

# Student Attainment

## CXC Examination

### 2003- 2004

The Certificate in Secondary Education (CSEC), commonly known as CXC, is one of the principal examinations conducted in Trinidad and Tobago. The examination body, which is the Caribbean Examination Council (CXC) presents examinations at the General Proficiency level in thirty –four subject areas. This examination has been designed as the major assessment for fifth form secondary school students. Trinidad and Tobago has over the years presented the largest number of candidates compared to other Caribbean countries. The information presented here is an analysis of data collected for the period 2003 -2004 based on information received from the Examination Section of the Ministry of Education.

The secondary school curriculum comprises eight core subjects, which are English Language, Mathematics, Science, Social Studies, Spanish, Technology Education and Visual and Performing Arts. For the purposes of this report, the subjects English Language and English Literature are grouped under English. This report is based on two of the core subjects, English and Mathematics.

A student profile gives information on performance at the examination. The profiles are given in grades. A grade is a mark, which indicates the quality of student's work.

- Grade I – Candidate shows a *comprehensive* grasp of the key concepts, knowledge, skill and competencies required by the syllabus.
- Grade II – Candidate shows a *good* grasp of the key concepts, knowledge, skill and competencies required by the syllabus.
- Grade III – Candidate shows a *fairly good* grasp of the key concepts, knowledge, skill and competencies required by the syllabus.

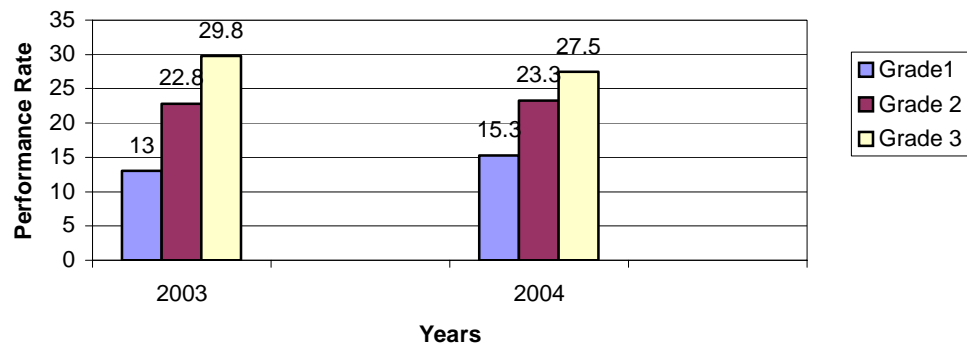
Grades I – III = Pass            Grades IV – VI = Fail.

The information presented here shows the total number of students presented for examinations in the subject areas done at CXC overall and their overall performance in the years 2003 and 2004. Success rate of more than 60 % was attained over the two years.

### Overall Performance of Students 2003 and 2004

Year	Total no. of students	Performance rate for students obtaining Grades I-III	% Grade I	%Grade II	% Grade III
2003	24858	65.6	13	22.8	29.8
2004	23994	66.1	15.3	23.3	27.5

**Table I**



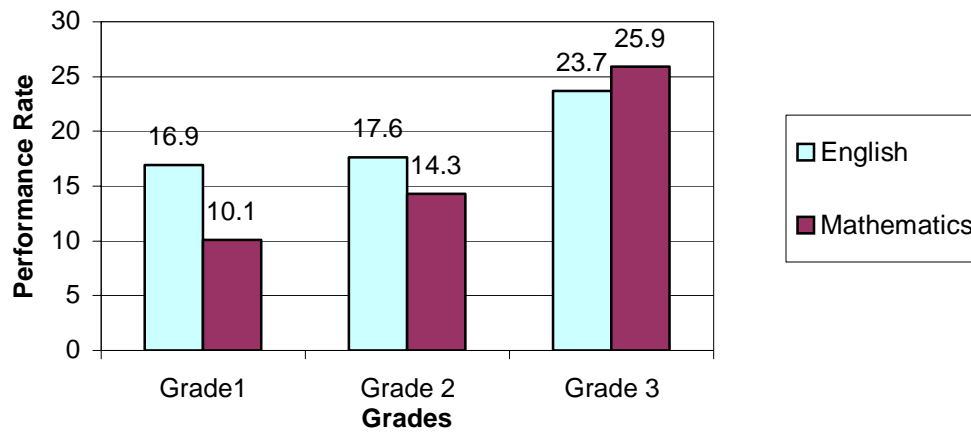
**Fig.1**

The information presented here shows data on the performance of students who wrote examinations in Mathematics and English in 2003 and 2004.

### General Performance in English & Mathematics 2003

Subject Area	% Total Performance Grades I - III	%Total Grade I	%Total Grade II	%Total Grade III
English	58.2	16.9	17.6	23.7
Mathematics	50.3	10.1	14.3	25.9

**Table II**

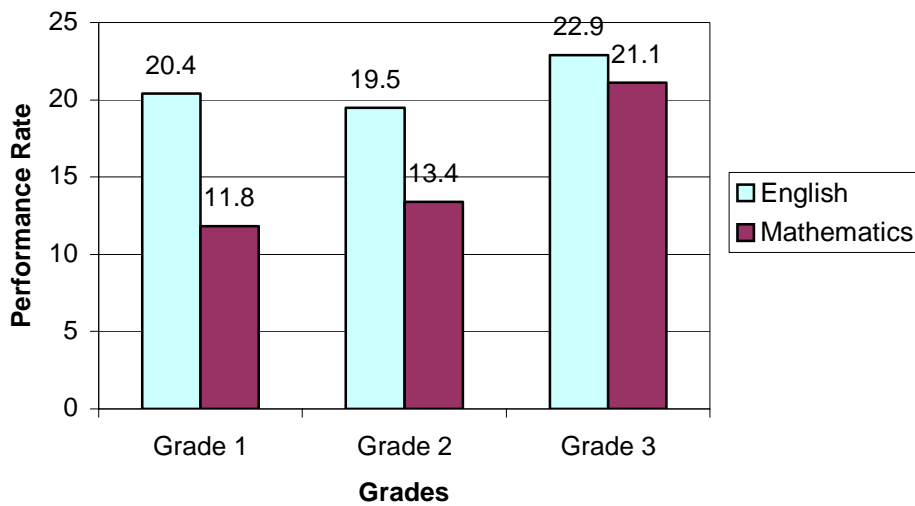


**Fig. 2**

### General Performance in English & Mathematics 2004

Subject Area	% Total Performance Grades I -III	%Total Grade I	%Total Grade II	%Total Grade III
English	62.9	20.4	19.5	22.9
Mathematics	46.3	11.8	13.4	21.1

**Table III**



**Fig. 3**

A comparison of both years shows that in 2004 there was an increase by 1.7 % success rate in English. In Mathematics, there was a general decline in overall performance by 4%.

Table IV & V represent an analysis of the performance by boys and Girls respectively in English .

**Performance of Boys in English**

<b>Year</b>	<b>Performance rate obtaining Grades I-III</b>	<b>Total grade I %</b>	<b>Total Grade II %</b>	<b>Total Grade III %</b>
2003	50.0	12.1	16.2	21.6
2004	55.3	15.5	18.2	21.6

Table IV

**Performance of Girls in English**

<b>Year</b>	<b>Performance rate obtaining Grades I-III</b>	<b>Total grade I %</b>	<b>Total Grade II %</b>	<b>Total Grade III %</b>
2003	63.8	20.2	18.6	25.1
2004	68.1	23.9	20.5	23.8

Table V

**Comparison of Performance in English  
2003**

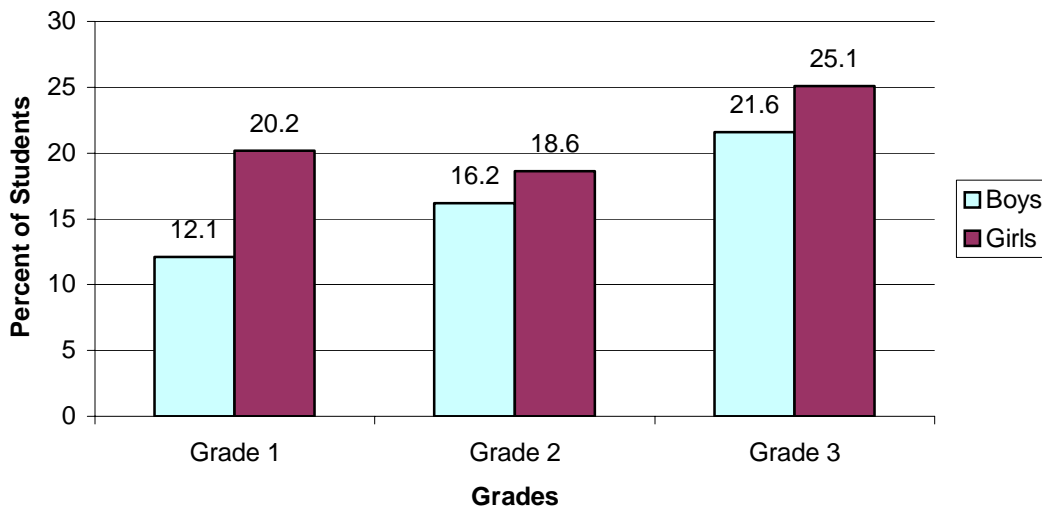


Fig.4

**Comparison of Performance in English  
2004**

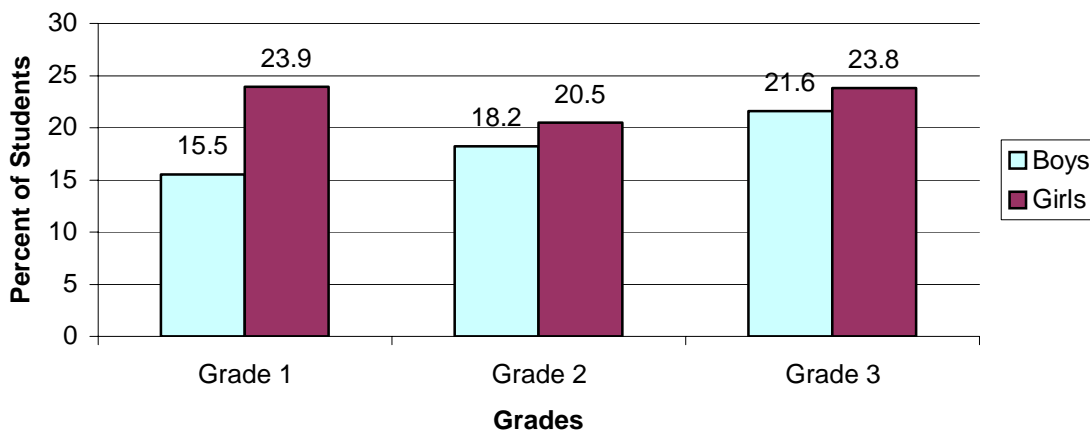


Fig.5

Generally, the overall success rate for girls in English was higher than that for boys. However, the percentage of girls attaining Grades I –III increased by 4.3 % in 2004, with an increase of 5.3 % for boys.

### Performance of Boys in Mathematics

Year	Performance rate obtaining Grades I-III	Total grade I %	Total Grade II %	Total Grade III %
2003	74.8	14.3	28.0	32.5
2004	76.2	17.1	27.8	31.3

Table VI

### Performance of Girls in Mathematics

Year	Performance rate obtaining Grades I-III	Total Grade I %	Total Grade II %	Total Grade III %
2003	50.3	9.4	14.1	26.8
2004	45.8	11.4	13.1	21.4

Table VII

### Comparison of Performance in Mathematics 2003

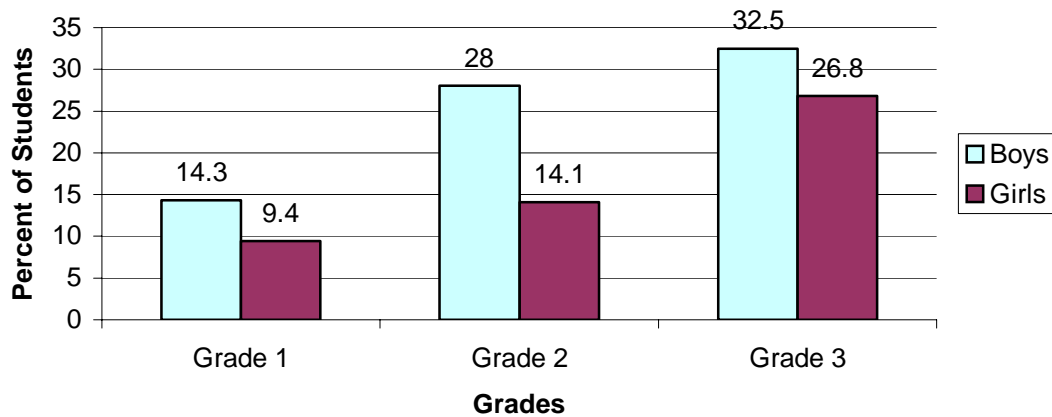
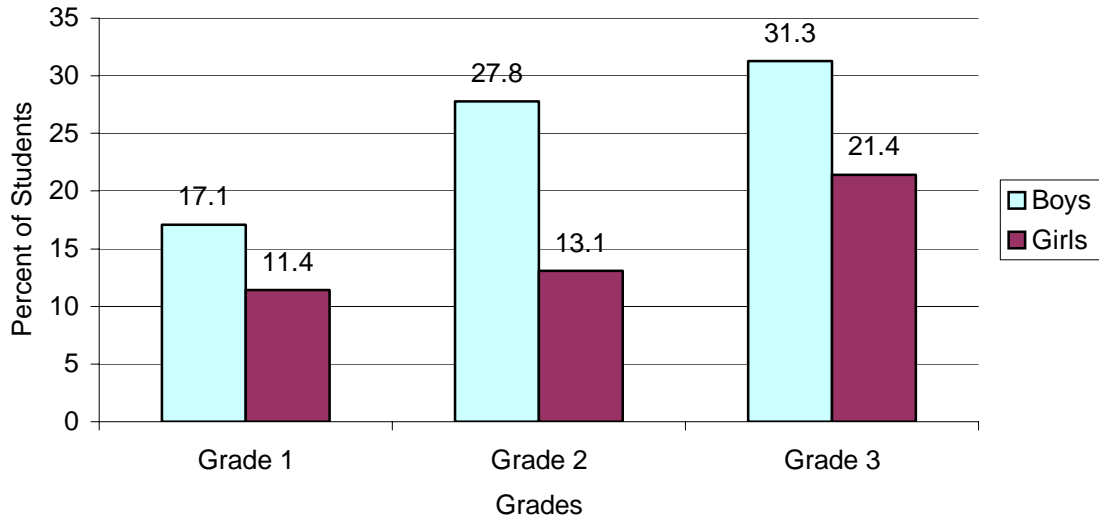


Fig.VI

### Comparison of Performance in Mathematics 2004



**Fig.7**

In Mathematics (2003), boys did better overall by 24.5 % with a repeat performance in 2004 of an even better average of 30.4 %. In conclusion, there was better performance of boys over the two years maintaining a constant pass rate. Girls however, sharply declined in performance by an average of 4. 5% in 2004.