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ABOUT THIS ISSUE In this issue of the Caribbean Examiner, we introduce Dr Wayne Wesley, in his new role as Registrar and CEO of CXC®, celebrate CSEC’s 40th anniversary, provide information on the Caribbean Development Bank (CDB) funded CXC® project: Facilitating Environmental Change through Accessible Learning Resources, take a closer look at animation and gaming – an alternative pathway. We also include remarks by Premier Honourable Donaldson Romeo of Montserrat on behalf of Mrs Delmaude Ryan, Minister of Education, Youth Affairs and Sports, at the 2019 CXC® official release of May/June exam results. This issue also includes stakeholder engagement activities and new appointments at CXC®.
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Dr Wayne Wesley was appointed as the 7th Registrar and Chief Executive Officer of the Caribbean Examinations Council® (CXC®) at its 50th Meeting in St Vincent on 7 December 2018, with effect from 1 August 2019. Dr Wesley takes over from former Registrar Glenroy Cumberbatch who retired at the end of July 2019. (See page 8)
New Registrar and CEO

Dr Wesley joined CXC® in June 2018, as Director of Operations, Examination Services, and assisted in providing strategic leadership and management to the organisation. In addition, he had portfolio responsibility for the planning, development, operation and provision of the core examination services to regional and international stakeholders.

With a passion for regional integration and development, Dr Wesley has spent the last 25 years in both education and training regionally and internationally. His professional experience spans industrial engineering, technical education, consultancies, strategic leadership and executive management.

Prior to joining CXC®, Dr Wesley led the Human Employment and Resource Training Trust/ National Training Agency (HEART Trust/NTA) in Jamaica, in the role of Executive Director. He was Chairman of the Caribbean Association of National Training Authorities (CANTA), and served in the post of Senior Lecturer and Programme Director for the Industrial Engineering Programme at the University of Technology, Jamaica (UTech, Jamaica).

Dr Wesley has experience in building deep and productive relationships across the public and private sectors. He has served on several boards including: the Council of UTech, Jamaica; the University Council of Jamaica – the national external quality assurance agency for higher education; the Jamaican Foundation for Lifelong Learning, and the Technical Committee of the International Labour Organization, and the World Skills International Strategy Committee.

He has also shared his expertise with regional project steering committees, namely, the CARICOM Education for Employment Programme, and the Regional Labour Market Information System. He is currently Deputy Chair of CARICOM’s New School Model Committee.

Dr Wesley is a man on a mission. In his first three months he is already mid-way through a programme of key stakeholder consultations with employees, ministries of education, permanent secretaries, education officers, local registrars, and employers from member states and internationally, as he seeks their input in changing the perception of CXC® as an assessment body only, to one in which it plays an integral role in achieving regional integration and development.

The new Registrar and CEO brings extensive knowledge to the role, gained through his Doctor of Philosophy in Industrial Engineering from Florida State University, a Master of Science in Manufacturing Systems from Southern Illinois University, a Bachelor of Education in Industrial Technology with First Class Honours from UTech, Jamaica, a Post Graduate Diploma in Financial Services Management from Jamaica Stock Exchange e-Campus, and a Level 8 Certificate in Strategic Direction and Leadership from the Chartered Management Institute, UK.

As a strong proponent of continuing education, Dr Wesley has successfully completed Executive Education programmes at Harvard University and Manchester Business School in Innovation and Leading Economic Growth, and Advanced Management, respectively. He is Fulbright scholar, a Chartered Manager, and Fellow of the Chartered Management Institute, UK, and a Fellow of the American Society for Quality.
Former Registrar and CEO, Glenroy Cumberbatch, retired at the end of July 2019. Mr Cumberbatch joined CXC in 2007 in the role of Pro-Registrar, based in Jamaica, and was later appointed Registrar in 2014. He joined the organisation after three decades in various education roles, including serving as a Local Registrar for CXC, during his time within the Ministry of Education in Barbados.

Under his leadership, CXC has revolutionised performance assessment in the Caribbean. New Generation subjects such as Animation and Game Design, Biotechnology and Green Engineering have been introduced along with the CXC® Associate Degree. New systems were established to improve the delivery of information, examinations and results including: e-testing, e-certificates, and a mobile app. The organisation through its focus on stakeholder engagement, forged new relationships with distinguished educational partners and expanded its geographical reach into the Caribbean Netherlands.

The Chairman, Council Members, the Executive leadership team and staff of CXC all wish Mr Cumberbatch a happy and healthy retirement.
During the week of 1-5 July 2019, the Caribbean Examinations Council® (CXC®) coordinated in-house activities and displays which highlighted member countries of the Caribbean Community (CARICOM). This initiative coincided with the anniversary of the Community’s formal establishment, as well as the 40th Regular Meeting of the Conference of Heads of Government of CARICOM. The regional body was officially formed on 4 July 1973 when leaders of Barbados, Guyana, Jamaica and Trinidad and Tobago signed the Treaty of Chaguaramas. In 2019, CXC® also celebrated the 40th Anniversary of CSEC® examinations.

On Monday 1 July, visitors to the CXC® headquarters were greeted with the vibrant flags of CARICOM’s 15 member states flying high on the property’s flag poles. These colours were also reflected in decorative displays throughout the common areas of the building. The highlight of the week was the sampling of mouth-watering, culinary treats from the principal islands of CARICOM. Employees enjoyed coconut bread and juices from Barbados, Jamaican patties, fishcakes from Guyana and Trinidadian doubles.

The week of activities concluded with employees being tested on their knowledge of CARICOM for a chance to win exciting prizes. Matthew Tull, Digital Communications Officer was adjudged the winner of the competition.
The Caribbean Examination Council® (CXC®) has placed significant emphasis on making high quality learning support resources available to all CXC® candidates, thus, supporting the implementation and assessment of our products. To this end, CXC® has received financing from the Caribbean Development Bank (CDB) in an amount equivalent to US$427,812.00 towards the cost of the Facilitating Environmental Change Through Accessible Learning Resources Project. This funding will cover the development, validation and implementation activities for Facilitation and Development of a CXC® Environmental Science Digital Toolkit.

The Project is designed to facilitate the:
1. selection of interactive learning resources from Open Educational Resources;
2. creation of original interactive learning resources;
3. compilation of resources into a gender responsive digital toolkit; and,
4. regional Teacher Training Workshops for teachers of CAPE® Environmental Science.
Development of a digital toolkit for CAPE® Environmental Science

A-Z Information Jamaica Limited was contracted to develop the digital toolkit. The toolkit, which will be developed through an iterative process, will be tailored to the syllabus and compatible with various technologies and settings. The toolkit will cater to diverse learners and comprise of a varied range of Caribbean-centric, learning resource materials that are free of biases and sensitive to the diversities of the territories served by CXC®, while targeting the challenging areas of the syllabus. It will also align to the CDB’s Education Training Policy and Strategy which caters to learners with special educational needs.

Teacher Training Workshops to Support Implementation

In consultation with the Ministries of Education across the Region, Teacher Training Workshops will be organised for approximately 240 teachers of CAPE® Environmental Science from 16 countries. The 3-day Teacher Training workshops will be held in January 2020 in five countries, namely Antigua & Barbuda, Barbados, Guyana, Jamaica and Trinidad & Tobago. Teachers from Anguilla, Belize, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines who have historically entered candidates for CAPE® Environmental Science will be invited to participate. Additionally, British Virgin Islands, Cayman Islands, and Turks and Caicos Islands who have not entered candidates to date will be invited to send a representative in order to build awareness.

During the workshops, teachers will get an opportunity to interact with the various features of the digital toolkit. The facilitators will also address gender sensitive areas such as conscious and unconscious biases and gender mainstreaming considerations made during development. Instruction will also be provided on the challenging areas of the syllabus. After the workshop, teachers will be invited to participate in a series of scheduled activities ranging from live chats to structured online workshops to be conducted through the CXC® Learning Institute, the training arm of the Council.

Communications Campaign

Students and teachers will be provided with access to virtual groups in order to advance awareness and encourage conversations around environmental issues. The Virtual Learner Groups (VLG) and Virtual Subject Association (VSA) are accessible on the CXC® e-learning platform Notesmaster (www.notesmaster.com). These will provide the platform for stakeholders to continue the dialogue, get further assistance and provide ongoing feedback as they use the toolkit. The implementation of the CAPE® Environmental Science Digital Toolkit will be supported by a multi-pronged media campaign leveraging the use of CXC® social media platforms, Blogs, Magazine and TV. As a part of the agreement with CDB and the underpinnings that guide development at CXC®, we are committed to ensuring that the campaign caters to all categories of stakeholders.

Monitoring and Evaluation Framework

Through the engagement of a consultant, a Monitoring and Evaluation Framework will be developed, along with the requisite data collection tools that will be used to collect essential data for project monitoring and evaluation.

CXC® remains committed to ensuring that the region continues to benefit from high quality learning resources that are tailored to meet their needs and we are elated to be partnering with the CDB to bring these resources to the thousands of stakeholders who will benefit from this initiative.
As the Caribbean continues on its quest to develop further competitiveness on the international stage, it remains imperative that consideration be given to the role of ‘new generation’ content areas such as Animation and Game Design. Globally, as a result of educational and technological advancements, a shift from traditional subjects including Law and Medicine to ‘new generation’ subjects has occurred. This has left the Caribbean education system with a void and thus no other choice than to take advantage of the newly created opportunities through diversification of its subject offerings and strategically preparing its human resources.
The contribution of the creative economy to the Gross Domestic Product (GDP) of countries has been noted. “Recent research, based on an evolutionary economics approach, viewed the creative industries as an important source of growth and innovation in the economy.” (Hendrickson, Lugay, Caldentey, Mulder & Alvarez, 2012, p.16). Creative industries are an emerging important source of income within the Caribbean region, allowing for the skills of the Caribbean people to develop products and services that can compete on the global market. Hendrickson et. al (2012) cites WIPO (2007) and James (2007) who indicate that the copyright sector of the creative economy contributed a sizeable 4.8% of Jamaica’s GDP and 3% of employment. This has prompted policy makers to move strategically to capitalise on this reality. For example, the Barbados Government has recently created a Ministry of Creative Economy.

Animation has been identified as one of the means of generating income within the context of the Caribbean’s creative economy (Hendrickson et. al, 2012). Additionally, the gaming sector, a multibillion sector, continues to expand worldwide. As the region pursues new activities and opportunities for growth and development of their people and economy, we look to our governments to provide the platforms which will empower our human resources to compete in global markets. This enhancement of skills will also create opportunities within the Caribbean for the development of our own products and services. Consider, for example, the development of games that are culturally relevant, animations that assist the Tourism product and are used to advertise our shores; these can only be a reality if, within the Caribbean, the opportunity exists to develop and hone these skills appropriately. Additionally, consider the movement of individuals from the Caribbean to take advantage of opportunities on a global market where countries such as the United Kingdom are on a thrust to expand opportunities in the creative sector by the millions. This has significant benefits to the region through remittances and reduction in unemployment rates.

The time has come for all countries of the region to fully embrace the creative sector from a policy perspective and have subjects such as animation and gaming engrained within the education system. The Caribbean Examinations Council (CXC®) continues to view itself as a leader in ensuring appropriate human capital development within the region; a key aspect of its mission. The development of syllabuses such as Animation and Game Design support this thrust. It is the expectation that subscription to this subject offering will “help to increase the cadre of culturally aware practitioners such as content creators, animators, graphic artists, sound engineers/technicians and actors trained in the use of industry-specific skills to solve design and communication problems. [This will result]. . . in the region being poised to secure and utilise the skillsets and knowledge base that are essential to building and sustaining the digital economy in the Caribbean.” (Animation and Game Design Syllabus, 2016). The teaching of Animation and Game Design should therefore become an integral part of the education system and persons who are no longer ‘in school’ but are looking for possible careers, should be encouraged to consider this offering. The possibilities are numerous and we, as a region, are poised to seize opportunities that exist and create new ones through animation and gaming.

REFERENCES

New Year, New Website!

By Matthew Tull

One of the exciting new additions to the redesigned website will be the introduction of an artificial intelligence Chatbot.
The New Year is a time of new chapters, and we at the Caribbean Examinations Council® are excited to announce that in January 2020, we will be launching our newly re-designed website! At its core, the new website will better reflect who we are and what we offer in a way which best serves you!

We are proud to have partnered with an incredibly talented web development team who are passionate about enhancing the user experience. For more than four decades, the Council has provided the region with the products and services needed to advance the human resource competitiveness of the Caribbean. Within the last decade, greater emphasis has been placed on scaling our digital presence in pursuing this mandate to include initiatives such as E-Marking and E-Testing. We believe that sharing this information via our all new website will help us better engage our stakeholders, and together we can meet the needs of the Caribbean workforce.

Your browsing experience on our website is very important to us. In response to customer feedback, and input from our entire organisation, we will be improving its speed and navigation, adding brand new functionality, providing further details of our product offerings, and with that, new possibilities for our customers. Here are a few of the improvements that you can expect in the new website.

One of the exciting new additions to the redesigned website will be the introduction of an artificial intelligence Chatbot. This will allow our stakeholders to engage with us 24/7 and gives us the ability to interact with a large number of customers simultaneously.

We are also pleased to introduce Progressive Web Application (PWA) technology which brings a much richer mobile browsing experience. In short, PWA allows users to interface with the website in a way that looks and behaves like a mobile application. This means that a CXC® icon can be added to any smartphone home screen. One of the key advantages of the new website is that it can be accessible offline as well.

In addition to a fresh new look and feel, the redesigned website will offer many functional upgrades as well. Most notable will be the ability for customers to track the delivery of their transcript and certificate orders in real time. This information can be critical for colleges and universities as well as potential employers as they make their recruitment decisions.

We are currently in the building process, so thank you for your patience while we work to serve you better! We will keep you up-to-date with the latest information.
The number 40 has shared significance in the realms of science, religion, and literature. Meteorologists all agree that minus 40 degrees is the only temperature where the Fahrenheit and Celsius scales converge. In 2019, this number has found special significance for the Caribbean Examinations Council® as one of its core products - the Caribbean Secondary Education Certificate celebrates its 40th anniversary.
While not credited as the originator of the popular idiom “life begins at 40”, noted, 19th century German philosopher Arthur Schopenhauer embodies the sentiment of the cliché when he boldly exclaimed: “The first forty years of life give us the text; the next thirty supply the commentary.”

Forty years ago, the Council offered five subjects during the first ever sitting of the examination. At that time, 30,276 candidates from 14 Participating Territories wrote exams in five subject areas: Caribbean History, English Language, Geography, Integrated Science and Mathematics. Today, the number of registered candidates has more than quadrupled to 122,813 from 16 Participating Territories, writing exams across 32 subject areas.

Without the advantages of having modern communication staples such as e-mail, internet, or even fax, the diverse team scattered throughout the Caribbean region were able to coordinate efforts using the technology of the day, which included typewriters and Gestetner machines. The result was a legacy of excellence that extends to this day. While many detractors casually dismissed CSEC® as another failed attempt at regional integration and self-governance, it has endured through successive generations of Caribbean students.

Today the CSEC® qualification has reached the mature milestone of 40 and is in the process of yet another transition - e-testing. The next frontier for CSEC® is the adoption of computer-based testing. A journey which CXC has already embarked on with its multiple-choice papers released in the January 2017 CSEC® offerings, and will continue as the Council pursues its goal of full e-testing regionally and the retirement of paper-based testing.

The evolution of CSEC® owes much of its success to the students who wrote the exam in its early days, who would eventually go on to take up leadership roles in academia and industry to advance knowledge, thereby shaping the various subject areas into what we accept today.

Modern CSEC® candidates benefit from the many advantages accrued to holders of the qualification. They are now readily accepted by universities in the region and internationally. In many instances, students are no longer required to take SAT’s or any other entrance exams, unless specifically required for scholarships.

The growth and development of CSEC® can be attributed to the unwavering dedication of committed management and staff over the decades. With this in mind, a special publication will be produced, which will afford stakeholders as well as selected regional educational leaders, the opportunity to wish CSEC® a happy 40th anniversary.

Please share your thoughts and well wishes on the 40th Anniversary of CSEC® with us via cxcezo@cxc.org
I am indeed delighted much like Hon. Minister Ryan (who is still recovering from illness), for the confidence in CXC® to afford Montserrat the opportunity to host the official release of the May/June 2019 exam results. Indeed, you have demonstrated your regionalism in an inclusiveness that respects Montserrat as an equal voice around the table regardless of our size and our past tragedies.

We are on the rebound in our development and you being here is a testimony to this.

For those of you who are visiting for the first time or in a very long time, do take time out to enjoy our hospitality; the way the Caribbean used to be. The honourable Minister has asked me to deliver a few words which she has prepared for this occasion; and so I read:

I address you this morning in humility and thankfulness for the goodness of God. It is perhaps 200 years (three seventy-year lifespans) since our enslaved ancestors first had the ability to hold a slate or even a stick marking letters and numbers in the dirt of their yards as they became exposed to basic literacy and numeracy – the first steps of what we call education. Today, we have at our fingertips smart screen devices that vastly exceed the power of the computers that were used to land people on the Moon on July 20th 1969—just fifty years ago last month. These devices give us instant access to a world that we can understand all around us.

The digital world and the digital sector present to us in the Caribbean the same dynamic opportunities that other peoples across our planet have for the decades ahead.

As a region, we have moved beyond the mere knowledge of such things; in order to ensure that our rising generations measure up to the levels required to grasp the many opportunities of a global, digital world. Today, we are continuously elevating ourselves so that one day we will end our “as yet unfinished history” that tempts us to be oppressors of our own selves. Through education, opportunities and transformation, we are advancing as liberators and innovators who will change the face of our region. However, just as the journey of achieving equality among women and men takes time, so too, this is a long journey.

Sadly, though, our measures are not moving at the desired pace up the ladder. While we rejoice with those who have succeeded or have even excelled in the regional examination results that we release officially today, we must also recognise that such are only a relatively small percentage of candidates. Unfortunately, the results are retrogressive. They tell the story that too many under-achievers are perpetuating the landscape from whence our generations

Presented by The Premier, Honourable Donaldson Romeo, Minister of Finance, Economic Development and Tourism, on behalf of Honourable Mrs Delmaude Ryan, Minister of Education, Youth Affairs and Sports
fought so hard to escape. Ancestors, who were often branded by the scars of the whip on their backs; who were called derogatory names. Some of whom were actually shot or hanged and killed for the imagined crimes of standing up for equal rights and justice and for being considered fully human. Yes, mis-education and indoctrination in lies can have terrible consequences of making oppressive wrongs seem to be right. That is our history; by God’s grace, it must not be our future.

We as a Caribbean people must never lose sight of our roots; we must understand and value the liberating power of education. We must redouble our efforts.

We must not slip back down the ladder. That would lead to an age where we become slaves again; because we have failed to impress on our offspring and those around us the nearly infinite, transforming power and value of a good education. We have too often failed to express on our generations that education is more that academic achievements expressed in certificates that open doors to jobs. No, at its heart, true education is the empowerment that equips us to rightly understand the world in which we live so that we can be positive change makers. We have too often failed to keep the torch of our generations going; settling for quick money, shiny bling and costly cellphones or second-hand Internet cars. We have too often only sought to impress those who tear us down. That will only make us slip back into a cycle where our young boys and girls have lost the purpose of their existence.

I beg to question: what kind of foundation are we laying? Is it one that makes us forever dependent on imports, hand me downs and handouts? Or will we as a region change that trend to one that we are the providers, the innovators, the entrepreneurs, the way makers and the revolutionaries?

We cannot continue to move our yardstick back down the ladder; we must find a way to stem the slippage; we must change the way we educate; we must change the fragmented landscape of the education tapestry of our region. We need to equally utilise all the talents, knowledge and skills of all of our people, regardless of their sex, class or race. For example, our statistics show that females do well at the tertiary level but are not equally representative in leadership roles. Progressive societies have taken note and acted on such trends. The resulting reforms have become game changers in the advancement of their development.

While we must frankly face our challenges, it is however not all doom and gloom. Let us celebrate every achievement no matter how small. Likewise, we will not — and we should not — water down the quality of our education and academic content. Instead, let us seek out the opportunities of the digital age and find techniques to address the troubled areas.

For, as our local secondary school’s motto advises: one who does not progress retrogresses.

The Caribbean Examinations Council has been moving in the right direction by realigning its offerings to meet the requirements of the new age of industry. We all must do our best to ensure that our education systems are also in alignment with trends, so we can match our knowledge and skills to tomorrow’s realities.

With great minds coming together as a region, putting the resources that make that difference in the right place we indeed can make that change.

When it comes to our human capital, if the appropriate investment is not made today the returns will not be great tomorrow. I therefore encourage my colleague ministers of education and heads of state to reach for the global Sustainable Development Goals by investing in our people first. We must reverse the trends that have our ancestors turning in their graves.

The grounds we stand on here today, were not gifts; they were fought for. The education we are exposed today was not a gift; it was fought for — inch by uphill inch. So let us ensure from now on that the costly, painful fight of our ancestors was not in vain.

Let us now push forward, and lend a helping hand by putting our best persons in education. And let us compensate them for such. As indeed as that great freedom fighter, the late Nelson Mandela penned it: “Education is the only weapon that can change our world.” Yes, including our region, our Caribbean. So let us pick up our pens and our books and let us take back our world!

Thank you.
CAPE® Students Find Both Success and Challenges in STEM Subjects

The performance of candidates in this year’s CAPE® Exams have shown declines in some subjects and gains in others but overall the movement from last year’s performance has been minimal. Below are highlights of performance statistics across various subject areas.

NEW GENERATION SUBJECTS

Among the new generation subjects, some have shown a decline in the percentage of students who have achieved acceptable grades, however, despite this, the performance generally remains above average, with 80 per cent to 100 per cent of candidates achieving acceptable grades.

In Agricultural Science, there was a five per cent decline in the percentage of candidates who achieved acceptable grades in Unit 1, while Unit 2 experienced a significant increase of seven per cent.

An increase in the number of candidates achieving acceptable grades was also seen in Animation & Game Design. The Unit 1 rate of 91 per cent in 2018 increased to 100 per cent in 2019, while the Unit 2 rate of 98 per cent increased to 100 per cent. Positive increases also occurred in Logistics and Supply Chain Operations, while the performance in Tourism was consistent with last year.

There was a significant improvement in the performance in both units of Financial Services Studies in 2019. Seventy-three per cent of candidates achieved acceptable Grades, I–V, in Unit 1 compared with 55 per cent in 2018. In Unit 2, 100 per cent of candidates achieved acceptable Grades I–V compared to 35 per cent in 2018.

In Performing Arts, Candidates’ performance in 2019 was consistent with that of 2018. In Business for the Arts, ninety-seven per cent of the candidates achieved Grades I–V compared with 98 per cent in 2018. There was also a 1400 per cent increase in the number of students who wrote Cinematic Arts, from 1 in 2018 to 15 in 2019. One hundred per cent of the candidates in each year earned acceptable grades. Fourteen candidates completed the Music option in 2019. One hundred per cent of the candidates achieved acceptable grades.

The performance in Green Engineering was mixed. There was a small decrease in the number of persons achieving acceptable grades in Unit 1 but an increase in this number for unit 2. Digital Media meanwhile, showed a slight decrease in both papers.

MATHEMATICS AND SCIENCES

There was a decline in performance in Applied Mathematics in Unit 1 this year, compared with 2018. The percentage of candidates achieving acceptable Grades, I–V, was 84 per cent compared with 92 per cent in 2018. There was a decline in candidates’ performance across all Modules this year compared with 2018. In Unit 2, the percentage of candidates achieving acceptable Grades, I–V, was 93 per cent in 2019 compared with 92 per cent in 2018.

Performance in the Natural Sciences held steady with little deviation. For Biology, candidates’ performance in 2019 was...
consistent with the performance in 2018, in both Unit 1 and Unit 2. The percentage of candidates achieving acceptable Grades, I–V, in Unit 1, was 89 per cent in both years. In Unit 2, this performance statistic was 95 per cent. This was the first year that Paper 02 was examined using a new format; there was an improvement in candidates' performance on this paper compared with 2018.

There was a minor decrease in the performance in both units of Chemistry and a decrease in the number of students who achieved Grade I in Unit 1. However, for Unit 2 there was an increase in this number.

Student performance in Physics essentially held steady in comparison to 2018. This was the first examination of the revised syllabus. While there were no changes to the structure of Paper 01, Paper 02 now consists of three questions each worth 30 marks. In addition, Paper 032 is now marked out of 45 marks.

Consistency also maintained for Environmental Science and the overall quality of the School-Based Assessment in both Units continues to show improvement.

**TECHNOLOGY**

Performance in Unit 1 of Electrical and Electronic Engineering Technology was consistent with the performance in 2018. Performance improved across all Modules of this Unit. In Unit 2A, the percentage of candidates achieving acceptable Grades, I–V, in 2019, improved from 50 per cent to 71 per cent while the performance in Unit 2B declined five per cent from 97 per cent of candidates in 2018, to 92 per cent in 2019.

Overall, as in 2018, 93 per cent of candidates achieved acceptable Grades, I–V in Computer Science. The performance of candidates on Unit 2 improved marginally compared with 2018, with 95 per cent of the candidates achieving Grades I–V in 2019, compared with 94 per cent in 2018.

In Information Technology, performance in Unit 1 experienced a minor decline while performance in Unit 2 held steady.

**FOREIGN LANGUAGES**

In French and Spanish – the performance in the 2019 examination was consistent with the 2018 performance, with approximately 99 per cent of the candidates achieving Grades I–V in both years.

**CORE SUBJECTS**

Candidates' performance in Caribbean Studies for 2019 was consistent with that of 2018, as 97 per cent achieved Grades I–V. There was a noticeable increase in the number of candidates who achieved Grade I: 27 per cent in 2019 compared with 17 per cent in 2018. The overall results for Communication Studies in 2019 were consistent with 2018, with 96 per cent of the candidates achieving Grades I–V. There was a decline in the performance in Integrated Mathematics as sixty-eight per cent of the candidates achieved Grades I–V, compared with 75 per cent in 2018.

**BUSINESS STUDIES**

Candidates' performance in Unit 1 of Accounting showed a five per cent increase in those who achieved acceptable Grades I–V, from 83 per cent in 2018 to 88 per cent in 2019. In Unit 2, there was a marginal decline of two per cent from 82 per cent last year to 80 per cent this year.

There was a decline in the overall performance for Law candidates, on Unit 1 in 2019 compared with 2018. Eighty-nine per cent of the candidates achieved Grades I–V compared with 92 per cent in 2018. For Unit 2, the overall performance showed an increase over 2018 as 91 per cent of candidates achieved Grades I–V compared with 86 per cent in 2018.

The percentage of candidates achieving acceptable Grades, I–V, in Unit 1 of Management of Business was 89 per cent, a decline in performance compared with 2018 when 94 per cent of candidates achieved Grades I–V. In Unit 2, the percentage of candidates achieving acceptable Grades, I–V, was 94 per cent. This reflects a moderate improvement over the performance of 2018, where 92 per cent achieved acceptable grades.

Candidates' performance in Economics Unit 1 was consistent with 84 per cent of candidates achieving acceptable Grades, I–V, in 2019. In Unit 2, the candidates achieving acceptable Grades, I–V, increased from 86 per cent in 2018 to 93 per cent in 2019.

The percentage of candidates achieving acceptable Grades, I–V, in Unit 1 of Management of Business was 89 per cent, a decline in performance compared with 2018 when 94 per cent of candidates achieved Grades I–V. In Unit 2, the percentage of candidates achieving acceptable Grades, I–V, was 94 per cent. This reflects a moderate improvement over the performance of 2018, where 92 per cent achieved acceptable grades.

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The percentage of candidates achieving acceptable Grades, I–V, in Unit 1 of Management of Business was 89 per cent, a decline in performance compared with 2018 when 94 per cent of candidates achieved Grades I–V. In Unit 2, the percentage of candidates achieving acceptable Grades, I–V, was 94 per cent. This reflects a moderate improvement over the performance of 2018, where 92 per cent achieved acceptable grades.

Candidates’ performance in Economics Unit 1 was consistent with 84 per cent of candidates achieving acceptable Grades, I–V, in 2019. In Unit 2, the candidates achieving acceptable Grades, I–V, increased from 86 per cent in 2018 to 93 per cent in 2019.
Celebrating Forty Years of CSEC® Examinations

The Caribbean Examinations Council® (CXC®) proudly recognises the 40th anniversary of the introduction of Caribbean Secondary Education Certificate (CSEC®) examinations. In 1979, secondary school students across the region were afforded the opportunity to write examinations “prepared by Caribbean people, for Caribbean people and marked and graded by Caribbean people”. Since the launch of CSEC® examinations, CXC® has increased the subject offering in keeping with the needs of the developing regional economies. New subject offerings equip Caribbean students with the skillsets to enter emerging fields which can help to transform the growth and development of their home countries. These have included subjects such as Electronic Document Preparation and Management, Physical Education and Sport, Electrical & Electronic Technology and Theatre Arts.

During its 40-year history, there have been changes to CSEC® which were aimed at improving the examination and assessment experience. In 1988, Regional Top Awards for outstanding performance in CSEC® examinations were introduced. One year later in 1989, a January sitting of examinations was introduced. The CSEC® Grading Scheme was changed from a five-point scale to a 6-point scale in 1998 and grades acceptable for matriculation changed from Grade I and II to Grade I, II and III. In 2012, strides were made in CXC’s technological revolution when the grading process was administered electronically for all subject offerings except English and Mathematics.

In this year’s CSEC® examinations, noted trends include a decline in some of the social sciences subjects while improvements continue to be observed in sciences and technical and vocational subjects.

SCIENCE

Overall, candidates’ performance in the natural sciences improved this year. Seventy-seven per cent of the candidates who wrote Biology examinations achieved acceptable Grades I–III, compared with 73 per cent in 2018. There was also a notable upward movement in Chemistry where the performance increased 13 per cent over 2018 from 61 per cent to 74 per cent. The performance in Physics improved by four per cent from 69 percent in 2018 to 73 per cent in 2019.
A high level of performance was recorded in both the Agricultural Science Single and Double Award sittings in 2019. Ninety-two per cent of candidates who wrote the Single Award (SA) examination achieved Grades I–III, compared with 85 per cent in 2018. Ninety-eight per cent of candidates for the Double Award (DA) achieved Grades I–III in comparison to 96 per cent in 2018.

In Human and Social Biology, there was a marked decline of over ten percentage points in comparison to 2018. This year, 52 per cent of candidates achieving acceptable Grades I–III, compared with 64 per cent last year.

**MATHEMATICS AND ENGLISH**

In the area of Mathematics, candidates continued to achieve gains in Additional Mathematics, while the performance in traditional Mathematics returned to 2017 levels after a minor gain in 2018. In Additional Mathematics, there was a marginal improvement in the performance of candidates with seventy-two per cent of them achieving acceptable grades, Grades I–III, compared with 70 per cent in 2018. In traditional Mathematics, forty-six per cent of the candidates who wrote the examination in 2019 achieved Grades I–III, compared with 49 per cent in 2018. The 2019 figure was two per cent higher than the performance in 2017.

Performance in English was mixed. Candidates who wrote the English A examination, achieved 5 per cent more acceptable Grades, I–III, than their counterparts in 2018 who achieved 72 per cent. However, in English B, there was a decline in the number of candidates who achieved Grades I–III in 2019, compared with 2018. In 2019, 65 per cent of the candidates achieved Grades I–III compared with 68 per cent in 2018.

**BUSINESS COGNATE**

In 2019, the percentage of candidates achieving acceptable Grades I–III, in Economics declined marginally from 72 per cent in 2018 to 70 per cent in 2019. While there was also a minor decline in the performance rate of candidate who wrote Electronic Document Preparation and Management, the performance level still remained high. In 2019, 95 per cent of the candidates achieved Grades I–III, as compared with 98 per cent in 2018.

In 2019, the first examination of the revised syllabuses occurred for Principles of Accounts (POA) and Principles of Business (POB). Candidates’ performance in both subjects showed overall improvement. The number of candidates achieving acceptable Grades I–III, in POA increased to 75 per cent compared with 69 per cent in 2018. Eighty-seven per cent of POB candidates achieved acceptable Grades, I–III, compared with 86 per cent in 2018.

Candidates overall performance in Office Administration was better in 2019 when compared to 2018. Eighty-five per cent of candidates achieved acceptable Grades I–III in 2019 compared to 83 percent in 2018.

**FOREIGN LANGUAGES**

In 2019, the percentage of candidates achieved acceptable Grades I–III, remained consistent at 70 per cent for Spanish. The performance and number of candidates who wrote Portuguese increased over the figures for 2018. One hundred and forty-two candidates wrote the CSEC® Portuguese examination compared with 116 candidates in 2018. Eighty-one per cent of these candidates achieved the acceptable Grades I–III, compared with 72 per cent in 2018. Among the candidates who wrote French, 64 per cent of them achieved acceptable Grades I–III, compared with 71 per cent in 2018.

**TECHNICAL AND VOCATIONAL SUBJECTS**

Across all three areas of Industrial Technology, candidates’ performance was positive. Within the Electrical option, 87 per cent of candidates achieved acceptable Grades I–III, an increase from 80 per cent in 2018 to in 2019. Within the Mechanical option, the percentage of candidates achieving acceptable Grades, I–III, increased moderately compared with 2018. Within the building option, 91 per cent of candidates achieved acceptable Grades, I–III, an increase from 85 per cent in 2018.

Performance improvements were also observed in Technical Drawing - a two per cent increase in the percentage of candidates who achieved acceptable Grades I–III, in Food, Nutrition and Health where 91 per cent of candidates achieved acceptable Grades I–III, as compared with 90 per cent in 2018 as well as Textiles, Clothing and Fashion where performance improved from 78 per cent in 2018 to 83 per cent.

This year, there was a decline in the overall performance of candidates who wrote Family and Resource Management examinations as compared with last year, with 82 per cent of candidates achieving acceptable Grades, I–III, compared with 85 per cent in 2018.

**ARTS**

Overall Performance improved in Music and Visual Arts. In 2019, 80 per cent of Music candidates achieved acceptable Grades I–III, compared with 75 per cent in 2018. The percentage of candidates achieving acceptable Grades I–III, in Visual Arts increased from 64 per cent in 2018 to 75 per cent in 2019. While there was no significant improvement in the performance in Theatre Arts, the percentage of candidates achieving acceptable Grades I–III, remained at a consistently high standard. Ninety-three per cent of the candidates achieved Grades I–III compared with 94 per cent in 2018.

**ENTRIES**

This year, as the CXC® celebrates the 40th Anniversary of CSEC® examinations, there were 124,854 candidates who wrote 32 CSEC® subjects, compared with 127,897 in 2018. We have come a long way from the first May-June sitting in 1979, when 30,267 total students were assessed for Basic and General proficiency in the areas of English, Geography, History and Mathematics and for General Proficiency in Integrated Science.
CXC® HOSTS MODERN FOREIGN LANGUAGES SUBJECT EXPERTS AT HQ IN BARBADOS

The Caribbean Examinations Council® (CXC®) hosted 48 modern language subject experts from the Caribbean region and countries as far afield as the Netherlands and China, at its Modern Languages Panel meetings for CCSLC®, CSEC® and CAPE® between Monday 24 September and Friday 4 October 2019.

Pro Registrar Dr Carol Granston, stated: “CXC® has embarked on a process of comprehensively reviewing how its modern language offerings are taught, learnt, assessed and certified to ensure that they are benchmarked against international frameworks.”

CXC® experts, along with representatives from the Netherlands, trained language teachers in working with the Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR) – an international standard developed by the Council of Europe. CEFR provides a common basis for the explicit description of objectives, content and methods in second/foreign language education.

CEFR assesses language ability on a six-point common reference scale from A1 for beginners up to C2 for those who demonstrate mastery in a language.

Ms Norlette Leslie Yearde, CXC’s Manager for Syllabus and Curriculum Development, said: “This training was an excellent opportunity to explore best practice principles with experts in the field of modern languages. The lessons learnt will support the design of syllabuses, learning material and assessment methodologies.”

The 48 participants hailed from: Antigua and Barbuda Barbados | China | Dominica Guyana | Jamaica The Netherlands | St Kitts and Nevis St Lucia | St Maarten St Vincent and the Grenadines Suriname | Trinidad and Tobago

Modern language subject experts review the Common European Framework of Reference for languages.
The Caribbean Community Climate Change Centre (CCCCC), and the United States Agency for International Development (USAID) 3rd Programme Advisory Committee (PAC) meeting of the USAID Climate Change Adaptation Program (CCAP) took place in Saint Lucia on 30 October 2019.

Keynote speaker Honourable Dr Gale Tracy Christiane Rigobert, Minister of Education, Innovation, Gender Relations and Sustainable Development, St Lucia, said that Climate Change is the biggest threat to the United Nations’ 2030 Sustainable Goals. This year’s hurricane season has reminded us of how vulnerable we are as a region…and our small islands cannot afford to lose the race. The region, she said, was coping with extreme weather conditions and although it contributes almost negligibly to climate change, it is amongst the most affected.

CCCCC shared information on the progress of its activities including: updates on the revised Regional Framework for Achieving Development Resilient to Climate Change, the newly developed Data Management Protocol for the region, and the Light Detection and Ranging (LiDAR) System noted as possibly the most significant achievement for data capture in the Caribbean.

The LiDAR technology is capable of simultaneously gathering topographic and bathymetric (depth of the seafloor) data, which are to be used to provide detailed information of the region’s coastal areas, reefs and seafloor to produce flood and inundation maps and other products according to CCCCC.

The PAC meeting was an opportunity for partners to share their own climate change resilience-building initiatives or programmes. Corporate Communications Manager, Richard Rose, indicated that CXC® syllabuses contribute to the development of the “Ideal Caribbean Person as articulated by the CARICOM Heads of Government including: respect for human life and awareness of the importance of living in harmony with the environment…”

Rose took participants through sections of the CAPE® Environmental Science and Green Engineering syllabuses highlighting specific objectives and content relating to: species depletion and extinction; habitat disruption and destruction; disruption of ecosystem processes, the global impact of atmospheric pollutants and the impacts of global warming such as: sea level rise; increased temperature; increased intensities of weather phenomena.

He said that the CAPE® Green Engineering syllabus, for example, creates an understanding of how to incorporate the principles of sustainability into engineering practices, and developing and understanding the interdisciplinary and multi-disciplinary nature of environmental problems related to engineering.

Rose also stated that the Caribbean Development Bank (CDB) was providing funding towards the cost of the Facilitating Environmental Change Through Accessible Learning Resources Project at a cost equivalent to US$427,812.00. This funding will cover the development, validation and implementation activities for Facilitation and Development of a CXC® Environmental Science Digital Toolkit.

Dr Neville Trotz, Deputy Executive Director, CCCCC, said that he was pleased that CXC had accepted the invitation to participate in the meeting, as the organisation plays a significant role across the region in educating, and reaching young people.

CCCCC partners represented at the event included: Caribbean Agricultural Research and Development Institute (CARDI), the Caribbean Development Bank (CDB), UWI, the University of Guyana, the Caribbean Public Health Agency, and the Caribbean Centre for Renewable Energy (CCREE). Each organisation presented their resilience-building initiatives and programmes.

Further information on the CCCCC’s initiatives can be found at www.caribbeanclimate.bz
CXC® STAKEHOLDER Engagement

Summer Interns

Eleven interns are better prepared for their future careers, after a two-month internship with the Caribbean Examinations Council® (CXC®). During the months of June and July 2019, the interns were assigned to five of the main departments in the organisation – Examination Administration and Security, Examination Development and Production, Finance and Office Administration, Human Resources and Information Systems.

The interns were selected from a competitive field of qualified university student-applicants. The interns were selected from a competitive field of qualified university student-applicants. CXC® extends the opportunity to young people in an effort to give back to the community. Through the programme interns gain real world knowledge, experience their chosen field, and get a head start on developing a professional network.

CXC's Summer interns outside the CXC Headquarters in Barbados

Teacher Training Delivered by ACCA and Ministry of Education, Jamaica

During the months of April and May, The Association of Chartered Certified Accountants (ACCA), a CXC® partner and the Jamaican Ministry of Education, Youth and Information (MOEYI) collaborated to host teacher training workshops in CSEC® Principles of Accounts and CAPE® Accounting Syllabuses.

The workshops are designed to empower teachers to deliver topics in the various syllabuses. The forum also allowed for the sharing of best practices and resources. Mrs Sharon Donaldson, Chartered Accountant/ACCA Facilitator conducted the workshops at the Caenwood Centre Auditorium and the Montego Bay Community College.

Over the course of the two workshops, approximately 65 teachers were trained. Each teacher received a package which included items from Hodder Education and Kingston Bookshop - two partners who were also on-site to display their products.

CXC® supports Barbados Accreditation Council Debate Competition

This October and November, the Caribbean Examinations Council partnered with the Barbados Accreditation Council as a sponsor of the 6th Annual National Secondary School’s Debate Competition.

This year’s debate topic is “School is designed more for girls than boys”. Debating is an excellent opportunity for young people to acquire and demonstrate important learning skills such as research, critical thinking, expressive writing and public speaking.

CXC® hosts Summer Education Boot Camp

As a part of its Corporate Social Responsibility and Outreach programme, the Caribbean Examinations Council (CXC®) hosted a Summer Boot Camp for students from the Upper Room Community Church’s afterschool programme in Kingston, Jamaica from 12 – 23 August 2019.

The programme was designed to expose and equip students for emerging careers that are aligned to the CXC® New Generation offerings. Boys and girls between the ages of 13 and 15, learned to also provide students with an opportunity to be exposed to the fields of Animation and Digital Content Development. These areas were specifically chosen as they have been identified as skills required for emerging 21st Century jobs. Additionally, these areas provide opportunities for monetizing assets/products developed resulting in potential entrepreneurial ventures for programme participants.

The students were taught how to create storyboards and fun videos using flipbook and stop animation. Each participant was awarded a certificate of completion, and in an unexpected gesture from the CXC®, they were each presented with the tablets to keep, which they had used during the camp.

Soft Skills Development for Students at the Ellerslie School, Barbados

In April, Marketing Manager, Andrea Austin, conducted a seminar on “Time Management” at The Ellerslie School in Barbados. A mixture of students in the school’s first and second cohorts of sixth form students received tips and pointers on scheduling, studying and balancing extracurricular activities, as they prepare for the Caribbean Advanced Proficiency Examination (CAPE®). As part of their examination preparation, the Marketing Manager also shared information on CXC’s support resources such as past papers and study guides.

College of Agriculture, Science and Education to Award Transfer Credits for CAPE® and CXC®-AD

The Caribbean Examinations Council (CXC) and the College of Agriculture, Science and Education (CASE) in Jamaica, signed a Memorandum of Understanding (MOU), which grants advanced standing to prospective students who present Caribbean Advanced Proficiency Examination (CAPE®) certifications, the CXC® Associate Degree and/or relevant CAPE Units, when enrolling at the College.

CASE provides instruction primarily in the fields of agriculture, science, technology, education, business, hospitality, tourism and social work. CXC® seeks to offer learners increased access to higher education opportunities across the globe, through agreements such as this which recognise the merit of CXC certifications.

Career Guidance for Frome Technical Students in Jamaica

The Caribbean Examinations Council (CXC) joined the Frome Technical High School in Jamaica for their 2019 Technical Vocational Expo/Career Day on 17 April. The CXC® team spoke one-on-one with students about the wide range of qualifications in vocational areas and also hosted a group Question and Answer session.

The Expo was held under the theme “Shaping your life, building your future through Technical Education”.

US Embassy Education Fair supported by CXC®

In October 2019, Corporate Communications Manager, Richard Rose attended the United States Embassy’s College Fair at the Lloyd Erskine Sandiford Centre, St Michael, Barbados. The event which attracted 100s of students, showcased American universities seeking to attract students from the Caribbean.

The event was as an opportunity to engage in discussions with several universities about working in partnerships with CXC® to help students make a smooth transition when transferring with a CSEC® or CAPE® qualification to degree-granting institutions.

CXC® is stepping up its campaign to formalise partnerships with institutions, which attract Caribbean students by establishing Articulation Agreements.

Mrs Linda Stewart-Doman, Manager, Syllabus and Curriculum Development received a gift of two visual arts entries pieces created by students of Frome Technical High School.
Mr Jabarrie Hurdle
Strategy Officer – Corporate Services
Mr Jabarrie Hurdle joined the staff of CXC® on 3 June 2019 as Strategy Officer, Corporate Services. Among his credentials, he possesses a Bachelor of Science with First Class Honours in Accounting and Finance from the University of the West Indies (UWI) Cave Hill Campus, an Associate Degree in Computer Studies from the Barbados Community College and course Certification in Sustainable Cities from the Organisation of American States (OAS). He is a trained Assessor and External Verifier with the Technical Vocational Education and Training (TVET) Council, and an ISO 9001:2000 Certified Internal Auditor.

Ms Dawn Grant
Paralegal – Corporate Services
Ms Dawn Grant joined the staff of CXC® on 3 June 2019 as Paralegal, Corporate Services. Among her credentials, she possesses a Master of Laws in Public Law, a Bachelor of Law and a Bachelor of Science with a Major in Social Work from the University of the West Indies (UWI) Cave Hill Campus, as well as Certificates from the International Law institute, Washington DC, in Project Monitoring. Mr Hurdle is currently pursuing a Master of Science degree in Financial Management.

Ms Folayan Taitt
Public Relations and Marketing Officer – Office of the Registrar
Ms Folayan Taitt joined the staff of CXC® on 3 June 2019 as Public Relations and Marketing Officer, Office of the Registrar. Among her credentials she possesses a Bachelor of Commerce from St Mary’s University, Nova Scotia, Canada and a Certificate in Marketing, Public Relations and Advertising from the University of the West Indies Open Campus.

Ms Nisha Husbands
Stakeholder Engagement Officer – Office of the Registrar
Ms Nisha Husbands joined the staff of CXC® on 3 June 2019 as Stakeholder Engagement Officer, Office of the Registrar. Among her credentials she possesses a Master’s Degree in Social Work from Fordham University, USA, a Bachelor of Science in Social Work from the University of the West Indies (UWI) Cave Hill Campus, as well as a Certificate in Human Resource Management, and a Diploma in Health and Family Life Education Instruction both from UWI Open Campus.

Ms Kevin Payne
Business Development Coordinator – Corporate Services
Mr Kevin Payne joined the staff of CXC® on 15 May 2019, as Business Development Coordinator, Corporate Services. Mr Payne has over 12 years’ experience in the global arena, having among his credentials a Bachelor of Science in Public Sector Management from the University of the West Indies (UWI) Cave Hill Campus, an Associate Degree in Computer Studies from the Barbados Community College and course Certification in Sustainable Cities from the Organisation of American States (OAS). He is a trained Assessor and External Verifier with the Technical Vocational Education and Training (TVET) Council, and an ISO 9001:2000 Certified Internal Auditor.
**Mr Richard Rose**  
**Corporate Communications Manager – Office of the Registrar**  
Mr Richard Rose joined the staff of CXC® effective 1 September 2019 as Corporate Communications Manager, Office of the Registrar. He holds a Master’s degree in Public Relations from the University of the Arts London (UAL), as well as professional qualifications in the same field, and a Bachelor’s degree in Marketing and Advertising from the London Institute – now UAL. He brings expertise in Stakeholder Relations Management, Board Level Communications, Reputation Management, Internal Communications, Managing Change Communications, and has ISO 9001:2015 training in Internal Audit, Risk Management and Documentation. He is an Accredited Practitioner of the Chartered Institute of Public Relations (CIPR) and a member of the CIPR’s International Committee.

**Mrs Michelle McIntosh-McCatty**  
**Manager, Measurement & Evaluation – Examinations Development & Production Department (EDPD)**  
Mrs Michelle McIntosh-McCatty joined the staff of CXC® effective 1 September 2019 as Manager, Measurement and Evaluation, TVET focus, EDPD. She possesses a Master of Education in Educational Measurement from University of the West Indies (UWI), Mona, a Post Graduate Diploma in Education and Training from the Vocational Training and Development Institute (VDTI) Mandeville, Jamaica, Certification in Evaluation of Educational Programmes and Policies for Democratic Citizenship, E-learning Technology Integration for Secondary Schools; and a Bachelor of Science with a major in Psychology and a minor in Criminology from UWI, Mona. Mrs McIntosh-McCatty has also attained the National Vocational Qualification of Jamaica (NVQ-J) Level 4 Assessor certification.

**Mrs Gennette Clacken**  
**Manager – Syllabus and Curriculum Development Unit**  
Mrs Gennette Clacken joined the staff of CXC® effective 1 September 2019 as Instructional Designer, Syllabus and Curriculum Development Unit. Mrs Clacken holds a Master of Education in Teacher Education from the University of the West Indies (UWI) Mona, and a Bachelor of Arts (BA) from UWI, Mona. She has also obtained a Graduate Diploma in Professional Studies: Distance Online Education and Training from the University of London; and Certification in Managing and Facilitating Online Instruction from UWI Open Campus. Mrs Clacken also has a Diploma in Teaching Secondary Education from MICO Teachers College, Jamaica. She has extensive experience in the management and implementation of online training programmes.

**Ms Tonya Mottley**  
**Manager, Measurement & Evaluation – Examinations Development & Production Department (EDPD)**  
Ms Tonya Mottley joined the staff of CXC® on 1 October 2019 as Manager, Measurement and Evaluation – Examinations Development & Production Department. Ms Mottley possesses a Master of Education in Testing, Measurement and Evaluation, a Diploma in Education and a Bachelor of Science in Accounting. She also possesses Certification with the Technical and Vocational Education and Training Council (Barbados) in CVQ Assessment Level IV and is an Assessor with the Barbados Vocational Training Board.
RM Results

SCOOP 2019 INTERNATIONAL E-ASSESSMENT AWARD FOR EXCELLENCE IN EXPORT

RM Results won the 2019 Award for Excellence in Export for their work with CXC® to introduce e-marking to the Caribbean. The award acknowledges e-assessment organisations that have delivered innovative and effective programmes in one or more countries outside of their main country of operation.

“We are thrilled to have won the 2019 Award for Excellence in Export and would like to thank everyone involved in this project, including CXC® for their support and commitment to modernise e-assessment in the Caribbean” said Jon Hale, Sector Lead – General Qualifications at RM Results.

The international e-Assessment Awards programme highlights and celebrates the outstanding contributions that technology makes to all forms of assessment, and showcases the best practice, research and innovation in the sector. The Awards programme holds a unique position, encompassing every stage of education – from school, through further and higher education, to workplace training and professional exams. The winners were chosen by a highly experienced international panel of experts.

As a gesture of appreciation for CXC’s role in RM’s success, Mr Hale presented Dr Wayne Wesley, Registrar and CEO, CXC®, with the winning award in September, which will be housed at CXC®.
WILL YOU LET CXC SUPPORT YOUR STEPS?


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