CARIBBEAN EXAMINATIONS COUNCIL

FRM/EDPD/053

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

FOR USE IN 2021 ONLY

CHEMISTRY

Name of Centre: _____ Territory: _____ Centre Code: _____

Name of Teacher: _____ Year of Examination: _____

A. ADMINISTRATIVE DETAILS

Number of books Requested ☐ Received ☐ Examined ☐

Mark schemes submitted: Yes ☐ No ☐ For Some Skills ☐

Mark schemes appropriate: Yes ☐ No ☐ For Some Skills ☐

Marks appropriately recorded in books for assessed skills: Always ☐ Sometimes ☐ Rarely ☐

Moderation Not Possible because: Too Few Assessments Done ☐ Too Few Activities Done ☐

Marks Not Recorded ☐ Skills Not Stated ☐

B. APPROPRIATENESS OF TASKS

TABLE 1
COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS

TOPIC COVERED
Separation Techniques
Acids, Bases and Salts
Redox Reactions and Electrolysis
Qualitative Analysis
Volumetric Analysis
Rates of Reaction
Energetics
Saturated and Unsaturated Hydrocarbons
GRAND TOTAL

C. COMPLIANCE WITH SYLLABUS GUIDELINES

ADEQUACY OF NUMBER OF SKILLS ASSESSED

SKILL	S	I
Observation, Recording and Reporting		
Manipulation and Measurement		
Analysis and Interpretation		
Planning and Design		

KEY
S = Sufficient – the number of times assessed meets the requirement
I = Insufficient – the number of times assessed is less than the requirement

D. SPECIFIC COMMENTS

YES	NO	
☐	☐	The skills assessed were appropriate for practicals done, for example, volumetric analysis are appropriate for assessing analysis and interpretation but not observation.
☐	☐	There were discrepancies in the assessment standards used by different teachers in the same centre. Collaboration between teachers from the same centre is recommended.
☐	☐	Marks awarded for each skill were evident in the students' books.
☐	☐	All activities were dated.
☐	☐	The SBA activities were clearly identified in the index of students' books.
☐	☐	Students wrote full and ionic equations (including state symbols).
☐	☐	The mark scheme for each SBA graded included the results/observations expected, the inferences hoped for, etc.
☐	☐	For graphs, students gave the titles, used appropriate scales, plotted points accurately and drew the best line or curve.
☐	☐	Teachers attempted more than one activity for some topics, for example, volumetric analysis, qualitative analysis, acids bases and salts and separation in order to ensure adequate coverage.
☐	☐	Students were given opportunities to practise each skill before it was assessed.