### RECORD KEEPING

<table>
<thead>
<tr>
<th>Number of books:</th>
<th>Requested</th>
<th>Received</th>
<th>Examined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks schemes submitted:</td>
<td>Yes</td>
<td>No</td>
<td>For Some Skills</td>
</tr>
<tr>
<td>Mark schemes appropriate:</td>
<td>Yes</td>
<td>No</td>
<td>For Some Skills</td>
</tr>
<tr>
<td>Marks appropriately recorded in books for assessed skills:</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
</tbody>
</table>

### TABLE 1 SYLLABUS COVERAGE

<table>
<thead>
<tr>
<th>LIST TOPICS COVERED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation, Recording and Reporting</td>
<td></td>
</tr>
<tr>
<td>Manipulation and Measurement</td>
<td></td>
</tr>
<tr>
<td>Planning and Design</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>Analysis and Interpretation</td>
<td></td>
</tr>
</tbody>
</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>Manipulation and Measurement</td>
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<td></td>
</tr>
</tbody>
</table>

### General Comments

- (a) Teacher’s emphasis on drawing was __________
- (b) Students’ standard of drawings was __________
- (c) The exercises indicated a true practical approach __________
- (d) Planning and designing activities were __________
- (e) Organization of reports was __________
- (f) Analysis and interpretation of results were __________
- (g) Teacher’s marking was __________
- (h) Teacher’s marking reflected the standard expected __________
- (i) Teacher’s correction and feedback on students work were __________

### Specific Recommendations

- The exercises selected for the assessment of specific of specific skills were not always appropriate. For example, it is inappropriate to use drawings to test the skill ‘Analysis and Interpretation’.
- Students should be encouraged to produce specimen drawing with clean, clear lines of even thickness. Drawings should accurately represent the proportions and detailed organisation of these specimens.
- The magnification of each drawing should be calculated and recorded. To calculate the magnification of a microscopic specimen, an eyepiece or stage graticule should be used.
- Students should identify and discuss the underlying Biological principles and concepts involved in an investigation and consider them in the interpretation of their results.
- Teachers are reminded that (a) the marks awarded for each practical skill should be accurately recorded in the student’s workbook (b) all exercises should be dated (c) students should make an index of the practical exercise done (d) a complete mark scheme must be submitted with each sample of books.
- There are discrepancies in the assessment standards used by different teachers in the same centre. Greater collaboration to arrive at a suitable standard is recommended.

### KEY

- S = Sufficient
- I = Insufficient

### Marks Not Recorded

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Too Few Assessments Done

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Too Few Activities Done

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Marks Not Stated

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Skills Not Stated

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Too Many Assessments Done

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Too Many Activities Done

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Inconsistent

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Rarely Adequate

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Adequate

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### For Most Skills

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### For a Few Skills

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### For No Skills

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Always

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Sometimes

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

### Never

- 4: Good
- 3: Satisfactory
- 2: Unsatisfactory
- 1: Unacceptable

**Revised February 2019**