



C A R I B B E A N E X A M I N A T I O N S C O U N C I L
C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N S[®]
S C H O O L - B A S E D A S S E S S M E N T F E E D B A C K T O S C H O O L S
P H Y S I C S U N I T 2

NAME OF CENTRE: _____

CENTRE CODE: _____

YEAR OF EXAMINATION: _____

NAME OF TEACHER: _____

RECORD KEEPING						General Comments		
Number of books: Requested <input type="text"/> Received <input type="text"/> Examined <input type="text"/>						(a) Use of equations _____		
Mark schemes submitted: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills						(b) Teacher's emphasis on graph work was _____		
Mark schemes appropriate: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> For Some Skills						(c) The standard of practical exercises was _____		
Marks appropriately recorded in books for assessed skills: <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never						(d) Planning and designing activities were _____		
TABLE 1 COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS			TABLE 2 ADEQUACY OF NUMBER OF SKILLS ASSESSED			(e) Observation, Reporting and Recording were _____		
TOPIC	TOPIC COVERED	COMMENTS	SKILL	S	I	(f) Analysis and interpretation of results were _____		
Electrostatics			Observation, Recording and Reporting			(g) Teacher's marking reflected the standard expected _____		
DC Circuits						(h) Marks awarded by teacher's marking was _____		
Magnetism			Manipulation and Measurement			(i) Evidence of teacher's feedback of the student's work was _____		
AC Circuits						(j) Evidence of application of marking rubric _____		
OP Amp			Analysis and Interpretation			SPECIFIC COMMENTS (only boxes ticked apply)		
Digital Circuits						<input type="checkbox"/> The exercises selected for the assessment of specific skills were not always appropriate. <input type="checkbox"/> 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. <input type="checkbox"/> It was not clear how the marks submitted to CXC were arrived at since [] there was no evidence that the candidates' books were assessed for the skills [] only a few assessments for the skills were identified. <input type="checkbox"/> More attention needs to be paid to [] use of equations [] graphs [] diagrams [] proper use of tables [] interpretation from observations made. <input type="checkbox"/> Teachers are reminded that [] the marks awarded for each practical skill should be accurately recorded in students' workbook [] all exercises should be dated [] students should make an index of the practical exercises done [] a complete mark scheme must be submitted with the sample of books []. <input type="checkbox"/> Practical exercises indicated an insufficient amount of individual work. <input type="checkbox"/> Marking criteria were not specific to the activities and to the skills []. Detailed marking criteria were not used []. The breakdown of the marks awarded by the teacher was not recorded appropriately in the students' books []. Standard activities were used to assess the PD skills [].		
Particulate nature of E.M. Radiation			Planning and Designing			KEY		
Atomic Structure						S = Sufficient I = Insufficient		
Radioactivity								
Other								
GRAND TOTAL								
Moderation not possible because: <input type="checkbox"/> Too Few Assessments Done <input type="checkbox"/> Too Few Activities Done						Team Leader's Initials _____ Examiner's Initials _____		
<input type="checkbox"/> Marks Not Recorded <input type="checkbox"/> Skills Not Stated								