; of the 3,647 registered for Social Studies 1,098 were absent; and for Information Technology, 370 of the 1,057 entries submitted did not write the exam.

COMPARISON OF ABSENT CANDIDATES TO TOTAL ENTRIES BY SUBJECT
CSEC JANUARY 2014



CSEC JANUARY SITTING REGIONAL ENTRIES
2009–2014



CXC and Macmillan Sign Publishing Contract

The Caribbean Examinations Council (CXC®) and Macmillan Publishers Limited have renewed their past alliance for the publication and distribution of learning support material for the Caribbean Secondary Education Certificate (CSEC®) and the Caribbean Advanced Proficiency Examination (CAPE®).

The two organisations signed an agreement on Tuesday 14 January 2014, granting Macmillan exclusive rights for the publication of syllabuses and past examination question papers and non-exclusive rights for the publication of subject reports, related specimen papers and mark schemes for CSEC and CAPE.

Mr Anderson Marshall, Director of Corporate Services at CXC and Mr Dan Wilson, Director, Regional Sales, Macmillan signed the contract at a brief ceremony held at Alexandra Court.



Dr Didacus Jules and Mr Dan Wilson shaking hands of the agreement has been signed PHOTO: DALE ROACHFORD/CXC

GOING DIGITAL

"This is an opportunity to work with CXC in addition to the printing of past papers through the development of an online channel for these resources," said Mr Wilson during the signing ceremony held at Alexander Court, Britton's Cross Road, St. Michael, Barbados.

Dr Didacus Jules, CEO and Registrar of CXC underscored Mr Wilson's comments stating that "this is not Macmillan returning on the publication of past papers... this is returning on a different level and a different platform as we are going digital with these initiatives."

Macmillan, in collaboration with CXC, will develop and manage a website and e-commerce engine to be branded the "CXC Store" for the placement of syllabuses and the sale of past examination question papers, along with schools' reports and syllabus extracts and third party digital content.

The CXC Store will be linked to CXC's existing website www.cxc.org.

IMPORTANCE OF THE DIGITAL INITIATIVE

The digital initiative provides an opportunity for a comprehensive print and digital solution for students working towards CXC examinations. It also has the potential to encourage the development of even more creative digital content around the Caribbean.

"Digital offers a flexibility that print cannot and Macmillan within this partnership will deliver an outstanding digital platform...and this will compliment Notesmaster", Mr Wilson stated. Notesmaster is an online portal that offers free access to education material for students and teachers. It allows for the creation, reading, saving, sharing and printing of CSEC and CAPE class notes.

Mr Marshall pointed out that Notesmaster, one of CXC's advance strategies to effect improvement in performance is supported by other activities such as workshops for teachers, the development of study guides and the publishing of past examination papers.

AVAILABILITY AND QUALITY OF MATERIAL

"We expect that this partnership with Macmillan will make these additional resources easily accessible to teachers and students across the region", Mr Marshall further highlighted.

Macmillan has local distributors in 12 Caribbean islands and their Caribbean business is part of the global Macmillan Science and Education group. Macmillan has been involved in educational publishing in the Caribbean for more than 60 years and has worked with ministries of education, local authors, advisers and experts throughout the region to develop leading primary and secondary learning and teaching materials for the Caribbean.

The combined experience and reach of CXC and Macmillan will help educators and students to fully incorporate the use of technology and digital resources into teaching and learning.

"The combined experience and reach of CXC and Macmillan will help educators and students to fully incorporate the use of technology and digital resources into teaching and learning."



SUSTAINABLE FINANCING of Technical and Vocational Education and Training in the Caribbean

By Dr Hassan B. Ndahi

Technical and Vocational Education and Training (TVET) provides the individual with coherent and rigorous academic knowledge, technical skills, higher-order reasoning, problem solving skills; work attitudes, entrepreneurial skills in addition to industry-recognized credentials. This means, it prepares the individual for entry into employment in a specific occupational area. Developed countries have for long understood the economic and social benefits of TVET to their societies. Unfortunately, in developing countries, it is not given the consideration it deserves mainly due to the high cost of delivery among other factors.



Financing TVET has largely been the responsibility of the governments in most developing countries with minimal or no cost-sharing arrangement with other stakeholders. The average cost of training a student per year in developed countries is between USD\$15,000 – USD\$19,000 and in most developing economies, the average cost is between USD\$600 – USD\$7,900. A shift to a demand-based delivery system has the potential of increasing the cost of TVET.

While the cost of delivering quality technical and vocational education continues to rise, government budgetary allocation is decreasing due to other competing social services. However, there is an increasing call for quality delivery of TVET to provide skilled workforce to contribute to the growth and competitiveness of their economies. Skills development systems cannot function effectively and consistently without adequate financing, which can have significant impact on the management of training institutions. Sound financial or budgetary allocations for TVET can make the system more efficient and responsive to labour market demand.

Caribbean countries are not immune to decreasing budgetary allocation for TVET, a situation exacerbated by the 2008 economic and financial crisis. To sustain a robust skills development system, countries should not rely solely on government budgetary allocation, and or funding from development partners. Serious efforts must be made to consider other sources of revenue to augment government budget allocations.

The 1990 CARICOM Strategy for Technical and Vocational Education and Training recognized that TVET was producing graduates for different occupational areas and as a result employers were benefiting from the investment made by government. The strategy therefore called for partnership between government and the private sector to off-set some of the cost involved. Twenty-three years later, only Jamaica HEART Trust/NTA and Barbados TVET Council have a clear partnership with the employers and workers in financing training. It is important for each country to establish a sustainable system of financing its technical and vocational education and training if it is to respond to the labour market.

Who should pay?

While there is a favourable argument to be made for government funding basic education, especially primary and secondary school, the burden is obvious when it funds TVET, given its capital intensive nature. To determine who should pay, a simple and plausible argument

can also be made on the basis of the economic and social benefits of TVET to society. This requires countries to consider other financing arrangements or schemes, and through social dialogue reach an acceptable agreement with regard to the financial investment and responsibilities that each stakeholder should undertake. The funds for sustainable financing of TVET should come from multiple sources involving all stakeholders.

Government: Government has the responsibility for initial training. This necessitates a contribution to financing education and training, through budgetary allocations to training institutions; funding for in-service training; providing vouchers and loans to trainees; tax incentives to employers and workers; and grants made available to training institutions for specific type of training to meet the education and training needs of a specific group.

Employers: Direct or indirect financing of training by employers is critical for continuing education and training, and for maintaining and increasing productivity, competitiveness and mobility of the labour force. Employers may pay levy set at an agreed percentage of their total payroll bill; engage in apprenticeship training; provide equipment, and engage in direct training of their employees. Levy training funds have been very effective when combined with effective governance, accountability, and sound financial management.

Individual/trainee: The responsibility of the individual may involve paying fees directly or through the use of vouchers, scholarships, or student loans which usually carry a very low interest rate. The trainees may also invest their personal funds to keep their skills and competencies up-to-date for employability and upward mobility. They may go on study leave with or without pay; qualify for tax credits/deductions, and enter into agreement for extended service.

Development partners: It is worth mentioning the contribution of international organisations and governments in the development of education and training in many developing countries. Civil society organisations and governments can enter into a partnership agreement to achieve certain objectives pertaining to education and training. Many developing countries have relied on development partners to undertake major initiatives or reform in education and training. The continuity of such initiative after the expiration of the agreement has been an issue

of concern for the partnership. It is important therefore, to include in the project agreement a mechanism for sustainable financing, as was the case in Fund for Vocational Training in Burkina Faso; Employment and Vocational Training Fund in Mali, and Fund for Development of Vocational Training in Benin Republic.

Sustainable financing of skills development

A sustainable financing arrangement calls for revenue from government, enterprise, workers and the individual. Various financing strategies are practiced in different countries around the world. The ILO Recommendation No. 195, concerning Human Resources Development: Education, Training and Lifelong Learning called on members States, through dialogue between government and the social partners to invest in education and training and its effectiveness and impact. A sustainable arrangement means diversifying revenue sources by sharing the cost amongst government, enterprise, workers, trainees and other stakeholders.

While government is responsible for primary and secondary school, it is also concerned with human resource development achieved through training. The challenge before government is to introduce a different way of financing TVET to ensure that funds and resources are adequate and available. The establishment of a training fund has been the most attractive means of generating funds for education and training. Brazil pioneered the system of a training fund by establishing SENAI in 1942 and SENAC 1946. Since then, many training funds have been established in countries in Africa, Asia, Middle East, Europe, Latin America and the Caribbean. There are about 18 training funds in Latin America and two in the Caribbean.

Types of Training Funds

Countries should establish a training fund in line with their national goals for education and consistent with national conditions. Generally, there are three main types of funds established around the world with modification that combines one or more of the following financing schemes:

Pre-employment or Initial education and training fund is a revenue generating levy-financed fund used to support education and training provided by the public or State in preparation for employment. TVET, at the secondary and post-secondary institutions, can take advantage of this type of training fund. Sources of revenue can be levies from enterprise and workers payroll; services provided by an institution; vouchers, and fees paid by trainees.

Sustainable Financing of **TVET** in the Caribbean

Enterprise training fund is generally used to provide incentives for companies to increase in-service training of workers. Source of funds can be from payroll-levy; cost incurred by enterprise for apprenticeship training; and other specific training on or off-the job. This type of incentive fund is sub-categorised into three schemes mainly **Cost Reimbursement and Redistribution** which is a grant made to enterprises that undertook certain designated forms of training on or off-the job, or the redistribution of training expenditures amongst enterprises by paying more to companies that provide training as against those that do not. **Levy-grant** scheme focuses on firms that provide opportunities for in-service training, while **Levy-exemption scheme** allows firms that meet their training need to be exempted from paying the agreed levy or pay a reduced levy rate.

Equity Training Fund is established to increase opportunities for skills acquisition by disadvantaged groups not covered by other financed scheme. Financing sources are usually obtained from government, levies and funds from development partners. Government and the social partners should consider effective funding arrangement to overcome specific disadvantages in accessing initial training and lifelong learning. The fund allows training providers to extend their services to rural areas.

Undoubtedly, levies are major sources of revenue for training funds. It should only be imposed on employers and workers based on consultation and dialogue to arrive at an agreed levy rate for each of the contributing party. This allows for ownership by all involved. In countries around the world, payroll-levies range between 0.25% - 3.0% of employer total wage-bill, and 0.23% - 1.0% on worker payroll earning. The smaller the percentage of levy charged, the higher the commitment of the contributing parties to meeting their obligation to the fund. This means, investigating other viable sources of revenue i.e., taxes on products or services.

A mixed system incorporating the characteristics of one or more of the different types of training funds, or the involvement of one or two of the tripartite partners: Training funds can be established to deal with training needs in a particular sector of the economy. These types of training funds have been established in countries in Africa, Latin America and Europe. The important point to note is that government needs to create the enabling environment for dialogue with the social partners and civil society to agree on levy rate. Levies should not be imposed by law without proper consultation and dialogue. This is necessary if the contributing

parties are to own the process, pay their levy, and contribute to finding solutions to problems of skills development.

Key determining factors for a successful training fund

Training funds generate a lot of revenue over a short period of time after establishment. However, this always translate a need for into efficient use of the funds. There were many instances where funds have been misused. Therefore, when a fund is being set up, it is critically important to put all necessary measures in place so that revenues accumulated are not diverted or used for any other purpose other than what it was established to accomplish. There are certain key factors, which, if taken into consideration, would greatly determine the success of a training fund. These include the following: administrative and financial autonomy, governance and accountability, security of income, and periodic evaluation of a fund.

Administrative and financial autonomy: The 1990 CARICOM Strategy for TVET recommended the establishment of National Training Agencies (NTA) in member States for the coordination and management of TVET by carrying out the following essential duties: identifying training needs; establishing and monitoring training standards; the delivery of training; testing and certification; harmonizing activities in education and training systems at both formal and non-formal levels; monitoring labour demand and supply; monitoring the gathering of occupational information; evaluating the training system in terms of efficiency and effectiveness; publishing materials; monitoring and advising on curricula activities; advising on use of available resources; coordinating and executing promotional and motivational programmes; monitoring vocational and career guidance; monitoring teacher/instructor training; and orienting training programmes in keeping with the Labour Market Information System. These are important areas of skills development, and for any agency to be effective and successful, it will require administrative, planning, financial and decision making autonomy.

Governance and accountability: The objectives and functions of a fund must be clearly stated and agreed by all parties contributing to the fund. It is vitally important for a training fund to constitute a board as a decision-making body to approve training plans and funds disbursement, based on the objectives for which the fund is set up to accomplish. Members of the Board should be appointed from government and representatives of parties contributing to

the fund. A balanced representation is important to ensure ownership, accountability and quality of training. In Latin America and the Caribbean, there are several training funds with a tripartite board. These include SENA - Colombia; SENCE - Chile; INFOTEP - Dominican Republic; SECAP - Ecuador; INSAFORP - El Salvador; TVET Council - Barbados; SENATI - Peru; SNPP - Paraguay; INAFORP - Panama and INFOP- Honduras.

Security of income: Training funds have traditionally generated significant revenue, and in some cases diverted into government general account, or misused by training agency that controls the fund. A key factor in the security of training levies is to be paid directly into a secured account. Approval to use the funds should never rest on the decision of a single individual but that of a Board constituted for the training fund. This arrangement provides for checks and balance measures that are needed to enhance accountability of funds. The expenditures of the fund and activities of the Board should be made transparent to the general public and especially the contributors at the end of each financial year.

Legislative protection: Most training funds have been established traditionally by an Act. The same is also needed to protect the fund from being used for any other purpose other than for which it was established and agreed for by all parties contributing to the fund. Any use of funds that deviates from the intended purpose must be agreed by all parties and the law amended as required. Such protection of the fund gives the contributing parties the assurance that funds will be used for its intended purpose only, thereby encouraging their participation and contribution.

Periodic evaluation: A training fund should be evaluated periodically to ensure that the fund is not underfunded or generating surpluses which can easily lead to the implementation of unintended programmes. Where levy rate is too high and the fund is generating surplus revenue, a reduction should be considered.

Benefits of Training Funds for the Caribbean countries

Providing the labour market with skilled workforce is central to the development of TVET. A quality TVET that is adequately funded in the Caribbean is highly likely to accrue the following benefits:

Sustainable Financing of **TVET** in the Caribbean

Enterprise productivity increase: Employers across the Caribbean stand to benefit the most from having a skilled and competent workforce that is flexible, innovative and can help enterprises adjust to fast changing technologies, and compete effectively in the global market. Enterprises should therefore invest not just in the initial preparation of employees, but also in their continuing career development. An important key factor in productivity increase is the quality and performance of the human resources. Small and medium enterprises stand to benefit from the use of the fund for training and development of its employees.

Enterprise and institution relationship: When employers are involved in the financing, planning and delivery of TVET, the training institutions benefit by being closely involved with the labour market, thus accessing and making use of the workplace as an integral part of the learning environment for students and teachers. The relationship can also lead to the formation of Industry Advisory Council to guarantee the involvement of enterprises in curricula development for demand driven programmes. The connection between school and workplace learning is also an excellent way for young people to transition from school-to-work.

Instructor professional development: Professional development activities are critical for TVET instructor career and professional development. The decreasing budget for TVET makes it difficult for the training institutions to consider professional development activities as a priority. The establishment of a training fund would provide adequate funds needed for continuous professional development activities to be included in the institution's annual work plan and budget.

Up-to-date equipment and adequate teaching resources: The negative image of TVET has also been associated with the use of out-dated equipment and technologies in addition to inadequate teaching resources. These are areas that carry the bulk of the cost of delivery of quality TVET. Equipment and technology used for education and training should closely reflect what is obtainable in the workplace, simply because the graduates of TVET are expected by employers to be able to use the equipment and technologies in the workplace with little or no training. Training institutions will benefit substantially from a training fund by being able to procure state-of-the-art technologies and equipment for teaching and learning.

Youth unemployment: The report on the CARICOM Commission on youth development clearly stated that among the critical issues confronting youth in the Caribbean are high attrition rate in school; unemployment among young people, and school curriculum not responsive to youth interest and the labour market. Relevancy has long been the concern for TVET. The curricula and programmes should be demand driven as against the supply driven programmes which permeates the TVET systems. Adequate funding of TVET will provide for well-trained instructors who can motivate young people to stay in school, make learning interesting, and help students transition from school-to-work

Facilitate the CSME: The free movement of people within CARICOM is one of the requirements of the Caribbean Single Market and Economy (CSME). The Caribbean Vocational Qualification (CVQ) aims to facilitate the movement of certified skilled persons within the CARICOM member States. The issuance of the CVQ certification to young people will allow for movement of labour in shortage areas, thereby contributing to youth employment.

Caribbean Association National Training Agencies (CANTA) for example, performs the functions of developing the occupational standards without any sustainable arrangement. This can be overwhelming when more and more occupational standards are needed in different occupational areas. The establishment of training funds in all member States will assist CANTA to incur the cost associated with Standards development and quality assurance measures. The funds can also be used to off-set the cost of CVQ assessment undertaken by CANTA in the workplace, and by the Caribbean Examination Council (CXC) in the secondary schools.

Technical and Vocational education and training is critically important for economic and social development of any country, and for youth transition from school to employment. There is also no doubt that adequate funding is equally important for the planning, design and delivery of quality TVET in any country or region. Countries in the Caribbean should embrace the establishment of a training fund which in all cases has generated significant revenue for sustainable and relevant skills development around the world.



Dr Hassan B Ndahi is Senior Specialist - Skills and Employability, ILO Decent Work Team and Office for the Caribbean, Port of Spain, Trinidad and Tobago.

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Marking Experience is “IMMEASURABLE”

By Nisha Ali

Assessment is an integral part of education. Every year, thousands of students from the region write the Caribbean Advanced Proficiency Examination (CAPE). As secondary school teachers we are mandated to deliver the various syllabuses and ensure students are adequately prepared for these written examinations. CXC fosters the professional development of teachers through various training workshops; however the marking experience provides the greatest insight into the assessment process.

While many people in the Caribbean await CXC results with baited breath, most are unaware of the scope and complexity of the actual marking exercise. Every year, for three weeks, educators from across the region converge at marking centres in Barbados, Guyana, Jamaica and Trinidad and Tobago. Since 2006, I have been part of this exercise. I believe it is sheer fortune that afforded me the opportunity to be involved in this process. I began my teaching career at Holy Faith Convent, Couva, Trinidad and Tobago in September 2005 as a Geography and Environmental Science teacher. Environmental Science was relatively new and increasing enrolment warranted more markers, this was my gateway to marking CAPE.

The actual marking exercise is intense and rigorous. Thousands of scripts to be marked in two weeks can be a bit daunting. However, the value of marking is immeasurable. Firstly and probably the most obvious benefit is that I am able to deliver my content more effectively. As markers, we are not only exposed to the questions and their rubric but also to the plethora of responses from students in all territories. We see concepts that are widely misunderstood by students and discuss teaching strategies to overcome them. The understanding that CXC examinations are criterion referenced, reinforces the need to develop students to the required competencies – this means that every child can perform!

Moreover, as a marker, a direct link with the Chief Examiner and CXC is established. Open dialogue allows for the airing of concerns, matters of mutual interest and greater collaboration between the examining body and the agents who are responsible for implementing the syllabus. This constant feedback ensures that examinations are reliable and valid testing instruments.

The most important facet of marking to me is the networking. As markers we become a cohesive unit. We share a common goal to ensure that students are marked accurately and fairly. We sit at a table with nationals from varied CARICOM countries and the exchange of knowledge is phenomenal. Each marker brings a totally different set of experiences to the table. We share information about developments in our respective countries, we compare practices and we identify similarities and differences among our charges. Long after we have boarded our respective flights, we are still in communication. We bounce ideas for internal assessments off each other, we share frustrations and we offer support. Whether we use our Environmental Science facebook page to share an interesting article or our BBM group to just say hi, we are a family spread across the region. And now we look forward to using **Notesmaster** to work as a virtual subject association.

As committed teachers, we are willing to forfeit part of our vacation in this pursuit of professional development. Two weeks of enlightenment and rejuvenation, which we take back to our schools to ensure the success of our students.

Nishi Ali holds a BSc in Geography and a WMO Class 4 Certificate in Meteorology. She is an Environmental Science and Geography teacher at Holy Faith Convent in Trinidad and Tobago and has been marking CAPE from 2006.



High Marks for CAPE Mathematics

“In the recent years, the number of Caribbean students attending Saint Leo University has been on the rise. As the Chair of the Department of Math and Science, I have worked closely with some of the incoming freshman who plan to pursue a degree in our department. I have learned that in order to prepare for college, a number of Caribbean students have done additional college level coursework in high school by completing the CAPE programme requirements in various fields. Units 1 and 2 of the Applied Mathematics CAPE courses include all the college level topics covered in an Elementary Statistics course plus additional topics from Discrete Mathematics. Students mastering Units 1 and 2 of Applied Mathematics should be able to take more advanced courses in Statistics in college. Units 1 and 2 of the Pure Mathematics courses cover all the topics ranging from Basic Algebra to Calculus 1. Students mastering Units 1 and 2 of Pure Mathematics should be ready to continue with second semester Calculus in college. In my opinion, students who have successfully completed the Applied and Pure Mathematics units should be well-equipped with a strong mathematics foundation to take additional math and science courses in college.”

Dr Siamack Bondari
is Chair of Mathematics and Science at Saint Leo University, Tampa, USA

Guyana Delivers!

If one were to ask the **2013 Regional Top Awardees** what they think about Guyana, they will shout in unison phrases such as “beautiful,” “most hospitable people on the planet,” “awe-inspiring,” “once-in-a-lifetime experience.”

Added to this the fact that this was the first Council meeting where both the President and Prime Minister of the host country participated in the Council’s activities. They both received courtesy calls from the regional top awardees and a CXC delegation. In addition, **President Donald Ramotar** delivered the feature address at the opening of Council, while **Prime Minister Sam Hinds** hosted a dinner for the Council members at the Pegasus Hotel.

The sum total is that Guyana delivered on the 2013 Council meeting!

The Caribbean Examinations Council (CXC) held its 45th meeting at the **Pegasus Hotel** on Friday 6 December 2013 and the meeting of the School Committee (SEC) on Thursday 5 December 2013 under the Chairmanship of **Professor E Nigel Harris**, Vice Chancellor of The University of the West Indies.



Regional Top Awardees pose with officials after the awards ceremony



His Excellency Donald Ramotar, President of Guyana presenting Dea Thomas, winner of the Dennis Irvine Award for Most Outstanding performance at CAPE with her award



Dr Didacus Jules, Registrar of CXC presenting Zakiyah Ali with the award for Most Outstanding performance in Modern Languages



Honourable Priya Manickchand, Minister of Education presenting Nathaniel Adiah with the award for Best Short Story

OPENING CEREMONY

The opening ceremony for Council and presentation of awards for outstanding performances in the May/June 2013 Caribbean Advanced Proficiency Examination (CAPE) and the Caribbean Secondary Education Certificate (CSEC) examinations was hosted at the National Cultural Centre in Georgetown on Thursday 5 December.

The event had all the pomp and pageantry befitting of the occasion. As His Excellency, Donald Ramotar, President of the Cooperative Republic of Guyana arrived with his entourage, the Royal Guyana Police Band welcomed him with a special musical rendition.

His Excellency's arrival was followed by the parade of the national flags of the 16 CXC Participating Countries by smartly attired members of the Guyana Defence Force who marched in slow order as they held the flags with utmost pride.

In delivering the feature address at the ceremony, President Ramotar expressed pride in the performance of students from Guyana in the CSEC examination. He referenced the fact that five of the eight CSEC awardees were from schools in Guyana.

The president noted that CXC is one of the better expressions of regional integration and called on regional governments to make the Caribbean Court of Appeal their final appellate court. "We need to build our own institutions," President Ramotar stated emphatically, noting that in some cases, persons have to apply for a visitors' visa to go to the Privy Council in the United Kingdom.

Dr Didacus Jules, Registrar of the Caribbean Examinations Council, in delivering his remarks said that CXC has established itself as the recognized benchmark of educational accomplishment at secondary and post-

secondary levels in the last 40 years.

"We have played a major role in the harmonization of the standards and content of secondary education. But what we have achieved at the secondary level has also obscured other essential dimensions of the original vision," Dr Jules stated.

The Registrar further stated that the achievements of the regional top awardees reaffirm the intellectual and academic capability of the youth of the Caribbean.

REGIONAL TOP AWARDS

During the ceremony held on the night of Thursday 5th December, students from three Caribbean countries – Guyana, Jamaica and Trinidad and Tobago – received awards for outstanding performances in the Caribbean Secondary Education Certificate (CSEC) and in the Caribbean Advanced Proficiency Examination (CAPE).

Students from schools in Guyana dominated the Regional Top Awards for outstanding performances at CSEC, while students from Trinidad and Tobago continued their dominance of awards for outstanding performances at CAPE.

Five of the eight awards for CSEC went to students from Guyana, while eight of the ten awards for CAPE went to students from Trinidad and Tobago. Two students from Jamaica copped two of the CAPE awards, while one Jamaican student and two Trinidadian students received two CSEC awards.

CSEC

Yogeeta Persaud of Anna Regina Secondary School captured the award for the Most Outstanding Candidate Overall in the Region in 2013. Yogeeta wrote 18 subjects and achieved Grade I in all 18 subjects: Agricultural Science

(DA), Biology, Chemistry, English A, English B, Home Economic Management, Information Technology, Integrated Science, Mathematics, Office Administration, Physics, Principles of Business, Social Studies, Spanish, Electronic Document Preparation and Management, Physical Education and Sport, Human and Social Biology, and Electrical and Electronic Technology.

Another student from Anna Regina Secondary School, Zimeena Rasheed, received the award for the Most Outstanding Candidate in Technical/Vocational Education. Zimeena offered 20 subjects and achieved Grade I in 18 subjects – Agricultural Science (DA), Biology, Chemistry, English A, English B, Electrical and Electronic Technology, Food and Nutrition, Home Economic Management, Human and Social Biology, Information Technology, Integrated Science, Mathematics, Office Administration, Physical Education and Sport, Physics, Principles of Business, Social Studies, and Technical Drawing; and Grade II in two subjects – Caribbean History and Spanish.

Two students from Queen's College, Guyana, Cecil Cox and Sasha Woodroffe copped the Sciences and Business Studies awards respectively. Cecil achieved Grade I in 16 subjects – Additional Mathematics, Agricultural Science (DA), Biology, Chemistry, English A, English B, Geography, Information Technology, Integrated Science, Mathematics, Office Administration, Physics, Social Studies, Spanish, Electronic Document Preparation and Management, and Human and Social Biology.

Sasha achieved Grade I in 14 subjects – Additional Mathematics, Economics, English A, English B, French, Geography, Information Technology, Integrated Science, Mathematics, Office Administration, Principles of Accounts, Principles of Business, Spanish, and Electronic Document Preparation and Management.

Council Meeting in Guyana

Rafena Mustapha of Saraswati Vidya Niketan, Guyana, won the award for Most Outstanding Candidate in the Humanities, with Grade I in 15 subjects. Rafena offered the following subjects: Caribbean History, Economics, English A, English B, Electronic Document Preparation and Management, Geography, Human and Social Biology, Information Technology, Integrated Science, Mathematics, Office Administration, Principles of Accounts, Principles of Business, Social Studies, and Spanish.

Two students from Trinidad and Tobago, Nathaniel Adiah of Presentation College (Chaguanas) and Aimee De Montbrun of Holy Name Convent (Port of Spain) were the winners of the Best Short Story and Best 2-Dimensional Work in Visual Arts respectively. Nathaniel's story was based on a photograph depicting a woman in the foreground with clenched hands, and a look of despair, and fire fighters in the background battling a fire.

Aimee's piece is a portrait from the Drawing Expressive Form showing a lady with her head, face and neck draped in fabric.

Ranolyn Hunt of St Mary's College, Jamaica won the award for the Best 3-Dimensional Work in the Visual Arts examination. Ranolyn's work is an elaborate necklace designed for a fashion show and used macramé technique. It was done in the Fibre and Decorative Arts Expressive Form.

Mr Lalljeet Ruplall, principal of Anna Regina Secondary School was presented with the 2013 CSEC School of the Year Award in recognition of being the school with the Most Outstanding Candidate Overall.

The top awardees also enjoyed a few days of what Guyana has to offer. It started with an air, land and sea tour which took them to the majestic Kaieteur Falls and National Park, Baganara Island, by boat to Parika and by bus to Georgetown.

They also toured historic Georgetown and experienced shopping in Georgetown's new malls.

Some awardees made television and radio appearances for the first time as they were guests on two mornings on Guyana's National Communications Network's morning shows on both radio and television.

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

Dea Thomas, a student of Ardenne High School in Jamaica received the 2013 Dennis Irvine Award, the symbol of academic excellence at the Caribbean Advanced Proficiency Examination (CAPE).

Dea is the first Jamaican student to capture the coveted Dennis Irvine Award since it was introduced in 2006. She achieved Grade I in 12 Units: Applied Mathematics Units 1 and 2, Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2.

Another Jamaican student, Tasanique Henry of Hampton High School was the winner of the Humanities award. Tasanique achieved Grade I in eight Units: Caribbean Studies, Communication Studies, History Units 1 and 2, Law Units 1 and 2 and Sociology Units 1 and 2.

Tasanique also became the first recipient of the CXC/Pearson Humanities Award. Mrs Sheena Daley, Caribbean Regional Director for Pearson presented Tasanique with a plaque and cheque for one thousand US dollars. The award also includes a two-week internship with the Pearson Caribbean team during the summer of 2014.

The Hampton High School student is also the 2013 winner of the Eric Williams CAPE History prize. The award is sponsored by the Eric Williams Memorial Collection in honour of the late Trinidadian Prime Minister, who was an acclaimed historian.

The remaining awards went to students from schools in Trinidad and Tobago. Two students from St Joseph's Convent (San Fernando) were among the awardees: Maryam Archie copped the Mathematics award and Elise Francis the Technical Studies award.

Maryam achieved Grade I in 10 Units – Applied Mathematics Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2, and Pure Mathematics Units 1 and 2.

Elise achieved Grade I in eight Units: Art and Design Unit 1, Caribbean Studies, Communication Studies, Chemistry Unit 2, Physics Units 1 and 2, Pure Mathematics Units 1 and 2, and Grade II in Art and Design Unit 2 and Chemistry Unit 1.

Shelemiah Peterkin of St Joseph's Convent (St Joseph) received the Business Studies Award with Grade I in eight Units: Accounting Units 1 and 2, Caribbean Studies, Communication Studies, Economics Units 1 and 2, and Management of Business Units 1 and 2.

Two students were awarded for outstanding performance in Modern Languages: Zakiyah Ali of St Joseph's Convent (Port of Spain) and Brendan Hatch of Fatima College. Both Zakiyah and Brendan achieved Grade I in eight Units with identical scores.

Zakiyah achieved Grade I in Caribbean Studies, Communication Studies, French Units 1 and 2, Geography Units 1 and 2, and Spanish Units 1 and 2.

Brendan achieved Grade I in Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, French Units 1 and 2, and Spanish Units 1 and 2.

Stephen Prince of Hillview College took the Information and Communication Technology award with Grade I in 10 Units – Applied Mathematics Units 1 and 2, Caribbean Studies, Communication Studies, Computer Science Units 1 and 2, Physics Units 1 and 2, Pure Mathematics Units 1 and 2.



Mr Glenroy Cumberbatch, Pro Registrar presenting Ranolyn Hunt with the award for Best 3-Dimensional Work in Visual Arts



Regional Top Awardees pose with Honourable Priya Manickchand (centre), Minister of Education and Mr Olato Sam (left), Chief Education Officer



Members of the School Examinations Committee (SEC) posing for a group photograph outside the Pegasus Hotel



Mrs Delma Nedd, Permanent Secretary, Ministry of Education presenting Stephen Prince with the Information and Communication Technology award

Ronan Narine of North Eastern College won the Environmental Science award with Grade I in eight Units – Biology Units 1 and 2, Caribbean Studies, Communication Studies, Environmental Science Units 1 and 2, and Geography Units 1 and 2

Jean-luc Duval of St Mary's College, took the Natural Science award with Grade I in nine Units: Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Physics Units 1 and 2 and Pure Mathematics Unit 1.

Ms Nadine Molloy, principal of Ardenne High School, Jamaica was presented with the CAPE School of the Year award in recognition of the school with the Most Outstanding Candidate in the 2013 examination.

COURTESY CALLS

While in Guyana, the awardees and a CXC delegation paid courtesy calls on His Excellency Donald Ramotar, The President of the Cooperative Republic of Guyana; Honourable Samuel Hinds, Prime Minister of Guyana; Honourable Priya Manickchand, Minister of Education; and Brigadier (retired) David Granger, MP, Leader of the Opposition and members of the Parliamentary Opposition.

"You are the future of the Caribbean," President Ramotar told the awardees while hosting them on the courtesy call. "Your achievement is outstanding, but see it as the beginning and a good platform on which to build."

Minister Manickchand told the students that the region is very proud of their accomplishments. The Minister told the students that in another ten years they will contribute to the region with their gifts. "You will contribute to the region wherever you go; your gifts must be used to make the people around you better – be it in the area of science, arts, business or technology".

The Leader of the Opposition, Mr Granger welcomed the awardees and CXC delegation

to Guyana and noted that education is very important to the partnership's agenda.

However, he expressed concern about the drop-out rates among some students and the high crime rate among Caribbean young people.

KEY DECISIONS

CXC Strategic Priorities 2014 – 2020

Council received the 2013 Annual Report presented by Dr Didacus Jules, CXC Registrar. Dr Jules highlighted the major achievements over the last first years of the Council's transformation agenda. These he highlighted as: the construction of a new headquarters building in Barbados, the introduction of new-generation CAPE subjects and CXC becoming an IT-Intelligent organisation.

With respect to the new CXC headquarters, Dr Jules said the keys to the new building will be handed over to CXC in 2014. He expressed the Council's deep appreciation and gratitude to the Government of Barbados for delivering on its promise to construct a new headquarters.

Looking towards 2014-2020 strategic plan, the Registrar said the Council will concentrate on three strategic objectives: strengthening the CXC business model, securing financial stability and delivering an enhanced Stakeholder experience.

Report on the Administration of Examinations

Both Council and the School Examinations Committee (SEC) heard that there were declines in the number of subject entries and candidate entries for both January and May/June CSEC sittings. In both instances the decline was just under five per cent.

In 2013, some 149,311 candidates registered for CSEC May/June examinations, compared with 156,970 candidates in 2012.

Subject entries fell by just over 19,000 when compared with 2012. Six hundred and sixteen thousand, three hundred and forty-six subject entries were submitted in 2013, compared with 635,498 in 2012.

For the January sitting, 25,364 candidates registered for the examinations compared with 27,745 in 2012, while subject entries stood at 59,364, down from 64,368 in 2012.

The candidate entries and subject entries for the Caribbean Advanced Proficiency Examination (CAPE) increased when compared with 2012.

The number of candidates entered for CAPE stood at 28,228, an increase of 185 candidates compared with 2012. The number of unit entries submitted increased marginally; this year 109,659 unit entries were submitted compared with 108,379 in 2012, an increase of 1280 entries.

Syllabus Development

The meeting of SEC noted that the syllabuses for CAPE Agricultural Science, Performing Arts, Tourism, and Entrepreneurship were completed and approved by SUBSEC for teaching, starting in September 2014 and first examination in May/June 2015. The Digital Media syllabus was completed and approved for teaching in September 2013 and the first paperless examination in May/June 2014.

SEC noted that the syllabus for CAPE Physical Education and Sport was under review and would be submitted for SUBSEC's approval at its next meeting.

SEC was informed that SUBSEC also approved the development of a syllabus for Animation and Game Design for CAPE.

CCLSLC Initiative for Private Candidates

Two changes were effected to the administration of the Caribbean Certificate of Secondary Level Competence (CCLSLC) during

Council Meeting in Guyana

2013: the award of individual subject certificate as well as grouped subjects certificate, and offering the programme to out-of-school candidates.

The out-of-school candidates would register in education institutions approved as CXC examination centres. These centres would follow the same procedures and processes as schools.

E-marking

The meeting was updated on the process involved in e-marking. Eleven papers in seven subjects would be e-marked in CSEC May/June 2014 sitting, while 22 papers will be e-marked in CSEC January 2015 sitting and 24 papers in May-June 2016. SEC was advised that teachers would be trained to participate in e-marking.

SEC noted that the quality of the e-marking would be monitored using the same process as table marking which involved Chief Examiners, Table Leaders and Examiners.



Mrs Sheena Daley of Pearson presenting Tasanique Henry with the CAPE Humanities Award

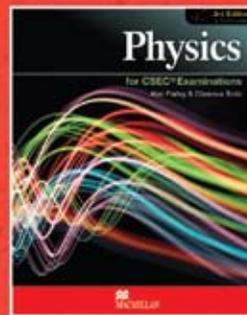
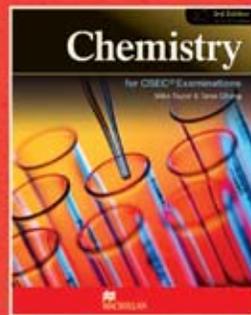
SEC also noted that a cost benefit evaluation on the e-marking was conducted which looked at the payback period as well as net present value. In each case, over the next 2 – 3 years, the Council would recover funds invested and possibly realize savings in those particular areas.

Budget

The Council approved the budget for 2014 which provides for projected revenue of 50.5 million Barbados dollars and total expenditure of 50.3 million Barbados dollars. The budget provides for key areas such as: syllabus development and maintenance, examinations preparation and administration, business development, technology renewal, human resource management, research and development and marketing and stakeholder relationship management.

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 **MACMILLAN**
EDUCATION

Council Meeting in Guyana



President Donald Ramotar

“...Essence of Caribbean Possibilities”

President Donald Ramotar

The Regional Top Awardees in the Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination (CAPE) “represent the essence of Caribbean possibilities.”

This was the strong sentiments expressed by His Excellency Donald Ramotar, President of Guyana. President Ramotar was at the time hosting the 16 regional top awardees and a CXC delegation during a courtesy call on Wednesday 4 December 2013 as part of the CXC Council meeting hosted in Guyana.

The president told the students, who came from Jamaica, Guyana and Trinidad and Tobago that they are the future of the Caribbean and represent what is great about the region.

“You are our pride and joy...we look forward and we have a lot of faith in you taking us from strength to strength; to strengthen the independence that our forefathers dreamed of and to make it stronger and to allow us to make a greater contribution, not only to culture and sports but to the world economy and to society as a whole,” the president charged the awardees as he addressed the awards ceremony.

After hearing the outstanding achievements of the awardees, President Ramotar said, “Your achievements are outstanding, but see this as a beginning and a good platform on which to build.”

The president interacted with the students and fielded questions on various issues and topics relating to Guyana and the region. He urged the awardees to go on and further their studies and to look for areas of study in which the region has a deficit.

“The world around you is going to be run by educated people,” President Ramotar stated. “People will have to be multi-skilled and flexible in order to compete.”

Noting that the largest portion of Guyana’s social budget goes towards education, the president explained that it is not the size of the state, but the quality of its people that will determine its place in the world. He emphasized that economies of the future will be knowledge-based.

Delivering the feature address at the awards ceremony on 5 December, President Ramotar stressed the importance of developing one’s human capital.

“While natural resources indeed can help, and it is important, the most important factor for our country and regional development is our human resources, our human capital,” the President stated.

President Ramotar called on the region to develop and pursue a comprehensive strategy to attain this objective.

He noted that this goes beyond investing in tertiary education, but requires that specific areas be identified where the objective is to promote new and innovative activities, services and products.

“The fact is that the largest gains we can make for our people and our economies are through the promotion and capitalisation of innovative activities,” the Guyana Head of State said.

“It is really through education and successes like these...that we can change our qualities and move the region collectively from being one where we constantly have to accept the standards and processes and general way of doing business...to one where our people are leaders in the forefront.”

Honourable Priya Manickchand, Minister of Education, also congratulated the awardees. Minister Manichand said the region is proud of the awardees and also informed them that their accomplishment gives them more responsibilities.

“You are the region’s future leaders and in ten years’ time, you will be contributing to the region,” the Education Minister said as she hosted the awardees for a courtesy call. “Wherever you go, your gifts – in science, the arts or business – must be used to make people around you better, in the way that they live and work.”



Minister Manickchand chatting with regional top awardees during dinner



Tasanique Henry (left) giving vote of thanks to Opposition Leader Brigadier (retired) David Granger while other awardees look on



Top Awardees' Guyana experience

Yogeeta Persaud

December is one of the best months of the year. It was even made more special in 2013 due to the fact that I attended the CXC Top Award Ceremony.

While in the 'speed-boat' to get to Parika, I felt a flurry of nervousness in my stomach. I am, what one would describe as, reserved and introverted, so I was quite intimidated by the prospect of meeting a bunch of new people from not only Guyana but other Caribbean territories. The nervousness only escalated as I was nearing Pegasus Hotel.

I was introduced to the Trinidadians in a bus taking us to New Thriving Restaurant. The cadence of strange accents overwhelmed me. In fact, I had to ask one of the awardees to repeat a question several times (I was flummoxed by the accent) before I could finally understand her.

I eventually overcame my initial reservations and found that these individuals are extremely friendly. As the days went by, we learnt a bit about each other. I would say we found common ground on novels. One may think that it is impossible for strangers to become friends in such a short span but we did. The bonds that were created during those few days are undoubtedly ones for a lifetime.

During the day tour, I was able to experience my country like I never did before. The things that I read in books or magazines did not come close to describing the beauty of Guyana. I was awestruck. The blanket of green was riveting to say the least and the sheer heights of the mountains were jaw dropping. Kaieteur Falls is a sight to behold. The cascading water and rainbow were simply breath-taking. After visiting Kaieteur Falls, we went to Baganara Island. I was astounded. All I could think about were the beauty and serenity of my environs. The game of cricket afterwards was great fun (despite the sunburns). All in all, it was an incredible day.

The rest of the trip included courtesy calls, television appearances (which were quite petrifying) and of course, the ceremony.

On the final night, I attempted to stay up with my new-found friends and enjoy the few precious moments that remained before we went back to our daily lives.

"Kaieteur Falls is a sight to behold. The cascading water and rainbow were simply breath-taking."



Exploring Baganara Island

Cecil Cox

Sometimes people ask me if I feel my examination results were worth the work I had to put in. My reply to them is that the trip which was part of the Caribbean Examinations Council regional top awards ceremony was more than sufficient recompense. I was also able to discover the hidden beauty of my country Guyana in ways I could never have dreamed possible. Even more amazing, I was able to meet fascinating people, in the person of my fellow awardees, and those officials who so diligently acted as our chaperones as we visited waterfalls, resorts, museums and malls.

If you put 16 complete strangers in a room, simple logic dictates that there will be awkwardness, silence and a complete lack of conversation. In that first week of December, it seemed that the rules of logic no longer applied to the world, as the awardees hit it off almost immediately. I will always be grateful to the Caribbean Examinations Council for allowing me the opportunity to meet the 15 strangest people that I currently know, from the queen of the Baganara playground to the Kaieteur Falls water dipper. I of course have to thank Uncle Sam, Aunty Diane and Miss Bovell, for their kind perseverance and attention. Even more than my exams, that trip was my most memorable experience of 2013.

Jean-Luc Duval

My experience in Guyana 2013 was truly an amazing and awe-inspiring one. This was so not only because of the once-in-a-lifetime opportunities experienced, but also because of the great friendships I formed over the five days.

One of my favourite activities was the air, land and sea tour; where I got to see so much of the beautiful country of Guyana. During this tour I also got to face one of my fears by flying in the smallest aircraft I have ever seen.

I really enjoyed the opportunity to meet with some local students, even playing a game of cricket with them. Another experience that I really enjoyed was the courtesy calls. These gave me the opportunity not only to meet, but to discuss serious matters with some of the most important men and women in the country.

Besides the scheduled activities, some of the most fun memories I have are of the random moments spent with my fellow scholars. This trip allowed us to form rapid friendships that have persisted after the ceremony. It was so refreshing to be around the company of similar minds in such a relaxed environment. The fact that we also had a roommate encouraged this bonding.

All in all, the week in Guyana was one of the best experiences I have had with respect to both recreation and personal development. I am so grateful to CXC for sponsoring such an event for the top awardees as I believe it was endlessly valuable to me as a person.



Hanging out in the hammocks



Hiking the nature trail

Nathaniel Adiah

The trip to Guyana was an eye opening experience. I was able to meet other students of my age from different countries, and learn of their customs, study habits, and hobbies. I thought the other awardees would be more focused on studies and uninvolved in extra curricula activities. It was interesting to discover that we all shared similar interests.

It was also a great opportunity since I got to visit Guyana, a country I had never visited before. I got to see a lot of the attractions and I am grateful to CXC, and everyone involved for the opportunity to visit the beautiful country.

Sasha Woodrooffe

Words cannot possibly describe the complex mix of emotions I felt upon receiving the news that I had obtained the CSEC award for the Most Outstanding Performance in Business Studies in the Caribbean. The happiness, satisfaction, pride and disbelief had overwhelmed me and I could do nothing but smile all afternoon.

The next piece of important news that I received was that I was being afforded the opportunity to spend a week in my home country, Guyana, with my fellow awardees. I had no idea what to expect, as I had never had any such experience before. Being someone who does not make friends easily, I was uncertain as to how it would unfold—spending an entire week with people whom I had never met.

The other Guyanese awardees and I checked in early at the Pegasus Hotel so that we could greet our counterparts from abroad. When they arrived, we stayed for a short time at the hotel and then made our way to a restaurant. As we chatted, all my anxiety evaporated. The ease with which the conversation flowed was remarkable and, by the end of the introductions, we were all friends.

The days that followed seemed to have flown by way too quickly. Despite being a native of Guyana, I experienced it in a completely different way. The trips to the breath-taking Kaieteur Falls, the luxurious Baganara Island Resort and the history-packed Fort Island, the afternoon of shopping at the City Mall and the jet-boat ride on the vast Essequibo River were very enjoyable. This new “celebrity status” that we had acquired afforded us the opportunities to pay courtesy calls to some important leaders of Guyana, as well as to dine with the Minister of Education. Then, there was the big night – the Awards Ceremony. Emotions were running high as everyone got ready for this significant occasion. That was where all our hard work and rigorous examination preparations were rewarded.

The day of parting was a bittersweet one. The friendships that had been made and the bonds which formed over such a short period of time were immeasurable. Lumps were in everyone’s throats as we headed back to our own lives to continue on our journey to future successes.

“This new ‘**celebrity status**’ that we had acquired afforded us the opportunities to pay courtesy calls to some important leaders of Guyana”

Stephen Prince

It was shortly after I woke up one morning that the phone rang with that unanticipated call from the Office of the Registrar with the news that I copped the Regional Award for the Most Outstanding Performance in Information and Communication Technology for CAPE 2013.

While the fact of receiving the award was rewarding, for me, the most exciting part of it all was gaining an all-expense-paid trip to Guyana.

On arriving at the Piarco International Airport, I quickly began to scan the area for other persons in uniform and one by one I met the 'Trini' awardees. Since this was basically our first time meeting, we inevitably began chatting about school and this Guyana trip, but quickly opened up to each other. In the terminal, we were greeted by our CXC chaperones, "Are you all the awardees, you're by the wrong gate," and had a little laugh before we boarded the plane and set flight for a week of unexpected adventures.

After flying over vast forest for what felt like countless hours, we landed at the Cheddi Jagan International Airport and were both excited and overwhelmed at what awaited our arrival. There were journalists flashing away their cameras and asking for interviews; notwithstanding the school students of a steel band orchestra who showered us with their tunes. It was the entire celebrity package.

The Pegasus Hotel was our home for the next few days and it proved itself to be a luxurious retreat. By the end of the first day we had already met our Guyanese cohorts and walked the sea wall, returning to a scrumptious evening dinner at the hotel restaurant.

At the buffet breakfast the next morning, we were joined by our Jamaican friends who completed the pack. Everyone was so friendly and down to earth that it slipped me that I was interacting with the Caribbean's cream of the crop. That day we got the full Guyanese tour by air, land and river where we saw the spectacular Kaieteur Falls standing on the cliff where the water actually spilled over. This experience was the most memorable part of the entire trip and I have many of pictures to remember. We also visited the Baganara Resort where we socialized with high school students; eating, chatting and played a good game of cricket. After visiting some other attractions, we then made our way back to the

hotel where our bed awaited us for some well-deserved sleep.

Sleep? It was bright and early the next morning for courtesy calls. It was such an honour to meet the Leader of the Opposition, Minister of Education, Prime Minister and His Excellency the president who in turn seemed very delighted to meet us. This made me all the more proud of my accomplishment. We had lunch and then went off shopping at one of the malls in Georgetown where we spent most of our afternoon. That night we were invited to dinner with the Minister of Education of Guyana who provided us with warm, inspirational words and tasty food.

The fame continued as the next morning I had my television interview together with some of my colleagues. Going into it was a bit nerve wracking, but it was all good once the cameras started rolling. A tour of the capital Georgetown followed and we learned about Guyana's heritage and culture. That night was the grand award ceremony so we hurried back to the hotel to get prepared.

It was a very proud moment walking up onto the stage when they called my name to receive my award as an ambassador of my school and my country. What followed was a series of dance numbers and songs all for our entertainment. I must give kudos to all who assisted in planning the event; it was well executed. What I recall most about that night is seeing my picture on a banner hanging in the reception area; that was the icing on the cake.

It was only fitting that the awardees spent their last few hours together, so we all flocked to one room and spent the rest of the night chatting, laughing, singing, dancing, and being the kids that we actually are, until eventually we found our beds. Oh how I wish we could have stayed another week! Without a doubt we were going to miss each other, but we were sure to leave our contact information so that while we were apart, we would still be connected.

All in all this experience was one of the greatest ever: the sightseeing, the fame, the food, and most of all new friends who I shall always cherish. Thank you CXC!



Kaieteur Falls here we come

Tasanique Henry

It was in October of 2013 when I was told by the Chairman of my past high school that I was the Most Outstanding Candidate for CAPE Humanities 2013 for the Caribbean. I could not believe my ears. The Chairman further went on to explain that I would have to travel to Guyana for the awards ceremony. This just seemed too good to be true. I had to hear it from someone else to confirm. I just did not believe. My high school had to send me a copy of the letter for me to read for myself before I began to celebrate.

I was most excited about this trip. I had just started my first year of law studies at the University of the West Indies, Mona and I was not adjusting too well. It was my first time living on my own and being so far away from my family. I felt that a well-deserved vacation was all I needed to lessen my anxiety about university. I quickly began making all the necessary preparations for my trip.

As December drew nearer I got another message, this time from Uncle Sam, as he was affectionately called, informing me that I was also the *Eric Williams Most Outstanding CAPE History Awardee 2013* and the *Pearson CAPE Humanities Awardee 2013* for the Caribbean. This was just too astonishing. I started to cry and dance in my room. I must have read Uncle Sam's email a thousand times. I felt that all the scarcities I had made in preparations for my examinations finally paid off. My family was even more elated than I was about my achievements.

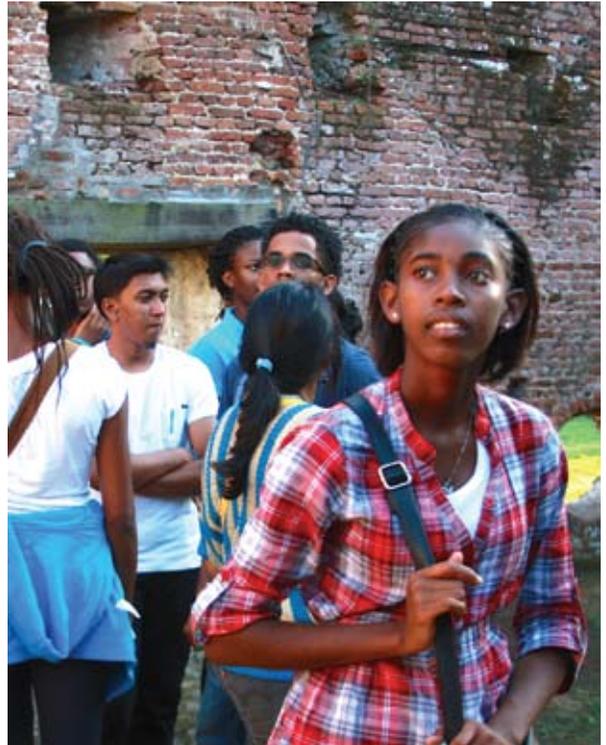
The journey to Guyana was so long and tiresome. There was so much island hopping from Jamaica to Guyana. However, the other Jamaican awardees who I met for the first time at the airport provided some entertainment. By the time I arrived at the hotel I was just too exhausted to care that it was the Pegasus Hotel. I just wanted to get some rest.

Before I could begin to dream I was awakened by the chaperone. It was time for the air, land and sea tour. This was the day I actually started to meet and interact with the other awardees. The Kaieteur Falls was amazing and I was the only awardee brave enough to co-pilot the Sasco Caravan with Captain King. We also visited the Baganara Resort, Fort Island, Parika and some parts of Georgetown. It was a superb day.

Again, we all had to get up early for courtesy calls, radio and television appearances. I got to meet some of the most powerful and influential people in Guyana such as, His Excellency the President, the Minister of Education, the Prime Minister and to move the vote of thanks to the Leader of Opposition.

I was treated so well by the hotel staff, chaperones, CXC members and my new-found friends. It was great to dine and shop at someone else's expense. What more could a girl ask for? However, unlike my friends I had my first set of law exams to go back home to. Our schedules were hectic and I was not getting any chance to study and this made me worry.

All this excitement and worrying was overwhelming and I had to visit the Guyana Hospital because I was exhausted. But, I was treated in the best and most efficient manner by Mrs. Bovell's (one of



Exploring Fort Island

the chaperones) own daughter. She was a nice and gentle doctor who resembles her mother dearly. Soon after being treated I was brought back to my friends. They were all so excited to see me the next morning at breakfast and all were concerned about my well-being. They even offered to help me study. It was one of the sweetest gestures I have ever received by people I did not even know for more than a week. How genuine and kind my new friends were.

I quickly realized that my time in Guyana was soon to expire. I started to collect all the contact information I needed from each awardee. We all made the most of our last time together as a group at the Award Ceremony and we also got to meet some of the awardees from the previous year. As soon as the award ceremony ended the Jamaican students had to leave for the airport. It was a bittersweet moment. Yes, we were happy to get back home to our family and friends but we also wanted to stay with this family, these new friends.

I do not regret a moment spent in glorious Guyana. I thank God for such a wonderful opportunity. I have formed lifelong friendships and have experienced another country's wonderful culture.

I would like to take this opportunity to thank all those who made this trip an experience of a lifetime. My Guyanese experience was all the motivation I needed to get back home and strive in my academic pursuits, hoping that one day all my friends and I can meet again in a similar fashion. Until then I say God bless and take care.

Brendan Hatch

I would like to thank the CXC team who organised this trip and made it a complete success. It really was one of the most enjoyable and most rewarding experiences of my life.

Having the opportunity to meet and talk with the President, the Prime Minister, the Leader of the Opposition and the Minister of Education was a once-in-a-lifetime experience and their words of encouragement and congratulations have inspired me to continue to work as hard as I can in the future so that I can meet their high expectations.

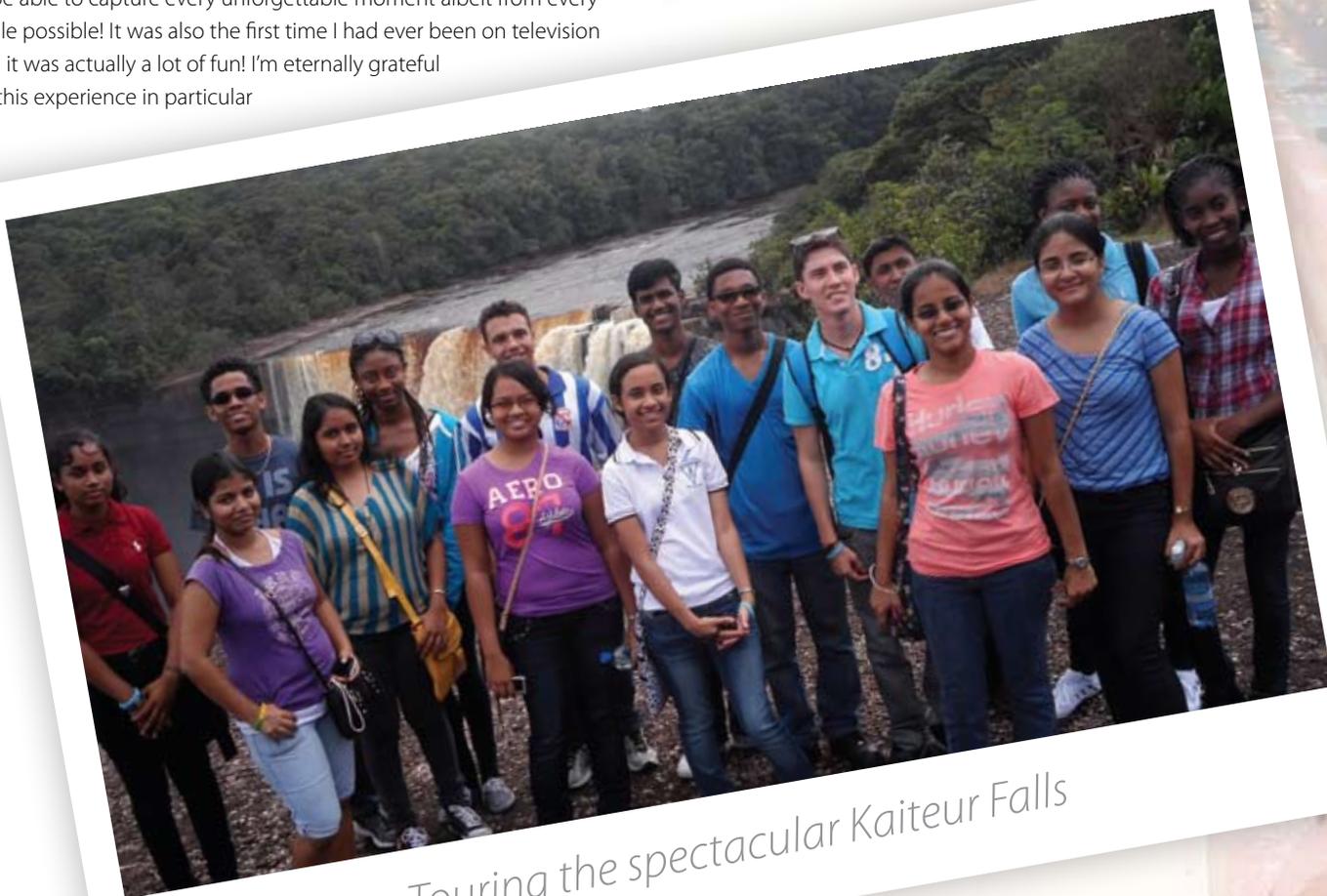
The many tours that we embarked upon not just by bus but also by boat and even by plane were a real treat and something that I am sure I would have never gotten to enjoy without the great organisation of this trip. Actually seeing the Kaieteur Falls, one of the tallest waterfalls in the world, from the air is something few people can attest to and I will surely be telling stories about it for years to come!

I must admit I loved the mini-celebrity status that we enjoyed throughout the duration of the trip. From the moment we touched the Guyanese ground, the camera flashes never stopped and it was great to be able to capture every unforgettable moment albeit from every angle possible! It was also the first time I had ever been on television and it was actually a lot of fun! I'm eternally grateful for this experience in particular

because I learned how to overcome the anxiety of being on television and to just relax and enjoy the opportunity.

Finally, a special thank you must be made for the chance to meet with the other top awardees from all over the Caribbean as well as my home country. We all became really close, regardless of where we were from and I got to learn so much about everyone's different cultures, countries and their individual subjects. I'm actually really missing them as I write this and reflect on all the good times that we shared in such a short space of time. I also have to thank all the kind people of Guyana who had only heard of me through the newspapers or television and contacted me to extend their congratulations and birthday wishes without even knowing me personally! I was truly touched by their warmth.

All in all, it was an experience I'm sure none of us will forget and we will all treasure our plaques, gifts and memories for the rest of our lives. Thank you.



Touring the spectacular Kaieteur Falls

Dea Thomas

Learning that you have been awarded the Top Performer in the CAPE is a great enough honour to dumbfound any high school student with gratitude and utmost satisfaction. Added to that, my good fortune and delight in being able to travel to the land of many rivers to attend the award ceremony are simply ineffable. CXC's efforts to reward the hard work of the awardees was truly encouraging.

It will be an understatement to say that I was excited to visit Guyana. And the experience was enjoyable beyond my expectations. One of my most cherished aspects of the trips was the friendships made. It was truly humbling and inspiring to meet the other awardees. Learning about their cultures, passions, goals, inspirations and sharing a truly Caribbean experience with them was indeed a superb opportunity.

CXC and the Ministry of Education of Guyana made exceptional arrangements for our visit. Our chaperones worked pretty hard to keep us comfortable, entertained and from getting carried away by all the excitement. I was able to learn many things from them; from properly tying a shoe lace to career tips! The great time we had in Guyana is because of their efforts and there is no way to express enough gratitude.

We were given a full-scale tour of Guyana. We treaded the forested land, cut through the waves of the Demerara River and soared through the skies. The land is truly beautiful from the majestic Kaieteur Falls to the picturesque islands that dot the meandering rivers. To be among the clouds, water and woods

was an adventurous and refreshing experience. The tour of the city was also enlightening. I learnt much about the history, architecture and recent events of significance.

Another highlight of the trip was meeting the leaders of the nation. It was the most humbling experience to know that they found the time out of their busy lives of a million responsibilities to meet us and entertain our questions. I was truly honoured to be in their presence and inspired by their candid and genuine demeanours. The opportunity reminded me of the great responsibility that my fellow awardees and I have; now we have to fulfil the high hopes that have been placed on us.

The most amazing part of the trip was the award ceremony itself. Just the enormity of the venue and the sheer number of guests were overwhelming. The amount of work that was put into the programme and the perfection with which it was executed was worth a million standing innovations. But none of that compares to how I felt to receive the award from His Excellency Donald Ramotar. I was honoured and humbled, nervous and excited, proud but small. I felt motivated, responsible and determined. It was just the beginning of a long and hard road to excel and give back to world that has given me much.

Guyana was a truly awe-inspiring experience. I will never forget the friends I made, the lessons I learnt, the great inspirations I received, and I will never let go of the feeling of responsibility and motivation it has given me.

Rafena Mustapha

The CXC Regional Awards Ceremony 2013 was held in Guyana, my home country. My experience during the one week spent with the other regional awardees was inspiring and amazing. It was an opportunity to befriend students from other Caribbean territories and learn about their culture and experiences. Despite being a Guyanese, I had never been to most of the sites we visited and so the expedition was just as fulfilling for me as I am sure it was for my new friends. The trip was a wonderful experience and one which I will always remember. I consider myself fortunate to have been given such an opportunity.



On air

Maryam Archie

Ten Is in CAPE! Thank Goodness.

Open Scholarship from the Government? Wow! Is someone playing a prank on me?

Most Outstanding Candidate in Mathematics? Ok. Someone pinch me because I must be dreaming.

That was how I felt between the months of August and November. I could not believe it when my teacher informed me that I was invited to attend CXC's Regional Awards Ceremony in Guyana. I was not only able to visit a continent other than North America, but also able to travel and live without my parents for a week. Therefore, this experience was kind of a test run of university life.

As my fellow awardees and I stepped onto the runway of the Cheddi Jagan International Airport, our worlds changed. Photographers crowded in front of us trying to get the best picture. We truly felt like celebrities, especially when we entered immigration. We were interviewed and had individual photos taken. As we exited the terminal, we were greeted by the mellifluous steel pan music produced by one of the Guyana's primary schools. The ride from the airport to the hotel was amazing. My new friend, Shelemiah Peterkin, and I noted the various similarities between the Guyanese environment and that of Trinidad and Tobago.

After checking into the hotel, we were allotted a couple of minutes to change and then off we were again. The CXC officials and the awardees were whisked off to the New Thriving Chinese Restaurant where we were presented with a feast. There was so much food. Our late lunch not only provided nutritional sustenance, but also served as an icebreaker.

When Mr Sam, one of the CXC officials pointed out that the Guyanese Prime Minister just walked passed us on the streets of Georgetown, the Trinis were in disbelief. It indicated a greater sense of community and safety in Guyana. With Cecil Cox, CSEC's Most Outstanding Candidate in Sciences, as our unofficial guide, we navigated our way to the Sea Wall where he gave us a history lesson with a comical twist.

The Ministry of Education in Guyana and CXC worked arduously to ensure that the awardees were always busy, from meeting government officials to touring the beautiful country. Our meetings with the Opposition Leader, President and the Minister of Education inculcated an interest within me to develop proper facilities and interactive education in the fields of science, technology, engineering and mathematics in the Caribbean. I would like to pursue a tertiary education in the United States, but I recognize the importance of giving back. The CXC award is not just an honour, but also solemn reminder of my responsibility to other students.



Time for a game of cricket

We flew to Kaieteur Falls and witnessed the world's largest single-drop waterfall in all its greatness. From there, we went to Baganara Resort. Sasha Woodroffe, Ranolyn Hunt and I dashed for the playground after lunch, embracing our inner childhood. We also played cricket. I think that I did more physical exercise during that game than I did for the entire 2013. We then travelled across the river to Fort Major and Parika where we boarded a bus and crossed the world's longest floating bridge on our way back to Georgetown.

The ceremony was clearly the highlight of our trip. We were amazed at the cultural fusion of East Indian tassa and African drumming.

I must not forget to acknowledge my Guyanese roommate, Zimeena Rasheed. She won the CSEC award for Technical/Vocational Studies and pursued 20 subjects for CSEC. That's two and half times the number of CSEC subjects I did. She was very kind, friendly and helpful. Leaving was the hardest thing to do. On one hand, I wanted to reach home early because I had an exam the next day, but I also wanted to stay with my new friends. There was never a dull moment. As my fellow Trinbagonian awardees and I arrived in Port of Spain, we took one more picture together for sentimental purposes, but we all knew that we would stay in touch with each other, some way or the other.

I wish to my utmost gratitude to CXC and Guyana for bestowing upon me the opportunity to visit such a beautiful country and the award. Thanks to our fantastic chaperones, Mr Cleveland Sam, Ms Diane Medford and Ms Melcita Bovell, for enhancing my experience and for being my surrogate parents. I would also like to thank Allah, my parents and my teachers, for without them, none of this would be possible. Thanks also to my fellow awardees, for entrusting me with the sanctity of friendship. For those whom I have not mentioned, I would like to extend my warmest thanks to you.

Council Meeting in Guyana



Vote of Thanks

Yogeeta Persaud – Most Outstanding CSEC Candidate Overall

His Excellency Donald Ramotar
Honourable Priya Manikchand,
Minister of Education

All other Protocols Observed

I am delighted, honoured and humbled to be given this prestigious task of expressing words of appreciation on this significant occasion. Today is undoubtedly a special day where our hard work, staunch efforts, sacrifice and commitment have been brought to fruition for not only us but for the entire region. We are indeed fortunate and thankful that our splendid efforts are being highlighted and ceremoniously rewarded. In view of this honour bestowed upon us, I now wish to sincerely thank the following individuals and institutions.

Our gratitude is extended to God. Without His blessings and guidance, it would not have been possible for us to reach this zenith. As Lord Tennyson said and I quote, "More things are wrought by prayers than this world dreams of."

Secondly, on behalf of my fellow awardees, I express our infinite gratitude to our loving parents, guardians and other close relatives. We are profoundly grateful for the unfaltering support and encouragement you have given us. Your fervent prayers and sacrifice to see us succeed have not gone unnoticed. Words are certainly not the correct instruments to express our boundless gratitude.

A big thank you to our teachers. No earthly scale can measure our gratitude for you. You are certainly the engineers of our success. It is an ineffable task to thank you. Please know that we shall continue to be excellent ambassadors and will live by the values you taught us.

How can we not pay our gratitude to the ministries of education and by extension the governments, both national and regional? You are the persons who carefully carved the

policies and made the necessary interventions so that our schools could have been managed effectively. You held the purse strings and generously gave releases for books and related learning materials.

My friends at school, oh dear, how can I forget about you? Our jokes, our laughter, the fun times we had will be etched in my mind forever. We've become a close-knit family and wherever life takes me, I will always hold you dear in my heart. You were there for me during my formative years and have given me the motivation to succeed. I must say a special thank you for that. I am sure that my fellow awardees share my sentiments.

Also, thank you to the Guyana Police Force Band for entertaining us this evening. Your music was quite melodious and refreshing to our ears.

Miss Dianne Medford, our chaperone, I honestly cannot form the words to express our heartfelt gratitude for all that you have done for us. You answered all our questions and you played the role of a parent while we were away from ours. I would never forget the knocks at the door early in the morning. Oh how we wanted those extra seconds of sleep.

A special thank you also to Mrs Melicita Bovell, our de-facto tour guide. On our trip to Kaieteur Falls, Mrs Bovell would constantly remind us to stay eight feet from the edge. She even went to the lengths to draw an invisible line and made sure not even the air we exhale crossed it. Thank you also for pointing out places of interest and giving us a little insight into the rich history of Guyana. Our gratitude is immeasurable.

In addition to these magnanimous persons we all express our gratitude to the management and staff of the Caribbean Examinations

Council. Without these industrious and efficient officials, today's deluxe event could not have been possible. It is no easy task to plan, execute and evaluate the examination in all the islands. Thank you also for organizing this event thus enabling us to meet new people, learn about their culture and our common interests. This is an experience of a lifetime. You arranged for comfortable accommodations and made sure we were well fed. I think we have some pounds to shed when we get home.

I must say a special word of thanks to our local superintendent of Examination Miss Sauda Kadir and her hardworking staff. As you know, without committed and dedicated staff, complex events and ceremonies like this one cannot be realized successfully. Thus, our distinct gratitude is directed to them for their unfailing commitment and dedication.

I also wish to thank the Government of Guyana and in particular the Ministry of Education for hosting this occasion.

Finally, to all those persons who have aided us in some way but whose names I have not mentioned please know that our gratitude is written in letters of gold under every foliage under the sun.

In closing, I wish to let this assembly know that we, the awardees, will continue to strive to attain greater heights. We also pledge to use our success to help others succeed.

As I prepare to leave this podium, I would like to leave a quote by Ralph Waldo Emerson,

"Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things in your gratitude."

I thank all of you for your attention and wish my fellow awardees well on their journey for the future.



AGRICULTURAL SCIENCE

UNIT 1

Fundamentals of Agriculture and Crop Production

- Module 1 – The Science and Business of Agriculture
- Module 2 – Horticulture and Management
- Module 3 – Postharvest Technology and Innovation

UNIT 2

Animal Production and the Environment

- Module 1 – Agriculture and the Environment
- Module 2 – Animal Production and Management
- Module 3 – Livestock Products and Innovation

ENTREPRENEURSHIP

UNIT 1

Entrepreneurship Theory

- Module 1 – The Entrepreneurial Mindset
- Module 2 – The Entrepreneurial Process
- Module 3 – Creativity and Innovation

UNIT 2

Entrepreneurship Practice

- Module 1 – Essentials of Business Ownership
- Module 2 – New Venture Planning and Creation
- Module 3 – Managing and Growing the Venture



TOURISM

UNIT 1

Tourism Concepts

- Module 1 – Concepts and Issues
- Module 2 – Linkages with Key Sectors
- Module 3 – Sustainable Tourism

UNIT 2

Tourism Product Development and Marketing

- Module 1 – Product Development
- Module 2 – Marketing
- Module 3 – Entrepreneurship

PERFORMING ARTS

UNIT 1

BUSINESS FOR THE CREATIVE ARTS

- Module 1 – Business Feasibility
- Module 2 – Business Development and Planning
- Module 3 – Project Planning For the Arts

UNIT 2

THEORY, PRACTICE AND INNOVATION

OPTION A: CINEMATIC ARTS

- Module 1 – Tools and Theory
- Module 2 – Process in Practice
- Module 3 – Production

OPTION B: DANCE

- Module 1 – History and the Dancing Body
- Module 2 – Technique and Performance Skills
- Module 3 – Choreography and Performance



OPTION C: DRAMA

- Module 1 – Caribbean Theatre and the World
- Module 2 – Forming the Performer
- Module 3 – The Art of Performance

OPTION D: MUSIC

- Module 1 – Caribbean Music
- Module 2 – Western European Art Music
- Module 3 – Jazz

PHYSICAL EDUCATION & SPORT



A. CORE

UNIT 1

FUNDAMENTALS OF PHYSICAL EDUCATION AND SPORT

- Module 1 – Functional Anatomy and Training Theory
- Module 2 – Sociological Aspects of Sport
- Module 3 – Sport Psychology

UNIT 2

APPLICATION OF PHYSICAL EDUCATION AND SPORT

- Module 1 – Biomechanics
- Module 2 – Sport Management
- Module 3 – Technology and Innovation

B. OPTIONS

Each candidate must choose ONE sport from OPTION A for Unit 1 and ONE sport from OPTION B for Unit 2.

Option A:

- Dance
- Gymnastics
- Martial Arts/Combative Sports
- Swimming
- Track and Field/Athletics
- Badminton
- Golf
- Squash
- Table Tennis
- Tennis

Option B:

- Basketball
- Cricket
- Football
- Hockey
- Netball
- Rugby
- Volleyball
- Softball
- Baseball

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