



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

FOR USE IN 2021 ONLY

PHYSICS

Name of Centre: \_\_\_\_\_ Territory: \_\_\_\_\_ Centre Code: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_ Year of Examination: \_\_\_\_\_

<p><b>A. ADMINISTRATIVE DETAILS</b></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><b>Moderation Not Possible because:</b> 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><b>D. SPECIFIC COMMENTS</b></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 style="width: 50%; text-align: center;">YES NO</td> <td style="width: 50%; text-align: center;">YES NO</td> </tr> <tr> <td>(a) Graphs <input type="checkbox"/> <input type="checkbox"/></td> <td>(c) Use of tables <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td>(b) Diagrams <input type="checkbox"/> <input type="checkbox"/></td> <td>(d) Equations <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td></td> <td>(e) Interpretations from observations made <input type="checkbox"/> <input type="checkbox"/></td> </tr> <tr> <td></td> <td>(f) Planning and designing activities <input type="checkbox"/> <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	(a) Graphs <input type="checkbox"/> <input type="checkbox"/>	(c) Use of tables <input type="checkbox"/> <input type="checkbox"/>	(b) Diagrams <input type="checkbox"/> <input type="checkbox"/>	(d) Equations <input type="checkbox"/> <input type="checkbox"/>		(e) Interpretations from observations made <input type="checkbox"/> <input type="checkbox"/>		(f) Planning and designing activities <input type="checkbox"/> <input type="checkbox"/>																													
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<p><b>B. APPROPRIATENESS OF TASKS</b></p> <p style="text-align: center;"><b>TABLE 1</b> <b>COVERAGE AND FREQUENCY OF ASSESSMENT OF SKILLS</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">TOPIC</th> <th style="width: 10%;">SKILL</th> <th style="width: 5%;">S</th> <th style="width: 5%;">I</th> </tr> </thead> <tbody> <tr> <td>Pendulum</td> <td>Observation, Recording and Reporting</td> <td></td> <td></td> </tr> <tr> <td>Momentum/ Conservation of Energy</td> <td>Manipulation and Measurement</td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Specific heat capacity/ Specific latent heat capacity</td> <td>Analysis and Interpretation</td> <td></td> <td></td> </tr> <tr> <td>Planning and Design</td> <td></td> <td></td> </tr> <tr> <td>Refraction</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Series and Parallel Circuits</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I-V Relationships</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Radioactivity Decay (Simulation)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>GRAND TOTAL</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		TOPIC	SKILL	S	I	Pendulum	Observation, Recording and Reporting			Momentum/ Conservation of Energy	Manipulation and Measurement			Specific heat capacity/ Specific latent heat capacity	Analysis and Interpretation			Planning and Design			Refraction				Series and Parallel Circuits				I-V Relationships				Radioactivity Decay (Simulation)				GRAND TOTAL				<p><b>C. COMPLIANCE WITH SYLLABUS GUIDELINES</b></p> <p style="text-align: center;"><b>ADEQUACY OF NUMBER OF SKILLS ASSESSED</b></p> <p><b>KEY</b> S = Sufficient – the number of times assessed meets the requirement I = Insufficient – the number of times assessed is less than the requirement</p>	
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