CARIBBEAN EXAMINATIONS COUNCIL  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS®  
MODERATION FEEDBACK REPORT ON SCHOOL BASED ASSESSMENT  
CHEMISTRY UNIT 1

NAME OF CENTRE: ____________________________  CENTRE CODE: ___________  YEAR OF EXAMINATION: ________  
NAME OF TEACHER: ____________________________

RECORD KEEPING

<table>
<thead>
<tr>
<th>Number of books:</th>
<th>Requested</th>
<th>Received</th>
<th>Examined</th>
</tr>
</thead>
</table>

Mark schemes submitted:

<table>
<thead>
<tr>
<th>Mark schemes appropriate:</th>
<th>Yes</th>
<th>No</th>
<th>For Some Skills</th>
</tr>
</thead>
</table>

Marks appropriately recorded in books for assessed skills:

<table>
<thead>
<tr>
<th>Marks appropriately recorded in books for assessed skills:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

General Comments

(a) Use of equations including state symbols | Satisfactory | Unsatisfactory |

(b) Teacher’s emphasis on graph work was | Very Good | Satisfactory | Unsatisfactory |

(c) The standard of practical exercises was | Very Good | Satisfactory | Unsatisfactory |

(d) Planning and designing activities were | Very Good | Satisfactory | Unsatisfactory |

(e) Observation, Reporting and Recording were | Very Good | Satisfactory | Unsatisfactory |

(f) Analysis and interpretation of results were | Very Good | Satisfactory | Unsatisfactory |

(g) Teacher’s marking reflected the standard expected | Very Good | Satisfactory | Unsatisfactory |

(h) Teacher’s marking was | Very Good | Satisfactory | Unsatisfactory |

(i) Teacher’s correction and feedback of the student’s work was | Very Good | Satisfactory | Unsatisfactory |

TABLE 1  
SYLLABUS COVERAGE

<table>
<thead>
<tr>
<th>LIST TOPICS COVERED</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

TABLE 2  
ADEQUACY OF NUMBER OF SKILLS ASSESSED

<table>
<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>Analysis and Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulation and Measurement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

KEY

S = Sufficient  I = Insufficient

SPECIFIC COMMENTS (only boxes ticked apply)

☐ The skills assessed were not always appropriate for the exercises done, for example, the usual volumetric exercises are not appropriate for assessing observation. Readings should be assessed as Manipulation/Measurement.

☐ There is a discrepancy in the standard of assessment between teachers in the same centre. Greater collaboration to arrive at a suitable standard is recommended.

☐ It was not clear how the marks submitted to CXC were arrived at since (a) there was no evidence that the candidates’ books were assessed for the skills (b) only a few assessments for the skills were identified.

☐ More attention needs to be paid to (a) use of equations, including ionic equations (b) graphs (c) diagrams (shading, three dimensional and freehand drawings should be discouraged) (d) proper use of tables (e) interpretation from observations made.

☐ Teachers are reminded that (a) the marks awarded for each practical skill should be in the students’ workbook and that accuracy in recording is essential (b) all exercises should be dated (c) students should make an index of the practical exercises done (d) a mark scheme must be submitted with the sample of books.

☐ Practical exercises indicated an insufficient amount of individual work.

GENERAL COMMENTS:

☐ Too Few Assessments Done  ☐ Too Few Activities Done  ☐ Marks Not Recorded  ☐ Skills Not Stated

Revised February 2019