



CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
MODERATION FEEDBACK REPORT ON SCHOOL BASED ASSESSMENT

CHEMISTRY

Name of Centre: _____

Territory: _____

Centre Code: _____

Name of Teacher: _____

Year of Examination: _____

A. ADMINISTRATIVE DETAILS			D. SPECIFIC COMMENTS		
Number of books Requested <input type="text"/> Received <input type="text"/> Examined <input type="text"/>			YES NO <input type="checkbox"/> <input type="checkbox"/> The skills assessed were appropriate for practicals done, for example, volumetric analysis are appropriate for assessing analysis and interpretation but not observation.		
Mark schemes submitted: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills			<input type="checkbox"/> <input type="checkbox"/> There were discrepancies in the assessment standards used by different teachers in the same centre. Collaboration between teachers from the same centre is recommended.		
Mark schemes appropriate: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills			<input type="checkbox"/> <input type="checkbox"/> Marks awarded for each skill were evident in the students' books.		
Marks appropriately recorded in books for assessed skills: <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely			<input type="checkbox"/> <input type="checkbox"/> All activities were dated.		
Moderation Not Possible because: Too Few Assessments Done <input type="checkbox"/> Too Few Activities Done <input type="checkbox"/> Marks Not Recorded <input type="checkbox"/> Skills Not Stated <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/> The SBA activities were clearly identified in the index of students' books.		
B. APPROPRIATENESS OF TASKS			C. COMPLIANCE WITH SYLLABUS GUIDELINES		
TABLE 1 COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS			ADEQUACY OF NUMBER OF SKILLS ASSESSED		
TOPIC	TOPIC COVERED	SYLLABUS COVERAGE	SKILL	S	I
Separation Techniques		7 <input type="checkbox"/> VG	Observation, Recording and Reporting		
Acids, Bases and Salts		6 <input type="checkbox"/> G	Manipulation and Measurement		
Redox Reactions and Electrolysis		5 <input type="checkbox"/> F	Analysis and Interpretation		
Qualitative Analysis		Under 5 <input type="checkbox"/> I	Planning and Design		
Volumetric Analysis		TOTAL NO. OF ACTIVITIES	KEY S = Sufficient – At least two skills per year I = Insufficient – less than two skills per year		
Rates of Reaction		16 and over <input type="checkbox"/> VG			
Energetics		12 – 15 <input type="checkbox"/> G			
Saturated and Unsaturated Hydrocarbons		8 – 11 <input type="checkbox"/> F			
GRAND TOTAL		Under 8 <input type="checkbox"/> I			
KEY VG = Very Good G = Good F = Fair I = Inadequate			<input type="checkbox"/> <input type="checkbox"/> Teachers attempted more than one activity for some topics, for example, volumetric analysis, qualitative analysis, acids bases and salts and separation in order to ensure adequate coverage.		
			<input type="checkbox"/> <input type="checkbox"/> Students were given opportunities to practise each skill before it was assessed.		