



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

FRM/EDPD/106

INTEGRATED SCIENCE

Name of Centre: _____ Territory: _____

Centre Code: _____

Name of Teacher (s): _____

Year of Examination: _____

<p>A. ADMINISTRATIVE DETAILS</p> <p>Number of books Requested <input type="text"/> Received <input type="text"/> Examined <input type="text"/></p> <p>Mark schemes submitted: <input type="text"/> Yes <input type="text"/> No <input type="text"/> For Some Skills <input type="text"/></p> <p>Mark schemes appropriate: <input type="text"/> Yes <input type="text"/> No <input type="text"/> For Some Skills <input type="text"/></p> <p>Marks in detail appropriately recorded in books for assessed skills: <input type="text"/> Always <input type="text"/> Frequently <input type="text"/> Rarely <input type="text"/></p> <hr/> <p>Moderation Not Possible because: Too Few Assessments Done <input type="text"/> Too Few Activities Done <input type="text"/></p> <p style="padding-left: 100px;">Marks Not Recorded <input type="text"/> Skills Not Stated <input type="text"/></p>	<p>B. APPROPRIATENESS OF TASKS</p> <p style="text-align: center;">COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">TOPIC</th> <th style="width: 30%;">TOPIC COVERED</th> </tr> </thead> <tbody> <tr><td>Matter</td><td></td></tr> <tr><td>Reproduction & Growth</td><td></td></tr> <tr><td>Food and Nutrition</td><td></td></tr> <tr><td>Transport Systems</td><td></td></tr> <tr><td>Respiration/Air Pollution</td><td></td></tr> <tr><td>Excretion</td><td></td></tr> <tr><td>Sense Organs & Coordination</td><td></td></tr> <tr><td>Health and Sanitation</td><td></td></tr> <tr><td>Temperature Control & Ventilation</td><td></td></tr> <tr><td>Conservation of Energy</td><td></td></tr> <tr><td>Electricity and Lighting</td><td></td></tr> <tr><td>Machines and Movement</td><td></td></tr> <tr><td>Metals & Non-metals</td><td></td></tr> <tr><td>Acids, Bases and Mixtures</td><td></td></tr> <tr><td>The Terrestrial Environment</td><td></td></tr> <tr><td>Water & the Aquatic Environment</td><td></td></tr> <tr><td>Fossil Fuels and Alternative Sources of Energy</td><td></td></tr> <tr><td>Forces</td><td></td></tr> <tr><td>GRAND TOTAL</td><td></td></tr> </tbody> </table>	TOPIC	TOPIC COVERED	Matter		Reproduction & Growth		Food and Nutrition		Transport Systems		Respiration/Air Pollution		Excretion		Sense Organs & Coordination		Health and Sanitation		Temperature Control & Ventilation		Conservation of Energy		Electricity and Lighting		Machines and Movement		Metals & Non-metals		Acids, Bases and Mixtures		The Terrestrial Environment		Water & the Aquatic Environment		Fossil Fuels and Alternative Sources of Energy		Forces		GRAND TOTAL		<p style="text-align: center;">SYLLABUS COVERAGE</p> <p>15 and over <input type="text"/> VG</p> <p>11 – 14 <input type="text"/> G</p> <p>7 – 10 <input type="text"/> F</p> <p>Under 7 <input type="text"/> I</p> <p style="text-align: center;">TOTAL NO. OF ACTIVITIES</p> <p>18 and over <input type="text"/> VG</p> <p>14 – 17 <input type="text"/> G</p> <p>09– 13 <input type="text"/> F</p> <p>Under 09 <input type="text"/> I</p> <p style="text-align: center;">KEY</p> <p>VG = Very Good G = Good F = Fair I = Inadequate</p>
TOPIC	TOPIC COVERED																																									
Matter																																										
Reproduction & Growth																																										
Food and Nutrition																																										
Transport Systems																																										
Respiration/Air Pollution																																										
Excretion																																										
Sense Organs & Coordination																																										
Health and Sanitation																																										
Temperature Control & Ventilation																																										
Conservation of Energy																																										
Electricity and Lighting																																										
Machines and Movement																																										
Metals & Non-metals																																										
Acids, Bases and Mixtures																																										
The Terrestrial Environment																																										
Water & the Aquatic Environment																																										
Fossil Fuels and Alternative Sources of Energy																																										
Forces																																										
GRAND TOTAL																																										

C. COMPLIANCE WITH SYLLABUS GUIDELINES/ADEQUACY OF NUMBER OF SKILLS ASSESSED				D. QUALITATIVE FEEDBACK ON CANDIDATES' SUBMISSION			
	GENERAL COMMENTS			Very Good	Satisfactory	Unsatisfactory	
SKILL	S	I					
Manipulation and Measurement				(a) Evidence indicating that practical work was attempted _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
Organization, Recording and Reporting				(b) The syllabus coverage in the practical exercises was _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
Planning and Design				(c) The standard of practical exercises was _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
Drawing				(d) Reporting in the exercises appeared to be _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
Analysis and Interpretation				(e) Planning and Designing activities were _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
KEY				(f) Observation, Reporting and Recording were _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
S = Sufficient – At least two skills per year				(g) Analysis and Interpretation of results were _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
I = Insufficient – less than two skills per year				SPECIFIC COMMENTS			
				<input type="checkbox"/> Skills assessed; date of assessment; marks awarded and maximum possible mark were recorded in the student's practical notebook on the pages the experiments are recorded.			
				<input type="checkbox"/> An index of the practical exercises was created including (i) the title of the experiment, (ii) date conducted and (iii) the relevant page number.			
				<input type="checkbox"/> Marks awarded for each skill were clearly recorded in the students' books.			
				<input type="checkbox"/> Students were encouraged to limit the scope of generalizations and conclusions to their actual results.			
				<input type="checkbox"/> When labelling drawings and diagrams, students did not use label lines with arrowheads.			
				<input type="checkbox"/> The mark schemes submitted included (i) the results or observations expected, (ii) the inferences hoped for and (iii) the instructions given to the class.			
				D. QUALITY OF TEACHER'S MARKING	Very Good	Satisfactory	Unsatisfactory
				(a) Teacher's marking was consistent _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
				(b) Teacher's marking reflected the standard expected _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
				(c) Teacher's correction of the students work was _____	<input type="text"/>	<input type="text"/>	<input type="text"/>