CXC TASK FORCE ON HISTORY

REPORT TO CARIBBEAN EXAMINATIONS COUNCIL

SEPTEMBER 2018
ACKNOWLEDGEMENTS

The Members of the CXC Task Force on History wish to acknowledge, with thanks, the unstinting and enthusiastic help and support of the Registrar, Mr Glenroy Cumberbatch, and the staff of the Caribbean Examinations Council in the preparation of this report. We would like to make special mention of the outstanding administrative assistance provided Ms Amril Gittens, and the statistical data and analyses provided by Mr Atiba Griffiths.

We also want to place on record our most sincere thanks to those many History teachers and students from across the region who provided thoughtful responses to our questionnaires, and so helped to guide our deliberations and inform our recommendations.
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EXECUTIVE SUMMARY

The CXC Task Force on History was established in 2017 to review the evidence on the state of history in the Caribbean region as a CXC subject, to identify reasons for its perceived decline, and to make recommendations for its revival. This intervention was deemed urgent because of concerns about the wider implications of an unchecked decline in history for issues of identity and social cohesion in the post-independence Caribbean.

Statistical Review:

The Task Force commenced its work in June 2017 by reviewing statistical data on trends in enrolments for CSEC and CAPE History examinations over the previous decade. The data indicated sharp declines in enrolments at both levels over the period, with the decline in enrolment at CAPE level being particularly marked. Allied data on grades achieved by students taking CXC History over the same period suggested that the performance of students was generally poor.

Student and Teacher Surveys:

The Task Force prepared questionnaires for both students and history teachers to ascertain their views on the state of the subject in schools. These were sent out to schools across the region with the assistance of CXC. The returned surveys provided invaluable information on a range of issues, including perceptions of the subject, student attitudes and aspirations, the methods and quality of history teaching, and how that teaching might be improved.

International Perspectives:

A review of sources on the internet on the state of History in schools in a number of countries outside the region revealed similar evidence of the subject’s decline, and suggested some reasons for it. In some countries, including the UK, Nigeria and South Africa, concerted efforts are being made to revive the study of history in schools as a national priority.

Findings and Discussion:

The Task Force found that the decline in history in the region is due to several major factors. These include perceptions that it is not relevant for purposes of employment in the twenty-first century, that it is a ‘hard’ subject, while numerous other subject choices are available that are deemed less challenging and/or more relevant to study. It is evident that subsuming History in Social Studies at primary and lower secondary level has also had a long term negative effect. At CXC level curriculum design over many years that has steadily increased privileged content over skills has resulted in too much unimaginative and unengaging teaching.
The Task Force refutes the argument that the study of history is not relevant in the twenty-first century Caribbean. To the contrary, history teaches many of the critical skills and aptitudes in demand by today’s employers. Historical consciousness and understanding is also vital to promoting self-worth, community engagement and good citizenship.

**Recommendations:**

The Task Force provides 28 recommendations designed to reignite interest in history in the Caribbean, and to revitalise the teaching of the subject. These include recommendations specifically for CXC, for national governments and Ministries of Education, for schools and for teachers. Central recommendations include the reintroduction of History as a discrete subject at primary and lower secondary level, and the development of the skills of historical enquiry and the introduction of selected content at each level according to a coherent learning sequence. At CSEC and CAPE levels a radical and coordinated revision of the curriculum is proposed to introduce more flexibility, emphasise the teaching of skills and reduce the core content, supported by appropriate adjustments to the methods of assessment.
Eric Williams (1st PM, Trinidad and Tobago and Historian)

D. Phil History, Oxford University UK
Author of Capitalism and Slavery
LIST OF RECOMMENDATIONS

General Policy and Administration

1) National policy in Caribbean countries should make the teaching of History a compulsory core subject for all students at primary school and at secondary school to the Third Form.

2) The teaching of Caribbean History from Primary level up to the Third Form at secondary level should be guided by a syllabus that is based on a coherent learning sequence, appropriate to the students’ level of development at each stage.

3) While the teaching of content is important, more emphasis should be placed on the teaching of the skills of historical enquiry at every level.

4) Ministries of Education should mandate that all teachers of History at the secondary school level are trained appropriately in the teaching of Caribbean History.

Schools

5) Effective teaching of Caribbean History in Schools requires the following:

   a. Teachers trained in the teaching of the subject with a full grasp of the content both local and regional;

   b. The history curriculum should be ordered and delivered according to a coherent learning sequence that allows students to build on their knowledge and skills as they proceed through each level, thus promoting better understanding.

   c. There should be a unified and developmental approach to the teaching of the subject across all levels of the school.

   d. History at the lower levels of the education system (ie Primary and Junior Secondary school) should lay the groundwork for students wishing to specialise in the subject in the 4th to 6th forms (CSEC and CAPE levels).

   e. Wherever possible, teachers should have access to audio/visual technology and material along with ICT services (such as internet access) to help in the teaching of the subject.

CXC

6) More effective delivery of Caribbean History in schools also requires policy and
administrative changes on the part of CXC. We propose the following:

a. Marking rubrics and samples of good IAs and SBAs at CSEC and CAPE levels should be available routinely to teachers and students;

b. Samples of ideal responses to questions on the various units of the syllabus should be made available to teachers and students;

c. Regular Workshops should be provided to keep History Teachers abreast of changes in syllabuses and examinations;

d. There must a strong nexus between the various panels working for CXC (Examination and Subject Panels);

e. There is a need for at least annual training and ongoing support for markers of examinations in light of the new paradigm of online marking;

f. There should be simultaneous revision of CAPE and CSEC syllabuses;

g. The syllabus must seek to be relevant to all countries and ethnicities covered by CXC. This could be achieved by allowing more flexibility to include local material relevant to each country;

h. The core content of the syllabus should be reduced significantly and more emphasis should be placed on teaching the skills of historical enquiry.

[NB: Additional recommendations for CXC are included below under “Assessment’].

Curriculum

7) A coherent learning sequence should be put in place from primary through to upper secondary level in which the skills of historical enquiry are developed and appropriate content is introduced sequentially over time.

8) To facilitate and embody the coherent learning sequence envisaged above, a radical revision of the history curriculum should be undertaken, with the aim of achieving the following:

a. A reduction of the core content;

b. more emphasis on the learning of the skills of historical enquiry;

c. more flexibility in the choice of topics for study by students and teachers, including the flexibility to include local history.
Pedagogy

9) At secondary level, history teaching should be in the hands of trained history teachers. At CSEC and CAPE levels in particular, teaching of the subject should be entrusted exclusively to graduate history teachers.

10) The CXC, Education Ministries, tertiary institutions and – where they exist – national history teacher associations should work together to provide regular (at least annual) workshops in the teaching of Caribbean history in each country or territory served by CXC.

11) An annual conference of history teachers in the Caribbean (via the internet) should be held, supported by a permanent website and a daily blog. Some of the region’s professional historians might wish to take the lead in developing and sustaining such initiatives.

12) We strongly recommend the use of constructivist teaching strategies, involving activities that encourage students to communicate and interact with teachers and with each other, as well with the wider community.

13) We propose that a Caribbean version of the ‘roadmap’ created by the Historical Association of Australia be developed to provide practical guidance to teachers on what should be taught at each level, and to give practical examples of activities that can used to achieve the desired learning outcomes. The task of developing this ‘roadmap’ should be undertaken by a panel of experienced Caribbean history teachers drawn from all levels of the system.

14) An inventory of existing online sources for Caribbean history should be prepared: thereafter, a curated and regularly updated website with links to the available resources, and searchable by topic and country, should be established.

15) A website should be established where interesting and innovative student projects could be uploaded to a database and made accessible as a resource to complement the more formal resources.

Assessment

16) There should be a shift the emphasis in testing away from knowledge of specific historical content towards the effective demonstration of historical skills and understanding.

17) At CSEC level, there should be a reduction in themes: students should be asked to answer three questions from a maximum of six themes, rather than the current number of nine.
18) Examinations at both CSEC and CAPE level should be set to allow students to incorporate material on local history in their answers.

19) There should be more flexibility allowed in the choice of topics for the SBA, and in the choice of format in which it can be presented. Examples might include the preparation of a video documentary or animation, a website, a poster presentation, the photographic documentation of a historical site, or a journal outlining the findings of a field trip.

20) Paper 3/2 should be restructured to use documentary sources more extensively, and it should then be offered to ALL students as an alternative to Paper 3/1 (the SBA).

21) Out-of-school candidates should be allowed to submit a research project equivalent to an SBA, but in a variety of formats and on a topic of their choosing as an alternative to sitting Paper 3/2 – subject to meeting approved guidelines.

22) To encourage greater participation in history at all secondary schools, CXC should consider offering examinations at both Basic and General proficiency levels, as in previous times.

Changing Hearts and Minds

23) We propose as an immediate follow-up action, an engagement with history teachers in the region to share the findings of this Report with them and receive their critical input on next steps.

24) Meetings should be held with individual Ministries of Education to discuss the report, with a locally resident member of the Task Force (where available) and the local CXC Registrar in attendance.

25) A presentation on the Report should be made to a meeting of the CARICOM Council for Human and Social Development (COHSOD).

26) Presentations to staff and parents could be made at local PTA meetings, with the active involvement of local history teachers.

27) Broader public engagement should take the form of public lectures and/or panel discussions hosted by local tertiary institutions and – where local interest warrants it – town hall meetings.

28) The private sector should also be engaged, with a focus on the future of jobs and the relevance of students trained in history to their needs as employers.
Verene Shepherd (Historian/ Activist/ Radio Personality)

UWI Professor of Social History and University Director for the Institute for Gender & Development Studies

Host of Talking History 90FM (Jamaica)

BA and MPhil in History. UWI Mona

PhD in History from Cambridge University, UK

Member, UN Committee on the Elimination of Racial Discrimination (CERD)
INTRODUCTION

1) At the annual meeting of the Caribbean Examinations Council (CXC) in Barbados in December 2016 members discussed what was perceived to be a long-term decline in candidate entries for Caribbean History at Caribbean Secondary Examination Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) levels. The concern of the Council was not merely about the financial implications for CXC of the decline in entries, though this was in itself a matter of concern. Caribbean History has been considered a flagship of CXC since its inception, since it embodies one of the core principles on which the Council was founded – that is, to educate Caribbean people from a Caribbean perspective. Members of the Council expressed concern that this iconic status of the subject was being lost. However, while the perceived decline in History was seen as a highly undesirable development for CXC, many members of the Council felt that there was a much larger cause for concern. It was felt that a decline in historical literacy in the Caribbean was contributing to, and was symptomatic of, a growing disregard for issues of identity and consciousness among the youth of our region. It was suggested that this decline is having a negative effect on the fabric of our societies, and could - if allowed to continue - undermine more than forty years of effort by our education system to produce empowered citizens and promote nation building in the Caribbean.

2) In the light of the discussion in Barbados a strong appeal was made by CXC for focused efforts aimed at making Caribbean History more appealing as a subject, thereby resurrecting learner interest and reversing the decline in entries. CXC agreed that research should be conducted into the issue in a systematic and collaborative manner to determine the root causes for the decline, and to develop recommendations that would lead to a sustained improvement in candidate entries in Caribbean History across the region. To this end a Task Force was established with a mandate to investigate the matter and to develop an Action Plan to address it.

Terms of Reference of the Task Force

3. The Terms of Reference provided to the Task Force were as follows:

   ‘The Taskforce shall:

   (a) research all relevant variables surrounding the alarming decrease in candidate entries for CSEC Caribbean History and CAPE History;
(b) analyse and determine the extent of the problem;

(c) make strong recommendations based on empirical evidence taken from the conducted research;

(d) complete the initial assignment on or before 24 November 2017 and submit a comprehensive report to the Registrar of CXC through its Chairman on or before 1 January 2018;

(e) thereafter, during the period January 2018 to July 2019, assist CXC as follows:

i. with a recovery strategy for the discipline taking into consideration all known constraints and oppositional views;

ii. with advocacy of the research findings and recovery strategy through media such as UWI-TV, CXC's 'Let's Talk' Programme and Webinars.'

4. Due to initial delays in convening the Task Force, the first meeting was not held until June 2017. At that time the Task Force reviewed the Terms of Reference and agreed to adopt them, with the proviso that the time frame for submission of its report might have to be adjusted. In the event an interim report was submitted to the Annual Meeting of CXC held in St. Kitts in December 2017, and plans were laid for the final submission of its report by April 2018.

**Composition of the Taskforce**

3) After discussion between the Registrar CXC and the Chair it was agreed that the Task Force should include representatives of the following (with due attention to ensuring a reasonable representation of member countries):

(a) History Teachers with experience at CSEC and CAPE levels
(b) Caribbean Union of Teachers
(c) CXC History Examiners at CSEC and CAPE levels
(d) Caribbean Association of Principals of Secondary Schools
(e) Caribbean Tertiary Institutions (including those with responsibility for training History teachers)
(f) Ministries of Education
(g) CXC

4) In the event the membership of the Task Force was as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>ORGANISATION</th>
<th>EXPERIENCE</th>
<th>COUNTRY</th>
</tr>
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<tbody>
<tr>
<td>Professor Alan Cobley (Chair)</td>
<td>The University of the West Indies; CXC</td>
<td>Professor of History;</td>
<td>Barbados</td>
</tr>
<tr>
<td>Name</td>
<td>Institution/Position</td>
<td>Location</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ms. Denise L. J. Hernandez</td>
<td>Retired Principal of Secondary Schools</td>
<td>Trinidad and Tobago</td>
<td></td>
</tr>
<tr>
<td>(Secretary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Angel Cal</td>
<td>Retired Principal</td>
<td>Belize</td>
<td></td>
</tr>
<tr>
<td>Ms LaSonja Terwissen-Harrison</td>
<td>Retired Principal</td>
<td>Jamaica</td>
<td></td>
</tr>
<tr>
<td>Dr Mellissa Ifill</td>
<td>Lecturer in History; Teacher Training; Member of CAPE Curriculum Panel 2016-17</td>
<td>Guyana</td>
<td></td>
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<tr>
<td>Mr Kenny James</td>
<td>Retired Principal</td>
<td>Grenada</td>
<td></td>
</tr>
<tr>
<td>Dr Kumar Mahabir</td>
<td>Retired Principal</td>
<td>Trinidad and Tobago</td>
<td></td>
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<tr>
<td>Dr Janice Mayers</td>
<td>Retired Principal</td>
<td>Barbados</td>
<td></td>
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<tr>
<td>Dr Winston Phulgence</td>
<td>History Lecturer</td>
<td>St Lucia</td>
<td></td>
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<tr>
<td>Dr Marcia Potter</td>
<td>Former History Teacher; Permanent Secretary in MoE</td>
<td>British Virgin Islands</td>
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*Administrative Support for the Committee:*

Ms Amril Gittens – Administrative Assistant, CXC

Mr Atiba Griffith – Statistician, CXC

**Meetings**

5) Due to the delay in finalising the TORs, identifying the membership of the Task Force, and
scheduling challenges, the first meeting was not held until 6\textsuperscript{th} June 2017 via Zoom. However, to date the Task Force has held ten (10) meetings, as listed below. All meetings were via ZOOM, unless otherwise stated:

6 June 2017
6 July 2017
10 August 2017
14 August 2017
31 August 2017 (face-to-face meeting at CXC HQ in Barbados)
28 September 2017
4 December 2017
6 February 2018
5 March 2018 (face-to-face meeting at CXC HQ in Barbados)
5 September 2018
Meeting of the Task Force on History at CXC Headquarters, Barbados, August 31, 2017

(Photo courtesy Dr Janice Mayers)
SECTION ONE: Data Collection and Analysis

Review of Statistical Data

6) Assisted by Mr Atiba Griffith of CXC, the Task Force was able to review statistical data on the number of entries and the level of performance of students in CSEC and CAPE History for the period 2007-2016. Statistics prior to this date were not in an accessible format.

7) The statistics for registrations in Caribbean History at CSEC show a decline from 12,859 in 2007 to 10,492 in 2016, or a reduction of 18.4 per cent over the ten-year period. The decline in entries was most marked in five countries, as follows:

TABLE 1: Decline in CSEC Entries 2007-2016 – Top Five Countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Gender</th>
<th>Entries</th>
<th>Year</th>
<th>Gender</th>
<th>Entries</th>
<th>Decline %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grenada</td>
<td>2007</td>
<td>F</td>
<td>229</td>
<td>2016</td>
<td>F</td>
<td>166</td>
<td>-27.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>158</td>
<td></td>
<td>M</td>
<td>111</td>
<td>-29.74</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2007</td>
<td>F</td>
<td>4149</td>
<td>2016</td>
<td>F</td>
<td>3308</td>
<td>-20.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>2107</td>
<td></td>
<td>M</td>
<td>1901</td>
<td>-9.78</td>
</tr>
<tr>
<td>St Kitts &amp; Nevis</td>
<td>2007</td>
<td>F</td>
<td>246</td>
<td>2016</td>
<td>F</td>
<td>192</td>
<td>-21.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>159</td>
<td></td>
<td>M</td>
<td>106</td>
<td>-33.33</td>
</tr>
<tr>
<td>St Vincent &amp; Grenadines</td>
<td>2007</td>
<td>F</td>
<td>231</td>
<td>2016</td>
<td>F</td>
<td>180</td>
<td>-22.08</td>
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<td></td>
<td></td>
<td>M</td>
<td>151</td>
<td></td>
<td>M</td>
<td>121</td>
<td>-19.87</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>2007</td>
<td>F</td>
<td>1924</td>
<td>2016</td>
<td>F</td>
<td>1222</td>
<td>-36.49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>1098</td>
<td></td>
<td>M</td>
<td>752</td>
<td>-31.51</td>
</tr>
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</table>

8) At CAPE level, entries in History Units I and II over the ten-year period 2007 to 2016 saw a decline from 4934 to 1909 or a startling decline of 61.3 per cent. The numerical decline in entries over the period is most striking in the two territories that have historically provided the most entries – Jamaica and Trinidad and Tobago. In Jamaica the decline was from 987 to 617 for Unit I (Females – 741 to 444; Males – 246 to 173), and from 778 to 504 for Unit II (Females – 583 to 379; Males – 195 to 125). In Trinidad and Tobago the decline was from 513 to 278 for Unit I (Females – 382 to 213; Males – 131 to 65) and from 432 to 196 for Unit II (Females – 335 to 139; Males – 97 to 47).

9) While entries for Caribbean History at CSEC have been declining steadily over the past ten
years, the pace of decline in entries at CAPE level has been more rapid, and appears to be accelerating. A study of recent statistics for the period 2013-2017, shows a decline from 3131 entries in Units I and II in 2013 to 1828 in 2017, or a decline of over 41 per cent in the last five years.

10) At both CSEC and CAPE levels, Female entries consistently outnumbered Male entries by a ratio of 2:1 between 2007 and 2016.

11) The Task Force also reviewed statistics on student performance in History at CSEC and CAPE levels. On average, 65% of candidates at CSEC achieved grades I to III (Females – 68%; Males - 62%) between 2007 and 2016. In the three years from 2015 to 2017 on average 70.15 per cent achieved grades I-III in History; this compares to an average for all 28 subjects at CSEC during this period of 69.02 per cent. Students in Caribbean History performed better on average than those in English A, Social Studies, Maths and Biology, but worse than those in Economics, Principles of Business and Information Technology. However, only three CSEC subjects recorded a lower percentage of Grade I passes than the 6.56 per cent achieved in Caribbean History during the three-year period. These were: Social Studies (1.33 per cent); Biology (2.33 per cent); and Office Administration (4.43 per cent). The proportion of Grade I passes was much higher in most other CSEC subjects: examples include Principles of Accounts (11.09 per cent), Maths (11.95 per cent), English A (13.79 per cent), English B (15.73 per cent), Economics (16.21 per cent), IT (17.50 per cent) and Additional Maths (25.17 per cent).
### TABLE 2: CSEC Caribbean History Results 2013-2017:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Grade I</th>
<th>Grade II</th>
<th>Grade III</th>
<th>TOTAL I-III%</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>%</td>
<td>2013</td>
</tr>
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<td>2013</td>
<td>203</td>
<td>889</td>
<td>1484</td>
<td>64.96</td>
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<td></td>
<td>592</td>
<td>2034</td>
<td>2664</td>
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<td></td>
<td>6.5</td>
<td>24.03</td>
<td>34.43</td>
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<td>685</td>
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<td>473</td>
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<td>5.2</td>
<td>20.51</td>
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<td>3.78</td>
<td>18.94</td>
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<td>1842</td>
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<td>7.96</td>
<td>25.54</td>
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<td>TOTAL</td>
<td>1797</td>
<td>3456</td>
<td>6801</td>
<td>12054 (33.98%)</td>
</tr>
<tr>
<td></td>
<td>2474</td>
<td>8815</td>
<td>12129</td>
<td>23418 (66.01%)</td>
</tr>
<tr>
<td></td>
<td>4271</td>
<td>12271</td>
<td>18930</td>
<td>35472</td>
</tr>
</tbody>
</table>
12) At CAPE level on average 81.4 per cent of History students achieved passing grades (I-V) in the three years from 2015 to 2017, compared to an average of 90.68 per cent for all 36 CAPE subjects over the same period. However, only 2.04 per cent of History students achieved grade I (Units 1 and 2), compared to an average for all subjects of 12.17 per cent. The proportion of Grade I passes for Unit 1 CAPE History was even lower, at 1.08 per cent. It is notable that in Caribbean Studies, which is generally considered to overlap with Caribbean History in terms of subject matter, 15.9 per cent of students achieved a grade I, while 96.82 per cent achieved passing grades (I-V). While a number of other CAPE subjects had a smaller proportion of grade I passes than History, all had a much small number of candidates entered, with the exception of Sociology, where the numbers entered were roughly comparable. In that subject 1.26 per cent of students entered achieved a grade I pass.

13) When the statistical review was extended to the last five years, 2013 to 2017, the proportion of grade I passes for CAPE History (Units 1 and 2) was found to be lower, at just 1.21 per cent, with the figure for Unit 1 at 0.69 per cent, and for Unit 2, 1.9 per cent. This suggests that the level of performance has actually improved slightly over the past three years – and more noticeably for Unit 2. However, the grade profile for CAPE History remains strongly skewed towards the lower grades. In real terms, during the five years from 2013 to 2017 just 48 out of 6902 students entering CAPE Unit 1 achieved a grade I pass, while only 101 out of 5313 entering Unit 2 achieved a grade I pass.

### TABLE 3: CAPE History Units 1 and 2 Grade Profile 2015-2017

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Total</th>
<th>Grade I</th>
<th>Pass Rate (I-V)</th>
<th>Failure Rate (VI-VII)</th>
<th>% Grade I</th>
<th>% Grade I-III</th>
<th>% Grade IV-V</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTU1</td>
<td>2015</td>
<td>1245</td>
<td>9</td>
<td>890</td>
<td>71.49%</td>
<td>28.51%</td>
<td>0.72%</td>
<td>17.83%</td>
</tr>
<tr>
<td>HISTU1</td>
<td>2016</td>
<td>1012</td>
<td>19</td>
<td>828</td>
<td>81.82%</td>
<td>18.18%</td>
<td>1.88%</td>
<td>25.49%</td>
</tr>
<tr>
<td>HISTU1</td>
<td>2017</td>
<td>945</td>
<td>6</td>
<td>750</td>
<td>79.37%</td>
<td>20.63%</td>
<td>0.63%</td>
<td>21.80%</td>
</tr>
<tr>
<td>HISTU2</td>
<td>2015</td>
<td>996</td>
<td>20</td>
<td>825</td>
<td>82.83%</td>
<td>17.17%</td>
<td>2.01%</td>
<td>29.52%</td>
</tr>
<tr>
<td>HISTU2</td>
<td>2016</td>
<td>789</td>
<td>22</td>
<td>666</td>
<td>84.41%</td>
<td>15.59%</td>
<td>2.79%</td>
<td>36.50%</td>
</tr>
<tr>
<td>HISTU2</td>
<td>2017</td>
<td>781</td>
<td>33</td>
<td>691</td>
<td>88.48%</td>
<td>11.52%</td>
<td>4.23%</td>
<td>40.85%</td>
</tr>
</tbody>
</table>
Collection of Survey Data

14) To help inform its deliberations the Task Force designed two survey instruments – one aimed mainly at students taking History and the other aimed at teachers of the subject – in order to ascertain the views of both groups on the teaching of history in schools, and more broadly to learn about attitudes to the subject in the region. These were sent out by CXC to secondary schools across the region engaged in teaching CSEC and CAPE history. Responses were received from over 40 schools in eleven countries, with 196 student responses and 78 from teachers by the cut-off date for receipt of completed questionnaires on January 31st 2018. The Task Force also hoped to get some responses from students who did not choose history to understand why they avoided the subject, but it was unable to solicit this data in the time available.

15) The questionnaire for students consisted of four sections (See Appendix I(a)). Section A sought some personal data on the student including gender, level of study, country, and intended profession. Section B consisted of 30 questions with four possible responses: ‘Strongly Agree; ‘Agree’; ‘Disagree’; and ‘Strongly Disagree’. Questions 1-20 in this section sought basic information on the student’s attitude to history and information on how it was being taught to them, while questions 21-30 sought the student’s views specifically on the teacher and teaching methodology s/he employed in class. Section C was aimed exclusively at Non-History students, and sought comments on why they had opted not to pursue the subject. Finally, questions in section D invited more detailed comment from the student on their attitude to the subject, its value, and how the teaching of the subject might be improved.

16) The questionnaire for teachers was not sectionalised but consisted of 37 questions (See Appendix I(b)). Questions 1-8 sought some personal information on the teacher - including gender, country, level of training and experience. Questions 9 to 12 sought comparative information on the teaching of History and Social Studies in schools, while questions 13-21 focussed on class sizes and other basic information on the teaching of History, as well as factors hindering student participation and major challenges faced in teaching the subject. Questions 22 and 23 focussed on the curriculum, while questions 24-28 focussed on issues of delivery. The remaining questions sought comment on a range of topics including the availability of professional development opportunities for History teachers, the role of the SBA, trends in history enrolments, attitudes to the subject, and suggestions for improvement.

Analysis of Survey Data: Student Survey

17) Of the 196 students who made up the survey sample, 142 (72%) were Female, and 54 (28%) Male. Responses were received from students at all levels from Form 1 at Secondary school to Undergraduates; however, 78 students (40%) were in Form 4 or 5 (i.e. CSEC level), with 54 students (28%) at Form 6 (CAPE level). The third largest group of 44 students (22%) were in Form 3.
18) The sample was distributed by country as follows:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGUILLA</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>ANTIGUA &amp; BARBUDA</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>BARBADOS</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>BELIZE</td>
<td>23</td>
<td>12%</td>
</tr>
<tr>
<td>BVI</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>DOMINICA</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>GRENADE</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>GUYANA</td>
<td>58</td>
<td>30%</td>
</tr>
<tr>
<td>JAMAICA</td>
<td>31</td>
<td>16%</td>
</tr>
<tr>
<td>MONTSERRAT</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>ST. LUCIA</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>SVG</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>TRINIDAD &amp; TOBAGO</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>196</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

19) The intended careers identified by the sample ranged very widely. However, the top ten choices were: Lawyer – 53; Teacher (including History) – 16; Medicine – 14; Engineer – 9; Psychologist – 7; Journalist – 5; Entrepreneur – 5; Flight Attendant – 3; Immigration Officer – 3; Architect - 3. Among the more eclectic choices were: ‘Web Designer’; ‘Chef’; ‘Geneticist’; ‘Seamstress’; ‘Footballer’; ‘Manga Creator’ and ‘Mortician’.

20) Responses to Section B were as follows:
TABLE 5: STUDENT RESPONSES – SECTION B

<table>
<thead>
<tr>
<th>Item #</th>
<th>No of Students (N = 196)</th>
<th></th>
<th></th>
<th></th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>ItemB_1</td>
<td>29</td>
<td>78</td>
<td>45</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>ItemB_2</td>
<td>71</td>
<td>79</td>
<td>10</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>ItemB_3</td>
<td>43</td>
<td>79</td>
<td>30</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
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<td>27</td>
<td>52</td>
<td>64</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>ItemB_5</td>
<td>37</td>
<td>38</td>
<td>70</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>ItemB_6</td>
<td>30</td>
<td>47</td>
<td>59</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>ItemB_7</td>
<td>21</td>
<td>98</td>
<td>26</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>ItemB_8</td>
<td>54</td>
<td>65</td>
<td>27</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>ItemB_9</td>
<td>87</td>
<td>61</td>
<td>5</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>ItemB_10</td>
<td>81</td>
<td>67</td>
<td>9</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>ItemB_11</td>
<td>103</td>
<td>49</td>
<td>6</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>ItemB_12</td>
<td>102</td>
<td>48</td>
<td>7</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>ItemB_13</td>
<td>88</td>
<td>62</td>
<td>8</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>ItemB_14</td>
<td>20</td>
<td>44</td>
<td>51</td>
<td>47</td>
<td>34</td>
</tr>
<tr>
<td>ItemB_15</td>
<td>37</td>
<td>76</td>
<td>32</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>ItemB_16</td>
<td>53</td>
<td>49</td>
<td>50</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>ItemB_17</td>
<td>39</td>
<td>83</td>
<td>20</td>
<td>15</td>
<td>39</td>
</tr>
<tr>
<td>ItemB_18</td>
<td>58</td>
<td>63</td>
<td>29</td>
<td>12</td>
<td>34</td>
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<td>ItemB_19</td>
<td>49</td>
<td>40</td>
<td>49</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>ItemB_20</td>
<td>73</td>
<td>70</td>
<td>16</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>ItemB_21</td>
<td>77</td>
<td>63</td>
<td>13</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>ItemB_22</td>
<td>76</td>
<td>68</td>
<td>10</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>ItemB_23</td>
<td>127</td>
<td>27</td>
<td>4</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>ItemB_24</td>
<td>131</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>ItemB_25</td>
<td>113</td>
<td>38</td>
<td>6</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>ItemB_26</td>
<td>97</td>
<td>53</td>
<td>7</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>ItemB_27</td>
<td>68</td>
<td>62</td>
<td>21</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>ItemB_28</td>
<td>58</td>
<td>63</td>
<td>26</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>ItemB_29</td>
<td>124</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>ItemB_30</td>
<td>42</td>
<td>32</td>
<td>44</td>
<td>38</td>
<td>40</td>
</tr>
</tbody>
</table>

21) In general, students had a very positive view of the value of History as a subject. 150 ‘agreed’ or ‘strongly agreed’ that learning History would be useful to them in future (Q2), and the same number ‘agreed’ or ‘strongly agreed’ that Learning History would help them to understand more about the world (Q12), while 152 ‘agreed’ or ‘strongly agreed’ that they were learning a lot about the History of the Caribbean region (Q11). 143 also ‘agreed’ or ‘strongly agreed’ that
learning history was important for everyone (Q20). However, students were somewhat less sanguine about the impact of studying history on their job prospects. 37 ‘strongly agreed’ and 76 ‘agreed’, while 48 ‘disagreed’ or ‘strongly disagreed’ with the proposition that doing well in History would help them to get a job (Q15).

22) There was a divided opinion on the availability of resource material to support the subject, with 80 ‘agreeing’ or strongly agreeing’ that it was difficult to find resource materials, while 83 ‘disagreed’ or ‘strongly disagreed’(Q4). There was also a division on whether the SBA was too time consuming, with 77 agreeing/strongly agreeing, versus 83 who disagreed/strongly disagreed (Q6). However, 102 ‘agreed’ or ‘strongly agreed’ that History required more study than other subjects, while 60 ‘disagreed’ or ‘strongly disagreed’ (Q16). 148 ‘agreed’ or ‘strongly agreed’ that they enjoyed visiting historical sites, exhibits and museums, versus only 10 who disagreed (Q9).

23) Student responses on their teachers and the quality of teaching they received were generally very positive. 131 ‘strongly agreed’ and 27 ‘agreed’ that their teacher was knowledgeable about History: none disagreed (Q24). Similarly, 97 ‘strongly agreed’ and 53 ‘agreed’ that their teacher was well prepared, while only 8 disagreed (Q26), while 68 ‘strongly agreed’ and 62 ‘agreed’ that the teacher made History relevant to their lives, versus 27 who disagreed (Q27).

24) Student responses on teaching methods were also largely positive, with 121 indicating that the teacher used teaching aids versus 35 who indicated they did not (Q28), and 154 ‘agreeing’ or ‘strongly agreeing’ that the teacher allowed opportunities for discussion, with only 3 dissenting (Q29). However, paradoxically, 74 ‘agreed’ or ‘strongly agreed’ that the teacher used only one method of teaching (i.e. ‘chalk and talk’), while 82 disagreed (Q30).

25) No valid responses were received to Section C of the questionnaire aimed at non-History students.

26) The final section of the questionnaire, Section D, consisting of 11 questions and an open comment space at the end, invited students to offer their views on the value of studying history, and how it might be improved. Some of the more striking points to emerge from the responses to the questions in this section are as follows:

(a) When asked to listed their likes and dislikes in their History classes (D-Q6), students overwhelmingly listed interactive sessions and discussions under ‘like’. Under ‘dislike’ the recurring themes were: ‘too many dates to remember’; ‘too much notes’; ‘not enough time’; ‘hard marking’; and ‘too much content’.

(b) Many students were able to identify useful skills they had learned by studying History (D-Q7). Those listed most frequently included: research; analytical and critical thinking; communication skills – including writing skills and debating; time
Kareem Abdul-Jabbar (NBA Basketball Player)

Graduated from UCLA with a BA in History

2 Time NBA Scoring Champion

6 Time NBA Champion

Author of Black Profiles in Courage: A Legacy of African American Achievement and Brothers in Arms [about the all-black 761st Tank Battalion in WW2], On the Shoulders of Giants [about the Harlem Renaissance]
(c) management.

(d) 87 students considered the study of History to be important to their future careers; 20 did not (DQ8)

(e) Students suggested the use of field trips, film and video, and other visual aids, as methods to make the subject more attractive (D-Q9).

(f) Students identified the following factors outside the classroom that influenced the way they felt about History (D-Q10): Family/friends - 12; News/World events – 10; Observations about society - 9; TV/Documentaries – 8; and Curiosity – 5. In most cases these factors had evidently helped to pique and sustain their interest.

(g) However, of particular note in the responses to this question (D-Q10) were the 14 that recorded specifically negative attitudes to the subject they had encountered. Examples include the following comments: ‘The way people react to my doing the subject. It seems like a waste of time’; ‘People do not encourage or support me in the subject as they would with Science subjects’; ‘Persons who may critique history and say bad things about it and comment on its challenges make me feel as if maybe I should have chosen something else.’

(h) When asked to make suggestions for changes to the History syllabus, 32 respondents proposed shortening the syllabus by the removal of, or a reduction in the number of, topics (D-Q11). One suggested: ‘Remove some of the content as it is unnecessary and too heavy to manage with other subjects’. Another wrote: ‘Shorten the syllabus to reflect only the areas in which we are tested’. 16 Students suggested additions to the syllabus - either to widen the international focus, or to incorporate more local history.

(i) Among the final comments, the most frequent (8 out of 24) was that the marking by CXC was too hard. One Student wrote:

‘Seeing the low grades that students obtain despite their hard work is quite demotivating. I hope the marking criteria can be improved. The word limit for the SBA should be higher to allow students to be more creative and enjoy history.’

Another was more succinct: ‘Stop marking the exams so hard. PLEASE!!’ Other comments reiterated complaints that the syllabus was too long and/or too demanding. For example, one Student commented: ‘It is ridiculous to cover that much information and topics throughout the year. Students should have choices’.

Analysis of Survey Data: Teachers Survey

27) Of the 78 Teachers who made up the survey sample, 64 (82%) were Female and 14 (18%) Male. All the teachers in the sample indicated that they were qualified at least to Diploma or Associate Degree level; 47 held Bachelor’s Degrees, 13 held Masters Degrees and 2 held Doctorates. 55 (71%) indicated that they were trained History Teachers, while 19 (24%) were not: 4 gave no response.

28) The sample was distributed by country as follows:
46 of the Teachers reported that they were teaching CSEC classes only, while only 10 were teaching CAPE classes only; 16 were teaching both CSEC and CAPE, and 6 gave no response. It was notable that almost half – 35 (or 45%) - reported that were teaching both History and Social Studies in their schools, while 40 (51%) were teaching History only, with 3 no responses. In addition, 23 reported that they were teaching Social Studies and History together, while 44 were teaching History as an independent subject. 11 provided no response to this question. The overlap in Social Studies and History teaching may be accounted for in part by the fact that 54 teachers (69%) reported that their school introduced the teaching of CSEC Caribbean History in Form 3, while only 20 reported that teaching of the subject began in Form 4.

The Teachers in the sample had a wide range of experience, with 25 who had been teaching Caribbean History for less than five years, but 14 who had been teaching Caribbean History for more than twenty years. The full range of responses is given below:

<table>
<thead>
<tr>
<th>Country</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGUILLA</td>
<td>2</td>
<td>2.56%</td>
</tr>
<tr>
<td>ANTIGUA &amp; BARBUDA</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td>BARBADOS</td>
<td>4</td>
<td>5.1%</td>
</tr>
<tr>
<td>BELIZE</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td>BVI</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>DOMINICA</td>
<td>3</td>
<td>3.8%</td>
</tr>
<tr>
<td>GRENADA</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>GUYANA</td>
<td>16</td>
<td>20.5%</td>
</tr>
<tr>
<td>JAMAICA</td>
<td>11</td>
<td>14.1%</td>
</tr>
<tr>
<td>MONTSERRAT</td>
<td>1</td>
<td>1.3%</td>
</tr>
<tr>
<td>ST. LUCIA</td>
<td>7</td>
<td>9.0%</td>
</tr>
<tr>
<td>SVG</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>SURINAME</td>
<td>1</td>
<td>1.3%</td>
</tr>
<tr>
<td>TRINIDAD &amp; TOBAGO</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
TABLE 7: No. of Years Teaching Caribbean History:

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 yrs</td>
<td>25</td>
<td>32%</td>
</tr>
<tr>
<td>5-10 yrs</td>
<td>19</td>
<td>24%</td>
</tr>
<tr>
<td>10-15 yrs</td>
<td>10</td>
<td>13%</td>
</tr>
<tr>
<td>15-20 yrs</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Over 20 yrs</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>78</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

31) Overall the teachers reported a wide range of class sizes. However, almost half - 37 (47%) reported that History class sizes were declining, while 26 (33%) reported they were fluctuating; only 6 reported that class sizes in History were increasing. 50 Teachers (64%) also reported that the perceived decline in student entries in History was seen as a matter of concern at their school.

32) When asked to identify factors that were hindering students from pursuing History (Q18), Teachers identified a number of factors, including, in descending order: other subject choices/scheduling (14); Lack of reading/too much reading required (12); Not relevant to career (7); the length of the syllabus (6); and societal attitudes (6). One teacher responded: ‘There is the general perception that History is a subject that is useless and cannot be used after leaving Secondary School.’ Poor grades and the consequent lack of scholarship opportunities were also mentioned.

33) There was a notable degree of consensus among teachers concerning the main challenges in teaching Caribbean History (Q20). 29 identified the lack of teaching resources; 17 complained of lack of reading and/or understanding by students; and 16 identified the excessive length of the syllabus. In a number of cases, Teachers listed all three of these as challenges. One teacher summarized as follows;

‘Most students have difficulty grasping concepts and critical thinking is a problem. Comprehension and basic vocabulary skills are challenges for many students. The syllabus is very extensive for the time period given for study of the subject. Resource materials are not fully inclusive of all topics.’

34) However, when asked specifically about challenges with delivering the curriculum (Q23), Teachers complained of too much content (14); insufficient time to complete the syllabus (12); the lack of IT/video resources to support its delivery (9); and the lack of a student-friendly textbook (4).

35) The challenges and frustrations felt by Teachers were emphasised by their response to three
questions in particular. When asked to identify their most effective teaching strategies (Q24), they offered the following: Video/Internet/PowerPoint presentations (15); role play (12); Group work (10); debates (7); field trips (5); and dramatization (3). 38 Teachers indicated that they used ICT in their classes (Q25). However, only 16 reported no challenges in doing so (Q26). 19 complained of lack of access to the internet in classrooms, 12 of lack of – or limited access to – equipment, and 3 of lack of suitable resources available for use online. When these technical obstacles are added to the demands of delivering a lengthy syllabus within a limited time-frame, it is clear that in general History Teachers have very limited opportunities to employ diverse and innovative teaching methods in their classes, even though they recognize the effectiveness of such methods.

36) When asked about opportunities for professional development for History Teachers, 22 Teachers indicated that such opportunities existed in their country, while 35 said there were none (Q30). However, only 18 had participated in professional development activities in the previous two years, while 39 had not (Q31). In most cases, the Ministry of Education had facilitated such professional development training as was available, assisted in a few cases by the local History Teachers Association or Tertiary Level Institutions.

37) Asked about notable trends in the Teaching of History (Q35), Teachers in the sample identified four main trends that were of concern to them. These were: issues with the examination or mode of assessment used by CXC (8); declining/poor grades (7); lack of interest/motivation on the part of students (6); and declining numbers (4). One Teacher summed up a number of the concerns raised in this comment:

‘Classes are becoming smaller each year and student grades are low despite following all guidelines given from CXC workshops. Students are demotivated and unwilling to pursue CAPE History.’

38) Teachers provided a number of suggestions to increase the number of student entries in History (Q36). These included: reduce/change the content of the syllabus – particularly to allow more local content (7); improve teaching methods/training for History Teachers (7); provide more teaching resources for Caribbean History, especially online (6); teach the subject separately/make it mandatory (5); begin the teaching of History in lower forms (4); make changes to the examination (including SBA) format (4). One Teacher combined several of these points in her/his response to Q37:

‘Extending the time frame of the allotted 2 years. Students need to be properly introduced to the CXC content before 4th form to increase the number of candidates sitting the exam as well as have background knowledge about their roots.’

39) At the end of the survey, Teachers were asked to make suggestions for improvement in the Caribbean History programme offered by CXC (Q37). Unsurprisingly, most took the
opportunity to emphasise points already made. These included shortening and/or simplifying the syllabus (11). One Teacher commented: ‘Major concern is length of the syllabus. If this problem is dealt with then there would be major improvement. Have qualified markers.’

40) Another recurring theme in the responses to this question (Q37) was the need to create a suitable text for students and to provide more support materials for Teachers (10). 8 Teachers emphasized the need for CXC and the Ministries of Education to work more closely with Teachers to provide them with training and other support. The responses on the need for more support included these innovative suggestions:

‘A conference of all history teachers to discuss best practices and exchange resources. Perhaps a website dedicated solely to history teachers of the Caribbean needs to be launched with available resources, etc.’

41) Finally, three Teachers called for more local focus in the syllabus. On this point, one Teacher declared: ‘Students need to see their island's history in the textbooks and on the Exam paper.’

Summary of Comments by Students and Teachers

42) While there were many interesting and varied views and ideas expressed by respondents to both surveys, there was also a high degree of consistency in some of the responses, which can be summarised as follows:

(a) Many of the Students studying History are very interested in the subject and clearly consider it to be an important area of study.

(b) Students of History generally have very positive views about their Teachers and the quality of teaching they receive, while, for their part, many History Teachers rated their Students’ abilities as average or above average.

(c) However, both Students and Teachers report encountering negative attitudes to History as a subject, whether among their friends, in their schools, or in the wider society.

(d) Both Students and Teachers would prefer the use of more varied and interactive teaching methods, including use of field trips, audio-visual aids, role-play and debates, but indicated that the opportunities for these to be used were limited.

(e) Many Teachers complained of a lack of resources to assist in the teaching of some topics on the History syllabus, while Students complained about unhelpful textbooks and the lack of study information on some topics.

(f) Many Students and Teachers asserted that the syllabus is too long and too demanding in terms of workload, especially given the limited time available to complete it.

(g) At the same time, some Students and Teachers expressed support for a more varied and flexible syllabus. This would allow room for more local focus on the one hand, and the inclusion of wider international perspectives on the other.

(h) Many Teachers complained that their Students do not read sufficiently and have limited skills in comprehension, analysis and writing.

(i) Both students and teachers complained that the grades awarded by CXC are too low and that their efforts were not being sufficiently rewarded. It was reported that this was dissuading Students from pursuing the study of History in some cases; it was also restricting the eligibility of Students for the award of scholarships.
(j) Less than a quarter of History Teachers in the survey sample reported that they had participated in training workshops in the past two years: more than two-thirds indicated that no such opportunities were available in their country.

(k) Finally, History Teachers believed CXC should work more closely with them to provide support for their teaching and to identify ways to improve student performance in CXC Examinations.

International Perspectives

43) In addition to the statistical and survey data outlined above, the Task Force’s discussions were informed by a number of scholarly articles and other sources on the teaching of history in other countries, much of which was accessed via the internet. Some of the material on international trends in history enrolments and the debate on the relevance of history in other countries is summarised below. Further reference is made to these international perspectives where appropriate in the second section of this Report, especially with reference to the methods of teaching history.

44) It is difficult to make useful comparisons between the Caribbean and international trends in History enrolments due to the absence of directly comparable statistical data. Nevertheless, evidence from countries as diverse as the USA, the UK, Nigeria, South Africa, Canada and Australia suggest that declining enrolments and lack of student interest in history at secondary and tertiary level is a widespread phenomenon.

USA

45) In the USA, the number of ‘Carnegie Units’ (i.e. credits) in History and Social Studies earned by Public High School graduates, has increased slightly since the 1980s, from 3.55 out of a total of 24.17 in 1984, to 3.98 out of 26.68 credits in 2005. However, the integration of Social Studies and History in the classroom and the curriculum, which has been a trend in the USA for many decades, makes it difficult to assess what portion of these credits can been identified as instruction in History. However, it is significant that statistics on student attainment in 2006 found that only 13 per cent of 12th graders were found to be ‘At or Above Proficient’ levels in US History: 47 per cent were said to be ‘At or Above Basic’ levels of attainment, while 53 per cent were said to be “Below Basic’ level. Periodic surveys of knowledge of History among College students in the USA suggest widespread ignorance of some of the basic facts of their own country’s history, and even less knowledge of world history – a trend that caused noted Historian Niall Ferguson to dub the country, ‘The United States of Amnesia’ in 2016. (US Dept of Education 2007; Ferguson 2016).

46) US statistics on Bachelor’s degrees in History conferred by postsecondary institutions from 1949-50 to 2014-15 show a number of peaks and troughs. A marked rise in the 1960s culminated in 1970-71 with a peak of 44,663 History degrees awarded in that year. Numbers then declined steadily to a low of 16,049 awarded in 1984-85, before recovering to a peak of 27,774 in 1992-93, followed by a period of relative stability for the remainder of that decade. Another peak of 35,191 History degrees awarded was reached in 2009-10, but since then the picture has been of slow but steady decline. The US Department of Education put the decline
Eric Holder (82nd US Attorney General)

Bajan-descended first African American US Attorney General
BA American History from Columbia University, NY
47) In History degrees awarded between 2009-10 and 2014-15 at 20.3 per cent. Evidently, the trend of decline is still continuing. A survey by the American Historical Association of enrolment numbers from 2013–14 to 2016–17 found that total undergraduate enrolments in History courses reported by University and College History departments fell 7.7 percent, from 323,883 to 298,821. Similarly, enrolments in History courses in interdisciplinary or joint departments, fell by 6.3 per cent over the same period. (US Dept of Education 2016; Brookins 2018)

UK

48) In the UK, History enrolments at General Certificate of Secondary Education (GCSE) level and at ‘A’ level (GCE), have remained relatively stable over the past decade. In 2007, History was the sixth most popular subject at GCSE level, accounting for 6.0 per cent of enrolments; it was the fifth most popular subject at ‘A’ level in 2018, accounting for 5.7 per cent of enrolments. Meanwhile, Historical Studies were only the eleventh most popular subject for students at UK Universities, ranking below medicine, law, various science subjects, education, creative arts and design, social studies and languages: only 3.69 per cent of undergraduate students were enrolled in Historical Studies in 2018. (Joint Council for Qualifications 2007 and 2018; Higher Education Statistics Agency 2018)

49) Recently, the major concerns expressed over the status of History in the UK have focused on the curriculum rather than the numbers pursuing the subject. Following concerns raised by the then Minister of Education in 2011-2012, the revised National Curriculum implemented in 2014 emphasised the importance of ‘progression’ in both skills and content in the learning of History from primary to secondary level (Key Stages 1-3), on the one hand, and the particular need for more emphasis on the teaching of key events in British History on the other. It aimed ‘to ensure that all pupils’,

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. (Quoted in Byrom 2014)
The discipline of History has been in decline since the mid-1980s.

At the University of Ibadan, for example, the number of students graduating with a degree in History fell from a peak of 140 in 1978 (in the wake of the oil boom in that country) to 60 in 1987, following the imposition of an IMF Structural Adjustment Programme in Nigeria in 1986. By 1999, the number of student graduating in History from Ibadan had fallen to just 19. According to one analysis, the decline was a direct consequence of the Structural Adjustment Programme:

There was a conscious and deliberate shift away from the discipline to the more lucrative courses of the Social Sciences … The decline of History became one of the ‘social costs of adjustment’. (Adesina 2006: 34)

In 1999, noted Nigerian Historian, Professor JF Ade-Ajayi told a meeting called by President Obasanjo to discuss a wave of youth violence in the country, that there was a direct link between the rise in youth violence and the lack of knowledge of history among Nigerian youth.

In 2009 a ‘New Basic Education Curriculum’ was introduced in Nigeria for primary and junior secondary schools in which History was removed as a separate subject and subsumed in social studies. The official reason given for this change was that students were shunning the subject, as there were few jobs for history graduates, and there was a dearth of history teachers. (Vanguard 2014). However, after a popular outcry and a sustained campaign by teachers’ unions and others, the Federal Government announced in March 2018 that History would be ‘disaggregated’ from the Social Studies curriculum and restored as a separate subject to be taught at primary and junior secondary level. Announcing the change, the Minister of Education, Malam Adamu Adamu, said that ‘the importance of history to nation building, national identity, patriotism and overall human development’ could not be overemphasized:

One of the cardinal principles of the present administration is social and behavioural change, and history is key to its realisation. The desire to realise this and national clamour for it to be back informed our decision to reintroduce the teaching of history.’ (PM News 2018)

In applauding the change in policy, an editorial in The Guardian of Nigeria, commented:

The paucity of a sense of nationalism or patriotism can be directly tied to the lack of a sense of history, for it is difficult, perhaps even impossible, to love a country that one does not know. (The Guardian 2018)

In South Africa the subject of history saw a similar trajectory of decline in enrolments at both
secondary and tertiary level in the decade following the formal end of apartheid in 1994. The reasons for this were both economic and philosophical:

[C]oncerns for society, citizenship, culture and values strongly espoused in the early 1990s have been overtaken by the market, competition and the world of work, philosophies which have dominated the latter years of the decade. Faced with the need to modernise and globalise in order to survive in the world economy, history has been uncritically abandoned, along with much else in a ruthless economic and social transformation. (Siebörger 2000)

53) Another problem, which bears comparison with the debate in some quarters in the Caribbean about the value of the study of the history of slavery in Caribbean society, was that many South Africans wished to shy away from discussion of the country’s painful history in the immediate aftermath of the end of apartheid, preferring to focus instead on the need for reconciliation. As one commentator suggested, many South Africans were ‘in denial about its past’.

The culmination of this decline of history in schools was marked by the introduction of a new national curriculum implemented in 1997 called ‘Curriculum 2005’, which employed a radical version of ‘Outcomes-based education’. The heavy focus on ‘outcomes’ in Curriculum 2005 led to the integration of subjects and approaches into broad areas of study, so that all mention of history as a subject disappeared into a broad area defined as ‘Human and Social Sciences’. The change was highly controversial and contested by teachers, academics and labour unions, but despite reforms and addendums to the national curriculum in 2002, 2007 and 2011, the teaching of history remained optional in most schools.

54) In 2008 and again in 2014/15 South Africa witnessed violent outbreaks of xenophobia targeting migrants from other African countries. In response the Minister of Basic Education, Angie Motshekga, pointed to worrying signs that the youth of the country were lacking a sense of nationhood and argued that this was contributing to a breakdown in social cohesion and the outbreaks of xenophobia. In 2014 she proposed the reintroduction of History as a compulsory subject in schools as part of the solution. Subsequently, a ‘History Ministerial Task Team’ (HMTT) was established in 2015 to consider how best to implement the re-introduction of history as a compulsory subject in schools. The main recommendation in its report, published in May 2018, was to make history compulsory for the final three years of high school in South Africa by 2023. (Siebörger 2000; Davids 2016; Chisholm 2018).

AUSTRALIA AND CANADA

55) As in the other countries discussed above, Australia and Canada have seen declining enrolments and declining interest in History in schools in recent years, despite lively debates about the relevance of the subject to many current social, cultural and political issues in both countries. Some of the reasons for this decline are common to other cases cited above, such as the impact of globalisation on the negative perceptions of the value of the discipline for those seeking employment. However, a comparative study of history teaching in Australia and Canada in 2008 focused on the narrower question of why the students at all levels found their national history ‘boring’.

The broad conclusion was that this was because of the way in which it was being taught in the classroom. In particular, the report highlighted topic repetition; lack of adequate resources and professional development for history teachers; the lack of a national approach to history education; the relative dearth of trained and committed history teachers;
and the lack of engagement of students in the classroom due to too much rote learning. The report concludes:

    Students are sick of repeated topics and boring material; they want engaging teachers who love what they do and can bring imagination to their lessons. For their part, teachers and curriculum officials also want the subject to come alive in the classroom, and to be as relevant and interesting as they feel it can and should be. This research project does not challenge the importance of teaching history in school, but insists that for students to connect with their nation’s past, it has to be taught well. (Clark 2008)
AMBASSADOR DR JUNE SOOMER

St Lucian
Secretary General of the Association of Caribbean States
Chair of The UWI Open Campus Council
(Previously served for ten years with the Eastern Caribbean Development Bank)

BA History (UWI, Cave Hill)
PhD History (UWI, Cave Hill)
 SECTION TWO: Discussion and Recommendations

Policy and Administration

56) Data collected in the two surveys which inform this report suggests that there is a perception of a general disinterest in History and things historical across the Caribbean. This is impacting negatively on Students’ perception of History as a subject worthy of study and, more generally, is having a negative impact on their development and on their understanding of who they are as people of this region and of the wider world. Disinterest in, and doubts about the value of, studying History in the Caribbean also seems to apply to Ministries of Education, and influences their approach to the promotion of the subject in schools. In general, Teachers are made to feel that the teaching of the subject is not a national or regional priority.

57) In 1997 the CARICOM Heads of Government formally adopted a definition of the ‘Ideal Caribbean Person’. According to this definition, the ‘Ideal Caribbean Person’ was someone who among other things:

- Is imbued with a respect for human life since it is the foundation on which all the other desired values rest;
- Is emotionally secure with a high level of self-confidence and self-esteem;
- Sees ethnic, religious and other diversity as a source of strength and richness;
- Is aware of the importance of living in harmony with the environment;
- Has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;
- Has an informed respect for the cultural heritage;
- Demonstrates multiple literacies independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology and to problem solving;
- Demonstrates a positive work ethic;
- Values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres and in all other areas of life;
- Has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, economic, social and spiritual well-being and to contribute to the health and welfare of the community and country;
- Nourishes in him/herself and in others, the fullest development of each person’s potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.’

58) Many of the qualities identified by CARICOM were echoed in the list of key attributes of the ‘Distinctive UWI Graduate’ developed by The University of the West Indies, and outlined in its Strategic Plan of 2012-2017, which were as follows:

‘A critical and creative thinker; an effective communicator with good interpersonal skills; IT-skilled and information literate; innovative and entrepreneurial; globally aware and
59) We believe that a grounding in Caribbean History is a prerequisite for well-adjusted, conscious, confident and productive Caribbean citizens. It is therefore reasonable to question how the constituent Governments of CARICOM can develop the attributes of the ‘Ideal Caribbean Person’ in their citizens without a serious and comprehensive commitment to the study of Caribbean History in schools. It is imperative that Governments, through their Ministries of Education, establish clear policies to give direction to schools on the importance of teaching Caribbean History at both primary and secondary level. A road map should be set out to achieve this, with Governments playing a critical role.

Caribbean History and National Policy

60) The importance of the History in our national life and identity demands a philosophical orientation which places the development of a strong sense of history in all Caribbean citizens as part of national education policy. As noted earlier, similar conclusions have been reached in countries as diverse as Nigeria, South Africa and the UK, where, as we have seen, decisions have been taken recently to ensure that history and especially national history - is at the heart of national education policy. At the same time, there needs to be more recognition of the nature of history as a skills-based discipline. Flowing from this position, from a Caribbean perspective we recommend the following:

(a) National policy in Caribbean countries should make the teaching of History at primary school and at secondary school to Form 3 a compulsory core subject for all students, ensuring that every student who graduates from secondary school in the Caribbean has had the opportunity to develop a sense of their nation’s and their region’s history.

(b) The teaching of Caribbean History from Primary level up to the Third Form at secondary level should be guided by a syllabus that is based on a coherent learning sequence, appropriate to the students’ level of development at each stage. This will provide the grounding students will need, should they choose to pursue History at CSEC level.

(c) While the teaching of historical content is important, more emphasis should be placed on the teaching of the skills of historical enquiry.

(d) Ministries of Education should mandate that all teachers of History at the secondary school level are trained appropriately in the teaching of Caribbean History.

Caribbean History and Schools

61) In our view, the effective teaching of Caribbean History in Schools requires the following:

(a) Teachers trained in the teaching of the subject with a full grasp of the content both local and regional;
(b) The history curriculum should be ordered and delivered according to a coherent learning sequence that allows students to build on their knowledge and skills as they proceed through each level, thus promoting better understanding.

(c) There should be a unified and developmental approach to the teaching of the subject across all levels of the school.

(d) History at the lower levels of the education system (ie Primary and Junior Secondary school) should lay the groundwork for students wishing to specialise in the subject in the 4th to 6th forms (CSEC and CAPE levels).

(e) Wherever possible, teachers should have access to audio/visual technology and material along with ICT services (such as internet access) to help in the teaching of the subject.

**Caribbean History and CXC**

62) More effective delivery of Caribbean History in schools also requires policy and administrative changes on the part of CXC. We propose the following:

(a) Marking rubrics and samples of good IAs and SBAs should be made available to teachers and students;

(b) Samples of ideal responses to questions on the various units of the syllabus should be made available to teachers and students;

(c) Regular Workshops should be provided to keep History Teachers abreast of changes in syllabuses and examinations;

(d) There must a strong nexus between the various panels working for CXC (Examination and Subject Panels) to ensure that the curriculum and methods of assessment are properly integrated to produce stated learning outcomes;

(e) There is a need for annual training and ongoing support for markers of examinations in light of the new paradigm of online marking;

(f) There should be simultaneous revision of CAPE and CSEC syllabuses, both to avoid gaps and overlaps, and to ensure that their learning objectives are consistent and appropriate to each level;

(g) The syllabus must seek to be relevant to all countries and ethnicities covered by CXC. This could be achieved by allowing more flexibility to include local material relevant to each country.

(h) The core content of the syllabus should be reduced significantly and more emphasis should be placed on teaching the skills of historical enquiry.
[NB: Additional recommendations for CXC are included below in the discussion of ‘Assessment’.]

Curriculum

63) The Task Force heard a presentation on the new CAPE History curriculum from Dr Mellissa Ifill, a member of the CAPE Panel, and heard feedback from teachers on the current CSEC curriculum – which is now overdue for revision - from Ms Yarde, Curriculum Development Officer with CXC. As noted above, the survey data revealed numerous complaints about the syllabus from both Students and Teachers. These ranged from what is and is not included in the syllabus, to complaints about poor sequencing of topics between CSEC and CAPE, leading to overlaps and repetitions between them. The most frequent complaints, however, were that the content is too extensive to be delivered effectively in a reasonable timeframe, and leaves little time for innovative, student centred, approaches to teaching.

64) The Task Force believes the problem of sequencing material and of fostering the development of learners – that is a coherent learning sequence which matches the students’ stage of development and so fosters the progressive development of their skills, understanding and knowledge of history at each level - could have been addressed in part if the CSEC and CAPE syllabuses had been revised at the same time.

65) The larger issue, however, is that the repetition of topics at different levels without the commensurate development of the skills of historical understanding, leads to boredom on the part of both students and teachers, to limited cognitive development, and to the virtual absence of affective learning. The result is disengaged students and frustrated teachers.

66) The Task Force is proposing two basic responses to this problem. The first is that a coherent learning sequence should be put in place from primary through to tertiary level in which the skills of historical enquiry are developed and appropriate content is introduced sequentially over time. The objective should be a deepening and broadening of historical consciousness and understanding among students over the course of their school career, and beyond.

67) The second proposal is that to facilitate and embody the coherent learning sequence envisaged above, a radical revision of the curriculum should be undertaken, with the aim of achieving the following:

   (a) A reduction of the core content;

   (b) more emphasis on the learning of the skills of historical enquiry;

   (c) more flexibility in the choice of topics for study by students and teachers, including the flexibility to include local history.

68) It would be appropriate to pause for a moment to explain what is meant here by the ‘skills of
historical enquiry’. The Task Force considered various definitions of these skills, but settled on an adapted version of that offered by the History Teachers Association of Australia. The skills of historical enquiry can thus be identified as follows: understanding chronology; understanding the use of historical terms and concepts; effective framing of historical questions and research; conducting analysis and the appropriate use of sources; engaging in critical thinking and interpretation; and effective explanation and communication. We believe that the structured development of these skills in students over the course of their school careers will not only improve their understanding and appreciation of history; it will help to prepare them for effective participation in the world of work in the twenty-first century. (History Teachers Association of Australia)

69) As to adjustments in content, we are proposing that at primary level, when students are being introduced to history as a subject, the focus should be mainly on local history, defined as encompassing family and community, but including key topics of national significance. At junior secondary level, the focus can be broadened to include historical themes common to the wider Caribbean region, such as indigenous peoples, conquest and colonisation, African enslavement and Indian Indentureship, resistance and independence, though it should continue to be informed by a local perspective. At CSEC and CAPE levels, students seeking to specialise in history would build on the foundations laid at primary and junior secondary level by considering Caribbean history in global context. The aim, in short, should be to provide each student with an opportunity to experience history in the classroom in a way that enables them to understand and celebrate their own identity within the context of the wider Caribbean and the world. Introducing history to students in a meaningful and practical way will promote their capacity for historical analysis, critical thinking and effective communication, and will help them to develop a greater sense of personal, national, and Caribbean identity.

70) In the case of Grenada, for example, it was suggested that the content of the history curriculum at Primary and Junior Secondary levels might look like this:

(a) **Themes/concepts:** Conflict, discovery, exploitation, revolution, genocide, Integration, nationalism

(b) **Skills.** Students should be able to:
   i. Learn and work collaboratively in groups
   ii. Make inferences and draw conclusions from utilization of a variety of primary and secondary sources
   iii. Think and reason critically with a view to create solutions to problems within the local and wider Caribbean society

c) **Primary**- focusing on the important aspects of local history that each citizen should know:
   i. Early settlement- Kalinago civilization
   ii. European arrival
   iii. Fédon rebellion
   iv. Road to independence
   v. Grenada Revolution
   vi. OECS
d) **Lower Secondary School (Form 1-3)** – focusing on aspects of regional history and its relationship with local history
   i. Amerindian civilization Caribs - Kalinago, Arawak -Tainos, Ciboney, Lucayos and Borinquens
   ii. European exploration and exploitation
   iii. Plantation economy
   iv. Enslavement and slave society (Fédon)
   v. Resistance and Emancipation
   vi. Caribbean diversity- Indians, Chinese, etc
   vii. Road to Independence
   viii. Revolution –Haiti, Cuba, Grenada
   ix. Regional identity: OECS, CARICOM

71) While the sample content above is separated from the skills of historical enquiry for ease of explanation, it is important to emphasise that the activities in the classroom in delivering this content would be coordinated and designed to develop the requisite skills. The question of appropriate pedagogy to coordinate the development of skills and delivery of content will be addressed in the next section.

72) The main requirement for the adoption of the two main proposals outlined above – that is, the implementation of a coherent learning sequence, and the redesign of the curriculum to ensure effective and coordinated development of skills and content – is an agreement on the part of national governments and their Ministries of Education that history is indeed worthy of a special focus in the education system. It will then require a commitment of resources and a coordinated approach from governments, Ministries, CXC, school principals and teachers to re-engineer the school syllabus at primary and secondary level to accommodate the new focus on history as a stand-alone subject.

**Pedagogy**

73) As we made clear in the previous section, we believe a prerequisite for effective teaching of history in the Caribbean is a radical revision of the history curriculum at all levels to slim down the demands on teachers in terms of delivering content, while placing much more emphasis on developing student understanding and on equipping students with the requisite skills of historical enquiry. A remodelled curriculum on these lines will give time and space for the use of more innovative and effective teaching methods, and promote student engagement and understanding.

74) The survey responses we received indicate that the most effective history teachers in the region are already using diverse and innovative methods, and are achieving good results with them. However, the Task Force has collected much evidence to suggest that too often approaches to history teaching across the region are still dominated by the traditional ‘chalk and talk’ approach. This encourages students to focus on memorising ‘facts’ (names and dates) rather than engage in problem-solving. Of course, this problem is by no means confined to the Caribbean. For example, according to a recent article in the *Washington Post* entitled ‘Why Students hate history – and what to do about it’, many high school students in the USA
You need History in the Workplace

Communication
Critical Analysis
Research
Self Management
Flexibility
Digital Skills
Problem solving
Adaptability

Bottom line: pay attention in this class & you won't be as easily fooled as your parents are.
75) reportedly found history in the classroom boring because ‘We just had to memorise facts about dead people’. (Strauss 2018)

76) As Dan Carlin argues,

Everyone is naturally interested in history. How could they not be? Oral historians for thousands of years have held audiences in the palm of their hands with this material. History is full of all the elements that make great entertainment: drama, romance, war, crime, and fascinating characters. Truth really is stranger than fiction. (Carlin 2014)

There is no escaping the conclusion, based on the evidence, that the reputation of history in some quarters as a ‘boring’ subject is largely the result of bad teaching. This problem cannot be solved simply by revising the curriculum.

77) Exciting and innovative history teaching demands, firstly, that teachers be enthusiastic, committed and knowledgeable about their subject. Beyond these basic requirements, however, history teachers must also be properly trained to deliver the subject at each level. While school teachers at primary level are necessarily generalists, they can be equipped with the requisite skills, resources and advice to deliver the subject at that level through workshops and other means. However, at secondary level, history teaching should be in the hands of trained history teachers. At CSEC and CAPE levels in particular, teaching of the subject should be entrusted exclusively to graduate history teachers.

78) While the hiring of qualified history teachers is a matter of policy to be implemented by schools and Ministries of Education, a related challenge that emerges from responses to the survey of current history teachers was the relative lack of support for teachers once they are in the classroom. The CXC, Education Ministries, tertiary institutions and – where they exist – national history teacher associations should work together to provide regular (at least annual) workshops in the teaching of Caribbean history in each country or territory served by CXC.

79) Another suggestion to emerge from the survey of teachers was the need for a regular forum for history teachers in the region to share experiences and discuss effective teaching techniques. This could be accomplished by an annual conference of history teachers in the Caribbean (via the internet), supported by a permanent website and a daily blog. Such initiatives might prove easier and more cost-effective to sustain than the traditional approaches attempted previously, of face-to-face meetings, preparing newsletters and publishing journals. During a panel discussion on the preliminary findings of the Task Force at the annual meeting of the Association of Caribbean Historians in June 2018 it was suggested that some of the region’s professional historians may wish to take the lead in developing and sustaining such initiatives. The revitalisation and – to some extent – repurposing of the history subject group for teachers established by CXC might be another vehicle for achieving the same end.

80) There is no great mystery about effective pedagogy. A good teacher uses a variety of approaches to promote effective student learning. We strongly recommend constructivist teaching strategies grounded on constructivist learning theory developed by John Dewey and Jean Piaget. This theory is based on the belief that students must be actively involved in
acquiring knowledge as opposed to passively receiving it. The students must acquire the skills to learn for themselves through activities and interactions that are student-centred. In this constructivist approach, the teacher must assume the role of the guide on the side as oppose to the sage on the stage. Constructivist teaching strategies involve activities that encourage students to communicate and interact with teachers and with each other, as well with the wider community. The range of activities should involve both self-inquiry and group work for exploration and research of topics, and may include debates, discussions, role playing, guest lectures, the use of material culture, internet resources, films, field trips, as well as family and community-based activities such as oral history interviews. All of these approaches were suggested by teachers and students in our surveys; some are already reportedly in use to good effect.

81) An example of this constructivist approach in action can be seen in the New Zealand Curriculum model, which identifies four overlapping mechanisms for use in teaching in the social sciences (including history) that are likely to facilitate student constructivist learning. These are: ‘connection’, ‘alignment’, ‘community’ and ‘interest’. They are defined as follows:

(a) **Connection** – making authentic connections to students’ lives. E.g. using current events to link with the past as well as visits to historical sites.
(b) **Alignment** – drawing a parallel with current experiences. E.g. showing documentary films as well as inviting guest speakers.
(c) **Community** – building and sustaining a learning community. E.g. doing an oral history of a person or place in the community as well as critiquing historical sources (documents, films, articles, oral testimonies, artefacts, etc.)
(d) **Interest** – designing experiences that interest students. E.g. using grave stone information as well as researching the origins of a historical event.

82) In similar vein, a publication for new History teachers by the Council of Presidents of Pacific Island History Associations in 2003 proposed that a good history teacher should use some of the following ideas to promote student learning:

- Design a wall *Montage* based on evidence about an event, telling the story using pictures out of newspapers, magazines etc
- Create a folder or *scrapbook* using evidence about an event or specific topic. Keep this in a filing system for future students.
- *Perform* a skit, drama, role-play, mime or charade; Students study an event, (5 lessons) identify key characters, (2 lessons) write a script (4 lessons) and perform their mini-play (1 lesson)
- Write and design a *Brochure* for a Museum or Cultural Centre
- *Investigate* the value (veracity) of a piece of evidence - a speech, letter or photograph
- Go on a *Field Trip* and write a report (using film, photographs or diaries)
- Watch an *historical documentary* or Video
- *Design a plaque* or sign for a local historical site or building
- Design and write an *Historical Poster* – on a specific event or person
- Plan and conduct community *Interviews*
- Write Poems / Songs based on historical events and persons
- Journal writing: students pretend to be a particular person eg., witness to event or a spectator and write a week long diary by that person
- Briefcase study: pick an important person in the period studied and then list 10 items a person would carry – eg, their briefcase, bilum or bag. Students must justify specifically each item and then present their list orally to the class.
- Speech Project: memorise a 50 to 100-word speech by an historical figure. Students give a brief explanation of how, when, and why this speech was given, and then deliver it to the class.
- Mock trials: on controversial historical issues
- Costume Day: students dress up in the costumes of a particular historical event
- Food Day: Students prepare meals of a particular historical event
- Map Work: tell the story of an event by using an annotated map
- Biographies: write mini-biographies of famous characters from the past; local identities and recently deceased national figures
- Time Lines: students work individually, in pairs or in groups to list the sequence of events and present it as a timeline
- Display students work at school, in public places and institutions
- Arrange a history day for your school or all the local schools involving: a history quiz, historical drama, concert, poetry, songs
- Student panel discussions on current issues
- Present small awards (each month) for high achievement or performance in assignments and tests
- Arrange regular “History talks” by students at School Assembly, especially on national or commemorative days.
- Arrange for the local radio or TV station to schedule regular “History Talks” on local topics

(Quanchi and So’o 2003)

83) However, in this Report we are proposing that the shift of focus in teaching be taken a stage further that simply including an interesting range of activities for students. Good history teaching should mean, not only that students are engaged and excited by the subject, but that the development of the skills of historical enquiry and the delivery of appropriate historical content should proceed together and are mutually reinforcing throughout a student’s school career. This brings us back to the concept of a coherent learning sequence.

84) The History Teachers Association of Australia sets out a ‘roadmap’ for the development of skills and the sequenced delivery of appropriate historical content by level in the Australian primary and secondary school system. This is attached for information to this report as Appendix II. We propose that a Caribbean version of this roadmap be developed to provide practical guidance to teachers on what should be taught at each level, and to give practical examples of activities that can used to achieve the desired learning outcomes. The task of developing this ‘roadmap’ should be undertaken by a panel of experienced Caribbean history teachers drawn from all levels of the system.

85) Finally, under the heading of pedagogy, we believe strongly that effective and innovative
The creators of the world’s most popular TV Series – ‘Game of Thrones’ - lend the story excitement and authenticity by rooting it in many familiar historical themes and styles - from dynastic struggles, the rise and fall of kingdoms and empires, and the horrors of slavery, to pitched battles with knights in armour.
86) History teaching requires easy access to relevant and up-to-date resource materials on our region’s history. When Caribbean History was first offered as a subject by CXC, one of the most difficult challenges was the dearth of relevant secondary sources on the Caribbean that were accessible to school students. To some extent progress has been made in meeting that challenge by the incremental expansion of Caribbean historiography over the past thirty years, including the publication of a number of ‘national’ histories of individual island states in book form, as well as a constant stream of articles and other publications on individual topics and themes in Caribbean History. However, the cost of much of this material is prohibitive to schools and school students, and in any case often written in inaccessible language. In addition, students and teachers in smaller territories complain that even now there is little or nothing in print on the history of their own societies: they can locate themselves in the history books only by analogy. Clearly, much remains to be done in this regard. An even more critical shortage is in the provision of resources to support the teaching of the subject in more innovative and engaging ways, such as audio-visual materials, photographs and collections of documents.

87) One important suggestion to emerge from the teachers’ survey was the need for a website providing access to teaching materials online. As a first step an inventory of existing online sources for Caribbean history is needed. Thereafter, a curated and regularly updated website with links to the available resources, and searchable by topic and country, could be established.

88) Another, related, suggestion was the establishment of a site where interesting and innovative student projects could be uploaded to a database and made accessible as a resource to complement the more formal resources. Of course, appropriate quality control mechanisms and security protocols would have to be put in place to ensure that only the best projects are added to the database, and that they are not misused.

89) The Department of History at The University of the West Indies may wish to take on the task of curating both the proposed teaching materials website and the projects database in partnership with CXC. A notional list of currently available resources on Caribbean History is attached as Appendix III.

**Assessment**

90) It need hardly be stressed that assessment is an integral part of the learning process. Formative assessment is used by teachers for in-process evaluations of student comprehension, determining learning needs, and checking on academic progress, while summative assessment is used to evaluate student learning at the end of the process by comparing it against some standard or benchmark. The first is vital to determine whether learning is taking place, while the second is vital to determine the quality of that learning. The recommendations in this Report that call for a broad shift away from delivery of historical content towards the development of historical skills also require changes in the methods of both formative and summative assessment to move away from simple tests of memory towards more meaningful tests of understanding.

91) The original conceptualisation and operation of CXC in its early years naturally privileged
summative assessment as the means to benchmark and certify the performance of the region’s students against international standards. While it would be fair to say that the Council’s view of the role of assessment has evolved since that time, with the introduction of school-based assessment and other methods to augment the final examination in many subjects, CXC’s approach remains quite traditional and heavily biased towards the summative assessment. The persistence of traditional methods of assessment tends to reinforce and perpetuate traditional methods of teaching.

92) This has not been entirely the fault of CXC, however. Ironically, the efforts by CXC in recent years to move towards more formative, school-based, methods of assessment have been met with resistance from teachers. Some teachers argue that if CXC – long established as the external examining body for the region’s education system - wishes to devolve more responsibility for conducting assessment locally to teachers in schools, then they should be compensated accordingly. From a philosophical point of view, it seems clear that conducting student assessment should be regarded as an integral part of the educational process, and therefore an essential aspect of good teaching. However, this issue has become bound up with the much larger question of the status and role of the teaching profession in Caribbean society, and is therefore unlikely to be resolved soon.

93) In light of this complex background, the Task Force focussed in its deliberations less on the need for sweeping changes to be made to the methods of assessment for Caribbean history currently used by CXC, and more on some practical and relatively simple adjustments that could be made to the existing methods of assessment to facilitate and compliment the changes we are proposing with respect to the curriculum and pedagogical approaches.

94) The single most important change to the methods of assessment currently being used by CXC must be to shift the emphasis in testing away from knowledge of specific (and often very extensive) historical content towards the effective demonstration of historical skills and understanding. One simple means of doing this would be to incorporate more use and analysis of documentary extracts in class and in CXC examinations at both CSEC and CAPE level.

95) At CSEC level, for example, the current paper 3/2 allows some scope for analysis of historical documents, but paradoxically this paper is aimed at out-of-school candidates, who may have only limited access to instruction on the use and analysis of historical documents. We propose that this paper be restructured to use documentary sources more extensively in a way that allows students to demonstrate through their answers their grasp of a range of historical skills. It should then be offered to all students as an alternative to Paper 3/1 (the SBA). The principle of notifying students in advance of the topic(s) for the document(s) to be incorporated in the examination should be retained for Paper 3/2 to allow all students to prepare adequately. At the same time, out-of-school candidates could be given the alternative of submitting a research project equivalent to an SBA, but in a variety of formats and on a topic of their choosing – subject to meeting approved guidelines.

96) A second suggestion for adjusting the assessment at CSEC level would be to reduce the number of themes offered. The current requirement for Paper 2 that a student chooses 3 questions covering 3 of 9 themes puts a premium on the student’s ability to memorise large swathes of
material, rather than to engage critically and in detail with a smaller range of themes. We suggest reducing the number of themes to a maximum of six. A related suggestion is that the setting of examination questions at both CSEC and CAPE level should allow students to incorporate material on local history in their answers.

97) Another principle that should be propagated in CXC assessment is more flexibility in the choice of topics for the SBA, and in the choice of format in which it can be presented. Examples might include the preparation of a video documentary or animation, a website, a poster presentation, the photographic documentation of a historical site, or a journal outlining the findings of a field trip.

98) A recurring complaint from both students and teachers with respect to assessment by CXC History is that the grading is too harsh. The statistical evidence at both CSEC and CAPE levels tends to bear out this perception. We believe this problem is at least partly due to a disconnect between the expectations of the Examiners as to the level of historical understanding expected of candidates and the scant attention paid to this aspect of student preparation by teachers, who are naturally intent on completing the prescribed current content-heavy syllabus. This problem is particularly acute at CAPE level. More emphasis on the skills of historical enquiry in both the design of the history curriculum and the teaching of the subject will allow students to perform at a higher level, and to earn grades more commensurate with the effort they put into it. In addition, given the evident gap in expectations between students and teachers on the one hand, and Examiners on the other, CXC should as a matter of course make model answers and marking rubrics for History Examinations available to students and teachers. This is likely to narrow the ‘expectation gap’ and improve the grade profile of students sitting CXC History Examinations across the region.

99) We would like to close this discussion on assessment with one other observation that we feel is important. Earlier in this Report we made an argument for the teaching of history as a core subject to all students at Primary and Junior Secondary levels. However, it could be argued that the current methods of assessment are aimed only at recognising and rewarding a small percentage of academically gifted students. If history is to grow as a subject in the region, a more inclusive approach will be needed. This includes more varied methods of assessment that can allow students with the full range of abilities and aptitudes to engage with history and demonstrate their historical consciousness and understanding. In previous times, CXC offered examinations at Basic and General proficiency levels in an attempt to meet this perceived need. It may be that a return to that approach should be considered.

**Changing Hearts and Minds**

100) In this Report, we are calling for radical changes to the history curriculum, to the way history is taught in schools, and to how it is assessed. However, we feel strongly that both the revival of the discipline of History and a revitalisation of the historical consciousness of our people across the region will require more than a set of technical recommendations, however well-conceived and executed they might be. It will require nothing less than a change in the mind set and attitude towards history in the Caribbean. This is needed, not only on the part of students and teachers, but on the part of CXC, of Ministries of Education, of parents, of
potential employers, and of society at large. Accordingly, we focus in this final section of our Report on proposals to revive interest in, and promote the study of, history in our region.

101) During the period of the preparation of this report three initial steps have been taken to publicise its findings in the region. The first was the publication on an article summarising some of our conclusions in the CXC magazine, *The Caribbean Examiner*, in May 2018, under the title: ‘Revitalise History – Task Force Recommends’. The second was a discussion on the UWI TV programme ‘Region Talk’ first broadcast on May 29, 2018 (also available on the UWI TV website) on the topic: CXC Discussing Decline in History in the Caribbean.’ Finally, a paper was presented on the topic ‘The CXC Task Force on History’ as part of a panel discussion sponsored by CXC as the annual meeting of the Association of Caribbean Historians in Barbados on June 11, 2018.

102) Once the report has been submitted to CXC for consideration and has received its endorsement, we propose that an immediate follow-up action should be an engagement with history teachers in the region to share the findings with them and receive their critical input on next steps. This might be done through the history subject pages on the CXC website, by presentations to all existing national history teacher associations (virtually or in person by members of the Task Force resident locally), and as part of the inaugural meeting of the proposed regional Annual Caribbean History Teachers Conference.

103) The engagement with governments, and especially Ministries of Education, can be initiated by requesting a meeting with individual Ministries to discuss the report, with a locally resident member of the Task Force (where available) and the local CXC Registrar in attendance. This could be coordinated with a presentation to a meeting of the CARICOM Council for Human and Social Development (COHSOD). The push to reintroduce and popularise history as a discrete subject in schools could be aided by presentations to staff and parents at local PTA meetings, with the active involvement of local history teachers.

104) We propose that broader public engagement should take the form of public lectures and/or panel discussions hosted by local tertiary institutions and – where local interest warrants it – town hall meetings to discuss the recommendations and canvass opinion. The private sector should not be ignored in this process of public engagement, but in their case, the discussion should focus more narrowly on the future of jobs, and the relevance of students trained in history to their needs as employers.

105) It should be noted that all the members of the Task Force are committed to act as advocates for our Report, and would be willing, so far as time and resources permit, to play our part in promoting its recommendations both within CXC and to the wider society.
Early career as a History teacher, then as an accounts executive with Grace Kennedy

Founder of several companies in Jamaica, including SSP APTEC (an IT Company), Peak Performance International and Soulmates

Chief Executive Officer and Senior Partner at Above or Beyond (formerly The JobBank),

Lecturer in New Ventures and Entrepreneurship at Mona School of Business, UTECH and Northern Caribbean University.

BA History (UWI, Mona)

MBA, DBA (Nova Southeastern University)
CONCLUSION

106) The Task Force believes that the study of history is in crisis in the Caribbean - whether viewed narrowly as a subject for study in schools and as an academic discipline in our colleges and universities, or more broadly as one of the recognised building blocks of our wider Caribbean identity. Low and falling enrolments at CSEC and CAPE are merely the most obvious indicator of this. They are symptomatic of a widely held view in our societies that the subject is no longer ‘relevant’ for young people seeking employment in a globalised, dynamic and technologically driven market place, or more generally for the development of our post-colonial Caribbean societies, which are now in many cases two or three generations beyond independence.

107) We argue that the negative attitudes towards History in our region are profoundly mistaken, being based on the often uninspiring way it has been packaged and taught, and, consequently, false notions of what study of the subject is about. If these notions continue to be propagated unchallenged, more and more of our young people will miss out on the opportunity to acquire the critical perspectives, sense of self, and range of skills that the study of history alone can provide.

108) To take the matter of economic value first: we argue that the study of history can be used to greatly enhance the employability of our school leavers. This argument can be supported by reference to the top ten skills and attributes of future employees required in the job market by 2020, as identified in a recent survey of major employers by the World Economic Forum. The list includes: complex problem solving; critical thinking; creativity; people management; coordinating with others; emotional intelligence; judgment and decision making; service orientation; negotiation; and cognitive flexibility. In light of this list, history should be considered one of the core subjects for preparing our young people to embrace the challenges of employment in the twenty-first century. It can teach not only many of the vital skills that employers now demand – especially complex problem solving and critical thinking, judgment and decision-making, emotional intelligence, and cognitive flexibility; but it can also engender many of the attitudes and sensibilities that will help to make good employees and good citizens. (Curtin 2017; World Economic Forum 2016)

109) Even more critical than the issue of employability, is that of identity. Without a renewed commitment to the study of history as an integral part of our education system at every level, our societies, and our sense of ourselves as Caribbean people, will become socially, culturally, and spiritually impoverished. In a world and in an era in which lies are proclaimed as though they are the truth by the rich and powerful, how can we remain true to ourselves in this region, if we do not know who we are? As one observer pointed out:

The free mind … needs to know its past, to debate and discuss how the world came to be as it is, in order to know what to defend and what to change and how to resist imposed orthodoxies. (Ravitch 1985)

Ultimately, an understanding of our history is more than a building block for a progressive society; it is the keystone on which our identity is founded.
This report is respectfully submitted by:

Alan Copley (Chair)
Denise L.J. Hernandez (Secretary)
Angel Cal
LaSonja Terwissen-Harrison
Melissa Ifill
Kenny James
Kumar Mahabir
Janice Mayers
Winston Phulgence
Marcia Potter

September 2018
David Granger (President of Guyana)

BA History, University of Guyana

MA in Political Science and International Relations, UWI

Commander of the Guyana Defence Force, Leader of the Opposition

Author of several histories, monographs on Guyanese history and politics
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CSEC/CAPE HISTORY STUDENT QUESTIONNAIRE

This questionnaire is part of a Caribbean Examinations Council [CXC] project designed to investigate a reported decline in the number of students taking History as a subject in secondary and tertiary education across the region.

Your cooperation is solicited for the successful completion of this undertaking. Please respond to the following questions carefully and honestly. Your opinions are extremely important - by participating in this survey you can help improve the delivery of the subject in the territories where it is offered. Your responses will not affect your relationship with your school. To ensure and maintain confidentiality, your responses will remain completely anonymous. Please do not put your name on the survey.

Instructions for COMPLETING this survey questionnaire:

I. History Students will answer all questions in Sections A, B & D
II. Non-History Students will answer all questions in Section A and C

SECTION A:

The following questions will not be used to identify you, but to help us better organize and evaluate this data.

1. Your gender is:
   a) Male ..........  b) Female ..........

2. My year level is:
   [f] Bachelor’s Degree Year 1 ........ Year 2 ............ Year 3 .................

3. Please indicate the territory [country] in which you live ...........................................................

4. What is your intended profession/career upon completion of your education?

60
**SECTION B:**

**History Students**

The option answers for your choices:

SA – Strongly Agree: A- Agree: D- Disagree: SD – Strongly Disagree

Kindly tick your response to the questions below:

<table>
<thead>
<tr>
<th>#</th>
<th>QUESTIONS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1</td>
<td>History is my favorite class/subject.</td>
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<td>2</td>
<td>I expect that what I learn in History will be useful to me in future</td>
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<td>3</td>
<td>I rely heavily on the information in my textbook(s)</td>
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<td>4</td>
<td>It is difficult to find resource material related to the various topics</td>
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<td>5</td>
<td>The syllabus demands too much from students at this level</td>
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<td>6</td>
<td>The SBA is too time-consuming</td>
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<td>7</td>
<td>I am satisfied with the forms of testing at this level</td>
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<td>8</td>
<td>If we were able to choose the form of testing, I would prefer an alternative to written examinations such as projects, research studies, SBAs, etc.</td>
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<td>9</td>
<td>I enjoy visiting historical sites, exhibits and museums</td>
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<td>10</td>
<td>The material we have studied in History so far is interesting to me</td>
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<td>11</td>
<td>I am learning a lot about the History of the Caribbean region</td>
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<td>12</td>
<td>History will help me understand more of the world</td>
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<td>13</td>
<td>I enjoy listening to stories about notable people and events in History.</td>
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<td>14</td>
<td>My parents have books at home to help me with History.</td>
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<td>15</td>
<td>If I do well in History, it will help me get a job.</td>
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<td>16</td>
<td>I have to study more for History classes than other core academic courses.</td>
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<td>17</td>
<td>My parents think History is an important subject</td>
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<td>18</td>
<td>I Like to read material or watch television programmes about History.</td>
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<td>19</td>
<td>I prefer History to Science &amp; Technology subjects.</td>
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<td>20</td>
<td>Learning History is important for everyone.</td>
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<td>TEACHER / INSTRUCTOR:</td>
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<td>21.</td>
<td>I feel that my opinions are valued by my teacher.</td>
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<td>22.</td>
<td>My teacher takes care of individual differences.</td>
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<td>23.</td>
<td>My teacher thinks History is important.</td>
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<td>24.</td>
<td>My teacher is knowledgeable about History.</td>
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<td>25.</td>
<td>My teacher is well prepared.</td>
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<td>26.</td>
<td>My teacher inspires me to do better.</td>
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<tr>
<td>27.</td>
<td>My teacher makes History relevant to my life.</td>
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<td>28.</td>
<td>My teacher uses teaching aids (eg Maps, photos, audio-visual aids)</td>
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<td>29.</td>
<td>My teacher allows opportunities for participation and discussion.</td>
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<td>30.</td>
<td>My teacher uses one method of teaching [note giving / chalk &amp; talk]</td>
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</table>
SECTION C:
Non-History Students

1. Why did you decide not to pursue History at CSEC / CAPE?
   a) Too boring ..........................  b) Parental advice ..........................
   c) Too much reading ...............  d) Not offered at school ..................
   e) Not related to my future career ...........  f) Combination of Form 4 Subjects ...........
   g) Other .................................................................

The option answers for your choices:
SA – Strongly Agree: A- Agree: D- Disagree: SD – Strongly Disagree

Kindly tick your response to the questions below:

<table>
<thead>
<tr>
<th>#</th>
<th>QUESTIONS</th>
<th>S A</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>History requires the memorization of a lot of names and dates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>History cannot help me in any way to secure a job in the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>History is a useless subject and learning it is a waste of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION D:

The following questions will help us to understand your views on History as a subject for the 21st Century student

1. Are you taking History for the first time?
   a) Yes ........  b) No ........

2. Will you be pursuing History at a higher level?
   a) Yes ......  b) No ......

3. If you are a CAPE student, what grade did you earn for CSEC?
   a) I  b) II  c) III  d) IV  e) V

4. Is History a compulsory subject at your school? Yes ........ No ..........
5. Why did you choose History as one of your examination subjects?

6. What do you like most about your History classes? What do you dislike?

Like: ...........................................................................................................................................

Dislike: .........................................................................................................................................

7. What skills did you learn in your History classes?

......................................................................................................................................................

8. How do you see History as a foundation for your future life and intended profession/career?

......................................................................................................................................................

9. What are some of the methods you feel History teachers can use to make the subject more appealing?

......................................................................................................................................................

10. What factors outside the classroom influence the way you feel about History?

......................................................................................................................................................
11. What changes if any would you suggest to the History syllabus?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Please use this space to comment on any of the above questions or on anything you
wish to share at this time.
........................................................................................................................................
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THANK YOU!
APPENDIX I (b)
TEACHERS’ QUESTIONNAIRE

CSEC/CAPE Caribbean History in the Caribbean

This questionnaire is part of a Caribbean Examination Council (CXC) project designed to investigate the apparent and seemingly increasing disregard for the development of a Caribbean identity and the consciousness that could be nurtured from the study of Caribbean History, as well as endeavouring to make instruction more engaging and meaningful.

Your cooperation is solicited for the successful completion of this undertaking. Please answer the 37-item questionnaire as accurately as possible. To ensure and maintain confidentiality, your responses will remain completely anonymous.

By participating in this survey you will be contributing to the enhancement of the delivery of the subject and the stimulation of learner interest in the territories where it is offered.

TEACHERS’ QUESTIONNAIRE

1. Please indicate the territory in which you teach: __________________________

2. Kindly indicate at which level you are teaching History: CSEC …… CAPE ……

3. Gender: Male ☐ Female ☐

4. Level(s) of qualification.
   - Diploma/ Associate degree ☐
   - Advanced levels ☐
   - CAPE ☐
   - Bachelors ☐
Masters

Doctorate

5. Are you a trained Caribbean History teacher?
   Yes ☐  No ☐

6. Are you teaching both Caribbean History and Social Studies?
   Yes ☐  No ☐

7. How many persons are in the History department? ----------------------

8. How many years have you been teaching Caribbean History?
   - Under 5 years
   - 5-10 years
   - 10-15 years
   - 15-20 years
   - Over 20 years

9. Is Caribbean History taught as part of Social Studies or is it taught independently in the lower forms (1&2)?
   - Taught as part of Social Studies
   - Taught independently

10. If the response to question 6 is “taught as part of Social Studies”, how many periods are allocated weekly for the teaching of Caribbean History?
    - 1-2
    - 2-3
    - 3-4
    - Over 4
11. How many periods are allocated weekly for the teaching of Caribbean History independently?
   o 1-2
   o 2-3
   o 3-4
   o Over 4

12. Who took the decision to have it taught that way?
   o Ministry of Education
   o School decision
   o Teacher decision
   o Other stakeholder(s)

13. At what form level are students first exposed to the CSEC Caribbean History syllabus?
   o Form 3
   o Form 4

14. Please indicate the largest class size you have had for CSEC Caribbean History?
   o Less than 10
   o 11-15
   o 16-20
   o 21-25
   o 25-30
   o More than 30
15. From your experience is the class size declining over time or is it increasing?
   o Declining
   o Increasing
   o Neither increasing nor declining
   o Fluctuating

16. How would you rate the academic ability of students who generally choose Caribbean History?
   o Very high
   o Above average
   o Average
   o Below average

17. Is there concern about the number of students taking Caribbean History at your school?
   o Yes
   o No
   If your answer is No then move to question 20

18. Can you identify any factor (s) that may possibly hinder students from taking Caribbean History?

19. Which of the aforementioned factors would you consider to be the MAIN factor hindering students taking Caribbean History


20. What challenges do you experience in teaching Caribbean History? 

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21. Which one of the aforementioned would you describe as the MAIN challenge in teaching Caribbean History?

---

22. How would you describe the Caribbean History curriculum? Please feel free to tick as is applicable.

- Detailed
- Exciting
- Workable
- Comprehensive
- Overcrowded
- Rigorous
- Difficult
- Other (please indicate)---

23. What would you describe as the main challenge delivering the curriculum?

---

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24. Identify the most effective teaching strategies that you utilize in your Caribbean History classroom.

25. Do you use ICT [Information & Communication Technology] in your classroom? If yes please state.

26. Have you experienced any challenges accessing ICT for use in the classroom and if so what are they?

27. What are the method(s) of assessment commonly used in your class?

28. On a scale of 1 - 5 [1 being the lowest, 5 being the highest], how would you rate students’ response to your teaching?
29. Is Caribbean History as a discipline/subject given any national recognition in your country and if so how?

30. Is there any form of professional development specifically geared toward assisting the Caribbean History teachers’ instructional practice in your territory?
   - Yes
   - No

31. Have you participated in any of these sessions within the last two (2) years?
   - Yes
   - No

32. If yes to the above, who facilitates these professional development sessions?
   - Ministry of Education officials
   - History Teachers’ Association
   - Master Teachers
   - College & university
   - Other

33. Is the SBA component manageable and appropriate for students?
   - Yes
   - No
34. How can the SBA component be improved?

35. Is there any particular trend that is worth noting in CSEC / CAPE Caribbean History classes?

36. What recommendations do you have that can increase the number of entries in Caribbean History?

37. From your evaluation of the CSEC / CAPE Caribbean History programme, what suggestions would you make for its improvement?

THANK YOU!

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APPENDIX II
History Teachers Association of Australia

(a) Skills in practice – primary

(b) Skills in practice – secondary
Skills in practice – primary

- These 'ideas in a nutshell' are for activities to be done as part of a learning sequence, not in isolation.
- Some would be whole class activities, others would be done in groups, pairs or individually.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronology</td>
<td>After examining an appropriate model, students create a sequenced and illustrated timeline of their own lives using some words.</td>
<td>Students sequence a series of objects (eg toys, household objects, photos) from oldest to most recent, explaining their sequencing.</td>
<td>Students sequence a series of maps of the local area, from earliest to most recent, giving reasons for their sequencing.</td>
<td>Students plot on a blank world map the voyage of the First Fleet, giving stopping places, dates and time spent at each one.</td>
<td>Students construct an illustrated and annotated timeline of the convict or colonial settlement they are studying, noting main events.</td>
<td>Students create a sequenced, annotated gallery of individuals who contributed to the development of 20th century Australia.</td>
</tr>
<tr>
<td>Use of historical terms and concepts</td>
<td>Students arrange 'time' words in order from shortest to longest, then construct sentences using some of the terms.</td>
<td>Students write a description of a monument or historic site they have visited, using correct terms for the main features.</td>
<td>Students use relevant terms in a mind map of the natural resources of the local area and how Aboriginal people used them.</td>
<td>Students label a diagram of a ship (of an explorer or one of the convict ships), using correct terms for the main features.</td>
<td>Students highlight unfamiliar terms in a primary source and use contextual clues and/or a dictionary to find meanings.</td>
<td>Students use relevant historical terms and concepts in a brief biography of an Australian from the 20th century.</td>
</tr>
</tbody>
</table>
### Historical questions and research

- Students develop five questions to ask their grandparents about their childhood, with the purpose of comparing with their own.
- Students examine images of pre-electric household appliances and research the features and function of at least one appliance.
- Students create a calendar of days commemorated in Australia and investigate why these days are important and how they are observed.
- Students frame research questions about a navigator or explorer using ‘who, what, when, where, how and why’ as question starters.
- Students compile a list of at least three references, print and digital, on the colonial settlement they have studied, noting the usefulness of each.
- Students develop a set of questions to guide their research into the experiences of a person or group who migrated to Australia.

### Explanation and communication

- After interviewing grandparents about the toys they once played with, students report orally to class and make comparisons with their own toys.
- Students use information from visual sources to develop a narrative about a day in the life of a child living in the period shown by the visual sources.
- Students explain the meaning of the main features of an ANZAC Day service and why this day is commemorated by so many people in Australia.
- Students use relevant primary sources to create a dialogue between two convicts about the colony, one has a positive view, the other a negative.
- Students use evidence from a range of sources to explain the impact of an important event on the convict or colonial settlement studied.
- Students create a class wiki or journal to report on a variety of migrants to Australia across the 20th century, including images where possible.

### Analysis & use of sources


### Perspectives & interpretations
Skills in practice – secondary

- These 'ideas in a nutshell' are for activities to be done as part of a learning sequence, not in isolation.
- Some would be whole class activities, others would be done in groups, pairs or individually.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronology</strong></td>
<td>As part of their Overview study, students research and add events</td>
<td>At the end of their Depth Study, students produce a report that traces</td>
<td>Students create a table or timeline to show the major movements of</td>
<td>Students discuss in an extended response the statement 'Since Federation, Australia has relied on immigration', tracing continuities and changes to immigration policy,</td>
</tr>
<tr>
<td></td>
<td>assigned by the teacher to a class timeline, which could be digital</td>
<td>the main events and developments from the Depth Study, within a</td>
<td>people around the world between 1750 and 1901, including countries of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or on the classroom wall.</td>
<td>chronological framework.</td>
<td>origin and destination and reasons for migration.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of historical terms and concepts</strong></td>
<td>Students use historical terms and concepts such as source, evidence and artefact when answering the question “How do we know about the ancient past?” as part of their Overview or Depth Study.</td>
<td>Students investigate a range of occupations in the Middle Ages that have become summaries in the English language eg fletcher, cooper. Use a telephone directory to identify the most common.</td>
<td>Students develop mind maps, word webs or definition charts to explain the meaning, features and applications of concepts such as capitalism, socialism, nationalism and imperialism.</td>
<td>Students use historical terms and concepts eg perspective, usefulness and reliability to describe the nature of sources they have located relating to a significant person or event in their Depth Study.</td>
</tr>
</tbody>
</table>
### AC History Units

**APPENDIX I**

<table>
<thead>
<tr>
<th>Historical questions and research</th>
<th>Students locate and analyse archaeological and written sources (primary and secondary) relevant to a historical controversy or mystery that has challenged historians or archaeologists.</th>
<th>Students develop a diagram or chart to organise their information about the relationship between rulers and ruled in Florence or Naples during the Renaissance.</th>
<th>Students create a set of questions to guide the collection of data needed to explain the position of the Asian society they have studied in relation to other nations around 1900.</th>
<th>As part of the study of developments in popular culture and their impact on society, students create a set of questions to use in oral history interviews with people from various decades.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation and communication</td>
<td>Students construct a recount of a typical day in the life of a person in one of the key groups in their ancient society, using evidence from relevant sources to support their recount.</td>
<td>As part of the Overview study, students research and explain the spread of Christianity and Islam from c.650 to 1750 and show the results of their research on a series of colour-coded maps.</td>
<td>Students use evidence from 19th Century emigration posters as part of an oral presentation explaining how different types of migrants were attracted to Australia at different times.</td>
<td>Students prepare and present a debate about a controversial issue from their Depth Study. Each point raised must refer to relevant sources and evidence. Audience use criteria to adjudicate.</td>
</tr>
<tr>
<td>Analysis &amp; use of sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspectives &amp; interpretations</td>
<td>See 'Concepts in Practice – Secondary'</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
List of Internet Resources for Caribbean History

AE Learning Inc. is a premier provider of historical information on the ancient kingdoms and empires of the African continent. At AE Learning Inc. we are dedicated to producing the highest quality educational materials to our global customer base. Since our inception the team at AE Learning Inc. has utilized the latest and most recent data and analysis on the ancient civilizations of Africa to ensure the rich and decadent history of the continent is brought to life. The AE Learning videos series provides a detailed overview of the history of the continent of Africa:  https://www.aelearning.net/


The University of the West Indies:  https://libguides.uwi.edu/CaribbeanResearchDatabases

The National Archives (UK) online exhibition of Caribbean History: http://www.nationalarchives.gov.uk/caribbeanhistory/

British Library: Caribbean Views Online Exhibit

This exhibition contains over 1,200 images, maps and texts from the 18th and 19 centuries http://gallery.bl.uk/viewwall/default.aspx?e=Caribbean%20Views&n=4&r=10

CXC Online resources:
https://cxc.org/SiteAssets/syllabusses/CSEC/CSEC_Caribbean_History.pdf
https://www.cxc.org/subject/caribbean-history-csec/

NB: ‘Icons Who Studied History’: This is a Powerpoint presentation available on the CXC website on successful people who studied history, and the usefulness of historical skills for areas of employment in the 21st century.
http://www.passmycxc.com/courses/view/history

Slavery in the Caribbean – Primary Sources Online:

‘The National Library of Jamaica’s (NLJ) holdings constitute the most comprehensive collection of Jamaican documentary offering an invaluable representation of Jamaica’s history and heritage. To enhance access to its rich and varied collections, the National NLJ has digitized thousands of historical photographs, prints, drawings, pamphlets, programmes, manuscripts, books, rare maps and other rare and unique materials. The vast majority of these images are freely available online for public access and has been grouped into the following categories: Jamaican Biographies; Digital Images Collection; Picture Dis; Riots and Rebellions; Slave Trade; Google Books – Jamaica’

National Archives of Trinidad and Tobago downloadable exhibitions:
http://www.natt.gov.tt/node/5

Topics include:

Celebrating Our Ancestral Roots
The Road to Nationhood: Crown Colony Government to Republicanism
The 1970 Black Power Revolution
The World Wars: Onset, Impact and Caribbean Legacy
Tubal Uriah "Buzz" Butler and the man and his times
The Rise and Fall of King Sugar
Our African Heritage: Stories of resistance and resilience in familiar places
Discovering History at Our Doorstep
Nelson Island and Indian Indentureship in Trinidad
Celebrating the Merikins: our heritage, our faith, our future
Honouring our Industrial Roots: Sugar, Cocoa, Asphalt and Oil
From Slavery to Emancipation
Our African Legacy: Roots and Routes
The Legacy of the First Peoples
Carnival of Long Ago

Caribbean Family Historians:  http://www.caribbeanfamilyhistory.org/
This website is dedicated to all Caribbean Family Historians. The data has been collected over the past twenty years by a group of enthusiastic volunteers based around the world, all sharing Caribbean interests. The vision of this website is to share Caribbean family histories as a non-profit and non-invasive site.

The Afro-Caribbean Community in Post-war Stepney (London):
https://www.ideastore.co.uk/local-history-online-exhibitions-afro-caribbean-community-postwar-stepney

The First World War and the Caribbean:
http://westindiacommittee.org/caribbeangreatwar/

A list of online resources on individual Caribbean countries can be found at:
https://www.nationsonline.org/oneworld/america.htm

Youtube videos on Caribbean History (selection):

History of the Caribbean: 1492-2016 - YouTube► 4:23
https://www.youtube.com/watch?v=5OSh0oKQbOA

History of the Caribbean Parts 1,2,3: History | Music ... - YouTube
https://www.youtube.com/watch?v=0gms3_CQ2sU

A Short History of Slavery in the Caribbean - YouTube
https://www.youtube.com/watch?v=jO9vy-82dh8

History of the Caribbean Documentary Part 3 of 3 - YouTube
https://www.youtube.com/watch?v=u9y6rjzhxL8

History of The Caribbean - YouTube
https://www.youtube.com/watch?v=Mu-AuJ_op9k

History of the Caribbean Documentary Part 2 of 3 - YouTube
https://www.youtube.com/watch?v=et0ROI2rhP8

History of the Caribbean Documentary ©1994 Image ... - YouTube
https://www.youtube.com/watch?v=0yHwuhX0Oqw

Digging up the history of the Caribbean - YouTube
https://www.youtube.com/watch?v=4yQQZ187dMk
A Rich History of Caribbean Immigration to the US - YouTube
https://www.youtube.com/watch?v=MocSNYDcgis

The Caribbean 1900 - Present - YouTube
https://www.youtube.com/watch?v=Q3Ufu4r8zLw

Introduction to the Caribbean - YouTube
https://www.youtube.com/watch?v=HrYk4izHR4U

History Channel Documentary - Pirates Of The Caribbean - YouTube► 1:15:45
https://www.youtube.com/watch?v=9iYD5hbhVYo

Caribbean Colonization - YouTube► 2:01
https://www.youtube.com/watch?v=qKqPoFbT9xE

The Caribbean East Indians, Part 1 of 2 - YouTube► 28:33
https://www.youtube.com/watch?v=oxFrQd6lVzA

The Caribbean East Indians, Part 2 of 2
https://www.youtube.com/watch?v=-qeM2BecjNI

WorldGeo: The Caribbean: Caribbean Culture - YouTube
https://www.youtube.com/watch?v=aubKsNESqmQ

Caribbean Lands and Cultures - YouTube
https://www.youtube.com/watch?v=YVkjwh6OavM

Caribbean History and Anthropology in the Archives: Trinidad - YouTube► 1:32:36
https://www.youtube.com/watch?v=R6oRA0Eg59U

The Real Caribbean Pirates - Full History Documentary - YouTube
https://www.youtube.com/watch?v=TdAfJROCtHI

The West Indies at War: Part One:
https://www.youtube.com/watch?v=HM7QTWz1JNM

The West Indies at War: Part Two:
https://www.youtube.com/watch?v=Gb0BTAch0bA

The West Indies at War: Part Three:
https://www.youtube.com/watch?v=ITLxznxAfek

The West Indies at War: Part Four:
https://www.youtube.com/watch?v=2D0VrU6Z1A0