



**CARIBBEAN EXAMINATIONS COUNCIL**

**CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE®**

# **MATHEMATICS SYLLABUS**

**Effective for examinations from May–June 2012**



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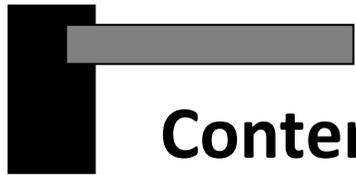
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# Contents

INTRODUCTION.....	i
RATIONALE .....	1
AIMS .....	1
GENERAL OBJECTIVES.....	2
COMPETENCIES TO BE ASSESSED.....	2
ORGANIZATION OF THE SYLLABUS.....	3
<i>NOTE TO THE TEACHERS</i> .....	3
ASSESSMENT GUIDELINES.....	3
<i>ELIGIBILITY FOR CCSLC</i> .....	5
FORMAT OF THE ASSESSMENT.....	8
MODULE 1 - NUMBER AND NUMBER SENSE.....	10
MODULE 2 - CONSCIOUS CONSUMER .....	26
MODULE 3 - SPACES IN THE ENVIRONMENT .....	41
MODULE 4 - MEASURING AROUND US.....	47
MODULE 5 - DATA HANDLING .....	54
APPENDIX I - LEARNING GRID.....	61





# Caribbean Certificate of Secondary Level Competence

## INTRODUCTION

The Caribbean Examinations Council (CXC) in consultation with policy makers and educators in CXC Participating Territories identified the need for a new programme that *would* respond to the changing demands of the education sector. A major development *has been* the move by all territories to universal secondary education *which* enables persons with a wide range of abilities to benefit from educational provision at this level. The decision to implement programmes to achieve universal secondary education is based on an understanding that the region needs a well educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training *and for entry in the world of work*.

Several territories, *having* recognised the need for a programme that *would* meet the new needs in secondary education, had embarked on the development of national programmes. However, through consultations at the regional level, policy makers and educators recognised that a regional intervention by CXC *would* have several benefits including cost-effectiveness, *common standards*, portability of certification and regional and international recognition.

CXC has responded. Through the consultative processes employed in syllabus development, *CCSLC was developed* and first examined in 2007. The programme which is competency-based comprises a core of subjects – English, Integrated Science, Mathematics, Modern Languages and Social Studies. Through this core, the learner should acquire the knowledge, skills, competencies, values and attitudes that are desired in a secondary school leaver. The core developed by CXC subject panels will be examined by CXC. In addition, learners can gain additional benefit through special programmes that may be added as electives to the core at national level.

Policy makers and educators have noted that, ideally, this core programme could be taken by all students at the stage when they are ready. However, the decision on who should take the examination and in what year it will be taken will be *made* at national level in consultation with CXC. A person who successfully completes this core should have the foundation for further education and training and for entry level employment. In developing and implementing this programme at the secondary level, CXC, working with its partners, took into consideration the cultural context and the aspirations of regional governments for a well educated and trained labour force to meet the targets set for social and economic development *as enshrined in the CARICOM document "The Ideal Caribbean Person (2000)"*. *The foundation that this programme will provide is an imperative as a base for the development of citizens as the most valuable resource of the small states of the region.*

The main focus of this programme is derived from the aspirations of regional governments and the Caribbean Community (CARICOM) which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is therefore competency based and encompasses the knowledge, skills, attitudes, values and attributes expected of high school graduates by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.

