For Planning and Design, students stated a suitable hypothesis and aim, and devised an appropriate experiment, NOT a standard laboratory exercise.

As far as possible, students displayed data in appropriate methods including lists, descriptions, graphs, tables, histograms, diagrams, etc. (Reference: Biology, Module 1, 1996).

Interpretations of observations were included in the discussion and were NOT part of the results.

Students identified and discussed the underlying Biological principles and concepts involved in an investigation and considered them in the interpretation of their results.

(a) The marks awarded for each practical skill were accurately recorded in the students’ workbooks (b) all exercises were dated (c) students made an index of the practical exercises completed (d) a complete mark scheme was submitted with each sample of books.

There were discrepancies in the assessment standards used by different teachers in the same centre. Greater collaboration to arrive at a suitable standard is recommended.