



THE CARIBBEAN

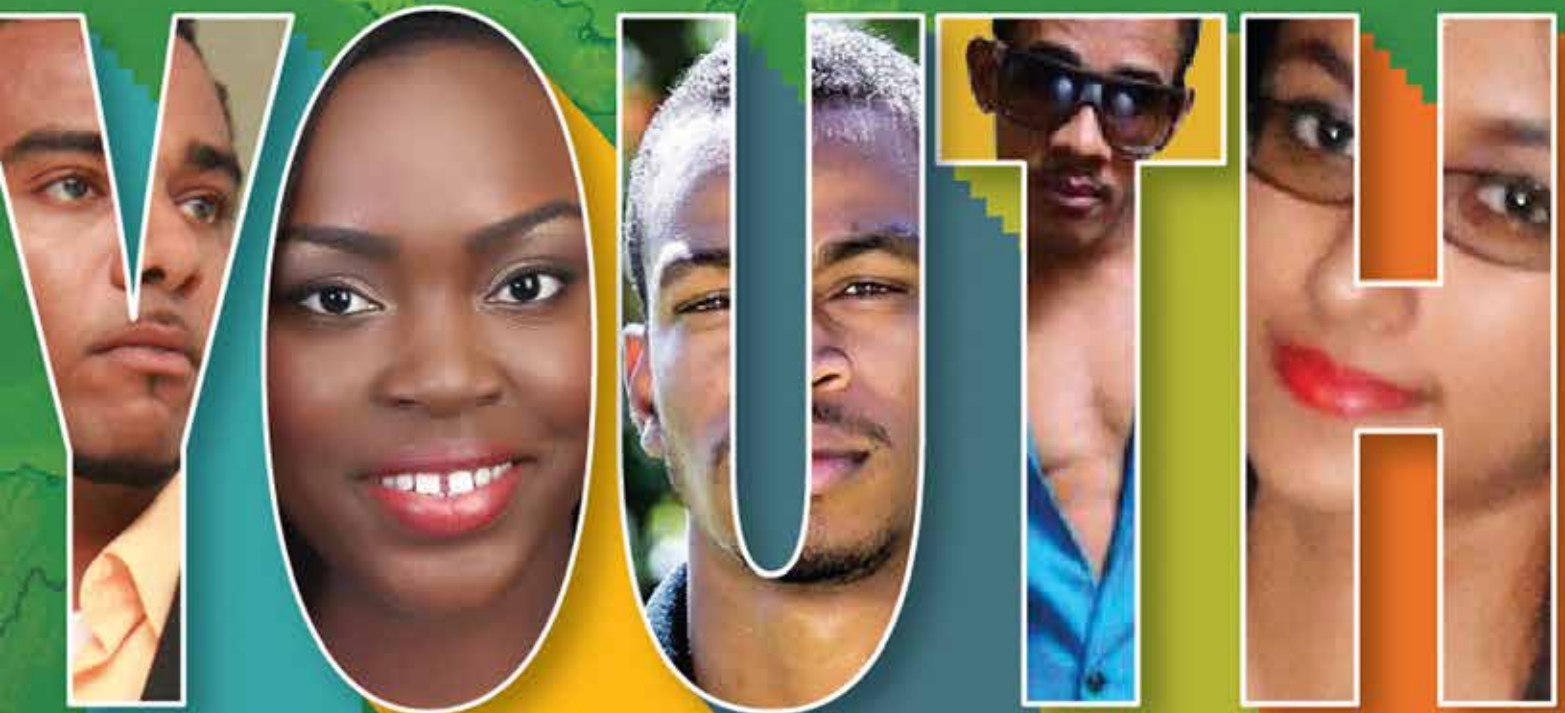
EXAMINER

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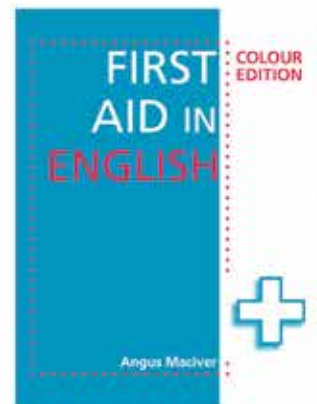
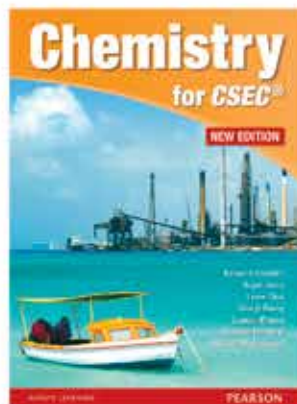
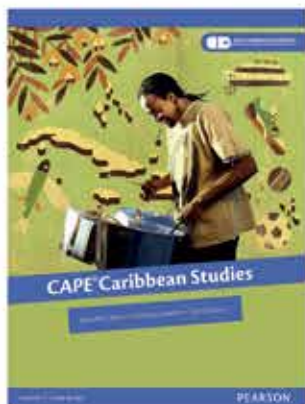


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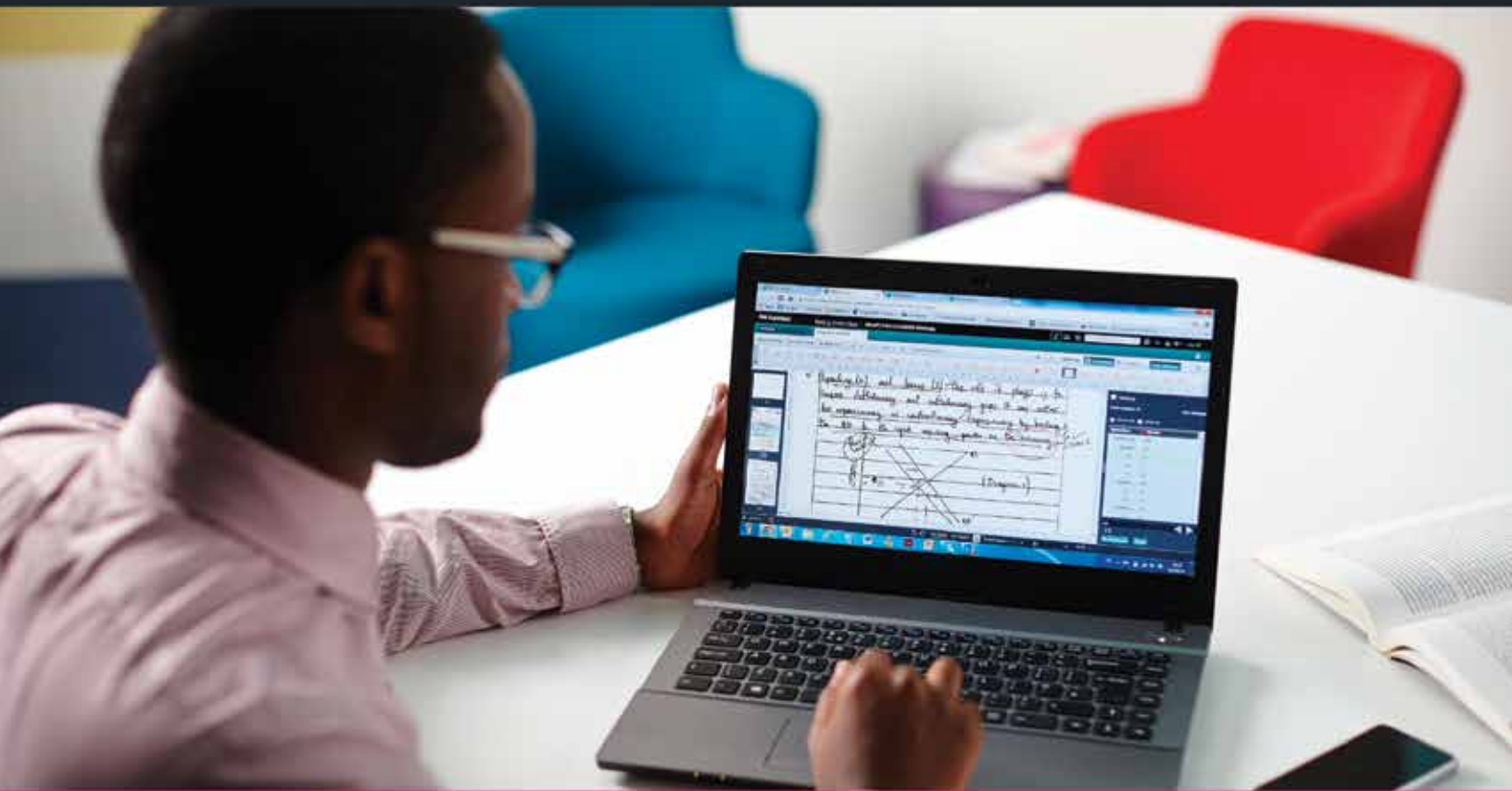


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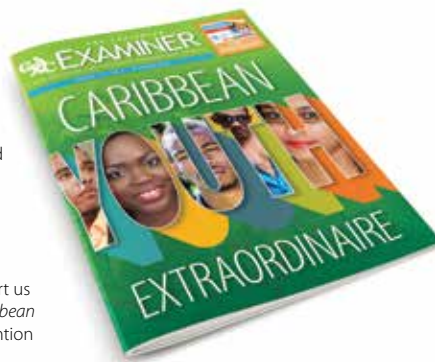


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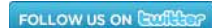
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About this issue: Caribbean youth are often accused of a myriad of negativity, however, this issue of the *Caribbean Examiner* magazine takes a positive snap shot of some Caribbean young people doing amazing things in their spheres of life. From a reformed gangster in Belize to Rhodes Scholars at Oxford; from young business prodigies to talented artists, Caribbean young people are contributing positively in traditional and non-traditional sectors and making their mark on the world.

If you know a Caribbean young person who is doing extraordinary things in his/her sphere of influence, please alert us and we will feature him/her in subsequent issues of the *Caribbean Examiner* magazine. Send an e-mail to cxcezo@cx.org, attention *Caribbean Examiner*.



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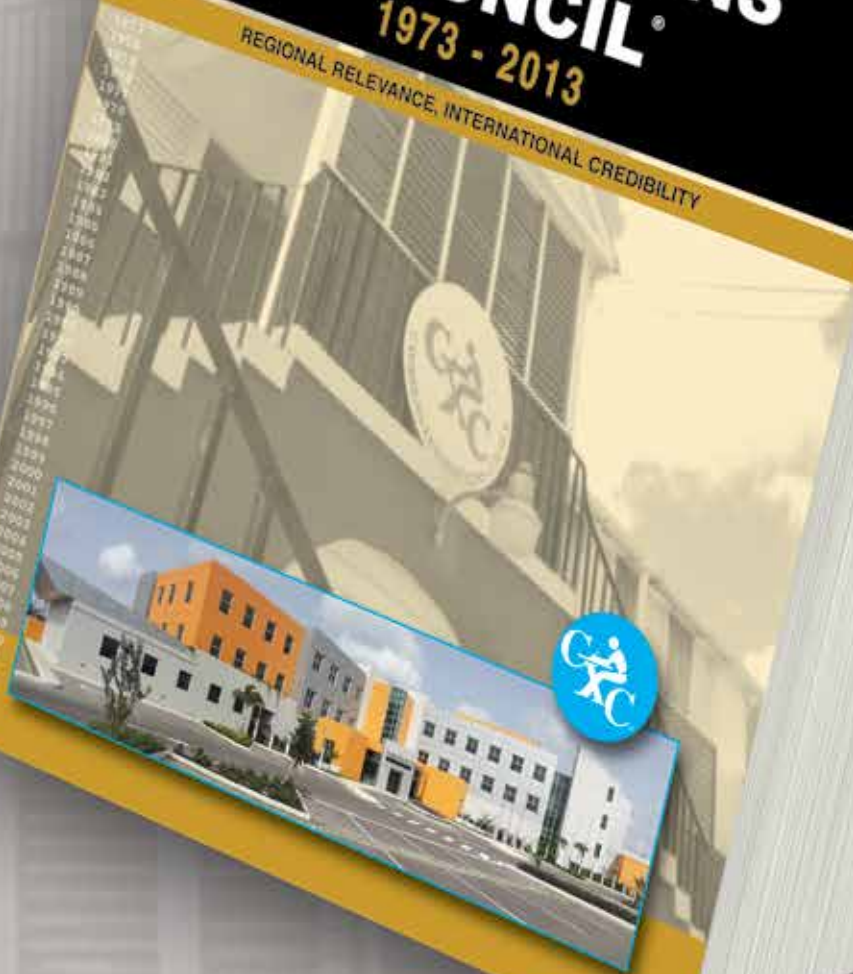


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Dr Wendy Grenade

Lecturer in Political Science, The UWI

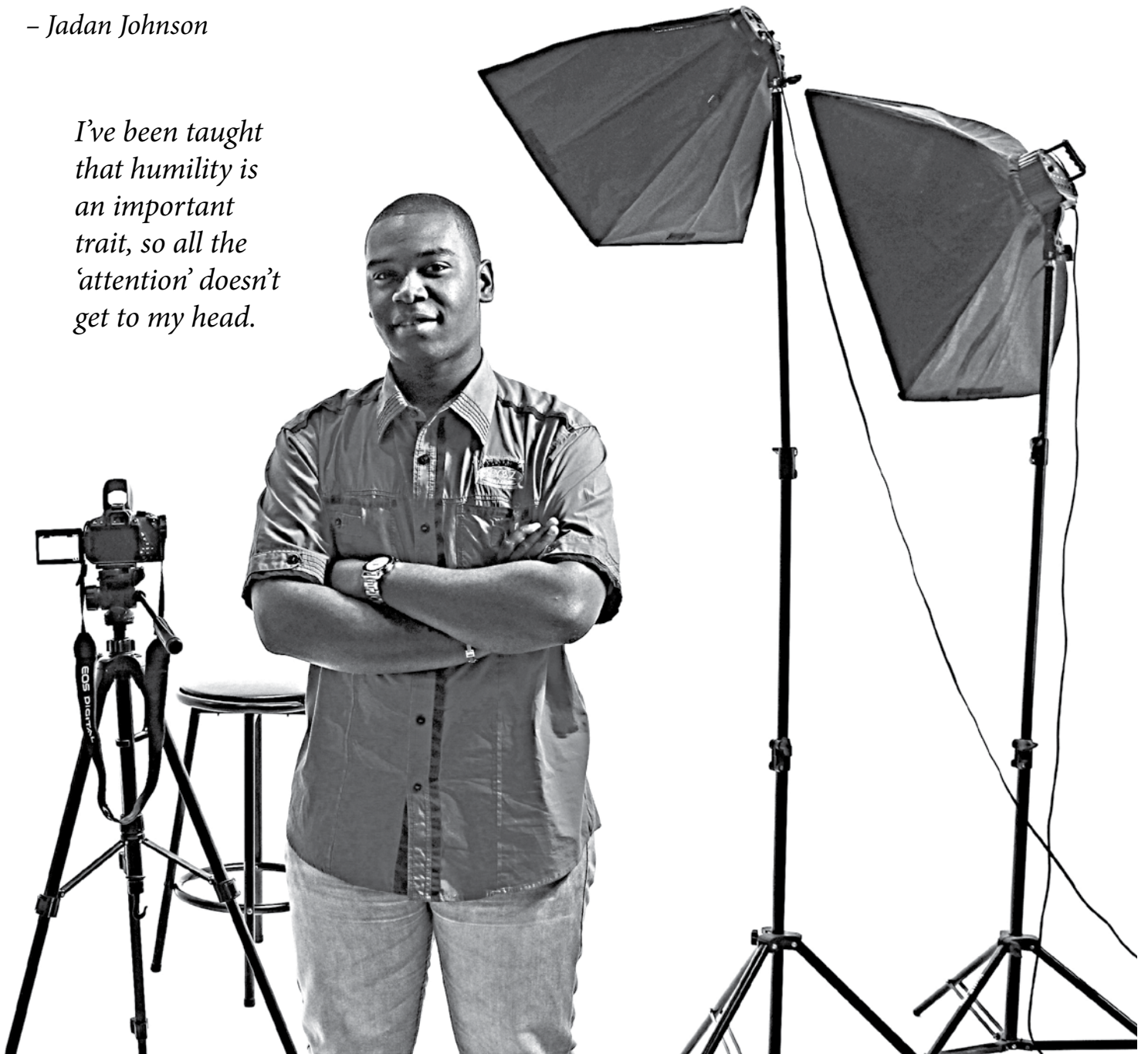


in BUSINESS

“SUCCESS is a DUTY”

– Jadan Johnson

*I've been taught
that humility is
an important
trait, so all the
'attention' doesn't
get to my head.*



How old were you when you started your first business?

I was around 9 to 10 years old.

What motivated you to want to own your own business?

To be honest, this all started as an escape from a boring summer. After getting great responses from my audience, I got some mentorship and built a formal structure around the organization. It basically started off as faking it till you make it.

How much money did you use to start your first business and what type of business was it?

I ran my first company on a lean-start up model. I tried my best to minimize on cost. I would say my initial investment was around \$US100 at that time. Fortunately for me, my webhost was Jamaican and admired that I was young and trying so he hooked me up on free web-hosting for a year (Thanks for believing in me, Deano!).

How have you handled all the attention at such a young age?

I've been taught that humility and humbleness are important traits, so all the 'attention' doesn't get to my head. I've managed to live the life of an average teenager (with an interesting twist); I just go to meetings while my friends party.

Who was/is your mentor/ role model as a young entrepreneur?

Initially my biggest inspiration was Mark Zuckerberg. Back in those years, Facebook was at its peak of becoming what it is today. But as time progressed I realized there are loads of youth taking a chance with entrepreneurship and I'm motivated by the community of youth entrepreneurs who aren't afraid of challenging the norm.

What role have your parents played in your entrepreneurial endeavours?

My parents play a HUGE part. Besides also being stakeholders in my company, they offer emotional support which is what keeps me going. Many people think relationships in business are based solely on monetary benefits, but sometimes the lessons and friendships you take away are the most important factors.

How have your school friends reacted to your success at this age?

I think they've become used to it. As I shared previously, I live the life of an average teenager sometimes. I think the biggest challenge for my closest friends is that I'm super busy sometimes and can't get to "hang-out" as often as I'd like.

Do you get your school friends involved in any of your business ventures?

None of my friends have been involved in any of my ventures so far, but I always try to help them with starting their own. This year my team and I are taking it a step further; we'll be launching our non-profit that will help to promote entrepreneurship for youth in the Caribbean.

What businesses do you currently have and in what sectors?

So I have three primary ventures now; I run a full-scale marketing firm, production company and a non-profit. I'm looking to launch an investment portfolio soon but I'm learning more about that at this moment.

You said that you view success as a duty, can you explain what you mean by that?

We must all take responsibility for our actions and take the right steps toward achieving our goals. Failures will happen but remember to be patient and enjoy the process of life. Remember Newton's Law of Motion - "Every object in a state of uniform motion tends to remain in that state of motion unless an external force is applied to it." BE THAT FORCE!

What do you think you can offer to Jamaica and the Caribbean as a young entrepreneur?

As a young entrepreneur I see it as my duty to help create other young entrepreneurs, ultimately boosting the start-up ecosystem and our economy. Some of the biggest lessons I've learnt are from other young entrepreneurs whom I've networked with; so it's now my duty to give back.

What advice do you have for other Caribbean youth who may have ideas but are afraid to pursue them?

It's easier to ask for forgiveness than permission. Take control of your dreams.

What stage are you in school?

I'm currently heading into fifth form at Munro College.

Have you written CSEC or CAPE and how was your performance?

I did two subjects this year and did pretty well. I got a Grade I (straight A profile) in English and Grade II in Social Studies (I did both these subjects by just reading my study guides in my spare time so I'm extremely happy that it produced those results)

How do you think these subjects can assist you in your business endeavours?

We must all take an opportunity to learn. For me, wanting to launch an investment portfolio, I've learnt a lot from Economics. Never stop learning, whether from school or by yourself.

What is your main goal in all that you do?

My biggest life goal is to make an impact; I've done a lot as a young entrepreneur. But being here in the Caribbean, many youth are scared to stand up and fulfill their dreams. So my biggest goal is to help touch the lives of youth across the Caribbean and help to create the next generation of creators now.

What can we expect of Jadan in another 5 to 10 years?

In the next five to ten years there are a few goals I have in mind. From travelling across the Caribbean and spreading the entrepreneurial spirit; to travelling across the world and experiencing different cultures. I also want to continue to scale my current ventures but in the midst of it all, I ask God to let His will be done and take control of my life. Because what I see as best might not be what He sees so I'm willing for Him to change my course of action.



WARRREN



During CSEC and CAPE preparations I learned a number of practical lessons that I have since implemented in my business.

CASSELL

How old were you when you started your first business?

I was eight years old.

What motivated you want to own your own business?

Freedom. As a child I studied the lives of highly accomplished entrepreneurs and I realized that they were able to create freedom and choices for their loved ones and themselves while helping others through their products and services. I wanted that for myself.

How much money did you use to start your first business and what type of business was it?

My first business was a greeting card business. I created and sold a range of cards to people in the community. These included birthday, anniversary, get well soon and congratulations cards. The business started with about US\$200 - US\$300.

Who was/is your mentor/ role model as a young entrepreneur?

There are many people who inspire me. I have been fortunate enough to have the opportunity to speak with and learn from a number of successful entrepreneurs including:

- **Michael Lee-Chin**, Jamaican born Billionaire Investor;
- **Ivanka Trump**, entrepreneur and daughter of Billionaire Donald Trump;
- **Pamela Patsley**, the CEO of MoneyGram International; and
- **David Abrams**, American Billionaire hedge fund manager.

How do you deal with all the attention?

The attention that I have been getting is something that I am quite happy about. That is because I am trying to inspire as many people to start chasing their dreams.

What role have your parents played in your entrepreneurial endeavours?

My parents have been extremely supportive throughout my entrepreneurial journey. They provided the initial capital for my first business and since then I have been able to self-fund my other projects. They were also there whenever I needed advice. However, I was always allowed to have the final say when it came to a business decision. That level of responsibility helped me to understand what my strengths and weaknesses were and also allowed me to make business mistakes and learn from them.

How have your school friends reacted to your success at this age?

They have been extremely supportive and encouraging. For example, when I published my first book in fourth form many of my former schoolmates (some who I didn't speak with before) came up to me and asked how they could get a copy to read.

Do you get your school friends involved in any of your business ventures?

Yes. Allen Mullings, a former classmate, took on side projects with my company throughout the years. In fact, he designed the logos for my last two companies.

What businesses do you currently have and in what sectors?

I currently invest in the U.S. and Caribbean Stock Markets. My investment portfolio includes minority stakes in companies that operate in the multifamily real estate sector and the financial services industry.

You said that you view success as a duty, can you explain what you mean by that?

Sure. Grant Cardone, a mentor of mine, often says 'Success is your duty, obligation and responsibility,' and I have adopted this belief as well. Success for me is being able to reap the benefits of maximizing my talents and potential. Like Grant, I approach success as a duty because I believe that how well I enjoy life is determined by the success and achievements I am able to attain.

What do you think you can offer the Montserrat and the Caribbean as a young entrepreneur?

A new way of thinking. To date I have worked with clients from five continents by simply using the Internet. I wrote and published two Amazon bestsellers during my teens. And I have built a following of highly-driven people around the world. I'm not saying this to brag; I'm saying this to explain that the world we live in now is not the one our grandparents once lived in. The opportunities today to succeed and create freedom are endless.

What advice do you have for other Caribbean youth who may have ideas but are afraid to pursue them?

I'd ask them "Would you rather try to pursue your goals and fail than to spend your life wondering what could've happened if only you try?" I would encourage anyone who has big goals to start chasing them. Working towards a goal is what keeps man excited about life.



What stage are you in school?

I graduated from the Montserrat Secondary School this year. My friend Isis Harvey and I were jointly named Valedictorian of the Class of 2015.

Have you written CSEC or CAPE and how was your performance?

Yes, I have written exams at both CSEC and CAPE levels. I have 9 CSEC subjects, four of which are Grade Is, as well as a Grade III in CAPE Economics Unit 1 and Unit 2.

You did CSEC economics early, any particular reason?

I wrote CSEC Economics when I was in Fourth Form so that I could have written CAPE Economics Unit 1 and Unit 2 in Fifth Form.

How have your CSEC or CAPE subjects assisted you in your business endeavours?

During CSEC and CAPE preparations I learned a number of practical lessons that I have since implemented in my business. For example, the Principles of Accounts course has taught me how to conduct bookkeeping for my company at a much more efficient level. Principles of Business exposed me to a lot of concepts and terms that I previously did not know about, and CAPE Economics helped me to understand how the global economy works.

What is your main goal in all that you do?

I simply want to discover and operate at my highest potential. I am deeply convinced that my capabilities are superior to what I can imagine. Every day I am inspired by what I can make out of my life on earth.

What can we expect of Warren Cassell in another 5 to 10 years?

In the next five to ten years I hope to build a portfolio of high-quality rental properties throughout the Caribbean region.

You are also an author, what are the names of your books and what are they about?

- The Farm of Wisdom: 25 Unforgettable Tales that Will Ignite a Wiser You
- Swim or Drown: Business and Life Lessons I've Learned from the Ocean

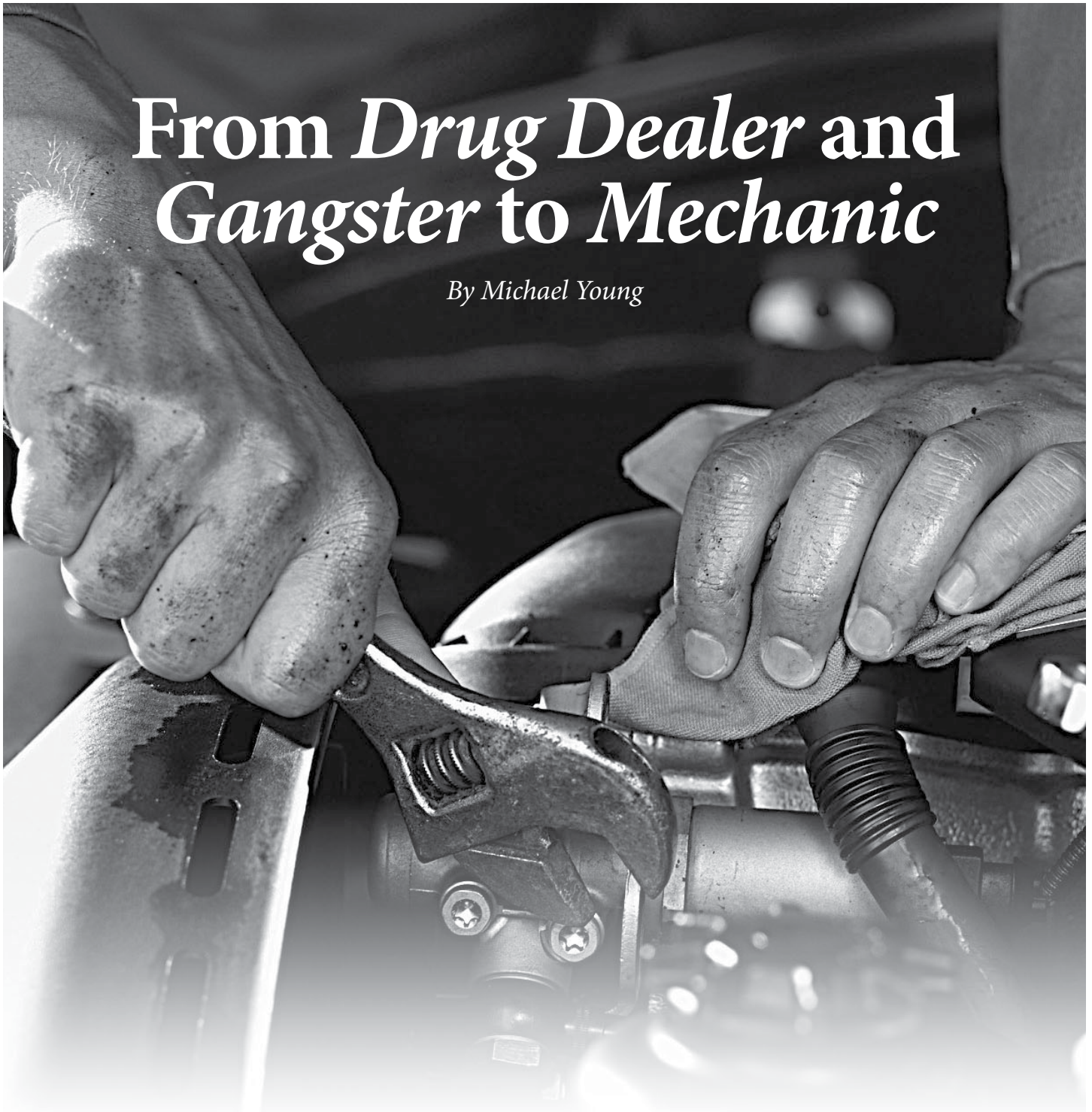
Who or what inspired you to write?

I believe that one should share whatever knowledge one has. Through my writing I am able to share my thoughts, opinions and perception of the world with others. In addition, I write because I want my legacy to go on long after I leave this earth.



From Drug Dealer and Gangster to Mechanic

By Michael Young



A young man from Belize City's Southside relates his dramatic turnaround from apathy, drugs and gang violence to stability and sobriety.

My name is Michael Alexander Young and I am 25 years old. I grew up on West Street, Southside, Belize City with my mom, step-dad and six siblings. I attended Wesley Primary School where I graduated at age 11. I did not attend high school right away because I was starting to go down a wrong path in my life.

My name is Michael Alexander Young and I am 25 years old. I grew up on West Street, Southside, Belize City with my mom, step-dad and six siblings. I attended Wesley Primary School where I graduated at age 11. I did not attend high school right away because I was starting to go down a wrong path in my life. My mom insisted I go to high school, so when I was 14 years old I started St. John's Extension, but I only stayed for two months.

I grew up in a very strict household where my brothers and sisters and I had very little liberty to do what we wanted. My step-dad was the only father figure I had growing up. My biological father only came to see me twice, and I don't even remember what he looks like. He died when I was nine years old. I had a very challenging childhood. I was not a very good reader and it caused a lot of difficulties in class, because I didn't want to be teased and judged by my peers. Many days I would skip classes by faking an asthma attack. I would then go and hang out with friends instead. I felt more comfortable around my friends because they would not make fun of me because of my reading problem. My mom also couldn't help me with my homework because she was illiterate, which made it harder for me. Many days I felt that I was not as smart as my brothers and sisters.

After I dropped out of St. John's Extension at age 14, I went to live with my two older brothers. I was basically living on my own, and I had to find my own food, wash my own clothes and take care of myself while my brothers did their own thing. I became heavily involved in selling and consuming drugs, mainly marijuana. I saw my friends making easy money and they didn't have an education, so I wanted to be a part of that. At this time I witnessed a lot of killings, beatings, gang rivalry and gun violence around me. I got so used to it that it just became the norm. When I was 16 years old police caught me with 15 grams of weed (marijuana) in my pocket, but because I was a minor they sent me to family court. The judge didn't sentence me. She just gave me a warning and advised me to stay out of trouble for two years or I would get charged and sent to jail. She even gave me the number of a tutor who could help me, but at that time and age I felt that no one understood me. I continued to sell drugs, but on a low-key scale so as not to get caught.

At the age of 18 I met a young lady who I really cared for and wanted to have a future with. She told me that if I was serious about her I had to change my life; that is, I had to get a job, stop hanging with my negative influencing friends, and that I had to go back to school. In 2011 my sister told me about the Apprenticeship Programme and that they help young people learn a trade and get a job. I decided to go to the Labour Department where I got more information and finally joined. I enrolled in the mechanical programme which I really like. Through the programme I was able to go back to school to finish my studies. I felt like everything was suddenly starting to turn around in my favour. One day the young lady I was dating told me that this was not what she wanted and we broke up. She was my motivation, my reason for changing and she broke my heart. I did not want to continue school. I starting slacking in my classes and my work, I was so mad I just wanted to give up. I didn't see the purpose of continuing. Mrs Finnegan, the Apprenticeship Programme Director, talked to me and advised me not to give up because I had come a long way. She said I should finish for me and make myself proud. I took her advice and continued my education.

One early morning while riding my bicycle, I saw a guy running in my direction with a mask on his head and a gun in his hand. I didn't feel scared because I know I didn't have problems with anyone. I started to ride slowly and didn't look him in his face. He passed me and I turned around to watch him. I saw another guy at the corner with a bag in his hand. He saw the gun man coming and got scared and dropped his bag and started to run. The gun man started shooting. I heard nine gun shots. I saw everything that was happening so I turned back and continued on my way. Then I heard one more gun shot, and I felt a pinch in my chest, and when I looked down all my shirt was covered in blood. I got off my bike and stared to stagger. I called my brother, my sister and police but no one answered. An elderly man came to my aid and told me to stop walking and sit down. A taxi passed and they put me in it to take me to the hospital. I fainted and when I got up I was in the car. I opened my eyes and couldn't see; I just heard the taxi man telling me to stop moving. When we arrived at the hospital, I told the doctors that I was going to die. They

told me that they would not allow that to happen.

I got shot in my back. The bullet went through my lungs and came out just above my heart. I was in and out of the hospital for about four months, because my lungs were collapsing. This incident held me back in my school work so much so that I had to start all over again. I got shot because the gun man thought that I saw his face. My friends asked me if I wanted revenge, they could find out who did it. Mrs Finnegan advised me to be the bigger person and let it go. I did.

Currently, I am working at Belize Diesel. I have been working here for five years. My life has changed a lot since getting shot. I enjoy my job and get along with my colleagues. At first this was not so. They scrutinized me because of my background and where I came from, but I laughed it out just not to get mad. I always go the extra mile in what I do and it has earned me a great relationship with my supervisor.

I have come a long way to get to where I am today. It wasn't an easy road, and I know many young people who are in gangs as I was in before and would want to get out, but it's hard to do.

My advice to them is to be very determined, and don't mess with drugs because it will lead you down the wrong path. They need to know that there is help out there such as the Apprenticeship Programme.

The Apprenticeship Programme helped me a lot and gave me the confidence that I needed. The country really needs more programs like this with coordinators who really care and want to help youth better themselves. There would be less crimes, drugs and violence in our society.

I proudly share my story with people. I want them to know what it's like being a male in the Southside of Belize City. A place where it's all about gangs and violence. People tend to believe that no good can come from the Southside, but that is not true. I am proud to say where I am from. I am currently attending Gwen Lizzaraga Open School. I have a permanent job, doing what I enjoy. And I hope to further my studies after I graduate. I want to enrol in the ITVET then University of Belize where I will study Mechanical Engineering. My biggest dream is to one day open my own garage and learn to design my own engine. The Southside doesn't determine who I am and what I will be. I set my own goals.



Tanya wants to make a difference in South Side

By Tanya Bowen

My name is Tanya Bowen and I am a 27-year old single mother. I grew up in a small community with six brothers and two sisters. I am the fourth child for my mother. I dropped out of primary school at the age of 14 because of financial difficulties. As a single mother I want to uplift myself and my son in this crucial life which is so difficult especially living in the Southside area of Belize.

At the age of 24 I became pregnant with my son. I gave birth on 10 March 2012 and my common-law husband was brutally gunned down two months later on 27 May 2012, leaving me to be the only caregiver for my son. When he died my son was only two months old. At that moment, I had no idea who I was anymore. I suddenly felt like my life was over and I had nowhere to go. I felt as if there was no point in me trying in life anymore. I never felt so alone in my entire life.

That moment when my boyfriend was gunned down, all I did was looked at my son and cried. The first thing that came to mind was to killed my son and take my life after, but looking at my innocent baby on the bed, I couldn't do it. Am not sure where the strength came from for me to stay focused, even though I could pray. All I did was drop on my knees and ask God why. All I knew I didn't want my son to suffer the way I did coming up as a child. I wanted to see my son grow to become someone respectable in society. I want my son to have the opportunities I never had and the only way it's possible is for me be strong and set the foundation for him.

My son became my strength and my motivation. I try hard to stay strong for my son because he was all I had left of his dad. I had no idea of my strength until that day, but what I realize sometimes you don't know your own strength until you come face to face with your greatest weakness. It has been three years since he died and at times I still look at my son and cry.

My life-changing opportunity came when I decided to participate in the Apprenticeship Programme. I was able to reflect on some meaningful changes I wanted to make in my life.

In 2010 when I joined the Apprenticeship programme, I had no idea where I was in life and where I wanted to go; my life was a struggle. I can never forget a night I had thrown away two



Primary school drop-out, single mother, boyfriend and brother killed in gang violence, Tanya Bowen knows what hard life means, but she is determined to ensure her son doesn't live it, and wants to make a difference in her community by becoming a social worker.

pieces of bread and next morning I was so hungry and had nothing to eat. I had no choice but to go looking for the pieces of bread, but the rats had already eaten them. From that moment I learnt to value everything more and to give thanks. I did not let anyone know what was going on in my personal life. Many days during my job

training I would go on the job hungry, but I kept it to myself.

During my life challenges, I learn to accept responsibility for my life. Knowing that only me will get me where I want to go, no one else but me, and with the help of God.

Through the programme I was able to go back to school and I got my General Education Development (GED). I was so happy! This was a great accomplishment not only for me but also my family. During my six months in the programme I develop a liking for Social Work. I am in my second year studying Social Work at the University of Belize. I think it will be very beneficial to me and my country. I will be able to grow as a person who wants a second chance in life. This will help to develop our country by having our people educated whether it is academic or a trade. Young persons in our country need people who really care and are able to guide them in the right direction especially youth on the Southside who have been neglected for a long time. In our society we need people who have patience because our leaders in our community seem to have forgotten the motto that says "It takes a village to raise a child."

I want to be a role model for youth who are at risk of falling into negative acts due to the situation in their lives or even if they are on the right track but just need a little guidance to make them successful.

I truly believe that by being a Social Worker I will be able to change the mentality of the way people from South Side are viewed. My strong people skills will aid me in doing justice in the field of social work. I also have the ability to communicate with people of all ages and especially young women like myself.

As a social worker armed with theoretical knowledge and lived experiences, I will be able to get through to the Southside youth. The reality is that many social workers and youth workers, and to some extent even the police, do not have the patience to work with these young people.

My career goal is to work with Human Services in my country. With the additional skills and knowledge gain from the University of Belize, I will be able to make a difference in my community.



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Caribbean Young Artists TAKING ON THE WORLD

*Caribbean youth are creative and talented. Opportunity is what they seek.
Allison Thompson chronicles some of the region's youngest
and best visual artists who are taking Caribbean art to the world.*

By Allison Thompson, PhD

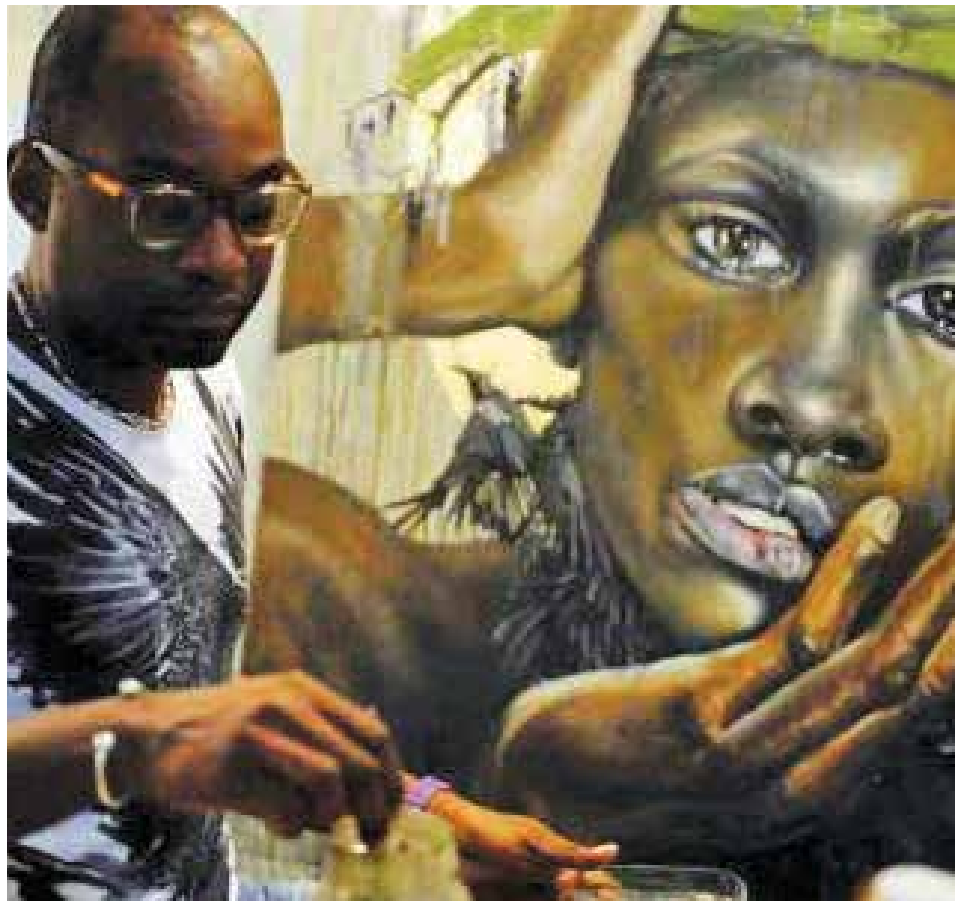
One of the markers of success for an academic programme is the accomplishments of its graduates. On that basis, the Division of Fine Arts, a centre for the visual and performing arts at the Barbados Community College, has much of which to be proud. In particular, the two Bachelor of Fine Arts programmes in Studio Art and Graphic Design, which have been functioning for more than 15 years, have seen their graduates go on to pursue a range of innovative opportunities both regionally and internationally. These graduates are moving and creating opportunities in their field and excelling at it.

Mark Brown

Mark Brown, a graduate from the BFA programme in Studio Art and currently a teacher in Art and Design at the Antigua State College, recently participated in the TOSTEM Artists in Residency programme in Arnaudville, Louisiana. TOSTEM, the French acronym for Cultural Tourism through the Footsteps of Slavery (Tourisme autour des Sites de la Traite, de l'Esclavage et de leurs Mémoires) invited Mark along with three other artists from Louisiana, Haiti and France to join an intensive programme of visits to museums and archives and meetings with local residents and officials, to foster dialogues about race and the legacies of slavery. Each artist then produced a work inspired by the experience that will form part of an exhibition to tour France, Haiti and Louisiana as well as Cameroon and Senegal in 2016.

Brown described the residency as both challenging and amazing: "I hope for it to be a turning point in how I relate to slavery and my own identity and understanding of who I am and where I came from."

**Brown described
the residency as
both challenging
and amazing**



Mark Brown at the Tostem Residency.
PHOTO: THE ADVOCATE, BATON ROUGE.

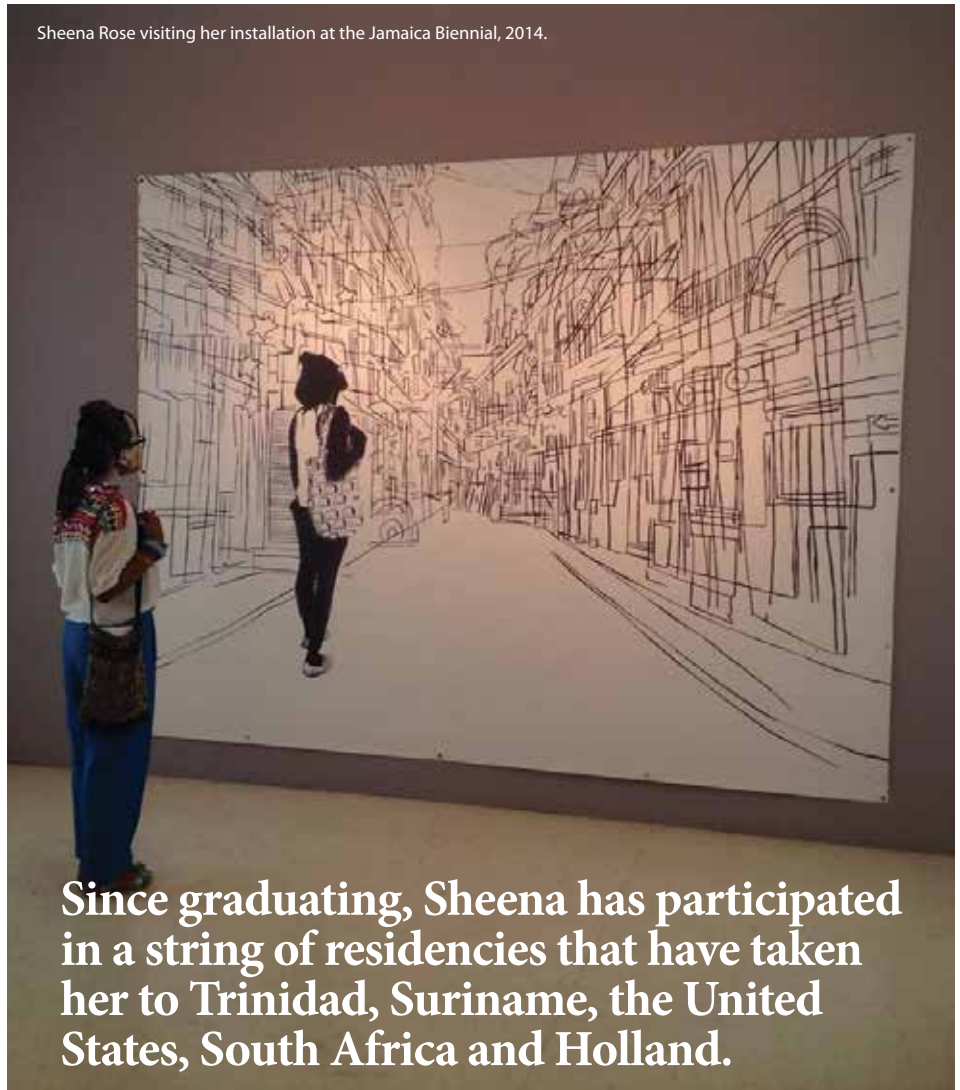
Sheena Rose

Sheena Rose, a classmate of Mark, has stood out as a role model for many students wondering about opportunities open to them as practising artists. Since graduating, Sheena has participated in a string of residencies that have taken her to Trinidad, Suriname, the United States, South Africa and Holland. Her work has been included in several of the growing number of exhibitions devoted to contemporary Caribbean art, including “Black Diaspora Visual Arts” (Barbados, 2008), “Rockstone and Bootheel – contemporary West Indian Art” (Connecticut, 2009), “Caribbean Crossroads” (New York, 2012), and “Who more sci-fi than us” (Holland, 2013).

Sheena has also been invited to participate in the leading biennial exhibitions of contemporary art in the region. She represented Barbados at the Havana Biennial in 2012 with her animated video entitled “Town.” For that event, 25 students from the Division of Fine Arts travelled to Cuba as part of the BFA Art Study Tour to support Sheena and better comprehend the significance of such an accomplishment. Sheena was also invited to participate in the first Aruba Biennial later the same year. Most recently she was one of five international artists invited to show in the newly reconceived Jamaica Biennial in 2014.

Sheena’s work was recently featured on the cover of “See Me Here: a survey of contemporary self portraits from the Caribbean,” published in 2014 by Christopher and Robert Publishers in Trinidad and one of her “Sweet Gossip” works was chosen for the cover of “The Star Side of Bird Hill”, a novel by Naomi Jackson. Never one to slow down, she is currently pursuing an MFA at the University of North Carolina on a Fulbright Scholarship.

Sheena Rose visiting her installation at the Jamaica Biennial, 2014.



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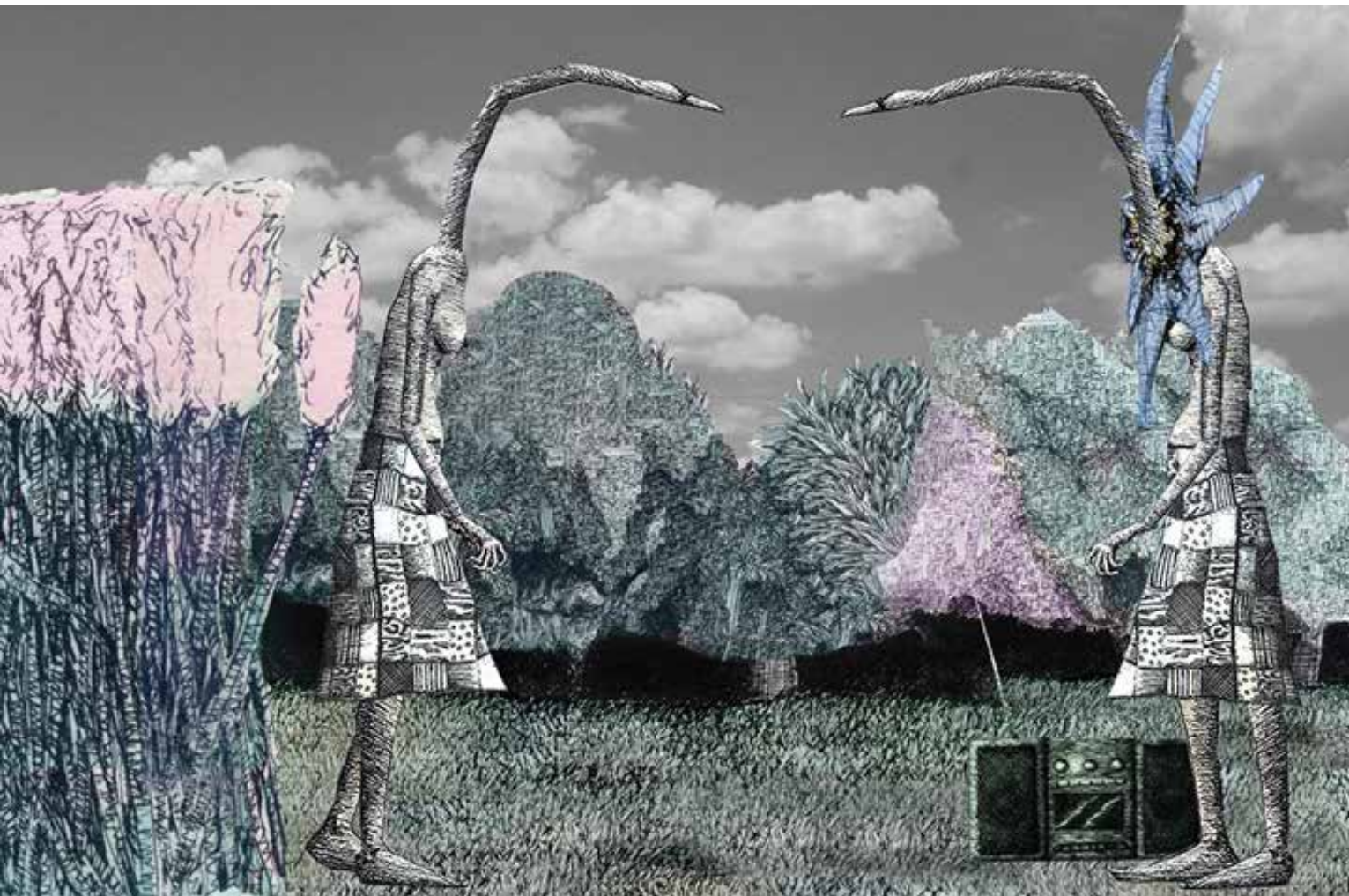
Simone Asia working on her wall drawing at Alice Yard, Port of Spain, Trinidad. PHOTO: CHRISTOPHER COZIER

Simone Asia

Fresh Milk in Barbados and Alice Yard in Trinidad are two artist-run initiatives that have continued to provide important mentoring for BCC graduates during the challenging transitional years immediately after leaving school. Simone Asia (BFA 2011) participated in the Fresh Milk Residency twice, in 2012 and again in 2015, as well as Alice Yard in Trinidad in 2014. While in Trinidad, Simone produced her first large-scale wall drawing, a development she continued when she joined the first “Punch-In” event with the curatorial team of Punch Creative Arena. For this event Simone worked in the Morningside gallery in collaboration with Versia Abeda Harris and two BCC tutors, Ewan Atkinson and Russell Watson. Atkinson coordinates the BFA Studio Art programme and co-directs Punch Creative Arena (along with Allison Thompson). This three-week event invited alumni and faculty to work side-by-side in an open-studio setting, culminating in a one-night exhibition.

Most recently, Simone Asia travelled to Aruba as part of the Caribbean Linked III Artists Residency where she worked alongside eleven artists and two writers from the English-, French-, Spanish-, and Dutch-speaking countries of the Caribbean.

Simone Asia travelled to Aruba as part of the Caribbean Linked III Artists Residency



Versia Abeda Harris - Strange Encounters

Versia Abeda Harris

Within a short span of three years since graduating from the BFA Studio Art programme, Versia Abeda Harris has participated in a number of artists residencies including The Fresh Milk “My Time” Residency in Barbados (February 2013); the Vermont Studio Center in New Hampshire (March 2013); the Instituto Buena Bista in Curaçao (October 2013); and Alice Yard in Trinidad (November 2013). But undoubtedly one her greatest adventures came with the opportunity to travel to Russia recently, to participate in the IV Moscow International Biennale of Young Art entitled “A Time for Dreams,” (November 2013-March 2014). In the open call to artists under 35 years of age, 3,069 submissions were received from 84 countries. Renowned curator David Elliot selected 83 artists representing 32 countries and Versia was one of these.

Renowned curator David Elliot selected 83 artists representing 32 countries and Versia was one of them.

She exhibited a multi-screen video animation entitled “They say you can dream a thing more than once: Just because you wish for something doesn’t make it true. Or does it?” Speaking about the event, Versia said “It was an amazing experience to be in Russia. It is one thing to hear about a place, and another thing to go there. The place was a word in my head, but when I got there I felt like I wasn’t as apart from the reset of the world as I thought.” While in Moscow, Harris noticed a relationship between the art created by practitioners in the Caribbean region and works made elsewhere: “I saw that work coming out of the Caribbean could fit in with work produced in other parts of the world.”

Following this, the video was shown in Germany as part of “Momentum – Inside Out Screenings” during Berlin Art Week and in 2014 the video won the award for Best New Media Film at the Trinidad and Tobago Film Festival. Harris recently returned from a seven-week residency at Casa Tomada in Sao Paulo, Brazil.

Her first solo exhibition, curated by Punch Creative Arena, will be presented at the Morningside Gallery at the Barbados Community College at the end of November 2015. This event is supported by the Butterworth/AFM bursary, awarded to an alumnus of the College to assist in the production of a first solo show.

Matthew Clarke

The BFA in Graphic Design has also produced graduates who have undertaken a variety of creative initiatives. Matthew Clarke has produced a series of comic books and graphic novels that are specifically Barbadian in terms of subject matter and language. Not only has he been able to “barbadianize” this genre, he has also provided a very contemporary interpretation of bajan folk characters and traditions such as Shaggy Bear, Rachel Pringle and the Landship.

Matthew Clarke has produced a series of comic books and graphic novels that are specifically Barbadian in terms of subject matter and language.



PHOTO: RUSSELL WATSON

Stuart Hall

Another Graphic Design graduate, Stuart Hall, was the editor for the award-winning documentary, “Barbados Surfer Girl.” The story of local surfer Chelsea Tuach, which was produced by Sea Weaver Productions, received four Awards of Merit from the Los Angeles-based global film competition “Best Shorts.”

One initiative that deserves special mention is Projects and Space. Established by Sheena Rose as an online forum for young practitioners throughout the region to share ideas, information and support, the group now numbers over 1300. Projects and Space has also periodically organized events and exhibitions. As its Facebook page explains “this group was created because there are too many small circles, a circle of film, a circle of artists, a circle of writers and it goes on and on. It is about time that we can join these circles and make one big circle.” Such initiatives on the part of young artists to establish their own networks and systems of mutual support and to generate their own activities on their own terms should be lauded and encouraged. Collective action is the best way for young practitioners to work towards creating a viable regional environment for the arts.

The years immediately after graduation are often the most challenging for young people wanting to pursue a career in the arts. But the accomplishments of a number of recent graduates from the BFA programmes at the Barbados Community College serve as inspiration for the band of young and creative minds throughout the Caribbean following right behind them.



Dr Allison Thompson is a Senior Tutor in the Division of Fine Arts at the Barbados Community College.



Matthew Clarke, Shaggy Bear



Small Making BIG MUSIC WITH PAN

Rodney Small has been living in the world of music for the past 19 years. His career started out of curiosity at the tender age of seven years old. His oldest sister was the one responsible for taking him home after school. One day she went to his class room and apparently he was nowhere to be found. After relentlessly searching for the diminutive wanderer, she finally found him in the music room of the school playing and fooling around with the instruments (steel pan among them). One day during one of his curious musical adventures, the tutor said to him, “young man do you want to learn how to play the instrument (steel-pan)?” The answer was “yes” and the rest is history.

In Rodney’s opinion, music has coloured the world with acoustic tranquillity. From his humble beginnings in the small urban village of



Rodney quickly rose to musical stardom; he is the only musician in his family.

By the age of 16 years old Rodney Small became a household name in St Vincent and the Grenadines and the Eastern Caribbean.

Sion Hill located just outside St Vincent's capital Kingstown, Rodney quickly rose to musical stardom; he is the only musician in his family. By the age of 16 Rodney Small became a household name in St. Vincent and the Grenadines and the Eastern Caribbean. He was the recipient of a National Scholarship to further his studies at the Edna Manley College of the Visual and Performing Arts in Jamaica. He graduated with first Class Honours in 2013 with a bachelor's degree in music performance/education.

Having been a member of the National Cultural Foundation soca band HS Phator as its drummer, and with various musicals throughout his high school years, Rodney is no stranger to the stage.

"I feel at home when I hit the stage, so every stage I step foot on becomes my home during that performance; as the old saying goes, 'home is where the heart is,'" Rodney said.

Rodney was also awarded the Director's Award in Academic Excellence at the School of Music at Edna Manley College, Jamaica. One of St. Vincent and the Grenadines' top junior steel pan arrangers, he has won three junior panorama competitions in 2009, 2010 and 2012 arranging for the Sion Hill Euphonium Steel Orchestra. He received The Musician of the Year Award at the annual music awards hosted by the Association of Music Professional in 2014. In 2015, he also received the Band of the Year award for the Best Live band in 2014-2015 from the SVG AMP.

Rodney continues to reach for greatness. During the Vincy Mas Festival 2015 he collaborated with Mr. Gamal "Skinny Fabulous" Doyle to produce a hit track called "This Island is Mine" that propelled them to becoming victorious in the national Ragga Soca competition. Rodney Small and his registered brand "RS PRODUCTIONS" is now in the planning process of their youth development programme, kick starting it with a symposium



call "Arts Alive" that will be held in October 2015. His self-made show "Steel Expressions" that he give birth to three years ago is well on its way with preparations in high gear. The theme for this year's showcase is "Circles of Life" and the show is slated for 27 December 2015.

Rodney has had the opportunity to perform regionally and internationally at Labor Day celebrations in New York City, Carifesta 2011 and 2013, Guyana, Trinidad, Barbados, Suriname, Grenada and Antigua. He also performed at the ICC Cricket World Cup Finals in 2007 in Barbados. He also appeared at several panorama competitions and festivals around the region. He has performed for Vincentian Ambassador in Cuba and Vincentian community in Cuba annual independence celebrations in Havana; The Havana National Book Fair, Jamaica Jazz and Blues, Antigua and Barbuda Moods of Pan, Trinidad and Tobago National Panorama, Antigua and Barbuda Panorama, St. Lucia Panorama, Plug and Play (Jamaica), *RJR Live*, *Smile Jamaica* television show Reggae month festivals and at various other events around the Caribbean.

With an enthusiastic approach to the world of music, Rodney has launched his RS brand to signify and clarify his stature not only as a steel pan player but also as a professional musician. He feels that his mission is to uplift the music of the steel pan and by extension the creative industry through the youth and make it more recognised internationally. Rodney has plans to release his first album titled *Covers Of my Heart*. He is also in the process of making his show "Steel Expressions" a brand name in St. Vincent and the Grenadines and the region.

"My love for music is part of my spiritual being and with God on my side, I will achieve my goals and make my dreams come true," he explained. "Everyone has dreams; lucky for me I am living and enjoying mine by performing for my fans."

"My love for music is part of my spiritual being and with God on my side, I will achieve my goals and make my dreams come true"



He recognises that he lives in a small country whose economy is driven by tourism. When he started playing professionally, he played every gig he could regardless of the pay.

Marius Charlemagne

MUSICAL BUSINESS

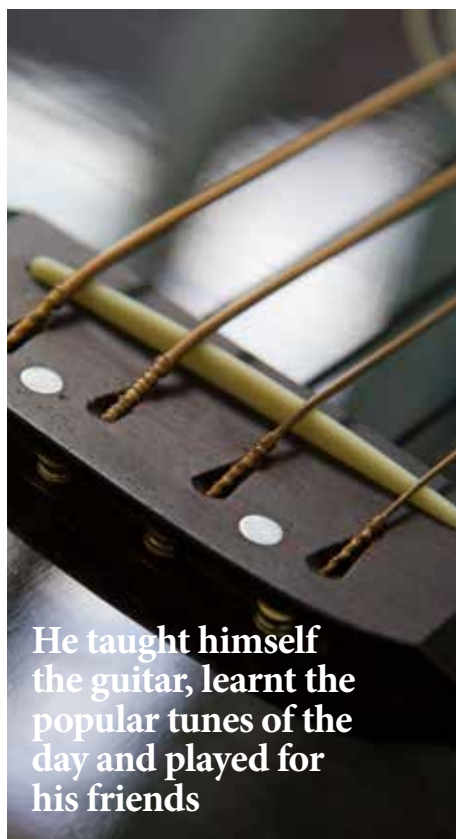
Roger Gittens profiles a young Barbadian musician who combines his passion for the craft with his entrepreneurial skills.

By Roger Gittens

The audience cheers in anticipation of the musical feast to come. Backstage a young bassist, who is also the band's creator, musical director, manager and booking agent, feels the rush of adrenaline through his body as he eagerly awaits the performance. The band is NJ30+ and the event could have been one of the festivals they have played in Bequia, Dominica or Tobago, after just three years in existence. The bassist/entrepreneur is Marius Charlemagne.

Like most young men, Marius Charlemagne sought to impress the girls. As a teenager, music was his avenue to get noticed by the opposite sex. He taught himself the guitar, learnt the popular tunes of the day and played for his friends. This early flirtation with the food of love soon grew into a passion. This passion led him to the Barbados Community College where he studied the bass guitar with Richard Evans and completed the Associate Degree in Music with academic merit. He next attended the Collective School of Music in Manhattan which gave him a global perspective of the industry and he practised several hours a day to hone his skill on the electric bass. He also plays the acoustic bass.

In 2012, Marius created his band the NJ30+. His group plays every Thursday night at the Old Jamm Inn where they perform pop, rock and Caribbean pieces. The group also plays a jazz gig every Sunday at the Oceans 2 Hotel. This versatility and constant tweaking of the repertoire to remain fresh each week speak volumes of Marius' business sense and work ethic as well as the talent of this cadre of young musicians. Audiences are thrilled not only with their musical aptitude but by their energy and professionalism. As a result, Marius has been able to market the group for a wide range of events both in Barbados and regionally.



He taught himself the guitar, learnt the popular tunes of the day and played for his friends

Marius also works as a bassist with other bands. He has toured with Arturo Tappin, Debbie Reifer, 'Kite' and 'Toby Armstrong and the Blues Explosion' doing gigs in Scotland, Canada, the USA and throughout the Caribbean. He has worked with Ayana John as band leader. At Christmas Jazz 2014, he played in the backing band for international artistes Lalah Hathaway, Maurice Brown and Lille MacCloud.

As a young entrepreneur, Mr. Charlemagne has used his experience as a booking agent with his group NJ30+ to offer the same service to other artistes. He now books musicians and bands for weddings, corporate events and private functions and he is currently creating two additional bands to fill bookings locally and regionally.

Marius has always been enterprising. As a student at BCC, he recognized that there were no ensembles exploring rock music, one of his favourite genres. Marius created the first rock ensemble at the college. After his graduation, this group became a formal part of the music programme with Marius as its tutor. This experience encouraged him to teach more and he now gives guitar lessons privately.

Marius is unapologetically ambitious. He recognises that he lives in a small country whose economy is driven by tourism. When he started playing professionally, he played every gig he could regardless of the pay. In this way he gained experience and also established himself as a bassist on the local market. His success as a young entrepreneur is not by chance. He studied his craft and continues to work hard at developing his skill. He credits his mentor, Arturo Tappin, for the musical, performance and business advice that he gives him. Marius Charlemagne wears many musical hats and he wears them well.



Roger Gittens is an accomplished musician and arranger and heads the music programme at the Barbados Community College.



Wentworth Kelly is a multi-talented, self-taught, gear-head-tech-guy who has dedicated his life to all things media and technology. His interest in film production was sparked while at Northern Caribbean University pursuing a bachelor's degree in Mass Communication. During his time there, he worked with the media arm of the university (NCU Media Group) to assist with various video productions. Kelly's stellar performance while working with the team afforded him the opportunity to join the team as a motion graphic artist and technical engineer. In addition to his responsibilities in this position, he occasionally led specialised video and film projects. One project in particular involved producing the track and working on the music video for the "I Believe" initiative led by Jamaica's Governor General. This ignited his desire to become a director of photography and become more involved in the arena of multimedia.

In 2009, Kelly started his own multimedia company, iKon Media, with his childhood friend Horane Henry. They launched this company in hopes of filling a void in the Caribbean media-scape. Now, they have a flourishing business known for its quality productions and exemplary visual standard. iKon Media's repertoire includes short films, music videos, wedding films, an award winning documentary, TV commercials, and high end photography for personal and corporate clients.

Recently, and most notably, Kelly worked on two films, *Chrissy* and *Jamnesia* that received several awards and accolades. In 2012, Kelly was privileged to work with Caribbean filmmakers Marcia and Dave Weekes as Director of Photography on the film *Chrissy* in Barbados. The feature film *Chrissy* was shown in Africa, United States, Canada, United Kingdom and throughout the Caribbean.

At the Barbados Visual Media Awards and Barbados Film and Video Awards in 2014, *Chrissy* won the following awards:

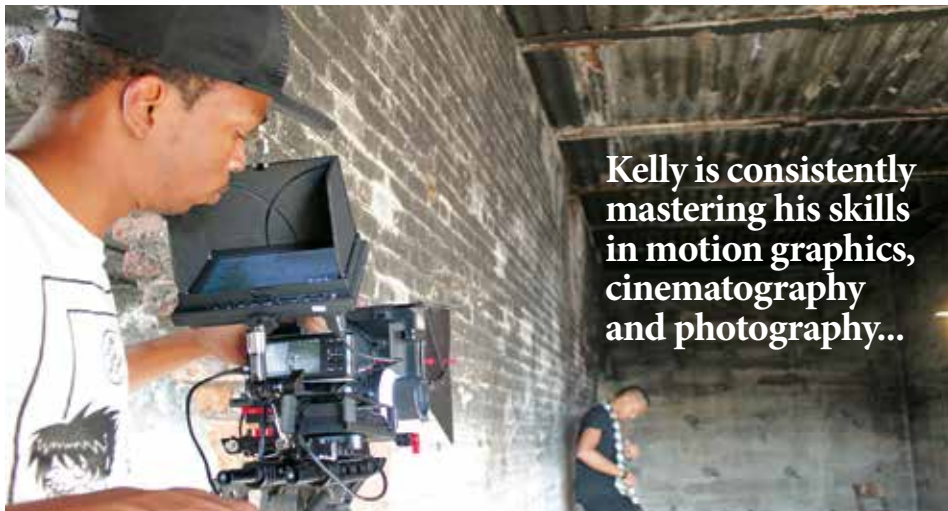
- **Best Film of the Year.**
- **Best Cinematography (where Wentworth Kelly worked as Cinematographer).**
- **Best Lead Actress (The role played by Makalah Harrison).**
- **Best Supporting Actress (The role was played by Cara O'Donnell).**

In 2014, Kelly worked on *Jamnesia*. *Jamnesia* is a documentary film done by the iKon Media Crew, which involved Shari Kelly as the Director; Andre Robb as the Producer; Horane Henry Executive as Producer; Wentworth Kelly as Director of Photography, Soundtrack Producer and Colorist; and Jason Sawyers as the Editor. The film highlights the growth of surfing in Jamaica and features Billy Wilmot who is the chief pioneer



Wentworth "Z-Axis" Kelly

Making a Business of Filming



Kelly is consistently mastering his skills in motion graphics, cinematography and photography...

of surfing in Jamaica. *Jamnesia* won the audience award for Best Documentary, as well as the jury award for Best Documentary Short at the Jamaica Film Festival 2015.

Wentworth is currently working on *Motive Part Two* plus another short film that is not

titled yet, along with music video projects. Kelly is consistently mastering his skills in motion graphics, cinematography and photography, and is always seeking to be equipped with knowledge of the latest advances in media and film technology.

HUGHES' HUGE DREAMS

A young Anguillan has risen to be called the successor of the great Usain Bolt. Zharnel Hughes from the small island where boating is the national sport has big dreams!

By Kareen Carty

"I never stopped dreaming and I never stopped imagining that someday all my hard work and perseverance would lead me to where I am destined to be," quipped Zharnel Hughes.

In a country where boat racing is considered the national sport and loved by many locals, there is little support and acknowledgment for the track and field lovers. Zharnel Hughes who was born in Anguilla has changed that and has caused many to join him on his journey to track and field through his passion for the sport.

Many Anguillans view him as the next Usain Bolt as like Bolt he specialises in the 100m and 200m. In his early years, track and field was a scary thought for him. The young athlete remembers many days at the Ronald Webster grass track where it all started lying on the cold grass unable to move. The words of his mother resonate in his head saying, "if you want to be good, your nose has to run" and man did it run!

"My mom has always been the driving force in my life, being a single mom with my two younger brothers and me," Zharnel noted. "She has given us encouraging words to keep believing and never to give up even when the road gets rough."

He also credits his family members for encouragement. "There were many days when I felt like giving up but the words of my family members were my strength to carry on," he explained. "Were there days that I questioned my choice of career? Definitely! But I knew I had to keep going, not only for myself, but for my country that I love so much".

Anguilla is a 35-square mile island that is considered a gem to those who have graced its shores. It is well known for its white powdery sand and turquoise water, a getaway for many vacationers, but home to Zharnel 'Swift' Hughes the track and field sensation.

In 2012 the young Anguillan was granted a scholarship to train in Jamaica with the likes of six-time Olympic gold medalist Usain Bolt and Olympic silver medalist Yohan Blake. Jamaica has always been a vacation getaway for the young sprinter whose mother is Jamaican by birth. But training in Jamaica was a different experience from the vacations he enjoyed there before. This was all business.



He was warmly welcomed by the track lovers when he participated in the 2014 Jamaican High School Championships, known as "Champs" where he represented Kingston College. Zharnel ran the 100m and broke Yohan Blake's seven-year record, cutting it from 10.21 seconds to 10.12 seconds, a record he currently holds. This was the breakthrough the young athlete was waiting for.

Hughes started the 2015 season in fine form, at the age of 19, finishing three hundredths of a second behind his idol Usain Bolt in the 200m at the IAAF Diamond League meeting in New York.

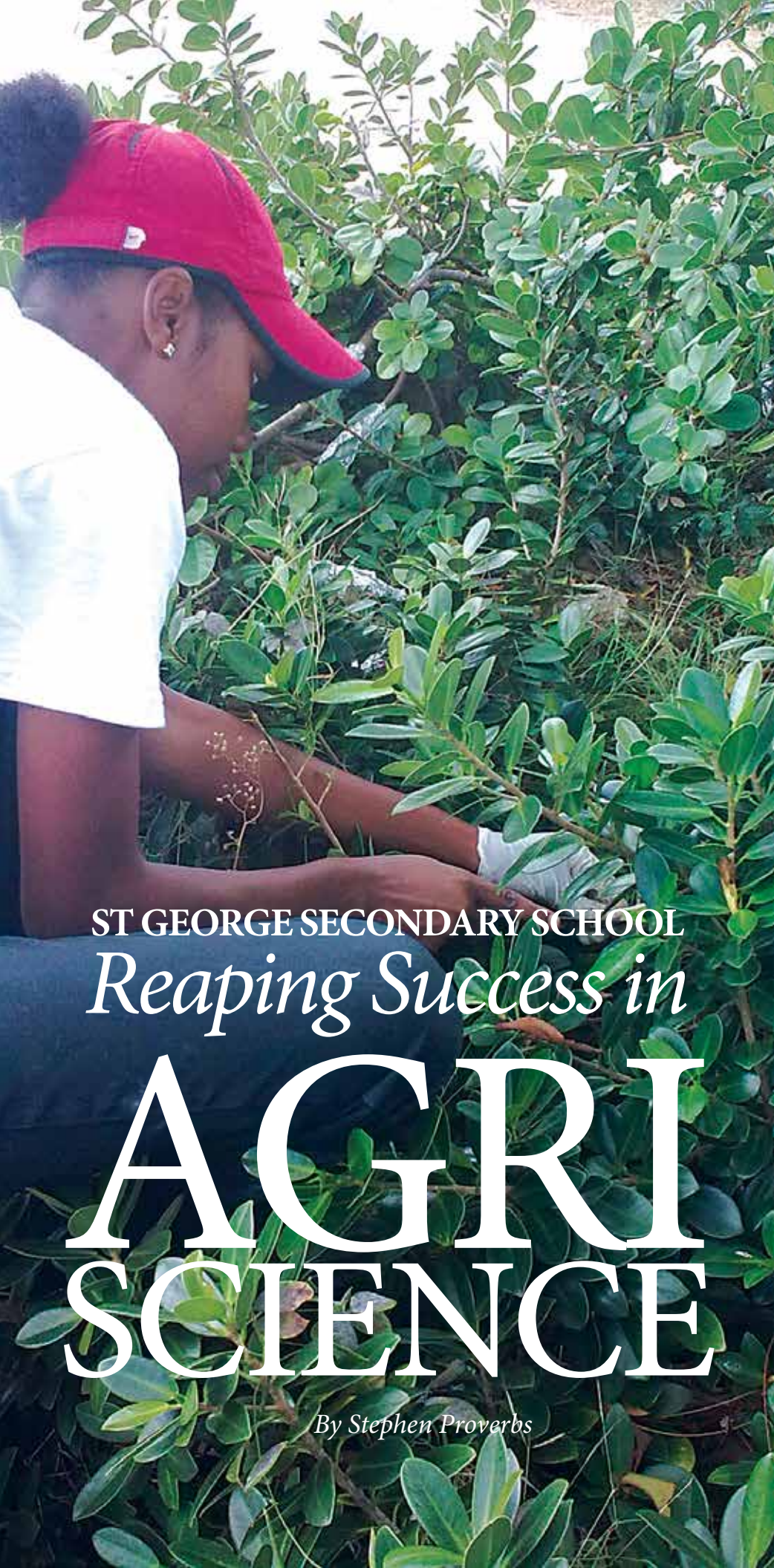
In July Zharnel 'Swift' Hughes announced his intentions to compete for Great Britain at the international level. Hughes said, "I have always known if I were to run at the Olympics it would be in a British vest and that is how I have always dreamt it would be."

At the British Championship he shrugged off the "Plastic Brit" comments by winning the 200m competition in an easy 20.55 seconds qualifying him to compete in the IAAF World Championships in Beijing.

"I have a positive mind. I came here to do something great", the young athlete stated after the race. Not long after, he competed in Lausanne, Switzerland in the Diamond League, which he won in a personal best time of 20.13 seconds running from lane 2. His time puts him equal fifth with Darren Campbell on the UK all-time list to become the first British winner of a Diamond League 100m or 200m race. He is also the youngest athlete to win a Diamond League event.

A couple days after turning 20, the young sprinter got the opportunity that many dream of by competing at the London Olympic Stadium. Once again he proved that the small Caribbean island of Anguilla has much to offer and won the race in a blistering 20.05 seconds lowering his personal best and making him the third fastest British athlete at this distance.

The young athlete once again proved that the sky is the limit and that with determination anything is possible. The big day came on August 27th with the 20-year old competing in his first major championships for Great Britain – the IAAF World Championships. He reached the final of the men's 200m and recorded a personal best of 20.02 seconds to finish fifth. He insists that the race went as well he could have hoped for even though he had been struggling with a back injury. Rio 2016 beckons!



ST GEORGE SECONDARY SCHOOL
Reaping Success in

AGRI SCIENCE

By Stephen Proverbs

Students from the St George Secondary School in Barbados are making significant strides with an agricultural programme that has attracted the attention of regional and international agencies. The students are also using cutting-edge renewables to power their agricultural programmes.

St. George Secondary School is a mixed, rural secondary school in Barbados. It was established in 1972 and has since aimed to provide the highest quality and most relevant secondary education for students from the surrounding communities and other accessible areas.

St. George Secondary School is located in the heart of the fertile St. George valley known traditionally as the “bread basket of Barbados”. Since the days when the Barbadian landscape was dominated by sugar plantations, to now, agriculture has formed the backbone of economic and social activity in the area. Due in part to its location and history, an initiative was taken to develop an extensive agricultural programme at the school.

Objectives of the Agriculture Project at St. George Secondary School

The programme aims to:

- Create a sustainable model farm highlighting agricultural best practices. Access to the farm facility is to be granted to other schools, agricultural entities, and other interested parties.
- Equip students with the knowledge and skills necessary for the production, marketing and sale of a wide range of agricultural products and services – livestock, crops, ornamental plants, landscaping etc. – through hands-on experience.
- Provide students with the opportunity for certification in Agriculture through Caribbean Secondary Education Certificate (CSEC) and Caribbean Vocational Qualification (CVQ) programmes.
- Encourage entrepreneurship in agriculture through highlighting the economic potential of the industry.
- Employ sustainable and environmentally friendly agricultural practices such as organic farming, recycling, renewable energy, waste reduction throughout all operations.
- Depict agriculture in a positive light and emphasize the importance of food security to the country.

Scope of the Project

The programme encompasses elements of livestock production, crop production, aquaculture and landscaping as described below:

Agricultural Science Laboratory

An Agricultural Science laboratory is to be constructed. This lab will have facilities for the sanitary slaughtering and dressing of livestock animals, vet care, packaging and processing of livestock and crop products, and cold storage. A potting shed is also to be included for seedling production and vegetative plant propagation. This should be constructed during the first term of the 2015 -2016 school year.

Livestock Production

Livestock being produced include sheep, poultry, freshwater fish and rabbits.

A four-hundred square foot pen has already been constructed where we are selectively breeding indigenous Barbados Blackbelly sheep. We also supply meat and lambs for sale. Fodder crops are also being grown in the paddock areas.

A six-hundred square foot poultry pen has been built for the production and sale of broilers.

Rabbit production is being expanded through the construction of a four hundred square foot rabbitry.

A pond is being constructed for the production of tilapia. The pond will also form part of a hydroponics system for simultaneous crop production. Overflow pond water will be used for irrigation purposes.

Crop Production

A range of vegetable crops is already in production in the school's two-thousand square foot greenhouse. The greenhouse is outfitted with an automated drip irrigation system to maximize production, conserve water and maintain quality.

Root crops, bananas and hardier vegetables are produced in the field. The crop fields are also fitted with an automated irrigation system.

An orchard is currently being established at the school. Trees have been planted throughout the school compound to provide food, aesthetic enhancement, and shade.

A "Wellness Garden" is being developed where traditional medicinal and aromatic herbs are grown organically. The garden will also provide an area for quiet reflection and relaxation.





in the **AGRICULTURE**

Green Systems – Recycle / Reuse / Reduce

All electricity required for irrigation and pond pumps, filters, security lights, ventilation fans etc. is being supplied using renewable energy, solar panels and a wind turbine.

Water for irrigation purposes is to be supplied through rain water harvesting from the roofs of structures within the agricultural unit and adjoining school buildings. Recycled water from the water treatment plant in a housing development opposite the school is also being considered for irrigation purposes.

A bio-digester is being constructed to convert organic effluent from the livestock animals into useable cooking gas (methane) and liquid fertilizer.

Weeds and other plant waste are composted and used to improve the organic content of crop soils and potting mixes.

Decomposed solid waste from livestock animals is also used as organic fertilizer.

Mulching (using plant waste to cover the soil) is carried out to reduce water loss from the soil surface, and organically reduce germination of weeds in plant beds.

Key Roles Played by Students in the Programme

Students are actively involved in production, processing and sale of crop products from the greenhouse and fields. They are taught a wide range of horticultural skills including seedling production, vegetative propagation techniques (budding, grafting, air-layering etc.) and lawn and garden maintenance. Students are also responsible for feeding and caring for livestock during school hours.

Students from the agriculture, masonry, carpentry and steel bending classes are actively involved in the construction of the livestock pens.

Students have also been attached to various agri-businesses through our “Agriculture School to Work” programme.

Candidates from the school have also been entered on an annual basis in the Youth Summer Farm Programme hosted by the Inter-American Institute for Cooperation on Agriculture (IICA) where they are given the opportunity to pursue the CVQ in Amenity Horticulture.

Shakeil Waithe and Adrienne Scott Brathwaithe have been excellent ambassadors

for the school’s agriculture programme. Shakeil performed creditably at the school in areas of both livestock and crop production. While representing the school as a candidate in the Youth Summer Farm Programme, Shakeil was awarded a CVQ in Amenity Horticulture. Shakeil was then attached to a poultry producer/processor within the school community where he has gained permanent employment and currently holds a supervisory position within the organization. He is now responsible for training and supervision of students attached to the business.

Adrienne exhibited a keen interest in agriculture while pursuing other CSEC subject areas at the school. On successful completion of her CSEC programmes she opted to return to school and be involved in the agriculture programme. Adrienne was also awarded a CVQ in Amenity Horticulture through the IICA summer farm programme. She was attached to a leading landscaping and plant nursery business where she was credited with outperforming some of their employed staff. Adrienne has subsequently gone on to pursue a Diploma in Agriculture at the Samuel Jackman Prescod Polytechnic, a local technical institute.



Students are actively involved in production, processing and sale of crop products from the greenhouse and fields. They are taught a wide range of horticultural skills including seedling production, vegetative propagation techniques

St. George Secondary School is located in the heart of the fertile St. George valley known traditionally as the “bread basket of Barbados”.

Resource Support for the Project

Due to the wide scope of the programme resource support was identified as a key challenge from conception. The Board of Management of the school made a substantial initial investment in the project by funding the construction of the greenhouse. Additional support for the project to date has been sought through grant proposals and donations as outlined below.

- The IICA has donated the materials required for construction of the sheep pen, six Barbados Blackbelly sheep and a year’s supply of feed.
- The school was awarded a School Improvement Grant funded through the Inter-American Development Bank – Skills for the Future programme. Award funds are being applied to the construction of the poultry pen, rabbitry, tilapia pond and the automated irrigation system in the greenhouse.
- The school was awarded an Agri-Research Grant funded by the Ministry of Agriculture. Funds from this grant are being used for the installation of a two-kilowatt solar photovoltaic system for the livestock unit, construction of the bio-digester, installation of rainwater harvesting systems and the hydroponics system for the tilapia pond.
- The school in partnership with the Barbados Agricultural Society (BAS) was recently awarded a grant from the Competency Based Training Fund (CBTF) supported by the Inter-



American Development Bank. Funds from the grant are being used to develop the school as a CVQ training and certification centre for farmers and students in Amenity Horticulture, Crop Production, Poultry Production and Rabbit Rearing.

St. George Secondary School has also mounted several exhibits at the National Agricultural Festival (Agrofest),

Barbados Manufacturers Exhibition (BMEX) and the Enviro Waste Expo to increase public awareness and support for the project, as well as to raise the school’s profile in Barbados.

CSEC and CVQ Results to Date

The school has had a nearly 100 per cent certification rate for candidates entered for the CVQ in Amenity Horticulture through the IICA Youth Summer Farm Programme. The CSEC Agriculture programme at the school was introduced during the 2013 – 2014 academic year. The first candidates from this programme will be entered for CSEC examination in June 2016. In the upcoming 2015 – 2016 academic year, with support from the CBTF grant the school should be equipped to assess candidates in CVQs in the areas mentioned above.

On full implementation of the project it is envisioned that the school will become a leading institution for training young persons in agriculture in Barbados, and a catalyst for increased domestic agricultural production.



Stephen Proverbs is the Deputy Principal of St. George Secondary School, Barbados. He previously served as Head of Science Department and successfully lobbied for the installation of a greenhouse, the establishment of the livestock programme, and entered the school in several agricultural exhibitions.



Sharlayne Waller *Focused on* **RESEARCH**



In May 2014, I graduated from Yale University with a Bachelor of Science in Biomedical Engineering. That summer was spent interning in the microbiology division at the Scientific Research Council in Kingston, Jamaica, and in October 2014, I matriculated at the University of Oxford to pursue the DPhil (PhD) in Engineering Science. This year, apart from continuing my research focused on the design and testing of novel ways to engineer the human neural network using microporous membranes and co-polymer hydrogel scaffolds, I also study Mandarin Chinese, row with the Wolfson College Boat Club and participate in the Postgraduate Christian Fellowship at St. Aldate's Church, as well as in the Oxford African and Caribbean Society. My time at Oxford has exceeded my expectations, with the opportunity to study at a higher level while exploring new activities and experiencing different cultures.

Sharlayne won the CAPE award in 2010 for Most Outstanding Performance in Sciences.

Mariesa Jagnanan *Focused on* **BUSINESS**



In 2011, I received the award for the most outstanding candidate in business education for CSEC based on the 14 Grade Ones I attained at the examination's sitting that year. The subjects written were: Mathematics, English A, English B, Principles of Business, Economics, Principles of Accounts, Office Administration, Integrated Science, French, Spanish, Social Studies, Geography, Information Technology and Electronic Document Preparation and Management (EDPM). The four years that followed this prestigious award were filled with additional academic pursuits, memorable personal experiences and also numerous character-building endeavours.

As it relates to academics, after receiving this award I commenced the Bachelors of Social Science Degree in Economics programme at the University of Guyana and simultaneously began the journey towards my Certified Accounting Technician (CAT) and subsequently my Association of Chartered Certified Accountants (ACCA) qualifications. It was indeed a challenge to juggle the pursuit of these technical and highly time-consuming qualifications in both Economics and Accounts. Strict time

management was required and though extremely overwhelming at times, the journey towards these qualifications showcased both the strengths and limitations of my capabilities. I believe that pushing your limits and challenging yourself are the best ways to identify the obstacles you are able to overcome and the amazing goals you are truly capable of achieving. This academic challenge of mine showed me that I am indeed capable of such ambitious pursuits and that there is always room for improvement. In July of this year I completed my final year of the Bachelor of Social Science Degree in Economics programme, and I am one exam away from completing my CAT qualification.

My time at the University of Guyana was quite eventful as I met several interesting and ambitious people and created invaluable friendships that I will always cherish. I also participated in clubs, inclusive of the University of Guyana Economics Society (UGES) where I served as a member of their Executive Body and gained desirable organizational and leadership skills. Another highlight of my time at the University was taking part in the University of Guyana Hindu Society's (UGHS) Annual Rangoli competitions which were new and quite enjoyable experiences for me. They were also rewarding as they showcased the importance of teamwork and organized dedication to complete each symbolic design.

During this time, mainly during the three-month breaks between academic years, I also worked part time and under short contracts, the most recent being a short stint at the Inter-American Development Bank (IDB). This was in an attempt to begin the process of garnering the necessary work experience whilst studying.

In the past four years I also took the time to travel. Interestingly, my very first opportunity to travel to another country was when I received the CSEC Award in 2011 which entailed a trip to Trinidad and Tobago. This amazing experience made receiving this prestigious award even more special and memorable for me. I have taken dance classes on the side and I also joined the Rotaract Club of Georgetown, Guyana in which I've achieved prospective membership status and hope to be involved in many beneficial community-aid projects.

Looking to the future, my immediate plans after graduation are to work for a few years in order to gain necessary work experience, in both Economics and Accounts, whilst completing my ACCA qualifications. Afterwards, I'll pursue my Masters' degree in an aspect of Economics. Along my way to accomplish my many goals, I will continue to further strengthen relationships both with my family and friends, and take the time to enjoy this journey.

REGIONAL AWARDEES *Where are they now?*

Vincent Taylor *Focused on* **SECURITY**



Since I've received my CAPE award I've been studying. I'm currently reading for a PhD in Cyber Security at the University Of Oxford, in the United Kingdom. I received a Rhodes Scholarship (Jamaica and Magdalen) in 2013.

I expect to complete the PhD in September 2017. I'm focusing on security and privacy risks with smartphones. When I'm finished I want to do consulting for a few years to gain some experience before going back to Jamaica to hopefully take up some government advisory role.

I now have two publications:

V.F. Taylor and D.T. Fokum. *Mitigating black hole attacks in wireless sensor networks using node-resident expert systems*, in Wireless Telecommunications Symposium (WTS), 2014. Pages 1–7. April, 2014.

V.F. Taylor and D.T. Fokum. *Securing wireless sensor networks from denial-of-service attacks using artificial intelligence and the CLIPS expert system tool*, in Southeastcon, 2013 Proceedings of IEEE. Pages 1–6. April, 2013

Vincent Taylor won the CAPE regional top award for ICT in 2008.

Celeste Dass *Focused on* **PSYCHOLOGY**



Tobago at the end of my final year that I realize what I had really wanted to do. I never thought of myself as much of a counsellor – so afraid of saying the wrong thing, or saying nothing at all. But the classes got me out of my shell, and made me realize that I did indeed possess some sort of counselling talent, which I can hone in order to become a full-fledged psychologist.

In 2014, after I graduated from UWI, I decided to leave my lovely country and pursue my Masters degree in Psychology at the University of Kent in the UK. I graduated with a MSc in Group Processes and Intergroup Relations – a mouthful I know, but it's simply a more concentrated area in Applied Social Psychology. My research was based on the objectification of women, and how women in the UK experience objectification differently from those in the West Indies. I'm hoping to have this research published soon as I think there's a lot it can add to the existing literature. Caribbean psychology is often underrated, and I would like to pursue a PhD focusing on the mental and physical effects objectification has on the female population, as well as possible solutions. I love cross-cultural research, so it will be interesting to compare the Caribbean with another country, such as India, or somewhere in Latin America.

Studying in the UK was one of the best decisions I've ever made. Even though it was only a year, I accumulated so much knowledge and practical experience, and met with so many different cultures. One of the highlights of the year was being able to work with dogs as part of the Pets as Therapy Initiative in Canterbury; and even though it was for a brief period, it made me realize that there are many different types of counseling and therapeutic techniques that are lacking in the Caribbean – something I would really love to rectify.

I recently returned to Trinidad at the end of September 2015, so my main focus at the moment is to work as a researcher, or a counsellor in some capacity, and then apply for my PhD in Psychology in the near future. I believe learning never really ends, so I'm hoping to continue taking counselling courses, and perhaps resume volunteering. I'm currently working on a theoretical paper based on objectification and violence against women in the Caribbean.

It's been four years since I was a CXC Awardee for Humanities (CAPE), and so much has happened in those years. I did a double major at The University of the West Indies, St. Augustine Campus in Psychology and Sociology and was awarded First Class Honours for my efforts. I was the treasurer for our Student Psychology Association, and became a member of PSI CHI – the International Honour Society for Psychologists. Those undergraduate years taught me a lot about myself, and where I wanted to go in my life. Everyone expects you to have everything figured out by the time you hit University, but I realized that it was okay if things weren't going the way you had wanted them, or that I was still slowly figuring out my exact place in the world. I had always wanted to help people - that much I had known, but I didn't really know in what exact capacity.

It wasn't until I started working as a Research Assistant and taking counselling classes at the Rape Crisis Society of Trinidad and

Everyone expects you to have everything figured out by the time you hit University



Kiron Neale *Focused on* **SOLAR @ OXFORD**



Kiron Neale won the CAPE Regional Top Award for Environmental Science in 2009

After winning the Regional Top Award, I went on to do my undergraduate degree at The University of the West Indies' St. Augustine campus. I've had a great experience there growing in every possible way. I've used the top award as a constant reminder that I can contribute to the Caribbean in a meaningful capacity and this has driven me to win several faculty awards during my three years at the university. I've even been ambitious enough to take on a student exchange to the University of Alberta in Edmonton, Canada as well. This added some contrast to my university experience with the most prominent being the change in temperature; minus 24 degrees speaks for itself!

I managed to settle into solar energy research where I was able to present my undergraduate final year work at the Caribbean Academy of Sciences 18th General Meeting and Conference in Barbados and later published my final year project in their online journal as: Neale, K. 2012. "Domestic Solar Energy: A viable Alternative in Trinidad and Tobago? Case Study: HDC Housing Part 1- The Geographic Insolation Potential." Caribbean Academy of Sciences E-journal, Vol. 6(2) and Neale, K. 2012. "Domestic Solar Energy: A viable Alternative in Trinidad and Tobago? Case Study: HDC Housing Part 2 - The Economic Analysis." Caribbean Academy of Sciences E-journal, Vol. 6(2).

The crowning moment of my undergraduate experience, however, was being named the Valedictorian of my Faculty of Science and

Agriculture at the 2012 edition of the campus' graduation ceremonies. This was even more special since I was in effect the last valedictorian in the history of my faculty, given its demerger the following academic year.

During this graduation season, I also began working at the Ministry of the Environment and Water Resources in the Environmental Policy and Planning Division and Multilateral Environmental Agreements Unit. Whilst my time at the division and unit was very well spent and most rewarding, it was very much overshadowed by perhaps one of, if not my most significant life-changing event. In November, 2012, I won the Commonwealth Caribbean Rhodes Scholarship. This sent my life into a spiral of publicity and expectations. Though I accept and still accept this blessing with humility, it subtly reaffirms my potential for making an impact on the Caribbean's developmental issues. I believe this was quite a special time for Trinidad and Tobago since it was also the nation's 60th Anniversary of Independence which was indirectly marked by Olympic success and I guess my win added to this hype. I was the first Trinidad and Tobago national to win the Rhodes Scholarship in nine years and the 10th in history to do so. The Rhodes Scholarship, I have to say, has become such a significant opportunity that it is now part of me and to a certain extent defines who I am.

Given that the scholarship is tenable at the University of Oxford in the United Kingdom, I took up my place amongst the dreaming spires



REGIONAL AWARDEES *Where are they now?*

and pursued an MSc in Environmental Change and Management. This course was so dynamic and filled with a great international cohort that took me to sites all over the UK including Ireland, Northern Ireland, Italy and Greece. The MSc also gave me the opportunity to further my solar research interests. I developed a new indexing framework called the Geographic Insolation Potential for residential solar energy applications with a specific focus on the social housing in Trinidad and Tobago. I was able to spatially map and index all the states, provinces and municipalities in the United States, Canada and Trinidad and Tobago. This allowed me to compare and contrast the solar energy best-practices, lessons learnt and challenges facing some of the locations studied. My work was subsequently accepted to the Caribbean Academy of Sciences 19th General Meeting and Conference held in Tobago in November, 2014. It was later published by their E-journal: Neale, K. and C. Jardine. 2015. The Geographic Insolation Potential and Trinidad and Tobago's Social Housing. Caribbean Academy of Sciences E-journal, Vol. 8(1). Amidst this academic flurry that seems to encapsulate scholastic work, my first year at Oxford was made even more memorable by the royal welcome I received (quite literally). On my first day of arriving in the UK, I received my orientation package from Rhodes House which had a letter of mark in it. Upon opening said letter, it was in fact an invitation from Her Majesty Queen Elizabeth II to attend a reception at Buckingham palace themed, "Youth, Education and the Commonwealth". That experience in itself needs no further words to describe my reaction...let alone my mother's.

With my first year as a Rhodes Scholar in Oxford gone too soon, I was back at it again, and I still am to this day. That's because I'm now pursuing a Doctor of Philosophy (DPhil) in Geography and the Environment. And what's my research on for this doctoral degree? Solar energy of course! That's right...once again I'm delving into the power of the sun. However, my angle is somewhat more sociocultural. I'm currently working on building and documenting Trinidad and Tobago's first look at its sociocultural models driving energy and electricity in the residential energy system. As the most significant hydrocarbon state in the Caribbean, the twin-island nation is a very academically interesting case study. However, beyond this, I feel a sense of nationalism because I have been given so much to advance myself. Giving back through academic practice and the promise of a more sustainable and 'green' future for my country and of course by extension the Caribbean, is more than a worthwhile cause. I have also tried to balance my life at Oxford and not limit it to simply research. In true Caribbean fashion, I'm on the University's sprint team as well as my college's (Linacre College) football team. However, recently I've been thrust into the heart of leadership by being elected President of the college's Common Room (essentially the Linacre College student body). Though this role has a lot of responsibility and prestige, it is good practice for the leadership position that I hope to take up in the Caribbean someday. It may not be as a politician (though many foresee this), nor as a manager per say but there are many forms of leadership all with their merits and responsibilities.

Dorien Villafranco *Focused on ENGINEERING*

In 2010 I was named the most outstanding performer in the CSEC examinations in the region as a result of gaining Grade I's in 15 subjects. It was the first time a student from Belize was named the top performer at the CSEC level; it was truly a gratifying time. After high school, I continued my studies at St. John's College Junior College where I focused in the areas of Physics and Mathematics and earned an Associate degree in May 2012 along with writing six subjects at the CAPE level.

Through the Jesuit Scholarship Programme at St. John's College, I was awarded a full tuition scholarship to complete my Bachelor's degree at Saint Louis University, in St. Louis, Missouri. In the fall of 2012 I began studies toward a BSc in Aerospace Engineering. Outside of my coursework, I was involved in many student organizations. I was co-founder of the Caribbean and Latin American Student Association, served as a senator for international students in the Student Government, and in my final year, I was elected as Vice-President of International Affairs on the Student Government Association's Executive Board. In May 2015 I graduated with an Honours BSc in Aerospace Engineering with a cumulative grade-point average of 3.99. My senior project focused on the detail design of a vertical and short takeoff aircraft for commercial use in metropolitan areas.

Currently, I am pursuing a PhD in Mechanical Engineering at Boston University in Boston, Massachusetts. I was awarded the College of Engineering Dean's Fellowship which is a full tuition award accompanied with a stipend for the length of one's graduate studies at BU. My research will be in the fields



of aerodynamics and aeroacoustics. After completing graduate studies, I hope to embark in a career in academia, and continue research in my field.

In retrospect, it's hard to imagine that five years ago I was studying to for my CSEC exams. As I sit here at night now trying to master 2 disciplines, instead of 15, I believe that I've learned one thing throughout my experiences thus far. We are limited only by the strength of our dreams. When I sat 15 exams that year, I was dreaming big. I still have big dreams, and I cannot attempt to give any semblance of useful advice or a recipe for success to anyone because we are all different, and we all have different dreams. So, to those reading this, I say, dream on. Never hinder your future accomplishments by not first dreaming about their existence.

I still have big dreams, and I cannot attempt to give any semblance of useful advice or a recipe for success to anyone because we are all different, and we all have different dreams.



Dr. Lori-Ann Vaz *Focused on* **MEDICINE**



I always knew from a very young age that I wanted to become a Medical Doctor so I worked assiduously towards my dream. The journey was always a work in progress from preparatory school but I officially embarked on my career path when I obtained 11 Grade I's in my CSEC exams.

Wow! I can't believe it has already been seven years since being awarded the prize for the most outstanding candidate in Humanities for the 2008 May/June CSEC examinations, but I remember it as if it was yesterday. It has been quite a journey since receiving this prestigious award but like a true "Wolmerian" I live by the motto "Age Quod Agis" which simply means "Whatever you do, do it to the best of your ability".

I always knew from a very young age that I wanted to become a Medical Doctor so I worked assiduously towards my dream. The journey was always a work in progress from preparatory school but I officially embarked on my career path when I obtained 11 Grade I's in my CSEC exams. In addition to being awarded the CXC regional prize for the top performer in the Humanities, I received the national prize for top performer in Geography and was ranked second place overall in the 2008 CSEC examinations in Jamaica. I subsequently did CAPE Units 1 and 2 examinations and received eight Grade I's.

In 2010 I matriculated to The University of the West Indies to pursue studies in medicine. I was fortunate to have been awarded a scholarship as part of the prize for winning the CSEC award in 2008 and I was now one step closer to achieving my life goal of becoming a medical doctor. The journey through medical school was by no means easy but I cherished every moment of it. Medical school was not just a place for academic growth, but also a place for personal development. I participated in extra-curricular activities such as serving on the Standing Committee for Reproductive Health, Peer Counselling, participating in charitable events, serving on Rex Hall committees and participating in outreach activities. While residing on the Rex Nettleford Hall I was able to appreciate the value of teamwork as I competed in activities such as football, dance, cross country and Iron Chef. I however maintained a balance and continued to excel at my studies. As a reward for my outstanding academic performance, I was placed on the Dean's list and was the recipient

of an AFUWI scholarship in 2014. It was amazing how quickly time flew by and before I knew it I was sitting my final MBBS exams in June 2015. I am proud to say that I was very successful in my exam and I was awarded Honours in Medicine and Surgery. I also received the General Surgery prize for outstanding performance and the Dr. John Hall prize for exceptional performance in Medicine.

Now at the age of 23, I am humbled to have earned the title Dr. Lori-Ann Vaz and I'm now able to do that which I have always wanted since a child – help others through the field of medicine. I am currently a Medical Intern at the May Pen Hospital in Jamaica and in the future I would like to pursue postgraduate studies in the field of surgery or Interventional Radiology.

I want to say a big thank you to CXC for motivating and assisting me to realize my dream of becoming a doctor and continuing to aid students towards their goals.



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THE CXC® ASSOCIATE DEGREES (CXC®-AD)

The months of May and June are usually packed with the jitters of examinations for secondary school students of the Caribbean Region who sit the Caribbean Secondary Education Certificate® (CSEC®) examinations of the Caribbean Examinations Council® (CXC®). In July students exhale, let their hair down and have some much needed fun as they relax and enjoy the bliss of basking in the summer sun. Some even tempt fate by taking risks they dare not discuss in the presence of their parents, while others simply read a book and experience its magic. Then comes the dreaded month of August when their recent accomplishments in CSEC® are published. Armed with their accomplishments, students along with their parents make decisions for further studies or for entry into the world of work.

Some of the students who opt to study transition by taking the bold step to pursue studies in Caribbean Advanced Proficiency Examination® (CAPE®). You will be happy to know that CAPE® has, over the years, gained significant recognition from universities and colleges in the region and in other countries including Canada, United States, United Kingdom and India. The Caribbean Examinations Council® (CXC®) Associate Degree (CXC®-AD) is built on this foundation.

As an independent product of CXC®, the CXC®-AD was carefully benchmarked against regional and international stipulations with quality mechanism from the design of the syllabus through to the point when approval is granted for the award to be issued. The CXC®-AD is issued to candidates whose performance is at Grades I to V in clusters of eight Units of the CAPE®, provided that the Units are selected in accordance with the guidelines provided. Even though the sixth form programme typically lasts for two years, each person has a maximum of five years to complete all eight units. The cluster of eight Units is equivalent to 80 credits as each CAPE® Unit accounts for 10 credits.

Associate Degrees are typically issued to persons who successfully complete the prescribed number of credits for a programme, which may range from 60 to 90 credits. This is in keeping with the requirements of the Association of Caribbean Tertiary Institutions (ACTI) which states that a person must complete at least 60–70 credits for an Associate Degree. However in the United States the number of credits for an Associate Degree generally ranges from 60–90.

Areas of Specialisation for the CXC®-AD

The CXC®-AD has 19 areas of specialisation from which a person can may choose. Take a quick look at Table 1.1. CXC® is committed to

ASSOCIATE OF ARTS		ASSOCIATE OF SCIENCE	
Business Studies	Humanities	Natural & Social Science	Applied Science
Accounting	History	Mathematics	Industrial Technology
Economics	Sociology	Information and Communication Technology	
Entrepreneurship	Law	Natural Sciences	
Logistics and Supply Chain Operations	Modern Languages	Environmental Studies	
	Visual Communication	Food and Nutrition	
	Performing Arts	Sports Studies	
	Tourism Studies	Agriculture	

Table 1.1: Areas of Specialisation for the CXC® Associate Degrees (2015)

expanding these choices and will do so each time a new CAPE® subject is developed. Although most persons will make choices based on interest and career goals, you may want to explore Logistics and Supply Chain Operations which was recently added.

Course Selection

Persons who are desirous of being awarded the CXC®AD must successfully complete Caribbean Studies, Communication Studies and Integrated Mathematics as three of the eight CAPE® Units. The Associate Degree in Mathematics is the only CXC®-AD which Integrated Mathematics is not a requirement for the CXC®-AD.

Meet Janice! Janice is a lower six student who is desirous of receiving the award in Visual Communication. She is currently doing Caribbean Studies, Communication Studies and Digital Media Unit 1 and Art and Design Unit 1. In order to meet the requirements for the award Janice is required to select Integrated Mathematics, along with Core Courses Digital Media, Unit 2 and Art and Design, Unit 2 along with one Unit of any other CAPE syllabus as an Elective. Janice intends to use the skills developed from her studies in Art and Digital Media to start her home-based business so Janice opts to do Entrepreneurship Unit 1 as her Elective. By choosing this Elective, Janice will acquire the knowledge, skills and attitudes needed to operate her own business.

Articulation

Not every student will be like Janice. Some students will choose to pursue further studies after completing CAPE®. Matt is one of those students. He dreams of studying overseas but is already daunted by the fact that he would be

embarking on a very costly venture. Thankfully, for students like Matt, CXC® works closely with colleges and universities to identify equivalencies in programmes. Armed with his CXC® Associate Degree, Matt will be able to take advantage of one of these opportunities in his undergraduate programme of choice. Matt, who represents the average Caribbean student, may benefit from transfer of credits which increases opportunities for students to obtain tertiary education through collaborative and cost-effective strategies. At present CXC® has articulation agreements with Berkeley College, University of South Florida (USF), Monroe College, SUNY-Plattsburgh, Oglethorpe University, Johnson and Wales and a Memorandum of Understanding with Illinois Institute of Technology.

Registration and Certification Arrangements

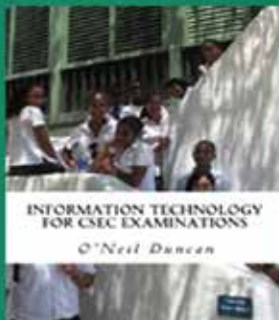
You can be one of the students who become a beneficiary of these arrangements. The process is simple. Persons who are desirous of being awarded the CXC® Associate Degree must register for the associate degree of choice when registering for the final set of CAPE® Units that will qualify them for the award.

Full details on the revise CXC®-AD may be found in the CXC® Associate Degrees Handbook revised 2015, on CXC's website, www.cxc.org



Jodine Williams is Assistant Registrar, Syllabus and Curriculum Development Division at CXC's Western Zone Office in Jamaica.

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CAPE[®] Integrated Mathematics

By Dwayne Renville and Alsian Brown-Perry

The Caribbean society is an integral part of an ever-changing world. The impact of globalisation on most societies encourages this diverse Caribbean region to revisit the education and career opportunities of our current and future citizens. A common denominator is for Caribbean societies to create among its citizens quality leadership with the acumen required to make meaningful projections and innovations for further development. Further, learning appropriate problem-solving techniques, inherent to the study of mathematics, is vital for such leaders.

CXC examined the Associate Degree offering to ensure that the needs of our Caribbean students are being met and to bring it in line with existing degrees both regionally and internationally. Concerns were raised about the limited requirements of the general education components of the CXC Associate Degree, which comprises two courses: Caribbean Studies and Communication Studies. One of the primary recommendations was that the CXC Associate Degree could be strengthened by the inclusion of a course in mathematics. The concern was expressed that if CXC included the existing CAPE Mathematics courses as part of the general education requirements, it may represent a barrier to students wanting to do the Associate Degree, particularly those who are not specialising in Mathematics. Based on these concerns a decision was taken to develop a single unit course in general mathematics for inclusion as part of the general education requirements for the CXC Associate Degree. This general mathematics course is the CAPE Integrated Mathematics.

The Council recognises that Mathematics promotes intellectual development, is utilitarian and applicable to all disciplines. Additionally, its aesthetics and epistemological approaches provide solutions fit for any purpose. Therefore, Mathematics is the essential tool to empower people with the knowledge, competencies and attitudes which are required for academia as well as quality leadership for sustainability in this dynamic world.

The Integrated Mathematics course of study was designed to provide students with the knowledge and skill sets required to model practical situations and provide workable solutions in their respective fields of study. These skills include critical and creative thinking, problem solving, logical reasoning, modelling ability, team work, decision making, research techniques, information communication and technological competencies for life-long learning. Such holistic development becomes useful for the transition into industry, research and further studies required at tertiary levels. Moreover, the attitude and discipline which accompany the study of Mathematics also nurture desirable character qualities.

This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government in the following areas: “demonstrate multiple literacies, independent and critical thinking and innovative application of science and technology to problem solving. Such a person should also demonstrate a positive work attitude and value and display creative imagination and entrepreneurship”. Additionally, and in keeping with the UNESCO Pillars of Learning, on completion of this course of study, students will learn to do, learn to be and learn to transform themselves and society.

This syllabus aims to:

1. improve on the mathematical knowledge, skills and techniques with an emphasis on accuracy;
2. empower students with the knowledge, competencies and attitudes which are precursors for academia as well as quality leadership for sustainability in the dynamic world;
3. provide students with the proficiencies required to model practical situations and provide workable solutions in their respective fields of work and study;
4. develop competencies in critical and creative thinking, problem solving, logical reasoning, modelling, team

work, decision making, research techniques and information communication and technology for life-long learning;

5. nurture desirable character qualities that include self-confidence, self-esteem, ethics and emotional security;
6. make Mathematics interesting, recognisable and relevant to students' locally, regionally and globally.

The Integrated Mathematics Syllabus comprises three Modules, each requiring at least 50 hours. Students will develop the skills and abilities identified through the study of:

Module 1	Foundations of Mathematics
Module 2	Statistics
Module 3	Calculus

The specific objectives within these modules indicate the scope of the content and the activities that should be covered.

The assessment will comprise two components, External Assessment (80%) and the School-Based Assessment (20%). The External Assessment comprises two papers. Paper 01 will consist of 45 multiple-choice items, 15 items on each Module. All questions are compulsory. 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 consists of three (3) sections, each corresponding to a Module in the Unit and containing two structured essay type questions. Candidates will be required to answer all six questions. This paper contributes 50 percent towards the final assessment. Paper 02 will require greater in-depth knowledge of the syllabus. Candidates will be required to provide extended responses involving higher order thinking skills such as application, analysis, synthesis and evaluation.

The School-Based Assessment is a single project requiring candidates to demonstrate the practical application of Mathematics in everyday life. In essence it should allow candidates to probe, describe

CAPE® Integrated Mathematics

and explain a mathematical area of interest and communicate the findings using mathematical symbols, language and tools. The topic(s) chosen may be from any Module or combination of different Modules of the syllabus. The project may require candidates to collect data (Project B), or may be theory based (Project A), requiring solution or proof of a chosen problem. Project A is based on applying mathematical concepts and procedures from any module in the syllabus in order to understand, describe or explain a real world phenomenon. Project B is based on applying mathematical concepts and procedures from any module in the syllabus in order to understand, describe or explain a real world phenomenon. The project is experiment based. Candidates should complete one project, either Project A or Project B. Candidates who repeat the subject in a subsequent sitting may reuse their SBA marks.

This syllabus was carefully crafted to strengthen the CXC Associate Degree

programme and meet the needs of Caribbean societies. The course seeks to emphasize Mathematics in everyday life; the contents, objectives and assessments are designed to cater to all students. Therefore, CXC is convinced that the introduction of the CAPE Integrated Mathematics course will enhance the intellectual development and analytic capacity of our students. Among these students will be a new breed of scholars, innovators and leaders of the Caribbean region all of whom will embrace Mathematics. Additionally, the disciplines of logical reasoning, appropriate analysis and thoughtful creativity developed from taking this course should easily help the CXC Associate Degree to positively impact their professional responsibilities. Moreover, CXC believes that the intended attitudinal change in students towards Mathematics will successfully spread to their working colleagues, families and communities and will eventually lead to destigmatising the subject area.



Dwayne Renville is the Convenor for CAPE Integrated Mathematics.



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

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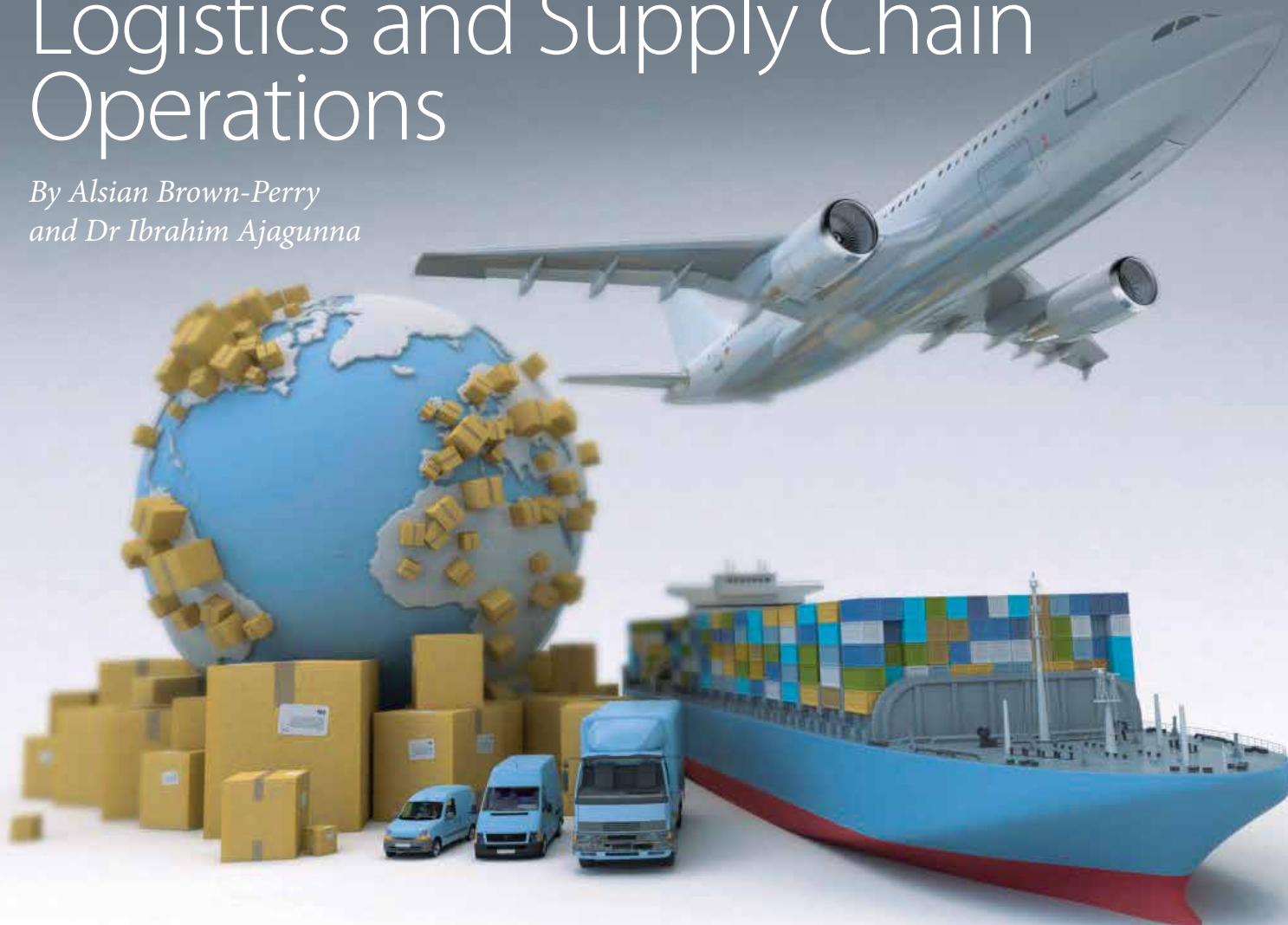
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Logistics and Supply Chain Operations

*By Alsian Brown-Perry
and Dr Ibrahim Ajagunna*



Globalisation has resulted in a significant increase in world trade and has impacted on the size and complexity of international transportation. However, Caribbean countries have not been sufficiently responsive to the impact of these global changes. Consequently, the movement of cargo throughout the region has become more expensive than the rest of the world. In addition, there is a wide disparity between countries and ports of the region in terms of productivity as the countries have not kept pace with the advances in information technology. In order to meet global requirements, Caribbean countries are required to constantly dredge and upgrade port infrastructure in order to remain relevant. The pressure on the Caribbean has not just been on the physical

infrastructure but also on developing and retaining qualified human resources. As a result, Caribbean ports have now recognised the need to invest in the development of the human resources in the shipping and logistics industry. This has led to the emergence of Logistics and Supply Chain Operations as a relevant area of study. Logistics and Supply Chain Operations is the task of effectively and efficiently coordinating material flow and the storage of goods, services and related information from the point of origin to the point of consumption for the purpose of conforming to customer requirements.

The study of Logistics and Supply Chain Operations will assist in satisfying the demand for logistics experts through formal preparation and certification of the

human resources in the Caribbean. This will enable citizens to access employment in this untapped market space and contribute to regional development. It will also lead to a better quality of life for present and future generations while providing wealth creation through new and innovative job opportunities and other economic possibilities, including entrepreneurship. By pursuing this course of study, students will develop decision-making, problem solving, critical thinking and technological skills. This course is designed to provide the knowledge, skills and competencies that are required for further studies, as well as for the world of work.

Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE Logistics and

Logistics and Supply Chain Operations

Supply Chain Operations will contribute to the development of a Caribbean person who is aware of living in harmony with the environment; 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 a person who will learn to know, learn to do, learn to live together, learn to be and learn to transform oneself and society.

The syllabus aims to:

1. promote an awareness of the importance of the global logistics and supply chain industry;
2. help students understand the impact of globalisation and global logistics on multi-modal transport in the Caribbean;
3. create awareness of the impact of regulatory bodies on national and regional policies;
4. help students understand the role and value of stakeholders and information systems in logistics;
5. foster an understanding of the impact of logistics on economic development at the national, regional and international levels;
6. develop the capacity for critical thinking, creativity, problem solving, leadership and management, positive cooperative behaviours, emotional intelligence, entrepreneurial skills and technological competence through authentic learning experiences; and
7. integrate information, communication and technological (ICT) tools and skills.

The subject is organised into two Units. Each Unit comprises three Modules requiring 50 hours for each module. 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 CONCEPTUAL ISSUES IN LOGISTICS AND SUPPLY CHAIN

Module 1	Logistics and Its Role in the Economy
Module 2	Supply Chain and the Global economy
Module 3	Customer Service in Shipping and Port Operations

UNIT 2 SHIPPING AND PORT OPERATIONS

Module 1	Commercial Shipping
Module 2	Port Operations
Module 3	Logistics Transforming Economies

The specific objectives indicate the scope of the content and the activities of the School-Based Assessment (SBA) that should be covered. Candidates who repeat the same Unit in a subsequent sitting may reuse their SBA marks.

Each Unit of the syllabus will be assessed separately. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit. Grades will be awarded independently for each Unit. The assessment for each Unit will comprise two components, External Assessment (80%) and the School-Based Assessment (20%). The External Assessment comprises two papers. Paper 01 will consist of forty-five (45) multiple-choice items, fifteen (15) items on each Module. All questions are compulsory. 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 consists of three sections, each corresponding to a Module in the Unit. Each section will contain two structured essay type questions. Candidates will be required to answer all six questions. This paper contributes 50 per cent towards the final assessment. Paper 02 will require greater in-depth knowledge of the syllabus. Candidates will be required to provide extended responses involving higher order thinking skills such as application, analysis, synthesis and evaluation. To satisfy the requirements for the School-Based Assessment for Unit 1, candidates will be required to select a company and assess how logistics and supply chain operations have impacted the company's environments. The research project will require the students to visit the organisation and conduct research. For Unit 2, candidates are required to identify a problem at a port in their country and use their knowledge of logistics and port operations to formulate a plan of action that could be used to resolve the problem.

While the programme is Caribbean specific, the concepts learned in the two units can be applied to logistics and supply chain issues any where in the world. Because of its uniqueness to the Caribbean, the syllabus Panel drew on knowledge and expertise from across the Region.



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



Dr Ibrahim Ajagunna is the Convenor for the CAPE Logistics and Supply Chain Operations.

CXC® Rebranding Programme

By Ayodele Pompey



Chief Executive of Google’s parent company Alphabet Inc., Larry Page, once told his employees that technology is revolutionary, not evolutionary. His idea that incrementalism leads to irrelevance has influenced many high flying technology executives to pursue a type of moonshot thinking that ensures relevance in the foreseeable future. Given the level of resources at their disposal and competition in their industry this is reasonable for them. At the Caribbean Examinations Council (CXC), we are cognisant of the speed of development in technology and other areas of business. However, we appreciate the market conditions in the Caribbean and its human resource needs. We continue to pursue both evolutionary and revolutionary

innovation across the organisation as we actively pursue intelligence, competitiveness and relevance in carrying the mandate of the Council.

This year, CXC examined its 43-year old brand and made a huge evolutionary step by undertaking and launching a corporate rebranding exercise. According to the Registrar and CEO, Mr. Glenroy Cumberbatch, “the main objective of the rebranding programme is to revitalise the CXC Brand as the premier provider of examinations in the Caribbean.” He also made the point that “in today’s very competitive business landscape, companies need to reinvent themselves to remain relevant. They need to innovate, offer new products, change old ways of doing business, and enhance their

corporate image and identity.”

Change is the only constant in today’s business environment. The advent of the Internet has brought upon us such massive wind of innovation and advancement that to ignore the use technology and the benefits associated with it can be considered organisational suicide. The cohort of learners we target today is very different from the one who sat the first examinations in 1979. Its behaviour, expectations, characteristics and values are tremendously different. Our stakeholders now have more options and opportunities than ever before. Therefore, as we strive to grow and remain competitive, we must be open to innovation and strategies that threaten to disrupt our existing state of affairs.

CXC's Rebranding Exercise

CXC has offered examinations of international repute that have withstood even the sharpest of scrutiny. In 1976, the term Caribbean Secondary Education Certificate (CSEC) was approved along with syllabuses for English, Mathematics, History, Geography and Integrated Science. Students took examinations for the first time in 1979.

Over the years, CSEC became synonymous with CXC. So much so that even till this day we still refer to CSEC subjects such as CSEC Mathematics as CXC Mathematics. Indeed, some persons have no clue what CSEC is or what it stands for.

CXC has kept its finger on the pulse of Caribbean human resource needs and has therefore expanded its scope and range of subject offerings. Our product portfolio now includes the Caribbean Primary Exit Assessment (CPEA), the Caribbean Certificate of Secondary Level Competence (CCSLC), the Caribbean Vocational Qualification (CVQ), our flagship examination CSEC, the Caribbean Advanced Proficiency Examination (CAPE), and the CXC Associate Degrees. In addition to our products, CXC offers world class consultancy services in Examination Administration, Syllabus and Curriculum Development and Measurement and Evaluation. In some cases, CXC is the only organisation in the Caribbean equipped with the resources to deliver the consultancy.

Having taken over from the British boards, a few of the terminologies and expectations followed and became deeply entrenched in the psyche of our stakeholders. Case in point, in August we shared a post indicating that CXC does not use the term "distinction" in its CSEC

qualifications. That post became viral, sparking thousands of discussions online and offline. Some persons were angry while others felt relief. It is safe to say that a rebrand was well overdue.

We started by thinking about the value and benefits our internal and external stakeholders uniquely derive from engaging with us – particularly underscoring those benefits that no other examination board can provide. CXC is the sole provider of highly sought-after, indigenous Caribbean content, internationally recognised, educational services and qualifications. With our brand proposition clearly articulated, we began to define the persona required to effectively communicate our brand promise. Our aim is to project CXC as an institution that is professional, knowledgeable, experienced, IT-intelligent, responsive and modern. Our proposition and persona form the foundation and basis of our rebranding exercise.

The most recognisable change is the logo. We wanted the logo to express our focus and direction - that CXC is an institution pursuing digital transformation and catering to stakeholders who are by and large digital natives. However, we understood that revamping an iconic logo can go horribly wrong. Therefore we chose to refresh the logo only by mainly changing the student using a pen/pencil to a student using a laptop. There were also other changes in the font treatment and colour but we stayed true to the spirit and integrity of the logo.

The CXC product logos were created for the first time under our new endorsement brand architecture. Each logo has a different color that uses the CXC parent brand as

leverage. Considering the fact that each of our products targets a different market segment with separate considerations, this was a big deal for us. Hopefully, while striving for growth in each of these markets, we can also reduce the synonymy of CSEC and CXC.

We redesigned our letterhead, business cards, email template and signature, uniforms, CXC store logo and Social Media. At the time of writing, our website is being redesigned. Infomercials were also designed to present pertinent information about CXC in a way that is easily consumed. These were aired on television channels across the region and shared on the internet. Over all, there were over one hundred items rebranded and developed.

CXC stands resolute in its vision to assure the global competitiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification. This has not changed but we have realised that we cannot achieve this in isolation or by using the same old methods. By virtue of this, the growth of CXC is deemed to be inextricably linked to its ability to deliver an enhanced stakeholder experience through investment in the right people, consistent use of technology, adherence to quality standards and effective communication. We strive to build a brand that consistently communicates our vision, values and passion for the Caribbean people.



*Ayodele Pompey is
Webmaster at the
Caribbean Examinations
Council.*

The CXC product logos were created for the first time under our new endorsement brand architecture. Each logo has a different color that uses the CXC parent brand as leverage.



Slight Improvement in CSEC[®] PERFORMANCE

Sixty-eight per cent of the subject entries submitted for the Caribbean Secondary Education Certificate (CSEC) May/June 2015 examinations achieved Grades I-III, the acceptable grades at this level.

This compares favourably with performance in 2014 when 66 per cent of entries achieved similar grades, and continued the upward trend started in 2012 and 2013 when 62 per cent and 65 per cent achieved Grades I-III respectively.

English and Mathematics

Performance in the high stakes subjects – English and Mathematics – continued their positive trend. Mathematics saw an eight per cent improvement in performance, with 57 per cent of entries achieving acceptable grades compared with 49 per cent in 2014 and 35 per cent in 2013. The Subject Awards Committee reported that improvements were seen on questions dealing with computation and consumer arithmetic; however, candidates experienced challenges with the topics of measurement and trigonometry.

Performance in Additional Mathematics declined this year when compared with 2014. This year 73 per cent of entries achieved acceptable grades compared with 77 per cent in 2014.

Performance on both English A and English B improved slightly, with 60 per cent of entries for English A achieving acceptable grades in 2015, 59 per cent in 2014 and 57 per cent in 2013. Similarly, for English B, 72 per cent of entries this year achieved Grades I-III compared with 71 per cent in 2014.

Humanities

The Technical Advisory Committee (TAC) expressed concern about the performance in some of the subjects in

the Humanities cluster. TAC singled out Caribbean History, Geography and Social Studies as subjects which have witnessed both a reduction in the number of entries and candidates achieving Grade I. For Caribbean History, four per cent of the entries achieved Grade I; for Geography just under five per cent and for Social Studies just over three per cent achieved Grade I.

Sixty-three per cent of entries achieved acceptable grades in Caribbean History compared with 64 per cent in 2014. For Geography 62 per cent of entries received acceptable grades compared with 67 per cent in 2014 and for Social Studies 64 per cent achieved acceptable grades compared with 58 per cent last year.

For the two foreign languages, performance improved for Spanish and declined for French. Sixty-eight per cent of entries achieved acceptable grades for Spanish compared with 66 per cent last year, while for French performance dipped from 75 per cent in 2015 to 66 per cent this year.

The French Subject Awards Committee cited general weakness in listening, writing and analytical skills as the main reasons for the decline.

Sciences

The two Agricultural Science subjects and Integrated Science recorded improved performance; however, the three natural sciences recorded a decline in performance.

Agricultural Science Double Award recorded improved performance this year with 94 per cent of entries achieving acceptable grades, compared with 75 per cent in 2014. Performance on Agricultural Science Single Award also showed improvement with 87 per cent of entries achieving Grades I-III this year compared with 78 per cent in 2014.

Performance in Integrated Science

improved marginally when compared with 2014; this year 71 per cent of entries achieved acceptable grades compared with 68 per cent last year.

Biology, Chemistry and Physics all saw a decline in performance with Physics showing the largest percentage decline. This year 60 per cent of entries for Physics achieved acceptable grades compared with 77 per cent in 2014. Chemistry saw a nine percentage point decline in performance with 59 per cent of entries gaining acceptable grades this year compared with 68 per cent in 2014. Performance on Biology declined from 72 per cent of acceptable grades last year to 66 per cent this year.

There was a significant decline in performance on Human and Social Biology this year when compared with the last two years. Forty-five per cent of entries achieved acceptable grades this year compared with 63 per cent in 2014 and 62 in 2013. The Subject Awards Committee noted a general lack of preparation of candidates for the examination.

Business

With the exception of Principles of Accounts, most of the subjects in the business cluster recorded improved performance in 2015. Principles of Business saw the largest margin of increase – 17 per cent – with 93 per cent of entries achieving acceptable grades in 2015 compared with 76 per cent in 2014.

Economics saw a 13 per cent improvement this year. Eighty-three per cent of entries achieved acceptable grades as compared with 70 per cent in 2014. Office Administration recorded a similar margin of improvement with 86 per cent of entries achieving acceptable grades in 2015 compared with 73 per cent in 2014.

Performance in Electronic Document

Preparation and Management (EDPD) was at 90 per cent of acceptable grades in 2015 compared with 86 per cent in 2014.

Principles of Accounts was the only business subject with a decline in performance. This year 66 per cent of entries achieved acceptable grades compared with 68 in 2014.

Expressive Arts

Performance improved on one of the three subjects in the expressive arts cluster and declined in the others. Ninety-five per cent of entries for Theatre Arts achieved Grades I-III this year compared with 94 per cent in 2014.

For Music, 70 per cent of entries achieved acceptable grades compared with 78 per cent in 2014 for an eight per cent decline. Visual Arts, the other subject in this cluster, saw a seven per cent decline with 62 per cent achieving acceptable grades in 2015 compared with 69 per cent in 2014.

Technical and Vocational

There was mixed performance in the technical and vocational subjects this year. Performance on Clothing and Textiles remained the same with 81 per cent achieving acceptable grades for both years.

Three subjects saw improved performance: Electrical and Electronic Technology improved from 57 per cent in 2014 to 62 per cent this year; Building Technology – Construction moved from 79 per cent in 2014 to 82 per cent this year; and Building Technology – Woods, 79 per cent in 2015 compared with 76 per cent in 2014.

Performance in the other four subjects declined. Sixty-four per cent of entries for Technical Drawing achieved acceptable grades in 2015 compared with 78 per cent in 2014. Food and Nutrition saw a six per cent drop, from 91 per cent in 2014 to 85 per cent this year; while both Home Economics Management and Mechanical Engineering Technology saw a five per cent decline.

Entries

The number of candidates writing the CSEC examinations and the number of subject entries submitted declined this year when compared with the last two years. Subject entries fell to 578,035, down from 603,383 in 2014 and 616,447 entries in 2013. Candidate entries also fell, to 132,824 entries in 2015 from 142,884 in 2014 and 149,311 entries in 2013.

Mathematics had the largest subject entries with 92,968 entries submitted this year. English A was second with 89,486 entries; Social Studies with 46,904; followed by Principles of Business with 33,160; and Human and Social Biology with 29,202 entries rounding off the top five largest subjects.

Thirty per cent of candidates were 17 years old; 28.5 per cent is older than 19 years, 20 per cent is 16 years old and 15 per cent is 18 years old.

Forty-one per cent of the candidates who registered for the 2015 examination were male and 59 per cent female.

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CAPE® ENTRIES GROW

PERFORMANCE REMAINS STEADY

The 10 Units of five New Generation CAPE subjects which were offered for the first time in the May/June 2015 sitting performed very well. More than 90 per cent of entries in all of the Units achieved Grades I-V, which are the acceptable grades at CAPE.

Seven of the Units: Agricultural Science Units 1 and 2, Performing Arts Unit 2 (Dance), Performing Arts Unit 2 (Drama), Performing Arts Unit 2 (Cinematic Arts) Entrepreneurship Unit 2 and Physical Education and Sport Unit 2 all achieved 100 per cent of acceptable grades. In five of the Units – Performing Arts Unit 1, Performing Arts Unit 2 (Dance), Performing Arts Unit 2 (Drama), Performing Arts Unit 2 (Cinematic Arts), Physical Education and Sport Unit 2 – no candidate achieved a Grade I.

Twenty-three per cent of entries for Entrepreneurship Unit 2 achieved Grade I; this was the highest percentage of Grades Is for any of the New Generation CAPE units. Ninety-six per cent of entries for Entrepreneurship Unit 1 achieved acceptable grades. This was also the New Generation Unit with the highest number of entries, 1,541.

For Physical Education and Sport Unit 1, 98 per cent of the 552 entries achieved acceptable grades. Only two candidates sat Physical Education and Sport Unit 2 and both candidates achieved Grade III.

Ninety-seven per cent of the 567 candidates who took Tourism Unit 1, achieved Grades I-V. Twenty-one candidates entered for Tourism Unit 2 and 97 per cent

achieved acceptable grades.

Digital Media, the other New Generation CAPE subject was offered for the second time this year. Two hundred and nineteen (219) candidates entered for Unit 1 and 94 per cent achieved acceptable grades compared to 100 per cent in 2014 at the first sitting. In Unit 2, 74 candidates entered and all 74 achieved acceptable grades, the same as in 2014, the first sitting.

Overall

Once again, the overall performance at CAPE remains steady at 90 per cent of acceptable grades, similar to the last three years. Performance improved on 21 Units, declined on 22 Units and remained the same five Units.



Mathematics and Sciences

There was mixed performance in the Mathematics and Science cluster this year. Some Units saw slight improvements, some slight declines and on others performance remained the same.

Both Units of Applied Mathematics saw a decline in performance when compared with that of 2014. Seventy-eight per cent of entries for Unit 1 achieved acceptable grades this year compared with 89 per cent in 2014. Similarly in Applied Mathematics Unit 2, 86 per cent of entries achieved acceptable grades this year compared with 92 per cent in 2014.

There was a slight decline in performance on both Units of Biology. Eighty-nine per cent of entries for Biology Unit 1 achieved acceptable grades this year compared with 86 per cent in 2014; while for Unit 2, 86 per cent achieved similar grades this year compared with 92 per cent in 2014.

Performance on Chemistry Unit 1 remained consistent with last year's with 85 per cent of entries achieving acceptable grades in both years. In Unit 2, there was a slight decline with 93 per cent this year compared with 95 per cent in 2014.

Physics showed a similar trend, with 92 per cent of entries for Unit 1 achieving acceptable grades in both years, while for Physics Unit 2, there was a slight decline this year, 93 per cent of acceptable grades compared with 95 per cent last year.

Performance was mixed on both Units of Pure Mathematics; this year performance declined on Unit 1 with 66 per cent of entries achieving acceptable grades compared with 69 per cent in 2014. Unit 2 however saw a marginal improvement, with 86 per cent of entries this year achieving acceptable grades compared with 84 per cent in 2014.

Environmental Science Unit 2 witnessed a two per cent improvement in performance this year, with 96 per cent of entries achieving acceptable grades compared with 94 per cent in 2014. In Unit 1, the fortunes were reversed with 89 per cent of entries achieving Grades I-V compared with 95 per cent in 2014.

Business

With the exception of Accounting Unit 1, the Units in the business cluster saw an improvement in performance. Performance on Accounting Unit 2 had a 12 per cent improvement when compared with 2014; 91 per cent of entries achieved acceptable grades when compared with 79 per cent in 2014. In Unit 1, there was a four per cent decline, from 96 per cent in 2014 to 92 per cent in 2015.

Performance on both Units of Economics improved slightly when compared with 2014. Eighty-four per cent of entries achieved acceptable grades in Unit 1, compared with 82 per cent last year; while for Economics Unit 2, eighty-eight per cent achieved similar grades in 2015 compared with 85 per cent in 2014.

The two Units of Management of Business trended upwards this year. For Unit 1, eighty-eight per cent of entries achieved acceptable grades compared with 86 per cent in 2014; while for Unit 2, 88 per cent gained acceptable grades compared with 84 per cent in 2014.

Humanities

Performance in the humanities cluster of subjects remained steady in most Units when compared with performance last year.

For French Unit 1, ninety-eight per cent of entries achieved acceptable grades this year compared with 97 per cent in 2014, while for Unit 2, ninety-eight per cent achieved similar grades this year compared with 99 per cent last year.

History Unit 1 saw an eight per cent decline with 71 per cent of entries achieving acceptable grades this year compared with 79 per cent in 2014. For History Unit 2, eighty-three per cent of entries achieved acceptable grades this year compared with 82 per cent last year.

Both Units of Law saw a four per cent improvement over 2014; Unit 1 had 88 per cent of acceptable grades in 2015 compared with 84 per cent last year, while Unit 2 had 87 per cent of acceptable grades compared with 83 per cent in 2014.

Performance on both Units of Sociology was steady when compared with that of 2014: ninety-three per cent of entries achieved acceptable grades this year and in 2014, and in Unit 1, eighty-six per cent gained acceptable grades this year compared with 85 per cent in 2014.

Both Units of Spanish also performed steady, with 93 per cent of entries in Unit 1 achieving acceptable grades compared with 92 per cent in 2014, and 92 per cent achieving similar grades in Unit 2 this year compared with 93 per cent in 2015.

Literatures in English Unit 1 saw a six per cent decline (88 per cent in 2015 compared with 94 per cent in 2014), while Unit 2 saw a four per cent decline (90 per cent in 2015 and 94 per cent in 2014).

Core Subjects

Caribbean Studies and Communication Studies – the two core subjects at CAPE – saw improvement in performance this year. Ninety-five per cent of entries for Caribbean Studies achieved acceptable grades in 2015 compared with 93 per cent in 2014. For Communication Studies 98 per cent achieved those grades in 2015 compared with 96 per cent in 2014.

Growth

CAPE continues to grow year on year in both candidate entries and Unit entries. This year, 30,545 candidates entered for CAPE, compared with 29,378 who entered in 2014 an increase of 1,167 candidates. These candidates submitted 120,599 Unit entries.

Communication Studies continues to be the largest subject at CAPE with 16,944 entries this year, up from 15,625 entries last year. Caribbean Studies still holds the number two place with 12,375 entries, up from 11,941 last year.

Pure Mathematics Unit 1 with 5,744 occupies the third position, followed by Biology Unit 1 with 5,706 and Chemistry Unit 1 rounds off the top five largest Units at CAPE.

Almost half the CAPE population, 43.4 per cent, are 18 years old, while candidates 19 years old and over make up 32 per cent and those 17 years old comprise another 22 per cent.

This article focuses on candidates' performance on five New Generation subjects: Agricultural Science, Entrepreneurship, Performing Arts, Physical Education and Sport and Tourism that were administered for the first time in the May-June 2015 examination period. This report includes Digital Media – first administered by CXC in 2014. Specifically, what is the uptake of these offerings? How did these subjects perform during the first year?

The candidate registration for these subjects were encouraging. The registration was highest in Entrepreneurship, with the largest number of candidates coming from Jamaica (995), followed by Trinidad and Tobago (243) and Guyana (72). Tourism had 541 candidates, 524 for Unit 1 and 17 for Unit 2. The majority of candidates were from Jamaica (361), St Lucia (48) and Guyana (47). Physical Education and Sport had 496 candidates, with the majority of candidates from Jamaica (330), followed by Trinidad and Tobago (75) and Guyana (48). Most of the candidates for Digital Media were from Jamaica (141), Trinidad and Tobago (40) and St Lucia (33).

Synopsis of the results

Agricultural Science

Approximately 90 per cent of the candidates achieved acceptable grades, Grades I–V, for Unit 1. This Unit tested the fundamentals of agriculture and crop production. Questions were based on topics such as hormones, digestion, plant propagation techniques, landscaping, marketing and consumer research, integrated farming and GPS technology in farming. The most challenging areas for the candidates were landscaping and GPS technology in farming.

For Unit 2, approximately 97 per cent of the candidates achieved acceptable grades. This Unit tested animal production and the environment, and included topics such as feed conversion ratio, reproductive technology, poultry diseases, biosecurity, greenhouse gases, air quality and reforestation. The most challenging areas



New Generation CAPE® SUBJECTS FIRST SITTING

By Dr Charles Mayenga

for the candidates were poultry diseases, biosecurity, greenhouse gases and air quality.

Digital Media

In Unit 1, approximately 94 per cent of candidates achieved Grades I–V compared to 100 per cent in 2014. Candidates performed best on Module 3, Creative Solution Design, while Module 2, Digital Media Ecosystem, proved the most challenging. In Unit 2, 100 per cent of the candidates achieved acceptable grades, the same as in 2014. Candidates performed best on Module 1, Visual and Interactive Design, while Module

2, Web and Digital Publishing, proved the most challenging.

The projects received reflected an improvement in the variety of goods and services that can be used for entrepreneurial purposes. It was notable that many students were innovative and used brainstorming and other project management techniques to select carefully which project to execute in their School-Based Assessment.

Entrepreneurship

Ninety-six per cent of the candidates who wrote the examination achieved acceptable grades for Unit 1. Eighty-six per

New Generation CAPE® First Sitting

cent of the candidates achieved acceptable grades on Module 1, ninety-three per cent on Module 2 and ninety-six per cent on Module 3.

In Unit 2, all candidates who wrote the examination achieved acceptable grades. Ninety per cent of the candidates achieved Grades B–D for Module 1 while on Modules 2 and 3, eighty-eight per cent achieved Grades A–C.

Performing Arts

Sixty-five candidates who wrote this examination achieved acceptable grades, Grades I–V, in Unit 1, entitled Business for the Creative Arts. Candidates were assessed in the following modules: Module 1, Business Feasibility, Module 2, Business Development and Planning and Module 3, Project Planning for the Arts.

Candidate entry was small for all four options of Unit 2. However, similar performance was noted in each of the options.

Option A — Cinematic Arts

Only four candidates registered for this Option. All four candidates achieved acceptable grades. The highest grade earned was Grade II. Two candidates earned Grade IV and another Grade V. It was noted that performance in Paper 02, the essay Paper was quite good. Additionally, the submissions for Paper 03, the School-Based Assessment were also good.

Option B — Dance

Eight candidates wrote the examination for Dance and all received acceptable grades ranging from Grades I – III. It was noted that the performance in each of the modules: Module 1 – History and the Dancing Body, Module 2 – Technique and Performance Skills, and Module 3 – Choreography and Performance was good.

Option C — Drama

Forty-seven candidates wrote this Option with one hundred per cent of the candidates achieving acceptable grades, ranging from Grades I – V. Candidates' performance in each of the modules: Module 1 – Caribbean Theatre and the World, Module 2 – Forming the Performer, and Module 3 – The Art of Performance was good.

Option D — Music

Four of the candidates who wrote this Option achieved grades ranging from Grades II–V while one candidate received a Grade VI, an unacceptable grade. Candidates performed better in Module 1 – Caribbean Music and Module 3 – Jazz, than on Module 2 – Western European Art Music.

Physical Education and Sports

Ninety-nine per cent of candidates in Unit 1 achieved acceptable grades. Candidates performed best on Module 1 – Functional Anatomy and Training Theory, followed by Module 2 – Sociological Concepts of Sport and then Module 3 – Sport Psychology.

In Unit 2, one candidate was graded and was awarded a Grade III. The Examining Committee expects that with the growing popularity of this subject at the CSEC level, the number of candidates registered for the CAPE examination will increase in the future.

Tourism

Tourism was tested for the first time in 2015. In Unit 1 – Tourism Concepts, 98 percent of the candidates achieved acceptable grades, Grades I–V. Performance on Paper 01, the Multiple-Choice Paper, and Paper 02, the Essay Paper, was satisfactory, while performance on Paper 032, the Alternative to the School-Based Assessment was less than satisfactory. Performance on Paper 031, the School Based Assessment was commendable. Performance on Module 1 – Concepts and Issues, Module 2 – linkages in Key Sectors and Module 3 – Sustainable Tourism, was creditable.

In Unit 2 – Product Development and Marketing, 94 per cent of the candidates achieved Grades, I–V. Performance on Paper 01, the Multiple Choice Paper, Paper 02, the Essay Paper and Paper 032, the Alternative to the School Based Assessment was satisfactory, while performance on Paper 031, the School Based Assessment was good. Performance on Module 1, Product Development, Module 2, Marketing and Module 3, Entrepreneurship was satisfactory.



Dr Charles Mayenga
is the Senior
Assistant Registrar,
Examinations
Development and
Production Division
at CXC.

SYLLABUSES	NUMBER OF CANDIDATES TAKING NEW GENERATION CAPE SUBJECTS		
	Unit 1	Unit 2	Total
Entrepreneurship	1388	71	1459
Tourism	524	17	541
Physical Education & Sport	495	1	496
Digital Media	208	70	278
Agricultural Science	225	32	257
Performing Arts	50	58	108

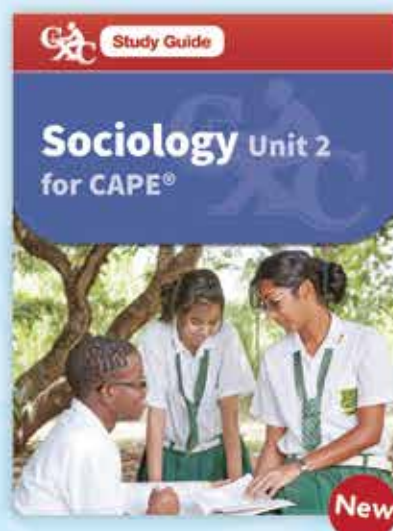
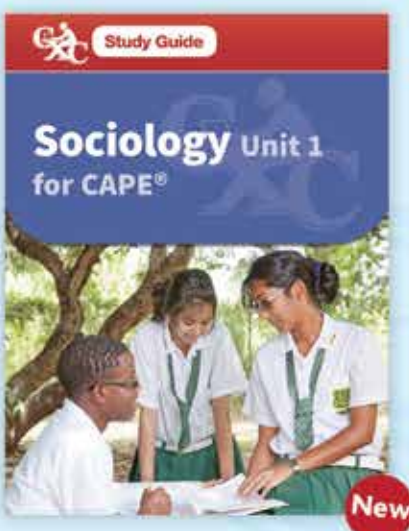
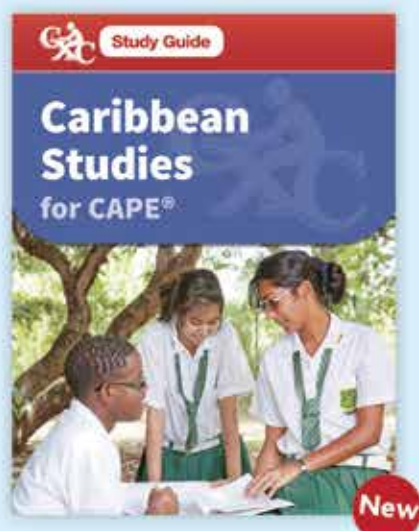
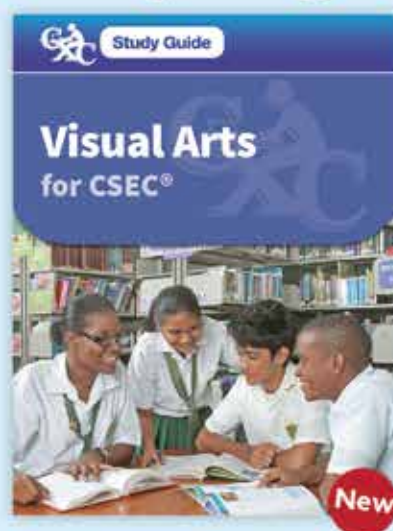
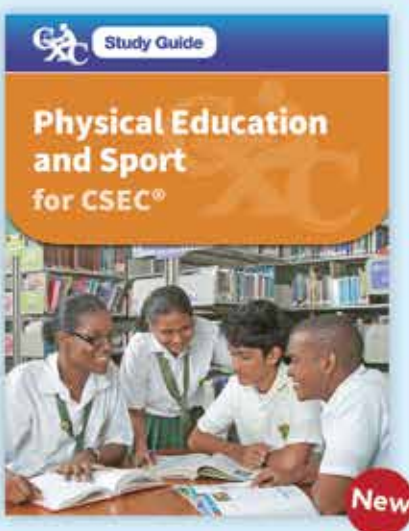
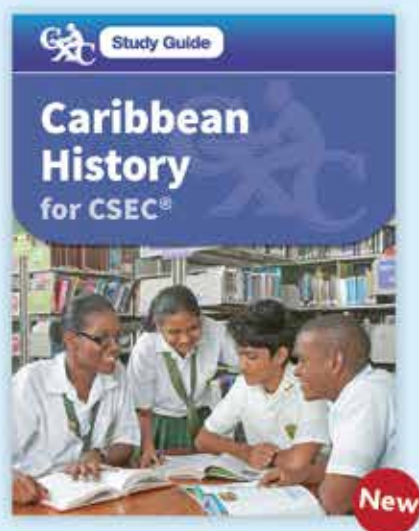
Table 1 below provides the candidate entries for new subjects in May-June 2015.



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