



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

PHYSICS

Name of Centre: _____

Territory: _____

Centre Code: _____

Name of Teacher: _____

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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills</p> <p>Mark schemes appropriate: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills</p> <p>Marks in detail appropriately recorded in books for assessed skills: <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely</p> <p>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"/></p>			<p>D. SPECIFIC COMMENTS</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> The exercises selected for the assessment of specific skills were always appropriate.</p> <p><input type="checkbox"/> <input type="checkbox"/> There are discrepancies in the assessment standards used by different teachers in the same centre.</p> <p><input type="checkbox"/> <input type="checkbox"/> There was evidence that the candidates' books were assessed for ALL skills.</p> <p><input type="checkbox"/> <input type="checkbox"/> Only a few assessments for the skills were identified.</p> <p>Attention was paid to the use of</p> <table style="width:100%; border: none;"> <tr> <td></td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td></td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td></td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> </tr> <tr> <td>(a) Graphs</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>(c) Use of tables</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>(e) Interpretations from observations made</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>(b) Diagrams</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>(d) Equations</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>(f) Planning and designing activities</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p><input type="checkbox"/> <input type="checkbox"/> The marks awarded per criteria for each practical skill were accurately recorded in students' workbooks.</p> <p><input type="checkbox"/> <input type="checkbox"/> All exercises were dated</p> <p><input type="checkbox"/> <input type="checkbox"/> An index of practical exercises was included</p> <p><input type="checkbox"/> <input type="checkbox"/> A detailed mark scheme was submitted with the sample of books</p> <p><input type="checkbox"/> <input type="checkbox"/> The practical exercises indicated a sufficient amount of individual work.</p>				YES	NO		YES	NO		YES	NO	(a) Graphs	<input type="checkbox"/>	<input type="checkbox"/>	(c) Use of tables	<input type="checkbox"/>	<input type="checkbox"/>	(e) Interpretations from observations made	<input type="checkbox"/>	<input type="checkbox"/>	(b) Diagrams	<input type="checkbox"/>	<input type="checkbox"/>	(d) Equations	<input type="checkbox"/>	<input type="checkbox"/>	(f) Planning and designing activities	<input type="checkbox"/>	<input type="checkbox"/>													
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<p>B. APPROPRIATENESS OF TASKS</p> <p style="text-align: center;">TABLE 1 COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>TOPIC</th> <th>TOPIC</th> <th>SYLLABUS COVERAGE</th> </tr> </thead> <tbody> <tr> <td>Pendulum</td> <td></td> <td>7 <input type="checkbox"/> VG</td> </tr> <tr> <td>Momentum/ Conservation of Energy</td> <td></td> <td>6 <input type="checkbox"/> G</td> </tr> <tr> <td>Specific heat capacity/ Specific latent heat capacity</td> <td></td> <td>5 <input type="checkbox"/> F</td> </tr> <tr> <td>Refraction</td> <td></td> <td>Under 5 <input type="checkbox"/> I</td> </tr> <tr> <td>Series and Parallel Circuits</td> <td></td> <td>16 and over <input type="checkbox"/> VG</td> </tr> <tr> <td>I-V Relationships</td> <td></td> <td>13 – 15 <input type="checkbox"/> G</td> </tr> <tr> <td>Radioactivity Decay (Simulation)</td> <td></td> <td>10 – 12 <input type="checkbox"/> F</td> </tr> <tr> <td>GRAND TOTAL</td> <td></td> <td>Under 10 <input type="checkbox"/> I</td> </tr> </tbody> </table> <p style="text-align: center;">TOTAL NO. OF ACTIVITIES</p> <p style="text-align: center;">KEY VG = Very Good G = Good F = Fair I = Inadequate</p>		TOPIC	TOPIC	SYLLABUS COVERAGE	Pendulum		7 <input type="checkbox"/> VG	Momentum/ Conservation of Energy		6 <input type="checkbox"/> G	Specific heat capacity/ Specific latent heat capacity		5 <input type="checkbox"/> F	Refraction		Under 5 <input type="checkbox"/> I	Series and Parallel Circuits		16 and over <input type="checkbox"/> VG	I-V Relationships		13 – 15 <input type="checkbox"/> G	Radioactivity Decay (Simulation)		10 – 12 <input type="checkbox"/> F	GRAND TOTAL		Under 10 <input type="checkbox"/> I	<p>C. COMPLIANCE WITH SYLLABUS GUIDELINES</p> <p style="text-align: center;">ADEQUACY OF NUMBER OF SKILLS ASSESSED</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>SKILL</th> <th>S</th> <th>I</th> </tr> </thead> <tbody> <tr> <td>Observation, Recording and Reporting</td> <td></td> <td></td> </tr> <tr> <td>Manipulation and Measurement</td> <td></td> <td></td> </tr> <tr> <td>Analysis and Interpretation</td> <td></td> <td></td> </tr> <tr> <td>Planning and Design</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">KEY S = Sufficient – At least two skills per year I = Insufficient – less than two skills per year</p>		SKILL	S	I	Observation, Recording and Reporting			Manipulation and Measurement			Analysis and Interpretation			Planning and Design		
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