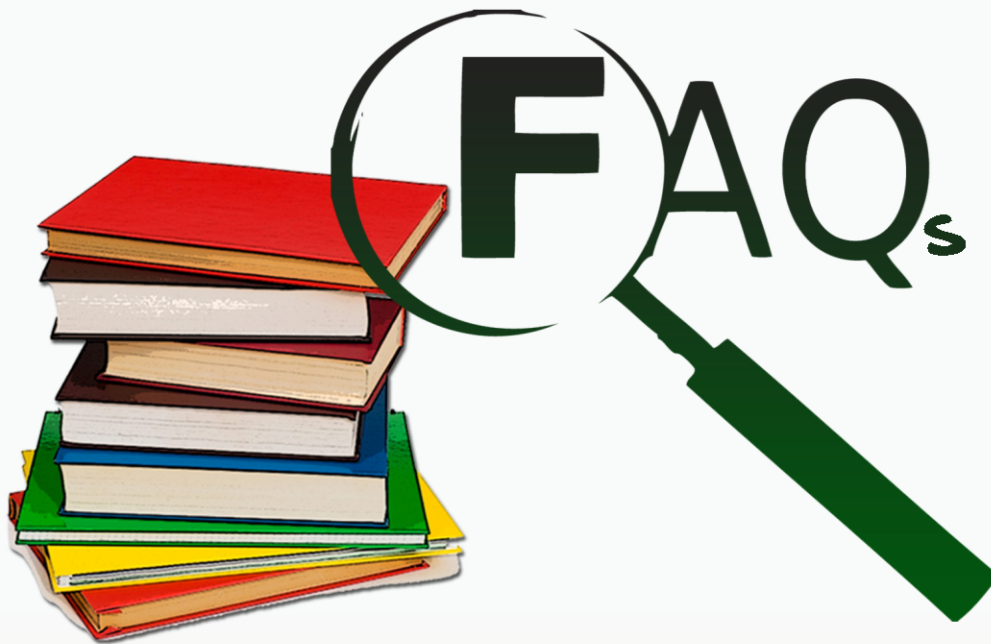




Government of the Republic of Trinidad and Tobago  
MINISTRY OF EDUCATION

## **Curriculum Planning and Development Division**

Caribbean Secondary Education Certificate (CSEC) and  
Caribbean Advanced Proficiency Examinations (CAPE)  
School-Based Assessments (SBAs)  
Frequently Asked Questions



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## **Foreword**

This document, Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examinations (CAPE) School – Based Assessment (SBAs) Frequently Asked Questions, has been prepared to provide clarification for teachers and students on commonly encountered issues regarding the implementation of subject-specific SBAs. Issues relating to timelines, group activities, monitoring of SBAs, resources, mark schemes, submission of SBAs by students, and support for administering of SBAs have been addressed.

SBAs include projects or assignments which are done by an examination candidate as the SBA component to contribute to his or her final exit grade for both CSEC and CAPE. SBAs should be seen as one source of collecting objective, verifiable evidence of learning by candidates via competent personnel using approved, standardized scoring instruments. The work is to be done by the student himself/herself as plagiarism will be penalized.

SBAs demonstrate a good understanding of subject content and a proficient application of useful skills and competencies. Projects and assignments include research papers on quantitative and qualitative studies, reports after actual events, reports after simulated events, reports after interviews of appropriate persons, reports from observations, demonstrations of skills, performances, pieces to be done in-school and out-of-school settings, visual art pieces, reports after laboratory experiments, portfolios, teacher-made tests and oral examinations.

From the academic year 2015-2016, CXC has introduced two new subjects with SBA requirements, namely, Integrated Mathematics, and Industrial Technology at the CSEC Level. Also, CSEC English Language A and B will have an SBA component for the first time. In particular, a joint SBA that will be used to contribute to final marks in one or both English Language subject assessments. Additionally, syllabi revisions to the range of Home Economics subjects, Geography and Integrated Science, have resulted in changes in the SBA requirements of these subjects. Subjects - Building and Mechanical Engineering Drawing and Logistics and Supply Chain Management, which will be offered at the CAPE level by 2017, also include an SBA component.

Teachers and students are urged to use the information provided in this document to approach the completion of SBAs with a more thorough understanding of requirements, with confidence, a sense of independence, and increased motivation to improve one's performance as teacher and student.

Mr. Harrilal Seecharan  
Chief Education Officer

## Accounting - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Near end of Term 1 or early in Term 2 in Lower 6 (that is, gathering of information and writing skills etc.).</li> <li>School - Based Assessments (SBAs), Unit 2 - End of each Module when work is completed.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of Term 2 of either Upper or Lower Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>By the end of February of Term 2 of either Upper or Lower Form 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>There should be three developmental drafts for Internal Assessment Unit 1 (there should be constant monitoring at each stage). For example: SBA deadline dates can be: first draft first week in December; second draft first week in January and the final draft just before Carnival and Mock Examinations.</li> <li>For Unit 1: first draft, first week in January; second draft just before Carnival and mock examinations and final draft, at the teachers' discretion as this has to be submitted at a later date.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>For Unit 1, students can visit companies in groups. Individual contributions will be marked based on students' writing skills (including literature review, citations) and relevant accounting processes/concepts.</li> <li>For Unit 2, Modular tests set by teachers must be at least 60% of each module (Note: These can be based on past paper questions and not the CXC. If questions are taken from textbooks, it must be acknowledged).</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>For Unit 1, an investigative report is required. This must be typed and must include other media such as graphs. The use of Excel and statistical software e.g. Statistical Analysis Software Package (SPSS) should be promoted. This skill is needed for tertiary education and the world of work.</li> <li>For Unit 2, a teacher-prepared, type-written test along with a table of specification, mark scheme and answer sheet should be used. Hand written responses from students are acceptable.</li> </ul>
Are mark schemes standardized and clear or is there a need for	<ul style="list-style-type: none"> <li>Mark schemes are standardized and clear.</li> <li>Departments should discuss the criteria for assigning marks (especially when more than one teacher in a Department is preparing students for the exam and the samples are taken from</li> </ul>

Questions/Concerns	Response
departmental discussion to ensure standardized marking?	across classes).
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Yes, exposure to and interaction with Chartered Accountants, Cost and Management Accountants and finance experts will encourage students to perceive the real-world application of theoretical concepts taught.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Additional textbooks, Internet access.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Annual workshops are held by the Technical Vocational Education and Training (TVET) Unit, Curriculum Planning and Development Division, to discuss SBA requirements.</li> <li>• Curriculum Officers - Business are available to provide support as required.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring - should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> <li>• External monitoring - provided by Curriculum Officers, Curriculum Planning and Development, during ongoing school visits or upon request.</li> <li>• Samples of students' SBAs can be requested from Heads of Departments and teachers during school visits.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Teachers and students are expected to conduct all activities during the time recommended by the syllabus.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Additional support can be requested from Curriculum Officers - Business at the Curriculum Planning and Development Division.</li> </ul>

## Additional Mathematics - CSEC

Questions/Concerns	Response
What kind of projects can be selected?	<ul style="list-style-type: none"> <li>One project is selected from a choice of two options - a theoretical project or a practical project.</li> </ul>
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 3 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>The last week in March of Form 5.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>During the CSEC marking period in June/ July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>First draft - February of Form 5.</li> <li>Final draft - First week in March of Form 5.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Entry into the CXC's - Online Registration System (ORS) by the last week in March.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The same topics can be done in groups, but with individual submissions/responses.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Word Processing Output- Charts and Diagrams can be done in an Excel Spreadsheet and inserted into the project.</li> <li>Complex diagrams can be done by hand.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The mark schemes for Project A and Project B are standardized. They can be obtained at: <ul style="list-style-type: none"> <li><a href="http://www.cxc.org/SiteAssets/SBAFORMS2014/CSEC/Additional%20Mathematics/MarkingSchemeForResearchProjectA.pdf">http://www.cxc.org/SiteAssets/SBAFORMS2014/CSEC/Additional%20Mathematics/MarkingSchemeForResearchProjectA.pdf</a></li> <li><a href="http://www.cxc.org/SiteAssets/SBAFORMS2014/CSEC/Additional%20Mathematics/MarkingSchemeForResearchProjectB.pdf">http://www.cxc.org/SiteAssets/SBAFORMS2014/CSEC/Additional%20Mathematics/MarkingSchemeForResearchProjectB.pdf</a></li> </ul> </li> <li>For further clarification of the mark scheme, teachers can refer to the document 'CSEC SCORING RUBRIC: Discussion for clarification of rubric criteria and alignment of some project samples'.</li> </ul>
Should students go on field trips and/or be exposed to	<ul style="list-style-type: none"> <li>Field Trips are not required.</li> </ul>

Questions/Concerns	Response
personnel with subject expertise outside the school?	
What resources should the school provide?	<ul style="list-style-type: none"> <li>Resources required to ensure effective curriculum implementation.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Curriculum Officers - Mathematics are available to provide support as required.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring - should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> <li>External monitoring - provided by Curriculum Officers, Curriculum Planning and Development Division, during ongoing school visits or upon request.</li> <li>Samples of students' SBAs can be requested from Heads of Departments and teachers during school visits.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>Teachers and students are expected to conduct all activities during the time recommended by the syllabus.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>See Appendix 1.</li> </ul>

### **Agricultural Science - CSEC (Single Award) - (Revised)**

Area		Questions/Concerns	Response
Timelines	Start date for SBAs	When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Start immediately by discussing the format of SBAs at the beginning of Term 1 of Form 4.</li> <li>Begin assessing by November of Term 1 of Form 4.</li> </ul>
	End Date for SBA	When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of January of Term 2 of Form 5.</li> </ul>
	Moderation	When will SBAs be moderated?	<ul style="list-style-type: none"> <li>Forms 4 (initial moderation) and 5 (final moderation) will be</li> </ul>



Area		Questions/Concerns	Response
			<p>moderated in Term 2</p> <ul style="list-style-type: none"> <li>Teachers will be informed of moderation date by assigned Moderator by 15<sup>th</sup> February</li> <li>Moderation starts on 16<sup>th</sup> February for all schools</li> </ul>
	Deadlines & Assessments	When is the students' deadline date?	<p>Form 4 Single Award:</p> <ul style="list-style-type: none"> <li>Deadline date for completion of all SBAs is June 15<sup>th</sup> of Term 3</li> <li>SBAs to be completed at the end of Term 3 of Form 4</li> </ul> <p>Crop Investigation</p> <ul style="list-style-type: none"> <li>Crop - Cost Analysis 1 (Production)</li> <li>5 Crop Skills</li> </ul> <p>Form 5 Single Award</p> <ul style="list-style-type: none"> <li>Deadline date for completion is January 15<sup>th</sup> of Term 2</li> <li>SBAs to be completed at the end of Form 5</li> </ul> <p>Livestock Investigation</p> <ul style="list-style-type: none"> <li>Livestock - Cost Analysis 1 (Production)</li> <li>5 Livestock Skills</li> </ul>
		When is the Teachers' deadline date?	<p>Form 4 Single Award</p> <ul style="list-style-type: none"> <li>Deadline date for marking all SBAs is June 30<sup>th</sup> of Term 3</li> <li>SBAs to be completed at the end of Term 3 of Form 4</li> </ul> <p>Crop Investigation</p> <ul style="list-style-type: none"> <li>Crop - Cost Analysis 1 (Production)</li> <li>5 Crop Skills</li> </ul> <p>Form 5 Single Award</p> <ul style="list-style-type: none"> <li>Deadline date for completing and marking is 31<sup>st</sup> January of Term 2</li> </ul>

Area		Questions/Concerns	Response
			<ul style="list-style-type: none"> <li>• SBAs to be completed at the end of Form 5               <ul style="list-style-type: none"> <li>○ Livestock Investigation</li> <li>○ Livestock - Cost Analysis 1 (Production)</li> <li>○ 5 Livestock Skills</li> </ul> </li> </ul>
Assessment Strategies	Group Work	What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Investigations and Cost Analyses (crop and livestock for S/A) are group activities; however, students are responsible for their own data collection, analysis and reporting.</li> </ul>
	Format of Projects	Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>• Projects can be submitted in either their own hand writing or using some form of word processing. In cases where it is hand written, the writing must be legible.</li> </ul>
	Mark Schemes	Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>• Teachers will be required to use the mark scheme provided by CXC for the New CSEC Agricultural Science Syllabus with effect from 2018 once it becomes available at: <a href="https://cxc-store.com/">https://cxc-store.com/</a></li> </ul>
	Field Trips	Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Field Trips are encouraged in Agricultural Science. Also, in cases where there are no facilities to conduct the Broiler Project, students are to be taken to a nearby broiler farm once a week for eight weeks to participate in practical activities related to the project, observe and collect the necessary data.</li> <li>• Subject experts are a valuable</li> </ul>

Area		Questions/Concerns	Response
			resource to enhance teaching and learning and they can be used to expose students to the necessary skills.
	Provision of Resources	What resources should the school provide?	<ul style="list-style-type: none"> <li>The school is expected to supply all resources for all practical activities.</li> </ul>
Curriculum Support	Monitoring	What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>In cases where assistance is required, schools can contact the Curriculum Officer (Agricultural Science) at the following email address: <a href="mailto:agrisci.curriculum@gmail.com">agrisci.curriculum@gmail.com</a></li> </ul>
		What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li><u>Internal Monitoring</u> Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> <li><u>External Monitoring</u> The Curriculum Officer (Agricultural Science), will conduct random checks of schools during the SBA period.</li> </ul>
	Time Tabling	What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>No special arrangements are required.</li> <li>Teachers and students are expected to conduct all activities during the time recommended by the syllabus.</li> </ul>
Additional Information		What additional information do principals need?	<ul style="list-style-type: none"> <li>Schools are assigned Moderators by CXC by January of the Academic Year and they provide additional support to teachers.</li> </ul>
<p><b>NOTE:</b> The information provided in this FAQ is based on communication from CXC as of 1<sup>st</sup> February 2017. Any additional information will be communicated to teachers in a timely manner.</p>			

## Applied Mathematics - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Statistical Analysis Project – Unit 1</li> <li>• Mathematics Applications Project – Unit 2</li> <li>• At the beginning of Term 1, the format of the SBAs should be discussed. It is also recommended that students be provided with assessment criteria before commencing the project.</li> <li>• The activities for the SBAs are linked to the syllabus and should form part of the teaching and learning activities to enable the student to achieve the objectives of the syllabus.</li> <li>• Class time should be allocated for general discussion of project work.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• SBAs should be completed in adherence with the school's internal deadline which should be at least one week prior to the date set for the school's submission to the Local Registrar.</li> <li>• In order to meet the CXC's deadlines, Local Registrars will set deadline dates for submission of records and samples from schools.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Moderation by remarking;               <ul style="list-style-type: none"> <li>- Trained examiners remark samples of assignments, practical work or projects during the marking exercise. These samples are carefully chosen so as to analyze the quality of the marking and the consistency with which the teachers apply the marking scheme.</li> <li>- Besides providing a moderation procedure, the remarking of the assignments has another critical purpose. It is intended to assess whether teachers have understood the CXC's procedures.</li> <li>- The CXC provides moderation feedback reports to teachers with comments designed to help teachers to improve their professional expertise in assessment. This diagnostic concept is a critical feature in the development of the teachers of the region.</li> </ul> </li> <li>• A sample of assignments must be submitted to the CXC by May 31<sup>st</sup> of the year of the examination for moderation purposes.</li> <li>• Additional assignments may be required. These assignments must be retained by the school for at least three months after publication of examination results.</li> <li>• All moderation forms are available from the Local Registrar or</li> </ul>

Questions/Concerns	Response
	can be downloaded from the CXC website at <a href="http://www.cxc.org">www.cxc.org</a> .
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The teacher should work with students to develop definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> <li>• The SBA should not be implemented as a one-shot assessment activity. <ul style="list-style-type: none"> <li>- Encourage students to work on the SBA assignment in stages. Feedback should be provided as necessary at every stage of the activity.</li> <li>- Allow students multiple opportunities to revisit the SBA tasks and to submit different drafts for review and feedback for improvement.</li> <li>- The final SBA product should be the students' best work.</li> </ul> </li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• The completed mark sheets should be submitted to the CXC no later than April 30<sup>th</sup> of the year of the examination, via the ORS.</li> <li>• Awareness of the Local Registrar's deadline as well as the CXC's deadline will allow the Principal to determine internal deadlines that need to be set for the teachers.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The SBA provides an opportunity to customize a part of the curriculum to meet the individual needs of students and facilitates feedback to each student at various stages of the process.</li> <li>• Students are not expected to work on their own. Group work or team work should be encouraged and utilized where appropriate in adherence with the CXC's guidelines.</li> <li>• The teacher is expected to give appropriate guidance at all stages of project work, for example, chapters to read, alternative procedures to follow and other sources of information.</li> <li>• The project report must be prepared by each student.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• The project is written work based on personal research or investigation involving collection, analysis and evaluation of data.</li> <li>• Students should be allowed to submit the SBA electronically.</li> <li>• Photocopied projects will not be accepted.</li> </ul>
Are mark schemes standardized and clear or is there a	<ul style="list-style-type: none"> <li>• Where necessary teachers should ensure a standardized approach to their interpretation of the given rubric.</li> <li>• Where a school may have teachers for separate groups within the</li> </ul>

Questions/Concerns	Response
need for departmental discussion to ensure standardized marking?	subject, departments should collaborate to develop standards in order to ensure that the moderation results are not affected due to an obvious lack of standardization across groupings.
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Site visits and field trips can be conducted to focus on objectives included in the syllabus in order to provide students with experiences which expand and reinforce their understanding. - Refer to <i>Caribbean Examinations Council SBA Handbook for Teachers</i>, October 2013, pp.12-14, available on the CXC website at <a href="http://www.cxc.org">www.cxc.org</a>.</li> <li>• Students may consult with resource persons in addition to the teacher. However the student's submission should be his or her own work.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The teacher should provide a list of resources that students will need to complete the SBA.</li> <li>• The school is expected to supply all resources: access to computers and scanners, printing facilities and consumables such as paper and ink for the printers.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops and school visits to Heads of Departments and teachers are provided on an ongoing basis by Officers of the Curriculum Planning and Development Division, to assist teachers in the design and development of the school based assessment.</li> <li>• Administrators should encourage Heads of Departments and teachers to develop, participate in and support Mathematics fraternities in their districts.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring - should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> <li>• External monitoring - provided by Curriculum Officers, Curriculum Planning and Development Division, during ongoing school visits or upon request.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Where possible, schedule class time for students to work on their SBAs. The SBA should not be seen as an activity to be conducted by the student outside of class time only.</li> <li>• One period per week of regularly scheduled classes should be dedicated to discussion on the development of the project.</li> </ul>
What additional information do	<ul style="list-style-type: none"> <li>• Students should read the CXC CAPE syllabi so that they are aware of what is expected of them.</li> </ul>

Questions/Concerns	Response
Principals need?	<ul style="list-style-type: none"> <li>• Principals should also ensure that: <ul style="list-style-type: none"> <li>- Adequate facilities and equipment are available for the conduct of the SBAs.</li> <li>- Teachers are using the current syllabus.</li> <li>- Teachers and Heads of Department receive any appropriate guidelines.</li> <li>- Guidelines and criteria for projects should be clearly documented for students.</li> <li>- Teachers are aware of the relevant materials, such as 'Guidelines for the Submission of SBA Samples' and the 'Moderation of SBA Form' required for the administration of the SBA.</li> <li>- Teachers offer assistance to students only to the extent outlined in the syllabus.</li> <li>- Teachers verify that the work submitted is that of the student.</li> <li>- Teachers complete all the relevant information on the appropriate forms.</li> <li>- Teachers submit the SBA marks and SBA samples by the deadline dates provided.</li> </ul> </li> <li>• Principals should encourage teachers to: <ul style="list-style-type: none"> <li>- Advise students on the areas suitable for research.</li> <li>- Assist in the refinement of the research question.</li> <li>- Approve students' research question and plans.</li> <li>- Advise students about the deadlines for completing and submitting the interim drafts and final report.</li> <li>- Advise students of the nature of the task and the scope and depth of research required.</li> <li>- Advise students on the availability of resource materials.</li> <li>- Monitor students' progress by advising them on the quality of their work in progress and suggesting ways to improve quality.</li> <li>- Employ appropriate techniques to establish authenticity of students' work including oral questioning and review of students' progress reports and preliminary drafts.</li> </ul> </li> <li>• All assignments, projects and assessment sheets are part of the examination records and will be considered the property of the CXC.</li> </ul>

## Art and Design - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Candidates are expected to present production pieces both for the internal and external assessments. Production pieces are based on practicals as well as theory or written, illustrated papers.</li> <li>• For the production pieces candidates must show evidence of experimentation with a variety of media and techniques. Creative projects done by candidates must show evidence of in-depth exploration of topics. Research papers may present some new idea on areas of study that are interesting and well-conceptualized; journals accompanying projects must also be submitted.</li> <li>• Students also submit explanatory notes with each piece of work as these provide the information used to award marks for Critical Thinking and Enquiry. In the case of three-dimensional design, students must also submit photographs of their completed pieces</li> <li>• School will set internal deadlines as needed.</li> </ul>
When should SBAs be completed?	
When will SBAs be moderated?	
What is the students' deadline date?	
What is the Teachers' deadline date?	<ul style="list-style-type: none"> <li>• Sample of five or less will be moderated by the CXC in June of the examination year.</li> <li>• Each school must submit through the Local Register to reach the CXC no later than May 31st of the year of the examination.</li> <li>• Should be internally set by the Visual Arts teacher in collaboration with the Head of Department.</li> <li>• Should be internally set at the middle management school level</li> <li>• Research work may be done in small groups but all aspects of the productions must be individual efforts.</li> <li>• Handwritten work should be legible. Typewritten work should use the appropriate font, size 12–14, and be double spaced.</li> </ul>
What aspects of the SBAs can be done as group work?	
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	
Are mark schemes standardized and clear or is there a need to have	
	<ul style="list-style-type: none"> <li>• It is recommended that all subject teachers preparing candidates for the examination collaborate in setting the assignments and standardizing the scoring of assignments or final products.</li> </ul>



Questions/Concerns	Response
departments discuss what they will be looking for to assign marks?	
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The School Library should be adequately resourced with prescribed texts and reading materials as recommended by their teachers. Students must also be given ample opportunity to use the Internet at school to further support e-learning and web research. The infusion and integration of ICT as an additional tool for improved student learning in Art &amp; Design is highly recommended.</li> <li>• Independent research is also needed to facilitate students' understanding and exploration of design in both two and three dimensions. Arrangements should therefore be made on an on-going basis to provide opportunities for students to meet and visit local practicing artists and craftsmen for the purpose of conducting interviews. This activity is crucial for students' to begin to give explanations and make decisions about their own work; they must be able to discuss, critique and express their thoughts and ideas on other artists' works during their own process of art making. Journaling and portfolio review provide the evidence upon which judgments can be made as to the content and effectiveness of instruction; ideally a vehicle for mediated thinking between the teacher and student develops over time through this process.</li> <li>• Arrangements can be made for experts from within the community to lecture or present seminars in school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Consumables such as paints, paint brushes, paper, boards, dry media, fabrics, dyes, printing inks glue etc. should be requisitioned in a timely manner, at least once per term to cater to teacher demonstrations and illustrations of key art making techniques. For the submission of portfolio products however, students are required to obtain their own SBA materials based on their chosen options.</li> <li>• Fixed art room equipment such as but not limited to easels, laptops, printers, wooden frames, electric stoves, irons, kilns.</li> </ul>
What help will be provided to Heads of Department and	<ul style="list-style-type: none"> <li>• Access to teacher training and the opportunity for continued professional development and support in the form of skills-based workshops hosted by Curriculum Planning and Development</li> </ul>

Questions/Concerns	Response
teachers?	<p>Division.</p> <ul style="list-style-type: none"> <li>Networking among art personnel is important in this regard; teachers must be able to collaborate with other schools and colleagues within and across districts.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Periodic school visits can be arranged by Principals and Heads of Department so that Curriculum Officers can offer further guidance and support to both teachers and students as required</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>It is recommended that special arrangements may need to be put in place in terms of time-tabling; whole days at least twice a week if needed.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Attention needs to be given to the presentation and binding of the paper. Teachers need to be vigilant regarding plagiarism, including the use of information from Internet websites without acknowledgement of the source(s). A reference page or bibliography must be properly prepared and included in each research paper. Footnotes may be added where necessary.</li> <li>Where students plan to submit images of Production pieces for moderation in the form of slides, CD's, DVD's, video tapes or any other suitable technology, schools must inform the CXC of the devices (hardware and software) needed to view the work. This notification must reach the CXC no later than May 31<sup>st</sup> of the year of the examination.</li> <li>Copies of assignments that are not requested by the CXC must be retained by the centre until three months after publication of the examination results by the CXC.</li> </ul>

## Biology - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Practical activities for the SBAs should begin in Term 1 of Form 4.</li> <li>At the beginning of Term 1, the requirements of the SBAs should be discussed. It is also recommended that students be provided with assessment criteria before commencing each practical activity.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>End of February to the second week in March.</li> </ul>

Questions/Concerns	Response
How is CSEC Biology moderated?	<ul style="list-style-type: none"> <li>• CSEC: Form 5: <ul style="list-style-type: none"> <li>- Moderation exercises should commence after the Ministry of Education's (MOE) deadline for the upload of marks on the ORS. That is, in late March/ April in the year of the examination or as directed by the CXC or MOE (Examination Section).</li> <li>- Moderation of five selected candidates (provided by the CXC after marks are uploaded) in all five experimental skills is done onsite and involves the conduct of a practical activity.</li> <li>- The moderator will also examine the laboratory books of Form 4 students.</li> <li>- Principals should expect moderators to make a pre-arranged visits between the end of March to the second week in April or as directed by the CXC or MOE (Examination Section).</li> </ul> </li> <li>• See Appendix 2.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Each practical should be completed by the end of the lab session. Additional time can be allocated by the teacher if necessary.</li> <li>• Administrators should ensure that practicals are conducted, preferably on a weekly basis, or as outlined in the teacher's scheme of work.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Generally, at the end of February to second week in March.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The actual activity can be done in groups but the report should be done individually.</li> <li>• Any group work must be done in pairs - a maximum of 3 students per group for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Each report must be in the student's handwriting. The procedure and general information can be typewritten, but the observations, results, discussion, conclusion, graphs etc. should be hand written.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure	<ul style="list-style-type: none"> <li>• Departments should plan and discuss all practical activities and standardize all mark schemes.</li> </ul>

Questions/Concerns	Response
standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Safe and appropriate field trips, relevant to the curriculum can be organized for the students. Resource persons can also be sourced from outside the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Schools should consult the recommended material list at the back of each syllabus and provide any materials and apparatus required to conduct practical activities.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Annual workshops are conducted for new teachers and those requiring assistance with SBAs</li> <li>• School visits to Heads of Departments and teachers are provided on an ongoing basis by Officers of the Curriculum Planning and Development Division, to assist teachers in the design and development of the school based assessment.</li> <li>• Principals can also request assistance via the Subject Curriculum Coordinator or Subject Curriculum Officer.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum monitoring is done by Officers of the Curriculum Planning and Development Division where samples of students' SBAs may be requested from Heads of Departments and teachers.</li> </ul> </li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Generally one double period per week (40-minute period) should be allocated for conduct of SBAs.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• See Appendix 2.</li> </ul>

## Biology - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Practical activities for the SBAs should begin in Term One of Form 6.</li> <li>• At the beginning of Term 1, the requirements of the SBAs should be discussed.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• End of April of the academic year.</li> </ul>
How is CAPE Biology moderated?	<ul style="list-style-type: none"> <li>• Moderation is offsite and commences after the MOE deadline for the upload of marks on the ORS.</li> <li>• A sample of five laboratory books of selected candidates (provided by the CXC after marks are uploaded) will be moderated in five experimental skills.</li> <li>• See Appendix 2.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The practical should be completed by the end of the lab session. Additional time can be allocated by the teacher if necessary.</li> <li>• Administrators should ensure that practicals are conducted, preferably on a weekly basis, or as outlined in the teacher's scheme of work.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• End of April of the year of the examination</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The actual activity can be done in groups but the report should be done individually.</li> <li>• Any group work must be done in pairs - a maximum of 3 students per group for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Each report must be in the student's handwriting. The procedure and general information can be typewritten, but the observations, results, discussion, conclusion, graphs etc. should be hand written.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Departments should plan and discuss all practical activities and standardize all mark schemes.</li> </ul>

Questions/Concerns	Response
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Safe and appropriate field trips, relevant to the curriculum can be organized for the students. Resource persons can also be sourced from outside the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Schools should consult the recommended material list at the back of each syllabus and provide any materials and apparatus required to conduct practical activities.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Annual workshops are conducted for new teachers and those requiring assistance with SBAs.</li> <li>• School visits to Heads of Departments and teachers are provided on an ongoing basis by Officers of the Curriculum Planning and Development Division, to assist teachers in the design and development of the school based assessment.</li> <li>• Principals can also request assistance via the Subject Curriculum Coordinator or Subject Curriculum Officer.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum monitoring is done by Officers of the Curriculum Planning and Development Division where samples of students' SBAs may be requested from Heads of Departments and teachers.</li> </ul> </li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• CAPE: 3 periods per week (40 minutes per period).</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• See Appendix 2.</li> </ul>

## Building Mechanical and Engineering Drawing (BMED) – CAPE (Revised)

Questions/Concerns	Response
When should teachers begin working with candidates	<ul style="list-style-type: none"> <li>As soon as teaching begins in Lower 6 and as topics are completed in each Module.</li> <li>Since portfolios are an accumulation of the candidates' assignments, it must be started at the commencement of the exam year for each unit.</li> </ul>
What should the SBA assessment contain?	<p>The SBA assessment will contain:</p> <p>Unit I:</p> <ul style="list-style-type: none"> <li>Six assignments</li> <li>Two assignments <b>MUST</b> be set on each module</li> <li><u>At least one</u> of each assignment from each module <b>MUST</b> be CAD based (completed using the software)</li> </ul> <p>Unit II:</p> <ul style="list-style-type: none"> <li>A project to solve a problem which must incorporate processes from the mechanical engineering or building environment reflected in the syllabus.</li> <li>The student <b>MUST</b> do the project on the relevant Option of the syllabus for which they are registered, for example Option A: Mechanical Engineering drawing or Option B: Building Drawing.</li> <li>Problems can originate with the teacher or students.</li> <li>Problems <b>MUST</b> show integration of relevant CVQ Level II Units.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>SBAs should be marked as required by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> <li>CAPE SBAs are due to CXC in May of the examination year.</li> <li>As such, internal deadlines should be around the end of April of the exam year.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>SBAs are marked by teachers using mark schemes provided on page 53- 61 of the syllabus.</li> <li>Half marks are <b>NOT</b> allowed.</li> <li>Samples will be generated by the ORS and moderated on site.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>CAPE students are required to do two SBA assignments per module for Unit I. As such, students' deadlines by teachers should be a reasonable time after the completion of the</li> </ul>

Questions/Concerns	Response
	<p>module but not exceed the end of the term in which the module was taught.</p> <ul style="list-style-type: none"> <li>• The Unit II SBA is a complete project. The project should be broken into parts with reasonable deadlines to allow the students to comfortably accomplish. Periods should be identified for working on each part of the project.</li> <li>• It is recommended that teachers give feedback on the SBA assignment so that adjustments can be made. As such, teachers may give a deadline prior to the end of the term to allow students to make adjustments where necessary for each assignment.</li> <li>• The week of those deadlines teachers can dedicate a double or triple period to work with students on student submissions.</li> </ul> <p>Note: A copy of the question for EACH assignment as given by the teacher should accompany the solution.</p>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Teachers' deadlines by principals should be the last week of April in the exam year.</li> <li>• NOTE: CAPE Units are one-year programmes.</li> </ul>
Should it be a group project and if so how should teachers ensure that individual work goes on e.g. what can be supplied as a common submission and what should the candidate's own contribution	<ul style="list-style-type: none"> <li>• The BMED SBA assignments for Unit I are individual assignments.</li> <li>• Unit II SBA project is an individual project but the initial ideas for solutions to the problem can be brainstormed in groups during class sessions and then students can move on to individualizing the solutions. This makes the SBA less intimidating to students.</li> <li>• NOTE: Each student MUST individualize their solutions to the problem as given by the teacher for the project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>• Students are required to submit:</li> <li>• Unit I – a portfolio comprising: <ol style="list-style-type: none"> <li>1. A cover page with student information i.e. student name; registration number; center number; school name and subject name.</li> <li>2. Solutions for two assignments from each module one of which MUST be done using CAD software.</li> <li>3. Questions given as by the teacher for assignment attached to solutions.</li> </ol> </li> <li>• As such, three assignments can be done using the traditional method while the other three MUST be CAD based.</li> </ul>



Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>• Handwritten or word processing format is acceptable for the written aspect of the assignments.</li> <li>• Unit II Project, a portfolio comprising:               <ol style="list-style-type: none"> <li>1. Problem statement</li> <li>2. Conditions</li> <li>3. Design justification</li> <li>4. Design portfolio inclusive of working drawings for the solution; preliminary sketches and alternate ideas for solutions.</li> <li>5. Please refer to pages (55-61) for guidelines on the Unit II project</li> </ol> </li> <li>• All students must submit a portfolio where their complete project must be submitted inclusive of a cover page and the written aspect of the project along with the working drawings. However, hand written or word processing document formats are acceptable for the written aspect of the project.</li> <li>• Working drawing solutions <u>MUST</u> be submitted in CAD format.</li> </ul>
<p>Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?</p>	<ul style="list-style-type: none"> <li>• The syllabus has standardized and detailed mark schemes (please refer to pages 52-61 of the syllabus)</li> <li>• The SBA is a composite of the marks derived from the school-based assessment portfolio pieces which can be integrated with content from units from a relevant CVQ level 2 Occupational Standard.</li> <li>• An example of a relevant CVQ Level 2 Regional Occupation Standard would be 'Drafting for Construction' Level II for Option B (Building Drawing) of the syllabus.</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• While the "claiming" of CVQ Units for certification is optional to the school and student, the integration of activities from the units are not optional.</li> <li>• In order to claim the CVQ Level II Units:               <ol style="list-style-type: none"> <li>1. The school must have an approved Facility Audit done by the National Training Agency (NTA)</li> <li>2. The teacher must have assessor training and certification up to Level IV.</li> <li>3. Complete units from the ROS must be claimed with evidence.</li> <li>4. Assessment paperwork must be completed for each unit.</li> </ol> </li> </ul>
<p>Should students go on field trips or be</p>	<ul style="list-style-type: none"> <li>• BMED students must be exposed to engineering and building construction processes, practices and products.</li> </ul>

Questions/Concerns	Response
exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Teachers must arrange site visits to agencies of Government, drafting/architectural firms, fabrication/construction companies and suppliers of drawing equipment, engineering tools and materials; construction companies and engineering workshops for students to observe standardized processes; practices; new products and drawing resources. Students can present their findings in class or assignments.</li> <li>Lectures by guest lecturers can be arranged by teachers to compliment content information.</li> </ul>
What resources/consumables should the school provide?	<ul style="list-style-type: none"> <li>The principal is required to provide:               <ol style="list-style-type: none"> <li>Consumable materials (paper for drawing or printing; ink for printers for students using CAD)</li> <li>Drawing tables for traditional method</li> <li>Computers (with the capability i.e. ram &amp; memory) to use a CAD program that can respond to drawing commands quickly.</li> <li>Flash drives for teachers for the saving/printing of SBAs and examination papers on exam days.</li> </ol> </li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Curriculum monitoring throughout the process, assessment of the SBA process and provide feedback to teachers.</li> <li>Additionally, Principals/Heads of Departments can contact the Curriculum Division to solicit assistance to provide support for Teachers and aid in clarity in product, processes or procedures.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>As requested</li> </ul>
What special arrangements need to be put in place e.g. 1 period a week, 3 hour or whole day set aside?	<ul style="list-style-type: none"> <li>Principals can encourage TD teachers to allow students to use the TD room at lunch period or make arrangements for the use of the TD room at lunch on certain days, especially just prior to the final deadline.</li> <li>Adequate periods, minimum 9-10. The suggested time allocation is nine to ten forty-minute periods (9-10x40) per week, distributed as either a combination of triple and double periods.</li> <li>Single periods are not recommended.</li> </ul>
What must the portfolio contain?	<ul style="list-style-type: none"> <li>Unit I:               <ol style="list-style-type: none"> <li>Cover page with student and school information</li> <li>Six assignments with solutions</li> </ol> </li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>Unit II Option A or B (Mechanical Engineering Drawing or Building Drawing) A project portfolio to include:               <ol style="list-style-type: none"> <li>1. Problem statement</li> <li>2. Conditions</li> <li>3. Design justification</li> <li>4. Design portfolio inclusive of working drawings for the solution; preliminary sketches and alternate ideas for solutions. (Please refer to page 53-56 for guidelines on the Unit II project)</li> </ol> </li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>The BMED syllabus besides being subdivided into two units (Unit I &amp; Unit II) also comprises two options: Option A – Building Drawing and Option B – Mechanical Engineering Drawing.</li> <li>Each Unit is further subdivided into the modules.</li> <li>Unit I Module 3 reflects the Options A or B.</li> <li>Unit II requires the candidate to first select either Option A – Building Drawing or Option B – Mechanical Engineering as the modules are structured differently for each option.</li> <li>At registration, students <b>MUST</b> indicate which Option (either A or B) they are pursuing for examination. <b>Note:</b> Failure to do so would mean a failing or unacceptable result grade if student work and registered option does not match.</li> <li>On site moderation for IA/SBA samples after the ORS has generated said samples</li> </ul>

## Caribbean Studies - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>SBAs should begin in Term 1 of the academic year as students familiarize themselves with the syllabus.</li> <li>Caribbean Studies is a one Unit Course.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>SBAs should be completed in Term 2 of the academic year.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Teachers should set deadlines for students as necessary for the completion of the various tasks.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Administrators should set deadlines for teachers as necessary for</li> </ul>

Questions/Concerns	Response
deadline date?	the marking of the SBAs and submission of marks.
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The SBAs should be the work of the individual student.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Word processing is recommended to facilitate review of sections of the SBA before completion.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear.</li> <li>• However, if there is more than one Caribbean Studies teacher at the school, it is recommended that teachers collaborate and standardize mark schemes for consistency.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Students can be taken on field trips as well as be exposed to experts in certain areas.</li> <li>• Caribbean Arts and popular culture, media and communication specialists or lecturers from tertiary institutions can be sought from outside the school based on syllabus content, as necessary.</li> <li>• In some instances, a few schools have undertaken field trips to other Caribbean territories like Suriname to provide opportunities for students to obtain a greater understanding of the Caribbean region.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Materials for research to be conducted in order to complete the SBA.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Teachers can request assistance for clarification of the mark schemes, marking of the SBAs and general implementation of the syllabus from Officers of the Curriculum Planning and Development Division.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring - should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> <li>• External Monitoring – provided by Curriculum Officers, Curriculum Planning and Development Division, during ongoing school visits or upon request.</li> </ul>

Questions/Concerns	Response
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>Teachers can utilize a few classes e.g. (2 periods) in the beginning of the term to provide a broad overview of the requirements of the various tasks.</li> <li>Time should also be allocated for an overview of the syllabus and examples of issues and research questions that can be formulated.</li> <li>Class time can then be allocated for the various tasks with examples.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Principals should remind teachers that they are NOT to select topics for students, more so the research question for students.</li> <li>They are to assist students with the identification of an appropriate research problem and a research question.</li> <li>In addition, Module 3 needs to be taught in the same manner as the other two modules rather than having students acquire the required knowledge and skills as they conduct their research.</li> </ul> <p>Note: The following are the requirements for the Electronic Submission of Caribbean Studies effective 2016:</p> <ul style="list-style-type: none"> <li><u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>Internet.</li> <li>Computer with related software.</li> </ul> </li> <li><u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>Files must be submitted in PDF.</li> <li>Teacher must have a Flash drive to back up documents.</li> <li>Flash drive must be kept for 1 year.</li> </ul> </li> <li><u>SBA documentation :</u> <ul style="list-style-type: none"> <li>Print screen to verify information was sent to the CXC.</li> <li>Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>

## Chemistry - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Practical activities for the SBAs should begin in Term One of Form 6.</li> <li>At the beginning of Term 1, the requirements of the SBAs should be discussed.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>End of April in the year of examination.</li> </ul>
How is Chemistry moderated?	<ul style="list-style-type: none"> <li>Moderation of five selected students (provided by the CXC after marks are uploaded) in all four experimental skills is done</li> </ul>

Questions/Concerns	Response
	offsite.
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Administrators should ensure that practical exercises are done on a monthly basis as set out in the teacher's scheme of work.</li> <li>Each practical should be completed at the end of the lab session. A teacher can give more time if necessary.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>End of April in the year of examination.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>This is outlined in the syllabus regarding the common submission. However, in Chemistry, the results and interpretation of the data collected varies.</li> <li>The actual activity can be done in groups but the report should be done individually.</li> <li>Any group work must be done in pairs - a maximum of 3 students can be grouped for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>It must be in students' own handwriting. The procedure and general info can be in the form of a word processing output but the observations, results, discussions, conclusion, graphs etc. should be hand written.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>There is a need for departments to discuss all practical activities and standardize all mark schemes.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Teachers can take students to safe and appropriate field trips relevant to the curriculum. Expertise can also be sourced from outside the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>Schools should consult the recommended material list at the back of the curriculum guides and provide any materials and apparatus required to conduct practical activities.</li> </ul>
What help will be provided to Heads of Department and	<ul style="list-style-type: none"> <li>Annual training is provided by the Curriculum Planning and Development Division for new teachers and those requiring</li> </ul>

Questions/Concerns	Response
teachers?	<p>assistance in School Based Assessments (SBAs). Schools needing additional support can make requests via the District Curriculum Coordinator</p> <ul style="list-style-type: none"> <li>• Principals can also make requests directly to the Curriculum Officer.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Subject Curriculum Officers and Moderators will monitor the schools.</li> </ul>
What special timetable arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• CAPE: 3 periods per week (40 minutes per period).</li> </ul>

## Chemistry - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Start immediately by discussing the format of the SBAs at the beginning of the term.</li> <li>• Begin in Term 1 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• During the period from the end of February to the second week in March in the year of examination.</li> </ul>
How is Chemistry moderated?	<ul style="list-style-type: none"> <li>• Moderation exercises should commence in March of the year of the examination.</li> <li>• Moderation of five selected students (provided by the CXC after marks are uploaded) in all four experimental skills.</li> <li>• Principals should expect moderators from March to 2<sup>nd</sup> week in April.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Administrators should ensure that practical exercises are done on a monthly basis as set out in the teacher's scheme of work.</li> <li>• Each practical should be completed at the end of the lab session. A teacher can give more time if necessary.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• During the period from the end of February to the second week in March in the year of examination.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• This is outlined in the syllabus regarding the common submission. However, in Chemistry, the results and interpretation of the data collected varies.</li> <li>• The actual activity can be done in groups but the report should be done individually.</li> <li>• Any group work must be done in pairs - a maximum of 3</li> </ul>

Questions/Concerns	Response
	students can be grouped for a large class.
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• It must be in students' own handwriting. The procedure and general info can be in the form of a word processing output but the observations, results, discussions, conclusion, graphs etc. should be hand written.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• There is a need for departments to discuss all practical activities and standardize all mark schemes.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Teachers can take students to safe and appropriate field trips relevant to the curriculum. Expertise can also be sourced from outside the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Schools should consult the recommended material list at the back of the curriculum guides and provide any materials and apparatus required to conduct practical activities.</li> <li>• Recommended material list at the back of the curriculum guides and any materials and apparatus required to conduct practical activities.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Annual training is provided by the Curriculum Planning and Development Division for new teachers and those requiring assistance in School Based Assessments (SBAs). Schools needing additional support can make requests via the District Curriculum Coordinator</li> <li>• Principals can also make requests directly to the Curriculum Officer.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Subject Curriculum Officers and Moderators will monitor the schools.</li> </ul>
What special time table arrangements need to be put in	<ul style="list-style-type: none"> <li>• CSEC: a double period per week (40 minutes per period).</li> </ul>



Questions/Concerns	Response
place for SBAs?	
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• See Appendix 2.</li> </ul>

## Communication Studies - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Work should begin from Term One of the year in which they are registered for the subject.</li> <li>• The subject has an implementation period of one-year.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• It is recommended that SBAs be completed by the end of March of Term 2.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• The moderation period is determined by the CXC. It is customary that moderation occurs during early July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The recommended deadline for students is the end of February of Term 2.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• The end of March is teachers' deadline.</li> <li>• Teachers should start working with students from Term 1 since Communication Studies is a one year programme.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Individual work is expected of students.</li> <li>• The SBA requires research and selection of primary and secondary sources of information. Group work may be conducted with regard to research and sharing of data on a given theme/topic. All creative pieces however must be individual and must be the student's original work.</li> <li>• Each student must compile an individual portfolio.</li> <li>• Each student must deliver individually, an oral speech/presentation.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Hand-written SBAs are accepted but Microsoft Word responses are preferred. The syllabus does not specify, but schools in Trinidad and Tobago submit word-processed documents.</li> </ul>
Are mark schemes standardized and clear or is there a	<ul style="list-style-type: none"> <li>• The rubric is clear and specific.</li> <li>• Schools are advised strongly to adhere faithfully to the mark scheme provided in the Communication Studies syllabus. It is</li> </ul>

Questions/Concerns	Response
need for departmental discussion to ensure standardized marking?	<p>unambiguous and specific marks are allotted for the following categories:</p> <ul style="list-style-type: none"> <li>- General Introduction.</li> <li>- Exposition.</li> <li>- Reflection.</li> <li>- Analysis.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Though not compulsory, it will be useful if schools sourced persons from other islands who reside in Trinidad and Tobago to address students with regard to other Creoles and dialectal variations within the English speaking Caribbean.</li> <li>• Field trips to poetry readings, plays and other related activities, are recommended.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• A functional library is recommended. The Principal is not required to provide any additional resources necessary for the SBA.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Schools are familiar with the Communication Studies SBA.</li> <li>• The change to Paper1, effective June 2015, is that Multiple Choice replaces the former short response paper.</li> <li>• The English Unit, of the Curriculum Planning and Development Division, will provide support and share information with Head of Departments as required. A sample Paper 1 is available at the end of the Communication Studies syllabus.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• English Officers assigned to Districts will monitor the SBA process to ensure it is being treated as formative rather than summative assessment. They will also monitor how schools are preparing students for the change to Paper 1.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• At least one period per week is recommended for guidance to students on their SBA tasks.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• The SBA is worth 20%</li> <li>• All students are to be supported by their teachers to get their best work done and to get the best mark possible.</li> <li>• Principals and Heads of Department are required to monitor implementation and ensure the integrity of the SBA process.</li> </ul>

## Computer Science - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 1 of Lower 6 or Upper 6 – November.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>End of April of the year of examination.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>During the CXC marking exercise in July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>The teacher should work with students to develop a project management chart with definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Teachers must be mindful that all SBAs must be marked, ranked and samples submitted to the Local Registrar prior to the CXC's deadline date in early May. The students' deadline therefore must be set such that time is allowed for teachers to complete marking.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The project should be individual work and not group projects.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>No, handwritten documents will not be accepted. Students are required to use a word processing application.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The mark scheme is standardized. If there is any doubt on what is expected teachers can contact the Computer Science/Information Technology Unit at the Curriculum Planning and Development Division.</li> </ul>
Should students go on field trips and/or be exposed to	<ul style="list-style-type: none"> <li>It would be helpful if students are exposed to persons and institutions with relevant expertise to gain first-hand knowledge of various processes and concepts.</li> </ul>

Questions/Concerns	Response
personnel with subject expertise outside the school?	
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The school should provide the equipment that is required for completion of the SBA. This includes the printing facilities and consumables such as paper and ink for the printers.</li> <li>• Equipment should also include IBM-compatible computers with productivity tools software as well as a C compiler. Internet access should also be provided to facilitate research.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops and school visits are conducted by the Curriculum Planning and Development Division to provide Heads of Department and teachers with the appropriate information.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Principals can expect Officers of the Curriculum Planning and Development Division to visit schools and provide support to teachers. Principals can also request that Curriculum Officers visit their schools to address concerns.</li> </ul>
What special timetable arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• The development of the SBA project is a continuous exercise that occurs during scheduled class hours as well as outside class times.</li> <li>• Ample time must be allowed for students to complete the requirements of the SBA.</li> <li>• Teachers must design project management chart that includes a time-line with specific dates for completion of components of the SBA as well as a finite completion date.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• Principals are ultimately responsible for the authenticity of each candidate's SBA and should take this responsibility seriously. Principals should be aware that student's grades can be withheld by the CXC when collusion among students is detected.</li> <li>• Principals should demand regular progress reports on the conduct of the SBA and measures implemented by the Department to ensure authenticity.</li> <li>• Hardcopies and softcopies of the completed SBA project documents should be kept in a safe place for at least one academic year after the results are published.</li> </ul>

## Digital Media - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>The SBA project takes on an e-portfolio format requiring digital outputs to be uploaded periodically onto an identifiable electronic submission facility (for example, Dropbox or Google Docs) created by the school and maintained at the school level.</li> <li>An early start to planning project work is highly recommended and the schedule of the dates for submission should be developed by teachers and students.</li> <li>The length of the report of the project should be between 1000 and 1500 words excluding diagrams, graphs, tables and Bibliography.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>End of April of the year of the examination.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>During the CXC marking exercise in July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>The teacher should work with students to develop a project management chart with definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> <li>The students' deadline will be determined by the teacher/Department. It will however, be a date prior to the CXC's deadline date in order to facilitate marking and ordering.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Awareness of the CXC's deadline will inform the principal of the internal dead line that needs to be set. The deadline however, must take cognizance of the CXC's deadline date and allow ample time for marking and ranking.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Group work can be done to brainstorm and develop ideas for varying digital media projects. Interview settings, for example help students in the delivery of an oral pitch that outline their ideas. Pitches should be done with the support of visual props (for example, PowerPoint presentation, white board, flip chart). Students should be encouraged to provide constructive feedback on each other's presentations to enhance their inquiry skills.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can	<ul style="list-style-type: none"> <li>Teachers should collect the student's completed SBA in a digital format, since the submission of the samples for moderation must be uploaded to the CXC electronic submission facility.</li> </ul>

Questions/Concerns	Response
some form of word processing be used?	
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>Standardized mark schemes are clearly presented in the syllabus.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Arrangements should be made both internally and externally to encourage the use of new software and hardware inventions and innovations within the industry.</li> <li>Experts from the field should be invited to demonstrate how digital content can be created.</li> <li>Lectures and seminars that build awareness of the entrepreneurial potential in the use of digital media should be arranged.</li> <li>Students must be able to show how they can market their products in simulated and or real digital media work place environments; field trips to the resource person's work site will expose students to the process in a real world environment.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>Students must have reliable access to digital media hardware and software.</li> <li>Essential needs: <ul style="list-style-type: none"> <li>Broadband Internet Access.</li> <li>Hardware.</li> <li>Camcorders, digital/video cameras, Portable Storage Devices, Stand-alone Microphones, Multimedia Projectors, CD and DVD Burners, Scanners, Printers, Desktop Computers (Apple / Windows / Linux) Or Tablets (Apple iOS/Android) Or Smartphone.</li> <li>Software which can be accessed through appropriate partnership agreements or via stipulated in-school Bring Your Own Device (BYOD) policies. For example, to develop students' skills in video editing, sound editing, animation and graphic design:</li> <li>Blender Audacity, Blender Inkscape, Windows Movie Maker, Wavepad Sound Editor, Monkeyjam, Pencil, iMovie, Powersound, Synfig, GIMP, Powtoon.com,</li> </ul> </li> </ul>

Questions/Concerns	Response
	<p>Google</p> <ul style="list-style-type: none"> <li>- Sketchup, Pixen, Adobe, Sound Forge, Adobe Flash, Publisher, Apple Final Cut Pro, GoldWave, Autodesk Maya, Sketch, Sony Vegas, Adobe Audition, NewTek LightWave 3D, Adobe Illustrator, Paint.NET towards the development of skills for e-books, photography, mobile app and web development: google docs, kindle, iaauthor, pixlr, photoscape phonegap, composer, widget sync, Adobe InDesign, Adobe Photoshop, GENWI, Adobe Dreamweaver, Adobe Acrobat, GIMP.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Access to teacher training and the opportunity for continued professional development and support in the form of skills-based workshops hosted by Curriculum Planning and Development Division.</li> <li>• Networking among art personnel is important in this regard. Teachers must be able to collaborate with other schools and colleagues within and across districts, institutions and other relevant authorities.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Periodic school visits can be requested and arranged by Principals and Heads of Department so that Curriculum Officers can offer further guidance and support to both teachers and students as required.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• The SBA makes up 60% of the total assessment. Block time tabling would be beneficial.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• Copies of students' projects that are not submitted to the CXC, must be retained by the school until three months after publication of the examination results by the CXC.</li> </ul>

## Economics - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Teachers should inform students about the requirements of the SBA during the first week in Term 1 of Lower 6. Students should be given a copy of the SBA rubric/mark scheme and should have an SBA notebook to do sections of the SBA. Teachers should set timelines for SBA completion.</li> </ul>
When should SBAs	<ul style="list-style-type: none"> <li>• The final SBA is to be presented to the teacher by the end of</li> </ul>

Questions/Concerns	Response
be completed?	Term 2.
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The Economic problem to be researched should be identified midway during Term 1 of Lower 6 and the topic stated.</li> <li>• The Aims and Objectives of the topic and questionnaire should be formulated by the end of the Term 1 of Lower 6 and distributed to and collected from the sample population during the December vacation.</li> <li>• The first draft of the SBA should be presented by the second week in Term 2 of Lower 6.</li> <li>• The teacher should correct drafts and return to students to enable a second draft to be done midway during the Term 2.</li> <li>• The final SBA is to be presented to the teacher by the end of the Term 2.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Teachers should present marks for the first draft of the SBA to their Head of Department midway through the Term 2 of Lower 6. Final SBA marks are due in Term 3 of Lower 6.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The CAPE Economics SBA is an individual project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Since online submission of CAPE Economics SBAs is now requested by the CXC, students should become familiar with a word processing document and Microsoft Excel and practice drawing graphs, tables and producing diagrams using the software. Students should have a flash drive for back-up copies.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The Economics SBA allows for the same general topic to be done by all students in the class although each student can have a different questionnaire and sample for research.</li> <li>• The sample population can be from a student's school, class or neighbourhood. There is no need for a field trip.</li> </ul>



Questions/Concerns	Response
What resources should the school provide?	<ul style="list-style-type: none"> <li>This SBA does not require the provision of any consumables by the school.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Workshops are held by the Technical Vocational Education and Training (TVET) Unit, Curriculum Planning and Development Division every year to discuss SBAs and Curriculum Officers - Business are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring <ul style="list-style-type: none"> <li>Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>External Monitoring <ul style="list-style-type: none"> <li>Curriculum Monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers. Schools can be visited at any time.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Contact Business Curriculum Officers at the Curriculum Planning and Development Division if further information is required.</li> </ul>

## Economics - CSEC

Questions/Concerns	Response
When should students begin working on SBAs? What are some of the activities and timelines involved?	<ul style="list-style-type: none"> <li>Teachers should inform students about the requirements of the SBA during the first week of Term 1 of Form 4. Students should be given a copy of the SBA rubric/mark scheme and should have a SBA copybook to do sections of the SBA. Teachers should set timelines for SBA completion.</li> <li>The economic problem to be researched should be identified by the middle of the Term 2 of Form 4 and topic stated.</li> <li>The Aims and Objectives of the topic should be formulated by the end of the Term 2.</li> <li>The questionnaire should be formulated in Term 3 of Form 4 and distributed to the sample population.</li> <li>The questionnaire should be collected by the end of the Term 3 of Form 4.</li> <li>The first draft of the SBA should be worked on during the July-August vacation and presented to the teacher by the first week in the Term 1 of Form 5.</li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>• The teacher should correct and return to students to enable a second draft to be done by the end of the Term 1 of Form 5.</li> <li>• This should be corrected and returned to students to allow the final SBA to be done and presented to the teacher midway through the Term 2 of Form 5.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• By the end of February of Term 2 of Form 5.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Teachers should present marks for the first draft of the SBA to their Head of Department midway through Term 2 of Form 5.</li> <li>• Final SBA marks are due by the end of Term 2 of Form 5.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The Economics SBA is an individual project and student work should be done in a notebook in the class assigned SBA period.</li> <li>• When all parts are completed they should be compiled to form the entire project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Since online submission of CSEC Economics SBAs is now requested by the CXC, students should become familiar with a word processing document and Microsoft Excel and practice drawing graphs, tables and producing diagrams using the software. Students should have a flash drive for back-up copies.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The Economics SBA allows for the same general topic to be done by all students in the class, although each student can have a different questionnaire and sample for research.</li> <li>• The sample population can be from a student's school, class or neighbourhood. There is no need for a field trip.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• This SBA does not require the provision of any consumables by the school.</li> </ul>
What help will be provided to Heads of	<ul style="list-style-type: none"> <li>• Workshops are held by the TVET Unit, Curriculum Planning and Development Division every year to discuss SBAs and</li> </ul>

Questions/Concerns	Response
Department and teachers?	Curriculum Officers - Business are available to assist any teacher if needed.
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum Monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers. Schools can be visited at any time.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Contact Curriculum Officers - Business at the Curriculum Planning and Development Division if further information is required.</li> </ul>

## **Electrical and Electronic Engineering Technology (EEET) – CAPE (Revised)**

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• As soon as teaching begins in Lower 6 and as topics are completed in each module.</li> <li>• Students are required to keep a digitized project activity record (log) of all activities done in respect of SBA.</li> <li>• CAPE students are required to do one SBA per Unit.</li> <li>• Each SBA must reflect content across all three modules.</li> <li>• Teachers are required to provide regular feedback on the SBA to students and monitor entries made by students in the digitized project activity record (log).</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• SBAs should be marked as required by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> <li>• CAPE SBAs are due to CXC in May of the examination year.</li> <li>• Internal deadlines should be set around the end of April of the exam year.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• SBAs are marked by teachers using mark schemes provided on pages 66- 68 of the syllabus.</li> <li>• Half marks are NOT allowed.</li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>Samples will be generated by the Online Registration System, and moderated on site.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Internal deadline dates are set in accordance with dates set by Ministry of Education.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Internal deadline dates are set in accordance with dates set by Ministry of Education</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>While candidates can be placed in groups for the lab exercises, each student is required to submit individual records and project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>The laboratory log and the Project Assignment must be done in some form of word processing.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>Mark schemes are clear and standardized.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>At least 2 field trips should be arranged: one for each unit.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>Electrical/Electronic consumables, tools and equipment, software, printer, ink and paper.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Support in ensuring that teachers are carrying out the requirements of the Internal Assessment.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>Monitoring by Curriculum Officers as requested.</li> </ul> <p>Continuous monitoring by Heads of Departments to ensure that:</p>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>(i) Candidates' project activity records (log) are up to date and entries are being marked and signed by the teacher.</li> <li>(ii) Feedback is given to students.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Given a ten (10) period a week allotment for the EEET, it is recommended that at least one (1) triple period be dedicated to the Project.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• The projects for CAPE EEET SBA are in the form of circuits that have to be designed and built by the student. Purchase of consumables is critical and planning of projects should be done in advance.</li> </ul>

## Electronic Document Preparation and Management (EDPM) - CSEC

Questions/Concerns	Response
What does the SBA look like?	<ul style="list-style-type: none"> <li>• Assignment 1 (Production assignment) - individual project.</li> <li>• Assignment 2 (Internet research) - individual project.</li> <li>• Assignment 3 (Productivity) - individual project.</li> <li>• Production assignments (10 items) - individual project.</li> </ul>
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Teachers should begin working with students during Term 2 of Form Four.</li> <li>• This can be initiated via an SBA timeline document which can be distributed to students. (See Appendix 3). This document would be useful to track individual student progress.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• Term 2 of Form 5.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Samples are moderated by the CXC.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Deadlines must be specified by timeline document. Teachers are required to submit timeline document to Head of Department who will be responsible for tracking completion.</li> <li>• Consequences must be attached to each element of the timeline. SBA timeline dates should be combined into Scheme of Work to enable bi-weekly or fortnightly follow up.</li> <li>• Parent should sign timeline document.</li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>• Head of Department should communicate progress to administration via an SBA report.</li> <li>• Research project and Production Assignments - Must be conducted individually.</li> <li>• EDPM assignments must be word processed and submitted in a soft back folder inclusive of a cover page, table of contents and bibliography.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• All submissions should be completed by Term 2 of the examination year.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Students should complete SBAs individually and not in groups.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• All projects must be typewritten.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• The mark scheme for EDPM must be developed by the teacher using guidelines contained in the syllabus document.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Field trips are not required.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Computers, printers, paper, ink, reliable internet access, networking of computers to facilitate printing of activities, envelopes.</li> </ul>

Questions/Concerns	Response
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Curriculum Officers are available to provide support as required.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring - should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines from the syllabus.</li> <li>External Monitoring - provided by Curriculum Officers, Curriculum Planning and Development, during ongoing school visits or upon request.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>As determined by the school.</li> </ul>
What additional information might Principals need?	<ul style="list-style-type: none"> <li>See Appendix 3.</li> </ul>

## English - CSEC

Questions/Concerns	Response
What comprises the CSEC English SBA?	<ul style="list-style-type: none"> <li>The SBA comprises a portfolio on an issue/topic/ theme/event. It includes the following: <ul style="list-style-type: none"> <li>Plan of Investigation.</li> <li>Participation Measure.</li> <li>Indicators of Group Activity.</li> <li>Reflection.</li> <li>Written Report.</li> <li>Oral Presentation.</li> </ul> </li> </ul>
When will the SBA be effective?	<ul style="list-style-type: none"> <li>The SBA is effective for English examinations from 2018. This is an innovation in the revised CSEC English syllabus.</li> </ul>
Will one SBA suffice for both English A and English B?	<ul style="list-style-type: none"> <li>Yes, one SBA will be credited for both.</li> <li>A single SBA will be required to complete both aspects of the English syllabus (English A and English B).</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The moderation period is determined by the CXC. It is customary that moderation occurs during early July.</li> </ul>

Questions/Concerns	Response
When should students begin working on their SBAs?	<ul style="list-style-type: none"> <li>• Discussion of the SBA requirements and related research should begin from Term 1 of Form 4.</li> <li>• The SBA will be in progress throughout Form Four.</li> <li>• Implementation begins in September 2016 for examinations from 2018.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• By March of Form 5, all SBAs are to be completed.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The recommended deadline is the end of February of Form Five, for students.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• The recommended deadline is the end of March of Form 5, for teachers.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The SBA is expected to be done by each student working both as an individual and as a member of a small group approved by the teacher.</li> <li>• In small groups, students work together to discuss and solve problems, explain ideas, learn from peers, improve oral skills, practice social skills and demonstrate leadership.</li> <li>• The rubric allots specific scores for individual participation as well as scores for group activities.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• The SBAs can be submitted in either the student's own hand writing or using some form of word processing.</li> <li>• In cases where it is hand - written, the writing must be legible.</li> <li>• The syllabus does not indicate a preference but schools in Trinidad and Tobago submit 'word-processed' documents.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Schools are directed to the CSEC English syllabus that provides clear assessment criteria and rubrics for each component of the SBA.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Yes both fieldtrips and experts in the field can add value to student learning. These are recommended highly but not compulsory.</li> </ul>



Questions/Concerns	Response
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The SBA requires students to source a variety of texts (print, audio, visual media). Teachers are required to advise students on the availability of resource materials.</li> <li>• A functional library and guidance from the Librarian are important.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• The Curriculum Planning and Development Division will provide ongoing training for Heads of Department with regard to the requirements of the SBA.</li> <li>• Curriculum Officers (English and Reading) will provide technical advice and guidance to schools during implementation of the SBA.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal monitoring should be conducted internally by the Head of Department (English), Vice Principal and/or Principal using the guidelines in the CSEC English syllabus.</li> <li>• Principals and Heads of Department are required to monitor implementation and ensure the integrity of the SBA process.</li> <li>• External monitoring will be conducted by Curriculum Officers. Samples of students' SBAs drafts will be examined and advice given to Heads of Departments and teachers.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• At least one period per week for in-class work on the SBAs from Form 4, is recommended.</li> <li>• The CSEC English syllabus recommends six (06) sessions for English A and four (04) sessions for English B.</li> </ul>
What additional information might Principals need?	<ul style="list-style-type: none"> <li>• The Principal should be cognizant of the CSEC English syllabus in which the SBA is allotted 21% of the total mark.</li> <li>• Curriculum Officers (English and Reading) will be available to provide guidance to Heads of Department and teachers as needed.</li> <li>• It is advisable that the Curriculum Officer be contacted to provide guidance when a new teacher is assigned to Forms Four and Five.</li> </ul>

## Entrepreneurship - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Teachers should inform students about the requirements of the SBA during the first week of Term 1 of Lower 6.</li> <li>Students should be given a copy of the SBA rubric/mark scheme and guided to follow the rubric as Entrepreneurship topics are taught.</li> <li>Teachers should set timelines for SBA completion: <ul style="list-style-type: none"> <li>The Unit 1 SBA which is the Interview Report should be done in three parts to match each Module in Unit 1. Questions pertaining to each module should be formulated and posed to the interviewee on each respective visit. All three parts must be put together at the end of Term 2 when the syllabus is completed.</li> <li>The Unit 2 SBA should begin between the end of Term 1 and the first month in Term 2.</li> </ul> </li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of March of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>March of the Term 2 of Form 6 for the written report for Units 1 and 2.</li> <li>The class presentation for Unit 1 can be done first week in the Term 3 of Lower 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Final SBA marks are due in Term 3 of both Lower and Upper 6 for Unit 1 and 2 respectively.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The Entrepreneurship SBA for Unit 1 can be done individually or in pairs. However, the class presentation must have input from both students.</li> <li>The Entrepreneurship SBA for Unit 2 must be done individually.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Since online submission of CAPE Economics SBAs is now requested by the CXC, students should become familiar with a word processing document and Microsoft Excel and practice drawing graphs, tables and producing diagrams using the software. Students should have a flash drive for back-up copies.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental	<ul style="list-style-type: none"> <li>Mark schemes are standardized and clear.</li> </ul>

Questions/Concerns	Response
discussion to ensure standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The Entrepreneurship SBA for Unit 1 requires visits with an entrepreneur. Teachers can give students a letter of introduction bearing the school stamp to present to the entrepreneur. The visit can be done privately by the student.</li> <li>• The Entrepreneurship SBA for Unit 2 does not require any field trips.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• This SBA does not require the provision of any consumables by the school.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops are held by the TVET Unit, Curriculum Planning and Development Division annually to discuss SBAs and Curriculum Officers - Business are available to assist any teacher, if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum Monitoring is done by Curriculum Officers where samples of student SBAs can be requested from Heads of Departments and teachers during school visits.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Contact Curriculum Officers - Business of the Curriculum Planning and Development Division if further information is required.</li> </ul>

## Family and Resource Management – CSEC (Revised)

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• The SBA requires that students produce a portfolio with a minimum of sixteen (16) practical activities and it is important that the compilation of this portfolio commence during Term 1 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
When will SBAs be	<ul style="list-style-type: none"> <li>• The second SBA will be moderated during the end of Term 1, or</li> </ul>

Questions/Concerns	Response
moderated?	the beginning of Term 2 of Form 5. The CVQ portfolios will be moderated at least twice by external personnel during the two (2) year period.
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What is the Teachers' deadline date?	<ul style="list-style-type: none"> <li>• The students are required to complete three SBA assessments over the course of two years before the end of Term 2 of Form 5. <ul style="list-style-type: none"> <li>○ One assessment in the Term 3 of Form 4, to be marked by the teacher.</li> <li>○ One assessment between November and February of the Form 5, to be marked by an external moderator and the teacher.</li> <li>○ One assessment in the second Term in Form 5, to be marked by the teacher.</li> </ul> </li> <li>• Students are expected to be competent in the areas being tested therefore sufficient practical exercises should be conducted prior to the SBA period.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The preliminary practical activities that forms part of the portfolio.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>• Evaluation exercises should be done in the students' handwriting. Word processing or students handwriting are accepted for all other aspects.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign	<ul style="list-style-type: none"> <li>• The mark schemes for all SBA's are standardized and clear however new teachers will be trained in marking SBA's at moderation workshops.</li> </ul>

Questions/Concerns	Response
marks?	
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• It is advisable that students be taken on field trips - example - Home Care Facility for the Elderly, Government Department responsible for Consumer Affairs. In some instances, personnel with subject expertise should be invited to the school - example – Firemen, Health and Safety</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The school should provide all consumables and equipment required to complete the SBA exercises.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>• Guidance in accordance to the requirements of the SBA e.g. interpretation of the question, suggestions on approach and pre- requisites</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Curriculum Officer will respond as requested.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• On designated dates with agreement from external moderator.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• The Curriculum Officer will be available to provide guidance to teachers where necessary. It is advisable that where a new teacher is given a Form 5 class that the curriculum officer be contacted to view SBA 1, so guidance can be provided as necessary.</li> </ul>

### **Food and Nutrition – CAPE (Revised)**

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Students are expected to complete two SBA's in Unit one and two SBA's in Unit two</li> <li>• SBA 1 should be started during Term 1 and completed by the start of Term 2</li> <li>• SBA 2 should be started by the middle of Term 2 and completed by the first week of the Term 3.</li> <li>• SBA 1 is a research paper which may involve the use of questionnaires as well gathering of personal data from individuals, or general data from institutions.</li> <li>• Official requests should be made for permission to collect data</li> </ul>

Questions/Concerns	Response
	from external sources.
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>There is no local external moderation for CAPE Food and Nutrition.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>

## Food Health and Nutrition – CSEC (Revised)

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>The SBA requires that students produce a portfolio with a minimum of sixteen (16) practical activities and it is important that the compilation of this portfolio commence during Term 1 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The second SBA will be moderated during the end of Term 1 or the beginning of Term 2 of Form 5.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The students are required to complete three SBA assessments over the course of two years before the end of Term 2 of Form 5. <ul style="list-style-type: none"> <li>One assessment in the Term 3 of Form 4, to be marked by the teacher.</li> <li>One assessment between November and February of Form 5, to be marked by an external moderator and the teacher.</li> <li>One assessment in Term 2 of Form 5, to be marked by the teacher.</li> </ul> </li> <li>Students are expected to be competent in the areas being tested therefore sufficient practical exercises should be conducted prior to the SBA period.</li> </ul>

Questions/Concerns	Response
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The preliminary practical activities that forms part of the portfolio.</li> <li>• Group work can be done for the 16 practical assignments required for the portfolio however the three SBA practical assignments must be done as individual assignments</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>• Evaluation exercises should be done in the students' handwriting. Word processing or students handwriting are accepted for all other aspects.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>• The mark schemes for all SBA's are standardized and clear however new teachers will be trained in marking SBA's at moderation workshops.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• It is advisable that students be taken on field trips such as Restaurants, Industrial kitchens and Processing Plants. In some instances, personnel with subject expertise should be invited to the school - example - Firemen to lecture in first aid</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The school should provide all consumables and equipment required to complete the SBA exercises.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>• Guidance in accordance to the requirements of the SBA e.g. interpretation of the question, suggestions on approach and pre- requisites</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Curriculum Officer will respond as requested.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• On designated dates with agreement from external moderator.</li> </ul>

Questions/Concerns	Response
What additional information do principals need?	<ul style="list-style-type: none"> <li>The Curriculum Officer will be available to provide guidance to teachers where necessary. It is advisable that where a new teacher is given a Form 5 class that the Curriculum Officer be contacted to view SBA 1, so guidance can be provided as necessary.</li> </ul>

## French and Spanish - CAPE

Questions/Concerns	Response
When should teachers begin working with students?	<ul style="list-style-type: none"> <li>Students need to select a topic by the middle of Term 1 of Lower 6 and Upper 6, have it approved by the teacher and prepare for the examination.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Practice for the exam takes place throughout the Term 2 and the SBA is conducted in April. The school sends the recording of the exam (either an audio CD or flash drive in MP3 format) by May 31<sup>st</sup> of the year of examination.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The CXC undertakes the moderation of a sample of the SBA assignments marked by each teacher during its annual marking exercise.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Term 2 of Lower 6 and Upper 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Term 2 of Lower 6 and Upper 6.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Students should be discouraged from group work at every stage of their SBA preparation since the final oral presentation to the teacher is to be done individually.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>There is no written submission for this CAPE subject. The audio of the conversation is generally submitted on a CD or flash drive in MP3 format.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental	<ul style="list-style-type: none"> <li>The mark scheme is standardized and closely guided by the CXC. All information and rubrics are found in the CAPE syllabus document.</li> </ul>



Questions/Concerns	Response
discussion to ensure standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Depending on the topic selected by the student, some research/interviews may be advisable. Students generally conduct these on their own time as part of preparation for the SBA.</li> <li>• Additionally, exposure to native speakers is always a plus for Modern Languages students. Legitimate activity that can facilitate this is to the student's advantage.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Provision of suitable space for the conduct of the exam and equipment for recording and sending to the CXC (audio CD/ flash drive) are the primary responsibilities of the school.</li> <li>• Materials pertinent to the topics in the syllabus should also be accessible to students, together with access to research (Internet and hardware).</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Curriculum Officers can offer support to teachers for all parts of the process, as may be requested officially.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Monitoring of the implementation and assessment of the curriculum by the Curriculum Planning and Development Division is generally conducted where there are officers assigned to districts. No specific monitoring of the SBA is conducted.</li> </ul>
What special arrangements need to be put in place e.g. 1 period a week, 3 hour or whole day set aside?	<ul style="list-style-type: none"> <li>• A quiet space for conduct and recording of the exam needs to be identified. Each student requires approximately 20 minutes for the entire process, so that the entire time for the conduct of the SBA is dependent on the number of students.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• There is no SBA for Modern languages at the CSEC level.</li> <li>• At CAPE, there are 2 SBAs, one for Module 1 and one for Module 2. The format and requirements for both are identical. The SBA constitutes Oral Assessment of the student on the topics and material covered in each of the two modules. The total time for this assessment activity should average 15 minutes for each student and contributes 20 % of the total mark. The teacher conducts the assessment, records marks and submits to the CXC for moderation by May 31<sup>st</sup> of the year of the</li> </ul>

Questions/Concerns	Response
	<p>examination.</p> <ul style="list-style-type: none"> <li>• There are three components to the oral assessment: <ul style="list-style-type: none"> <li>- A topic prepared and presented orally by the student (3 minutes sustained speech - 12 marks).</li> <li>- Conversation on the prepared topic in which questions are asked by the teacher and the students responds or asks questions of the teacher. (5-6 minutes Question and Answer - 18 marks).</li> <li>- General conversation in which the teacher asks questions and the students responds or asks questions of the teacher. (5-6 minutes Question and Answer - 18 marks).</li> </ul> </li> </ul>

## Geography - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• By November of Term 1, the teacher and students should begin selecting the research project and practical skills to be assessed in the School Based Assessment.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Although it is a work in progress, deadlines may be set for the submission of chapters which will allow the teacher to provide feedback and the students to be on-task. The following chapters may be grouped for submission: <ul style="list-style-type: none"> <li>- Cover Page, Statement of Purpose of Investigation, Methodology (design, sampling technique, apparatus/instruments, data collection techniques and methods of analysis) and Bibliography.</li> <li>- Presentation of Data.</li> <li>- Description of data with analysis, discussion and bibliography.</li> <li>- Conclusion, recommendations and bibliography.</li> <li>- Final Report.</li> </ul> </li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• It is advisable that students work as part of a team during the investigation stage. There are several benefits to this strategy inclusive of time management, responsibility, diversity of ideas and development of interpersonal and other related skills.</li> <li>• On completion of the investigative phase, the findings in the field will be collated. From this point collaboration ceases and each student will be required to produce his/her own report.</li> </ul>

Questions/Concerns	Response
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Word processing output is required however the student's handwriting may be found in maps and other forms of geographic illustrations.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• The criteria for marking the research project is very clear and can be located on pages 41 to 42 of the Geography curriculum. As a department however members should double mark scripts to ensure inconsistencies do not exist when the sampled scripts are moderated by the CXC.</li> <li>• Note: The word limit is now one thousand five hundred (1500) words (excluding bibliography, illustrations and appendices). The criteria for marking the research project are located on pages 36-42.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Geographic studies may be <ul style="list-style-type: none"> <li>- Field based - collection and analysis of primary data, based on field measurements and questionnaires. In this case students will go on field trips or source expertise from outside the school.</li> <li>- Desk Based - in very few instances students have opted to interpret secondary data such as photographs and maps</li> </ul> </li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Maps.</li> <li>• Paper for photocopying handouts.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Once a request is made by the school, a Curriculum Officer of the Social Sciences Unit, Curriculum Planning and Development Division will respond. Workshops are also held periodically.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• If a problem exists, the Principal may communicate this information in writing to the Director of Curriculum Planning and Development Division. Once this information is forwarded to the Curriculum Officer he/she will strive to resolve the issue.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• It is the teacher's choice whether or not to allocate a specific number of periods per week or a specific day to completing the SBA.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• SBAs must be retained by the school until three months after publication of the examination results by the Caribbean Examinations Council.</li> </ul>

## Geography - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• By Term 2 of Form 4, the teacher must provide students with the guidelines for producing a Geography School Based Assessment (SBA) and have them reflect on possible areas of study.</li> </ul> <p>Towards the beginning of the Term 3 of Form 4, students must be provided with the Strategy Sheet. The student may begin the field study process once the information provided on the Strategy Sheet has been approved by the Geography teacher. For approval to be achieved, the study must be:</p> <ul style="list-style-type: none"> <li>- Geographical.</li> <li>- Confined to a small area.</li> <li>- Enable the collection of primary data.</li> <li>- The Field visit and data collection may be conducted during this term.</li> </ul> <p>Note: The revised CSEC Geography syllabus (2015), for first examinations in 2017, on page thirty-three (33) suggests one way in which a teacher may complete the exercise in a timely manner.</p>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• It is advised that deadlines should be set for the submission of each section/task. The teacher will be able to provide adequate feedback to critical areas and ensure that the student remains on-task.</li> <li>• Deadlines should be set for the following sections/tasks: <ul style="list-style-type: none"> <li>- Strategy Sheet.</li> <li>- Introduction – briefly provide an overview of the study.</li> <li>- Aim of Study - must be approved by the teacher to ensure it is not too general.</li> <li>- Location of Study Area - to ensure map- making conventions are applied when creating Territorial and Site Maps.</li> <li>- Methodology inclusive of instruments used to collect data.</li> <li>- Presentation of Data – to ensure illustrations are appropriate, accurate, neat, properly labelled and will generate a comprehensive discussion based on findings in the “field”.</li> <li>- Analysis and Discussion – to ensure that points are well developed and coherent and refer to the illustrations.</li> <li>- Conclusion.</li> <li>- Bibliography.</li> </ul> </li> </ul>

Questions/Concerns	Response
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>It is advisable that students work as part of a team during the investigation stage. On completion of the investigative phase, the findings in the field will be collated under the guidance of the teacher. From this point collaboration ceases and each student will be required to produce his/her own report. Plagiarism will be penalized.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>The Field Study Report can be legibly hand written or typewritten.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The criteria for marking the research project is very clear and can be located on pages 26 - 30 of the CSEC Geography 2007 curriculum. As a department however members should double mark scripts to ensure inconsistencies do not exist when the sampled scripts are moderated by the CXC.</li> </ul> <p>Note: The revised syllabus (2015), for first examinations in 2017, states that the word limit should be no more than one thousand (1000) words in length (excluding bibliography, illustrations and appendices) The criteria for marking the research project is located on pages 36-42.</p>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>The SBA is a field study report and therefore involves the collection and analysis of primary data, based on field measurements and questionnaires. In this case students will go on field trips or source expertise from outside the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>Maps.</li> <li>Paper for photocopying handouts.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Once a request is made by the school, a Curriculum Officer of the Social Sciences Unit, Curriculum Planning and Development Division will respond. Workshops are also held periodically.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>If a problem exists the Principal may communicate this information in writing to the Director of Curriculum Planning and Development Division. Once this information is forwarded to the Curriculum Officer he/she will strive to resolve the issue.</li> </ul>

Questions/Concerns	Response
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>It is the teacher's choice whether or not to allocate a specific number of periods per week or a specific day to completing the SBA.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>SBAs must be retained by the school until three months after publication of the examination results by the Caribbean Examinations Council.</li> </ul>

## History - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 1 of Lower 6.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As determined by schools and marks uploaded submitted to the ORS by the stipulated deadline.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>Samples will be moderated by the CXC during the July/August vacation.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by schools. Students should be given deadlines for submission of the different parts of the SBA, for example: the statement of the problem, introduction, historical setting, discussion and conclusion (the word limit is 1500 words).</li> <li>The CXC sets the submission deadline to the Local Registrar for the submission of marks and then to the CXC.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>For CAPE History individual work is preferred. However, each student can select and research aspects of one topic, e.g. The Haitian Revolution-one student can look at the social and political; while another deals with the economic factors and leadership. Two or more students can look at the same aspect(s), but what should emerge is variety, if one topic is being considered.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>SBAs are to be uploaded electronically so word processing is required.</li> </ul>

Questions/Concerns	Response
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear, but where there is more than one teacher marking the submissions, teachers should meet to come to a common understanding of the mark scheme.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• For CAPE History, expertise can be sought from outside the school as not all teachers have the content knowledge for all areas. This can be sought from other teachers or lecturers from tertiary institutions.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Books etc.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Teachers can seek assistance for internal workshops, clarification of the mark scheme, marking of the SBAs, general implementation of the syllabus.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Teachers are aware that, apart from school visits, that they can communicate with the Curriculum Planning and Development Division via email and/or telephone to make requests for support.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Teachers can spend a few classes (e.g. 2 periods) in the beginning of the term giving a broad overview of the requirements of the various tasks as well as an overview of the syllabus from which the topics will be selected. After that, class time can be allocated for the various tasks with examples.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Principals should remind teachers that they are NOT to select topics for students, more so the thesis statement for students. They are to assist students with selecting a relevant topic and formulating an appropriate thesis statement. (Note the word limit is now 1500 words).</li> <li>• Note: The following are the requirements for the electronic submission of CAPE History effective 2016.</li> <li>• <u>Student and teacher access to:</u></li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>

## History - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Teachers may provide students with the guidelines for SBA at the end of Term 3 of Form 4. The research project is expected to cover one term's work. Students should be encouraged to select their topic and do research and preparation during the July/August period before the start of Form 5. The SBA may then be completed during Term 1 of Form 5, or the early part of Term 2.</li> </ul>
When should SBAs be completed?	
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Dates for the following activities should be set.</li> <li>• Submission of research title.</li> <li>• Description of research project (two or more sentences).</li> <li>• Sources of data collection.</li> <li>• Submission of first draft.</li> <li>• Research project completion.</li> <li>• A teacher's checklist is provided on page 29 of the syllabus effective May 2011. See Appendix 4.</li> <li>• Students may work individually or in groups to research a specific topic. However, each student must produce an original report. No two reports from the same group should be identical. The report should be 1000 words in length.</li> <li>• The research project should be neatly hand-written or if typed, must be double spaced. Any audio-visual materials used for a project should be submitted as part of the report for that project.</li> </ul>
What is the teachers' deadline date?	
What aspects of the SBAs can be done as group work?	
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	
Are mark schemes standardized and clear or is there a	
	<ul style="list-style-type: none"> <li>• The mark schemes are very clear and can be found on Page 30 of the CSEC History Syllabus effective May 2011.</li> </ul>



Questions/Concerns	Response
need for departmental discussion to ensure standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Resource persons can visit the school and field trips can be arranged in the relevant areas.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Research material.</li> </ul>
What help will be provided to Heads of Department and teachers?	<p>Visit to schools by Officers of the Curriculum Planning and Development Division to clarify issues related to the SBA.</p> <ul style="list-style-type: none"> <li>• Conduct SBA training workshops for neophyte and inexperienced teachers in each educational district.</li> <li>• Assist teachers in the standardization of the marking of the SBAs.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum Monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers. Schools can be visited at any time.</li> </ul> </li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• The project is worth 21% of the total marks and 21% of the allocated class time should be devoted, therefore, to the project.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• All School-Based Assessment Record of marks be submitted online using the SBA data capture module of the Online Registration System (ORS) by April 30<sup>th</sup> of the year of the examination. A sample of assignments will be requested by the CXC for moderation purposes. These assignments will be re-assessed by the CXC Examiners who moderate the School-</li> </ul>

Questions/Concerns	Response
	<p>Based Assessment.</p> <ul style="list-style-type: none"> <li>• Copies of the students' assignments that are not submitted must be retained by the school until three months after publication by the CXC of the examination results.</li> <li>• Note: The following are the requirements for the Electronic Submission of CSEC History effective 2016.</li> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> <li>• See Appendix 4.</li> </ul>

## Industrial Technology: Building and Furniture Making Technology (BET) Option – CSEC (Revised)

The SBA constitutes 50% of the final mark and **EACH** candidate **MUST** submit a **portfolio** reflecting **ALL** activities (identified in the SBA Mark Scheme) done over the 2-year period

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• As soon as teaching begins in Form 4, as portfolio Development commences once an activity has started. Teachers should start their SBA preparation with students in the first term of the academic year (September to December) of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• As required by the school in accordance with the Ministry of Education deadlines for the online submission of scores. This is usually by the first week in March of the exam year.</li> </ul>
When will SBAs be moderated?	<p>The moderation process consists of two (2) visits:</p> <ol style="list-style-type: none"> <li>process moderation (January and February)</li> <li>portfolio and products evaluation in March after ORS has generated SBA samples</li> </ol>
What is the students'?	<ul style="list-style-type: none"> <li>• As determined by the school in accordance with the Ministry of</li> </ul>

Questions/Concerns	Response
deadline date?	Education deadlines for the online submission of scores.
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>While students can work in groups for the workshop/laboratory exercises, individual projects and portfolio submissions are required.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>Portfolio submissions can comprise both hand written and electronically formatted documents.</li> <li>NB on-site moderation will be conducted.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>Mark schemes are clear and standardized.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Field trips, research assignments and use of resource personnel are recommended, especially where resources are not provided by the school to meet syllabus requirements.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>The principal/school is obligated to provide all Metalwork/Machine Shop materials, consumables, tools and equipment to enable completion of practical exercises along with digital camera, printer, computer and stationery to facilitate portfolio development.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Industrial Technology SBA workshops are conducted annually by the Curriculum Division, to which Heads of Department and teachers are expected to attend.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>Curriculum Officers try to monitor schools at least once per term to ensure compliance with syllabus requirements and twice between January and March when the actual moderation exercise takes place. The actual moderation exercise consists of two visits per center by the moderator.</li> </ul>

Questions/Concerns	Response
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>It is recommended that nine (9) – forty (40) minutes or ten (10) thirty-five (35) minutes periods be allocated for the subject, of which at least two (2) triple (3) period sessions be set aside for laboratory/workshop activities.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>Date of scheduled visits by moderators</li> <li>Knowledge of the CVQ Quality Assurance process (only if students are claiming for CVQ units)</li> <li>Where students are claiming for the CVQ units, registration for these units must be done simultaneously with overall CVQ registration</li> <li>Finally, schools are required to secure all students SBA materials for three months after the release of CSEC results.</li> </ul>

## Industrial Technology: Electrical/Electronic Technology (EET) Option - CSEC (Revised)

The SBA constitutes 50% of the final mark and **EACH** candidate **MUST** submit a **portfolio** reflecting **ALL** activities (identified in the SBA Mark Scheme) done over the 2-year period

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>As soon as teaching begins in Form 4, as portfolio development commences once an activity has started.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As required by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
When will SBAs be moderated?	<p>The moderation process consists of two (2) visits:</p> <ol style="list-style-type: none"> <li>process moderation (January and February)</li> <li>portfolio and products evaluation in March after ORS has generated SBA samples</li> </ol>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>While candidates can be placed in groups for the workshop/lab exercises, individual portfolio submissions must be made.</li> </ul>
Are students allowed to submit their projects in their own	<ul style="list-style-type: none"> <li>Portfolio submissions can comprise both hand written and electronically formatted documents</li> <li>NB on-site moderation will be conducted.</li> </ul>

Questions/Concerns	Response
handwriting or can they use some form of word processing?	
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>• There is a standardized mark scheme for the SBA.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• It is recommended that at least 2 field trips should be arranged: one in Form 4 and the other in Form 5 to expose students to industrial principles and practices. Resource personnel could also be used.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Electrical/Electronic consumables, tools and equipment, digital camera, printer, computer and stationery to facilitate portfolio development: printing paper, ink, folder etc.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>• Industrial Technology SBA workshops are conducted annually by the Curriculum Division, to which Heads of Department and teachers are expected to attend.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Curriculum monitoring is conducted during the academic year to ensure compliance with syllabus requirements</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• It is recommended that nine- forty minute periods be allocated for the subject, of which at least two-triple period sessions set aside for laboratory/workshop activities.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• Date of scheduled visits by moderators</li> <li>• Knowledge of the CVQ Quality Assurance process (only if students are claiming for CVQ units)</li> <li>• Where students are claiming for the CVQ units, registration for these units must be done simultaneously with overall CVQ registration</li> <li>• Finally, schools are required to secure all students SBA materials for three months after the release of CSEC results.</li> </ul>

## Industrial Technology: Mechanical Engineering Technology (MET) Option – CSEC (Revised)

The SBA constitutes 50% of the final mark and **EACH** candidate **MUST** submit a **portfolio** reflecting **ALL** activities (identified in the SBA Mark Scheme) done over the 2-year period

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>As soon as teaching begins in Form 4, as portfolio Development commences once an activity has started. Teachers should start their SBA preparation with students in the Term 1 of the academic year (September to December) in Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As required by the school in accordance with the Ministry of Education deadlines for the online submission of scores. This is usually by the first week in March of the exam year.</li> </ul>
When will SBAs be moderated?	<p>The moderation process consists of two (2) visits:</p> <ul style="list-style-type: none"> <li>(i) process moderation (January and February)</li> <li>(ii) portfolio and products evaluation in March after ORS has generated SBA samples</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>While students can work in groups for the workshop/laboratory exercises, individual projects and portfolio submissions are required.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>Portfolio submissions can comprise both hand written and electronically formatted documents.</li> <li>NB on-site moderation will be conducted.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>Mark schemes are clear and standardized.</li> </ul>

Questions/Concerns	Response
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Field trips, research assignments and use of resource personnel are recommended, especially where resources are not provided by the school to meet syllabus requirements.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>The Principal/School is obligated to provide all Metalwork/Machine Shop materials, consumables, tools and equipment to enable completion of practical exercises along with digital camera, printer, computer and stationery to facilitate portfolio development.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Industrial Technology SBA workshops are conducted annually by the Curriculum Planning and Development Division, to which Heads of Department and teachers are expected to attend.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>Curriculum Officers try to monitor schools at least once per term to ensure compliance with syllabus requirements and twice between January and March when the actual moderation exercise takes place. The actual moderation exercise consists of two visits per center by the moderator.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>It is recommended that nine (9) – forty (40) minutes or ten (10) thirty-five (35) minutes periods be allocated for the subject, of which at least two (2) triple (3) period sessions be set aside for laboratory/workshop activities.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>Date of scheduled visits by moderators</li> <li>Knowledge of the CVQ Quality Assurance process (only if students are claiming for CVQ units)</li> <li>Where students are claiming for the CVQ units, registration for these units must be done simultaneously with overall CVQ registration</li> <li>Finally, schools are required to secure all students SBA materials for three months after the release of CSEC results.</li> </ul>

## Information Technology - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 1 of Lower 6 or Upper 6 – October.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>End of April of the year of the examination.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>During the CXC marking exercise in July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>The teacher should work with students to develop a project management chart with definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> <li>The students' deadline will be determined by the teacher/Department. It will however, be a date prior to the CXC's deadline date in order to facilitate marking and ranking.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Teachers must be mindful that all SBAs must be marked, ranked and samples submitted to the Local Registrar prior to the CXC's deadline date in early May. The students' deadline therefore must be set such that time is allowed for teachers to complete marking.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The project should be individual work and not group projects.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>No, handwritten documents will not be accepted. Students are required to use a word processing application.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The mark scheme is standardized and the requirements for the project are clearly stated. If there is any doubt on what is expected teachers can contact the Computer Science/ Information Technology Unit at the Curriculum Planning and Development Division for clarification.</li> </ul>
Should students go	<ul style="list-style-type: none"> <li>It would be helpful if students are exposed to persons and</li> </ul>



Questions/Concerns	Response
on field trips and/or be exposed to personnel with subject expertise outside the school?	institutions with relevant expertise to gain first-hand knowledge of various processes and concepts.
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The school should provide the equipment that is required for completion of the SBA. This includes the printing facilities and consumables such as paper and ink for the printers. The equipment should also include IBM-compatible computers (at most two students per computer) with productivity tools software. Internet access should also be provided.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops and school visits are conducted by Officers of the Curriculum Planning and Development Division to provide Heads of Department and teachers with the appropriate information.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Principals can expect Curriculum Officers to visit schools and provide support to teachers. Principals can also request that Curriculum Officers visit their schools to address concerns.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• The development of the SBA project is a continuous exercise that occurs during scheduled class hours as well as outside class times.</li> <li>• Ample time must be allowed for students to complete the requirements of the SBA.</li> <li>• Teachers must design project management chart that includes a time-line with specific dates for completion of components of the SBA as well as a finite completion date.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• Principals are ultimately responsible for the authenticity of each candidate's SBA and should take this responsibility seriously. Principals should be aware that student's grades can be withheld by the CXC when collusion among students is detected.</li> <li>• Principals should demand regular progress reports on the conduct of the SBA and measures implemented by the Department to ensure authenticity.</li> <li>• Hard-copies and soft copies of the completed SBA documents should be kept in a safe place for at least one academic year after the results are published.</li> </ul>

## Information Technology - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 3 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Term 2 of Form 5, end of February.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>During the CXC marking exercise in July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>The teacher should work with students to develop a project management chart with definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The completed mark sheets should be submitted to the CXC no later than April 30<sup>th</sup> of the year of the examination. Being aware of the CXC deadline will inform the principal of the internal dead line that needs to be set.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The project should be individual work and not group projects.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>No, students are required to use the productivity tools to complete their SBA.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The mark scheme is standardized but some requirements may not be readily apparent. If there is any doubt on what is expected teachers can contact the Computer Science/ Information Technology Unit at the Curriculum Planning and Development Division.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise	<ul style="list-style-type: none"> <li>It would be helpful if students are exposed to persons and institutions with relevant expertise to gain first-hand knowledge of various processes and concepts.</li> </ul>

Questions/Concerns	Response
outside the school?	
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The school should provide the equipment that is required for completion of the SBA. This includes the printing facilities and consumables such as paper and ink for the printers. The equipment should also include IBM-compatible computers (at most two students per computer) with productivity tools software. Software must also include a Pascal compiler. Internet access should also be provided to facilitate research.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops and school visits are conducted by the Curriculum Planning and Development Division to provide Heads of Department and teachers with the appropriate information regarding the SBA.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• Principals can expect Curriculum Officers to visit schools and provide support to teachers. Principals can also request that Curriculum Officers visit their schools to address concerns.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• The development of the SBA project is a continuous exercise that occurs during scheduled class hours as well as outside class times.</li> <li>• Ample time must be allowed for students to complete the requirements of the SBA.</li> <li>• Teachers must design project management chart that includes a time-line with specific dates for completion of components of the SBA as well as a finite completion date.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• Principals are ultimately responsible for the authenticity of each student's SBA and should take this responsibility seriously. Principals should be aware that students' grades will be withheld by the CXC when collusion among students is detected.</li> <li>• Irregularity reports in the past revealed that students have colluded in the preparation of the SBA, particularly in the programming component.</li> <li>• Principals should demand regular progress reports on the conduct of the SBA and measures implemented by the Department to ensure authenticity.</li> <li>• Hardcopies and softcopies of the completed SBA project documents should be kept in a safe place for at least one academic year after the results are published.</li> </ul>

## Integrated Science - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Should begin in Term 1 of the two-year period (Term 1 of Form 4). Students should become familiar with the assessment criteria and the marking scheme through practice assessments (CXC23/G/SYLL15, page 85).</li> <li>• The assessments would be conducted during Terms 1-5 of the two-year period (CXC23/G/SYLL15, page 51).</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• SBAs should be completed in the middle of Term 3 (Year 1) for the first moderation and the electronic submission of Year 1 marks (CXC23/G/SYLL15, page 51).</li> <li>• Middle of Term 2 of Year 2 before the moderator makes a second visit (CXC23/G/SYLL15, page 71).</li> </ul>
How is Integrated Science moderated?	<ul style="list-style-type: none"> <li>• On-site moderation of the SBAs will be conducted by visiting external moderators.</li> <li>• Term 3 (i.e. Year 1, Term 3 for the first moderation and the electronic submission of Year 1 marks (CXC23/G/SYLL15, page 51).</li> <li>• Middle of Term 2 of Year 2 before the moderator makes a second visit (CXC23/G/SYLL15, page 71).</li> <li>• Moderation is done through collaboration between the CXC and the CXC Local Registrar, following guidelines provided by the CXC.</li> <li>• In Form 5, the moderator will remark the skills and Investigative Reports for a sample of five students selected as follows:               <ul style="list-style-type: none"> <li>- Highest total mark.</li> <li>- Middle total mark.</li> <li>- Lowest total mark.</li> <li>- Mark midway between the highest and middle total mark.</li> <li>- Mark midway between the middle and lowest total mark.</li> </ul> </li> <li>• Teachers' marks may be adjusted as a result of the moderation, and feedback will be provided by the moderator to the teachers.</li> <li>• The moderator will submit the assessment sheets, moderation of SBA samples and the moderation report to the CXC Local Registrar by April 30<sup>th</sup> of the year of the examination (CXC23/G/SYLL15, page 71).</li> </ul>

Questions/Concerns	Response
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Practicals should be completed at the end of the each lab session.</li> <li>• The minimum required number of labs should be completed by the students to be marked by the teacher and be ready for the moderation date as suggested above.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Labs should be marked by the teacher and feedback given to students on an ongoing basis. The teacher should also have the marked lab books, the record cards with marks and mark schemes for each SBA lab readily available before the due dates of each moderation.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• As far as possible labs should be done individually by students.</li> <li>• When apparatus and equipment are limited the actual activity can be done in groups However, each student must be directly involved in the activity, record his/her own results and the write- up should be done individually.</li> <li>• When students are working in groups, the task must be done so that each student is directly involved and acquire the required skill/competency especially Manipulation/Measurement (M/M) skills. Group work must be done in pairs; a maximum of 3 students can be grouped for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• The syllabus is silent on this. However, in Integrated Science, since students are required to keep a notebook, their Investigative Project should be hand written in their lab notebook.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• When there is more than one teacher conducting the SBAs, there is a need for departments to discuss all practical activities and standardize the practical activities and the mark schemes.</li> <li>• When only one teacher is conducting the SBAs, the Head of Department should discuss the practical activities and mark schemes with that teacher.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Teachers can take students on safe and appropriate field trips relevant to the curriculum. Expertise can also be sourced from outside the school. However, in using these activities as SBAs, the guidelines for each practical activity must be adhered to and the relevant skills must be attained.</li> </ul>

Questions/Concerns	Response
What resources should the school provide?	<ul style="list-style-type: none"> <li>Any material from the recommended material list at the back of the curriculum guides and any materials and apparatus required to conduct practical activities should be available on a timely basis.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Initial and ongoing training and guidelines must be given to both the teachers and the Heads of Departments. New teachers should be effectively trained.</li> <li>The feedback given to the teachers by the moderators should be immediately discussed by the Head of Department, the Principal/Vice Principal and teacher, especially if there are concerns. Help should be sought from the Curriculum Planning and Development Division if and when needed, following the correct protocol.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Monitoring should be done by Principals and/or any delegated person, Head of Department, Subject Curriculum Officers and Moderators. All information communicated must be clear and unambiguous.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>At least one double period per week (40 or 45 minutes per period) should be assigned for each class.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Guidelines for SBAs (Page 49) and Appendix 1 of the CSEC Integrated Science Syllabus 2015.</li> </ul>

## Law - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Research topics should be assigned in the Term 1 of the Lower 6 year. This will give students sufficient time to decide on a topic and begin research.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>April of the year of the examination.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The topic should be handed in by December, with a Literature Review. The first part should be submitted by the middle of February for feedback, so there would be sufficient time by April to do the discussion of findings and make</li> </ul>

Questions/Concerns	Response
	recommendations.
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The subject allows for group work but individual work is recommended so as to minimize the opportunities for students to repeat the findings and recommendations of other students.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Word processing is recommended so that research will be saved on the computer which will make editing and revisions easier.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking??	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Yes, students can visit the law libraries at the Hall of Justice or Caribbean Court of Justice as well as the various courts. In addition permission can be granted to students as well to conduct interviews with members of the judiciary and attorneys.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Additional textbooks, Internet access.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops are held by the Curriculum Planning and Development Division based on feedback from the subject reports. The Curriculum Officer is also available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Provided by Curriculum Officers, Curriculum Planning and Development, during ongoing school visits or upon request.</li> </ul> </li> <li>• Samples of students' SBAs can be requested from Heads of Departments and teachers during school visits.</li> </ul>

Questions/Concerns	Response
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Communicate with the Curriculum Officer if further information is required.</li> </ul> <p>Note: The following are the requirements for the Electronic Submission of CAPE Law effective 2016.</p> <ul style="list-style-type: none"> <li><u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>Internet.</li> <li>Computer with related software.</li> </ul> </li> <li><u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>Files must be submitted in PDF.</li> <li>Teacher must have a Flash drive to back up documents.</li> <li>Flash drive must be kept for 1 year.</li> </ul> </li> <li><u>SBA documentation :</u> <ul style="list-style-type: none"> <li>Print screen to verify information was sent to the CXC.</li> <li>Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>

## Literatures in English (LIE) - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>From Term 1, teachers should guide students using the syllabus which should inform the learning activities that enable students to achieve the objectives of the syllabus.</li> <li>Students should be familiar with the SBA rubric and directed to the Literature in English Reports on the CXC website.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>It is recommended that SBAs be completed by the end of March of Term 2.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The moderation period is determined by the CXC. It is customary that moderation occurs during early July.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>The recommended deadline for students is end of February.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The recommended deadline for teachers is the end of March.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Individual work is expected of students. The SBA requires a personal response to a work of fiction or a critique of a review or a reinterpretation or a response in dramatic, poetic or prose form or a model or cartoon or painting.</li> </ul>
Are students allowed to submit their projects in their own	<ul style="list-style-type: none"> <li>Microsoft Word documents as well as handwritten responses are accepted. The syllabus does not indicate a preference.</li> </ul>



Questions/Concerns	Response
handwriting or can some form of word processing be used?	
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• The rubric is clear and specific. Schools are advised strongly to adhere to the given mark scheme provided in the Literatures in English syllabus. It is unambiguous and specific marks are allotted for the following categories: <ul style="list-style-type: none"> <li>- Knowledge and Understanding.</li> <li>- Application of Knowledge.</li> <li>- Organization of Information.</li> </ul> </li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• This is not compulsory for Literatures in English in general but schools are advised to take students to plays and film adaptation of texts since these opportunities can be enriching and can contribute to students' understanding and response to the SBAs.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• A functional library and guidance from the Librarian are recommended.</li> <li>• School Principals are not required to provide any additional resources necessary for the SBA.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• The English Unit of the Curriculum Planning and Development Division provides advice to Heads of Department. If the syllabus changes, the English Unit will provide training and opportunities to share information among Heads of Departments.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal monitoring by the Head of Departments and Vice Principal/Principal is highly recommended.</li> <li>• External monitoring will be conducted by Curriculum Officers assigned to Districts. They will monitor the SBA process to ensure it is being treated as formative rather than summative assessment.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• At least one period per week is recommended for guidance to students on their SBA tasks.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• The Principals should be cognizant of the CAPE Literatures in English syllabus.</li> <li>• The SBA is worth 20%.</li> <li>• All students are to be supported by their teachers to get their best</li> </ul>

Questions/Concerns	Response
	<p>work done and to get the best mark possible.</p> <ul style="list-style-type: none"> <li>• Principals and Heads of Department are required to monitor implementation and ensure the integrity of the SBA process.</li> </ul>

## Management of Business - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Teachers should inform students about the requirements of the SBA during the first week in Term 1 of Lower 6.</li> <li>• Students should be given a copy of the SBA rubric/mark scheme and be told to follow the rubric as Management of Business topics are taught.</li> <li>• Teachers should set timelines for SBA completion: The December vacation should be used to produce a first draft which must be presented to the teacher by the first week in Term 2.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• By the end of February of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• By February of Term 2 of Lower 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Final SBA marks are due in Term 3 of Lower 6.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The Management of Business (MOB) SBA is an individual project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Since online submission of CAPE Economics SBAs is now requested by the CXC, students should become familiar with a word processing document and Microsoft Excel and practice drawing graphs, tables and producing diagrams using the software. Students should have a flash drive for back-up copies.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear.</li> </ul>
Should students go	<ul style="list-style-type: none"> <li>• The MOB SBA requires a visit to an established business.</li> </ul>

Questions/Concerns	Response
on field trips and/or be exposed to personnel with subject expertise outside the school?	Teachers can give students a letter of introduction bearing the school stamp to present to the business being researched. The visit can be done privately by the student.
What resources should the school provide?	<ul style="list-style-type: none"> <li>• This SBA does not require the provision of any consumables by the school.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Annual workshops are held by Officers of the TVET Unit, Curriculum Planning and Development Division to discuss SBAs.</li> <li>• Curriculum Officers - Business are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum Monitoring is done by Officers of the Curriculum Planning and Development Division where samples of student SBAs are requested from Heads of Departments and teachers.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Additional support can be requested from Curriculum Officers - Business at the Curriculum Planning and Development Division.</li> </ul>

## Mathematics – CSEC (New)

Question	Response
What comprises the CSEC® Mathematics SBA?	<ul style="list-style-type: none"> <li>• The SBA is a written report, limited to one thousand (1000) words, based on a real-life investigation using objectives chosen from any section or combination of different sections of the syllabus.</li> <li>• The investigation involves collection, analysis and evaluation of data, which may be conducted individually or as a group.</li> <li>• The SBA provides an opportunity to customise a part of the curriculum to meet the needs of students and facilitates feedback to the students at various stages during the process.</li> </ul>

Question	Response
When will the SBA be effective?	<ul style="list-style-type: none"> <li>The SBA for CXC® CSEC® Mathematics will be examinable from the Examination Sitting in May June <u>2018</u>.</li> </ul>
Can a single SBA be submitted for both Additional Mathematics and Mathematics?	<ul style="list-style-type: none"> <li>No. CSEC® Additional Mathematics and CSEC® Mathematics have not been established as a cognate and as such candidates registering for both subjects must comply with the requirements established for the respective syllabuses.</li> </ul>
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Students should begin working on the SBA after the topic has been taught by the teacher <u>and</u> the student has assimilated the content.</li> <li>The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.</li> <li>Start discussing the format and objectives of the SBA at the beginning of the Term 3 of Form 4. It is also recommended that students be provided with the assessment criteria before commencing the project.</li> </ul>
When should the SBA be completed?	<ul style="list-style-type: none"> <li>The SBA should be completed by March 31<sup>st</sup> of the year in which the student will be sitting the examination.</li> <li>The SBA should also be completed in adherence with the school's internal deadline which should be at least one (1) week prior to the date set for the school's submission to the Local Registrar.</li> <li>In order to meet CXC®'s deadlines, Local Registrars will set their own deadline dates for submission of records and samples from schools.</li> </ul>
<p>When will the SBA be moderated?</p> <p>Why is the SBA moderated?</p>	<ul style="list-style-type: none"> <li>Moderation takes place during July in the year of the examination. Trained examiners remark the sample reports at the CXC® CSEC® Marking Exercise.</li> <li>CXC® as the awarding body conducts moderation as a component of the quality assurance process. Hence, samples are carefully chosen and moderated so as to analyse the quality of the marking and the consistency with which the teachers apply the Marking Scheme.</li> <li>Besides providing a moderation procedure, the remarking of the assignments has another critical purpose. It is intended to assess whether teachers have understood CXC®'s procedures. CXC® provides moderation feedback reports to teachers with comments designed to help teachers to improve their</li> </ul>

Question	Response
	<p>professional expertise in assessment. This diagnostic concept is a critical feature in the development of the teachers of the region.</p> <ul style="list-style-type: none"> <li>• All moderation forms are available from the local registrar or can be downloaded from the CXC® website at <a href="http://www.cxc.org">www.cxc.org</a>.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The teacher should work with students to develop definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> <li>• The SBA should not be implemented as a one-shot assessment activity.</li> <li>• Encourage students to work on the SBA assignment in stages. Feedback should be provided as necessary at every stage of the activity.</li> <li>• Allow students multiple opportunities to redo the SBA tasks and to submit different drafts of the SBA for review.</li> <li>• On each draft, provide the student with feedback that will allow him/her to improve on future drafts.</li> <li>• The final SBA product should be the students' best work.</li> </ul>
What is the teachers' deadline date for the submission of marks and sample?	<ul style="list-style-type: none"> <li>• Being aware of the Local Registrar's deadline as well as the CXC®'s deadline will inform the principal of the School's internal deadline that needs to be set for the teachers.</li> <li>• Completed mark sheets should be submitted to CXC® by April 30<sup>th</sup> of the year of the examination.</li> <li>• A sample of the students' projects, as indicated by CXC®, must be submitted to CXC® by May 31<sup>st</sup> of the year of the examination.</li> <li>• A copy of the mark sheets and all SBA project reports must be retained by the school for at least three months after the publication of CXC® results.</li> </ul>
What aspects of the SBA can be done as group work?	<ul style="list-style-type: none"> <li>• Group work should be encouraged and utilised where appropriate in adherence with CXC®'s guidelines. This would be beneficial for students who experience challenges with language.</li> <li>• The teacher is expected to give appropriate guidance at all stages of project work, for example, alternative procedures to follow and other sources of information. Students are not expected to work without the teacher's supervision.</li> </ul>
Is there a limit to the size of a group?	<ul style="list-style-type: none"> <li>• There is no theoretical limit to the size of a group.</li> <li>• However, practical considerations such as the type of project(s)</li> </ul>

Question	Response
	<p>being undertaken, the cross-disciplinary skill required of the students as well as the teacher (to facilitate cross-curricular integration) and lastly, the ability of the teacher to manage the group must be taken into consideration.</p> <ul style="list-style-type: none"> <li>• If the entire class does a single group project, it should be structured in such a way that each student contributes to the completion of the project. This should be monitored by the teacher and reflected in the SBA report.</li> </ul>
<p>Will a student be allowed to conduct research with a group but submit an individual SBA report?</p>	<ul style="list-style-type: none"> <li>• This is not recommended.</li> <li>• Any project done by a group requires a single report. Therefore, any student who works with a group should not submit an individual report.</li> <li>• A project report submitted by an individual student should provide evidence that the investigation(s) and reporting were done solely by the student for the project.</li> </ul>
<p>Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?</p>	<ul style="list-style-type: none"> <li>• Word Processing is allowed for the preparation of the project report, and students should be allowed to submit the SBA report electronically.</li> <li>• Charts and diagrams must be clear and legible. They can be created using a spreadsheet and then inserted in the project report.</li> <li>• Complex diagrams can be done by hand in pencil, then scanned and saved in a format which will allow them to be inserted in the project report.</li> <li>• Students should use whatever media they normally use in the classroom which best facilitate the correction of errors.</li> <li>• The use of technology is encouraged; however, photocopied project reports will not be accepted.</li> </ul>
<p>Are mark schemes standardized and clear or is there a need for the Department to standardize marking?</p>	<ul style="list-style-type: none"> <li>• Where necessary teachers from the same school should ensure a standardised approach to their interpretation of the given rubric.</li> <li>• Where a school may have teachers for separate groups within the subject, Departments should collaborate to develop standards in order to ensure that the moderation results are not adverse due to an obvious lack of standardization across groupings.</li> <li>• CXC® provides the mark scheme for the SBA project report in its syllabus.</li> </ul>
<p>What is the word limit</p>	<ul style="list-style-type: none"> <li>• All CSEC® level subjects have a word limit of one thousand</li> </ul>

Question	Response
for the SBA report on the project?	<p>(1000) words. There is no minimum word count but the project report should be an adequate representation of what was investigated.</p> <ul style="list-style-type: none"> <li>• The word limit does not include quotations, sources, charts, graphs, tables, pictures, references, and appendices.</li> <li>• Students will be given credit for all work completed that is in line with the Project Descriptors.</li> <li>• All content that is included in the Appendix <u>must</u> be referenced in the body of the report for credit to be given.</li> </ul>
What is the penalty for exceeding the specified word limit?	<ul style="list-style-type: none"> <li>• The penalty for exceeding the specified word limit is ten percent (10%) of the score which the student has earned on the SBA.</li> </ul>
<p>Are there any topics that are off-limit to the student?</p> <p>How many objectives must be addressed in a project?</p>	<ul style="list-style-type: none"> <li>• All topics should be considered and project proposals should be approved which are in keeping with the philosophical and instructional intent of the syllabus.</li> <li>• There is no defined number of objectives and the project should not cover a wide range of objectives.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Students may consult with resource persons besides the teacher; however the student's submission should be his or her own work.</li> <li>• Site visits and field trips must focus on objectives included in the syllabus in order to provide students with experiences which expand and reinforce their understanding.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• The teacher should provide a list of resources that students will need to complete the SBA.</li> <li>• The school is expected to supply all resources: access to computers and scanners; printing facilities; and consumables such as paper and ink for the printers.</li> </ul>
What help will be provided to the Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>• Workshops and school visits to Heads of Departments and teachers are provided by the Curriculum Planning and Development Division, to assist teachers in the design and development of the school based assessment.</li> <li>• Administrators should encourage Heads of Departments and teachers to build and support Mathematics fraternities in their districts.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>• CXC® does not provide monitoring support to schools in this subject.</li> <li>• Internal monitoring can be done by the Curriculum Planning</li> </ul>

Question	Response
	and Development Division at the request of the principal.
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Where possible, schedule in-class time for students to work on their SBA.</li> <li>• Approximately thirty (30) minutes per cycle or one (1) period <u>bi-monthly</u> should be dedicated on the timetable for teachers and students to discuss the development of the projects, i.e. investigations and reports.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>• CXC® SBA Manual for Principals CSEC® 2015, pages. 1 - 9, available on the CXC® website at <a href="http://www.cxc.org">www.cxc.org</a> provides information for principals.</li> <li>• CXC® SBA Handbook for Teachers, October 2013, available on the CXC® website at <a href="http://www.cxc.org">www.cxc.org</a> provides information for teachers.</li> <li>• CXC® CSEC® Mathematics Syllabus (Effective for examinations from May/June 2018) provides information for teachers and students.</li> <li>• All project reports and mark sheets are part of the examination records and will be considered the property of CXC®.</li> <li>• Additional resources to support the implementation of the CXC® CSEC® Mathematics syllabus are available in the Virtual Subject Group for CSEC® Mathematics hosted at Notesmaster (<a href="http://caribbean.notesmater.com/">http://caribbean.notesmater.com/</a>).</li> </ul>

## Music – CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Term 1 of Form 4. During each term, at least two performance pieces should be completed as well as the accompanying scale and arpeggios.</li> <li>• The Listening and Appraising (LIAP) Project should also be approached, one component of the project per term.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• End of Term 1 of Form 5.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Moderation will be done by external moderators following the CXC's timelines.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Students should submit all SBAs no later than the middle of February.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Teachers should submit marks no later than the last working day in February.</li> </ul>



Questions/Concerns	Response
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The performance of ensemble pieces and the study of performance pieces should be done in groups.</li> <li>• The development of LIAP skills should be done in groups and individual work.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• The SBAs can be submitted in either the student's own hand writing or using some form of word processing.</li> <li>• In cases where it is hand-written, the writing must be legible.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• All mark schemes should be standardized and clear.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Students are encouraged to develop their listening skills through exposure to professionals outside the school.</li> <li>• As part of their SBA students are required to interview a prominent artiste or attend a live performance.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Schools are required to provide instruments for students to play and have these instruments tuned or repaired where necessary e.g. steelpan.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Officers of the Curriculum Planning and Development Division are always willing to visit schools and have one on one sessions with Heads of Departments, teachers and groups of students.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be conducted by the Head of Department, Vice Principal and/or Principal using guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Provided by Curriculum Officers, Curriculum Planning and Development, during ongoing school visits or upon request.</li> </ul> </li> <li>• Samples of students' SBAs can be requested from Heads of</li> </ul>

Questions/Concerns	Response
	Departments and teachers during school visits.
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>Students should submit parts of their SBA every term and have it marked by the teacher. A copy of the submissions should be retained by the teacher to aid in compiling the SBA.</li> <li>Each term students should have studied and performed at least two of the practical requirements of the syllabus as well as the related scales and arpeggios or technical exercises.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>The process and products needed are clearly indicated in the syllabus.</li> <li>See Appendix 8.</li> </ul>

## Office Administration - CSEC

Questions/Concerns	Response	
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Teachers should begin working with students during Term 2 of Form 4. This can be initiated via an SBA timeline document which can be distributed to students. (See Appendix 5). This document would be useful to track individual student progress.</li> </ul>	
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Term 2 of Form 5.</li> </ul>	
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>Samples moderated by the CXC following the CXC's timelines.</li> </ul>	
What is the students' deadline date?	Student	Teachers
What is the teachers' deadline date?	Deadlines must be specified by timeline document.	Teachers are required to submit timeline document to the Head of Department who will be responsible for monitoring completion.
	Consequences for non-compliance must be attached to each element of the timeline.	SBA timeline dates should be combined into Scheme of Work to enable bi-weekly or fortnightly follow up.
	Parent should sign timeline document.	Head of Department should communicate progress to administration via an SBA report.

Questions/Concerns	Response
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Research project - can be conducted individually or in groups. If the latter is pursued, the teacher must instruct students to utilize different organizations to ensure that duplication does not occur.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Office Administration assignments must be word processed and submitted in a soft - back folder inclusive of the following:               <ul style="list-style-type: none"> <li>- Cover Page</li> <li>- Table of Contents</li> <li>- Bibliography.</li> </ul> </li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• The mark scheme for Office Administration is clearly specified in the syllabus.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Office Administration requires students to visit organizations to conduct investigation into specific aspects of the business organization.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Reliable internet connection, computers, printers.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Teachers can request assistance for clarification of the mark schemes, marking of the SBAs and general implementation of the syllabus from Officers of the Curriculum Planning and Development Division.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring:               <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring:               <ul style="list-style-type: none"> <li>- Curriculum Monitoring is done by Curriculum Officers during school visits.</li> </ul> </li> </ul>

Questions/Concerns	Response
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>SBA timeline dates should be combined into Scheme of Work to enable bi-weekly or fortnightly follow up.</li> </ul>
What additional information might Principals need?	<ul style="list-style-type: none"> <li>See Appendix 5.</li> </ul>

## Performing Arts - Drama - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Term 2 of Form 6.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>By the end of March of Term 2 of Form 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>By the end of April of Form 6.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Group discussion with the teacher and /or peer discussion about the meaningfulness of the process.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Students may submit their journals in their own handwriting. However, projects should be submitted in typewritten format.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>Mark schemes are standardized and clear.</li> <li>There is a need to have departmental discussion about the criteria for assigning marks (especially when there is more than one teacher in a department preparing students for the exam and the samples are taken across classes).</li> </ul>
Should students go on field trips and/or	<ul style="list-style-type: none"> <li>Apprenticeship with practitioners.</li> <li>Fieldtrips to view dramatic productions.</li> </ul>

Questions/Concerns	Response
be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Perform in spaces outside of the school.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Textbooks, Internet access and theatre software.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops will be held as necessary by the Visual and Performing Arts Unit (VAPA) of the Curriculum Planning and Development Division to provide support for SBAs. Curriculum Officers are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum monitoring is done by Officers of the Curriculum Planning and Development Division where samples of students; SBAs may be requested from Heads of Departments and teachers.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Curriculum Officers of the VAPA Unit, the Curriculum Planning and Development Division can be contacted if further information is required.</li> </ul>

## Performing Arts - Music - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Term 1 of Form 6.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• By the end of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• By the end of March of Term 2 of Form 6.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• By the end of Term 2 of Form 6.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Perform on their instrument in an ensemble performance where the candidate has a clear and distinguishable role in the performance. Ensemble pieces must be Caribbean or arranged in a Caribbean</li> </ul>

Questions/Concerns	Response
	style.
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>Students can submit their projects in their own handwriting however music software is available for composing and arranging of pieces.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>Mark schemes are standardized and clear.</li> <li>There is a need to have departmental discussion about what they will be looking for to assign marks (especially when there is more than one teacher in a department preparing students for the exam and the samples are taken across classes.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Have students perform with instrumental groups that read Music e.g. Community orchestras, military and police bands, church ensembles.</li> <li>Invite local classical artistes to give workshops to the students on their activity.</li> <li>Visit local orchestra rehearsals and concerts to examine rehearsal and performance practice.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>Additional textbooks, Internet access and instruments.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Workshops will be held when and where necessary by the VAPA Unit, Curriculum Planning and Development Division to discuss SBAs and Curriculum Officers are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring: <ul style="list-style-type: none"> <li>Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>External Monitoring: <ul style="list-style-type: none"> <li>Curriculum monitoring is done by Curriculum Officers during school visits.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Contact Curriculum Officers - Visual and Performing Arts, Curriculum Planning and Development Division if further</li> </ul>

Questions/Concerns	Response
	information is required.

## Physical Education - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Term 1 - Theory.</li> <li>• Preparation for first Sport Option and Assessment of sport skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Term 2 - Theory.</li> <li>• Preparation for first and second Sport Options and Assessment of sport skills.</li> <li>• Class Project: Introduction of the Class Project.</li> </ul>
	<ul style="list-style-type: none"> <li>• Term 3 - Theory.</li> <li>• Preparation for second and third Sport Options and Assessment of sport skills.</li> <li>• Class Project: Introduction of the Class Project.</li> </ul>
	<ul style="list-style-type: none"> <li>• Term 4 - Theory.</li> <li>• Preparation for third Sport Option and Assessment of Sport skills.</li> <li>• Continue Class Project.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• Term 5 - Theory.</li> <li>• Assessment of third Sport Option.</li> <li>• Preparation for External.</li> <li>• Examination (Practical).</li> <li>• Completion of Class Project.</li> </ul>
	<ul style="list-style-type: none"> <li>• Term 6 – Theory.</li> <li>• Revision and External Examination (Paper 01 - Theory).</li> <li>• External Examination (Paper 02 - Practical).</li> <li>• Completion of Class Project.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Teacher and students determine deadlines.</li> </ul>
What is the Teachers' deadline date?	<ul style="list-style-type: none"> <li>• Principal and teacher determine deadlines in keeping with the CXC's deadlines.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The practical skills are assessed individually.</li> <li>• The entire class plans and executes the project. Each student has an individual role to perform from 9 possible roles. In large classes, more than one student may have the same role but must work independently to collect relevant data and prepare written</li> </ul>

Questions/Concerns	Response
	reflections on the activities of the project to be submitted in a portfolio.
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>• Students can submit either hand – written work that must be legible or use some form of word processing.</li> </ul>
Are mark schemes standardized and clear or is there a need to have departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>• Mark schemes are standardized and clear. However, to maintain standards, teachers should have opportunities for ongoing training, through workshops, in assessing the wide range of practical skills that students may choose.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• In Physical Education students are advised to liaise with coaches or join Sports Clubs to enhance skills for the Paper 2 option.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• All equipment and resources for teaching and assessment purposes should be provided, except for the options that students choose which are offered by the CXC but are not within the national curriculum e.g. Golf, Boxing, and Martial Arts.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops on School - Based and Practical Assessments are done annually for new and beginning teachers.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Internal Monitoring: <ul style="list-style-type: none"> <li>- Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>• External Monitoring: <ul style="list-style-type: none"> <li>- Curriculum monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers during school visits.</li> </ul> </li> </ul>



Questions/Concerns	Response
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>Three hours per week is recommended.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>To ensure that students develop the various skills that may be acquired through involvement in CSEC Physical Education, the programme should cover a two-year period.</li> </ul>

## Physical Education – CAPE - Unit 1

Questions/Concerns	Response
Who is eligible to write the CAPE Physical Education Exam?	<ul style="list-style-type: none"> <li>Any student with the minimum qualifications of 5 CXC subjects.</li> </ul>
Does the child have to possess a pass in Physical Education at the CXC level?	<ul style="list-style-type: none"> <li>No.</li> </ul>
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>The students should begin the SBA at the start of Term 1 with guidance in theory and practice from the teacher.</li> </ul>
What might be a good approach to use when guiding students through the SBA?	<ul style="list-style-type: none"> <li>An integrated approach in which the theory from Unit 1 Anatomy and Physiology is used in conjunction with the practical activities.</li> </ul>
How many periods per week should be allocated to the SBA?	<ul style="list-style-type: none"> <li>At least two periods per week.</li> </ul>
Are candidates required to be highly proficient in terms of skills/tactics related to the practical area chosen for the SBA?	<ul style="list-style-type: none"> <li>This is not necessary as the practical proficiency of the students will not be assessed. However, it is desirable that they attain adequate levels of competency.</li> </ul>
What form	<ul style="list-style-type: none"> <li>Students should be allowed to submit the written aspect in their</li> </ul>

Questions/Concerns	Response
candidates can present the written aspect of their SBA?	<p>own handwriting or using a word processor.</p> <ul style="list-style-type: none"> <li>• Photocopied projects will not be accepted.</li> </ul>
What sporting areas can a candidate choose to develop his/her coaching programme / lesson?	<ul style="list-style-type: none"> <li>• Any sporting area which forms part of the syllabus either for Year 1 or 2.</li> </ul>
Can two or more students choose similar sporting activities and/or lessons for assessment and moderation?	<ul style="list-style-type: none"> <li>• Two or more candidates can choose similar activities and lessons, provided that they are done individually and are not essentially the same. However, teachers should be vigilant to guard against plagiarism.</li> </ul>
Can aspects of the SBA such as Programme / Lesson Planning be done as a group or individually?	<ul style="list-style-type: none"> <li>• These aspects can be taught using collaborative strategies but for the SBA it must be strictly individual work.</li> </ul>
Do students need to deliver more than one lesson for assessment purposes?	<ul style="list-style-type: none"> <li>• Students are encouraged to deliver several lessons as practice but only 1 must be selected for assessment.</li> </ul>
When does the moderation period begin?	<ul style="list-style-type: none"> <li>• At the beginning of May after internal marks are entered on the Online Registration System (ORS).</li> </ul>
What happens if the teacher assessment conditions cannot be replicated for the moderation in terms of venue, participants, equipment, weather etc.?	<ul style="list-style-type: none"> <li>• Teachers should guide the students so that this should not occur. However, the teacher must advise the moderator about any variation which should be considered.</li> </ul>
What should be done if a student selected by the ORS is unable	<ul style="list-style-type: none"> <li>• Ensure that the other students are present and select the candidate with the ranking closest to the student who is unable to participate.</li> </ul>

Questions/Concerns	Response
to participate in the moderation process on the assigned day?	
What is the role of the teacher during the moderation process re: assistance to student for access to facilities, equipment etc.?	<ul style="list-style-type: none"> <li>• The teacher facilitates the administrative aspects of the process for the students in terms of access to equipment facilities etc. he/she provides the moderator with data and engages in discussions related to the moderation.</li> </ul>
Can a candidate change the sporting activity or lesson which was assessed by the teacher for the moderation?	<ul style="list-style-type: none"> <li>• No. The candidate must deliver the same lesson that was assessed by the teacher.</li> </ul>
Can the moderator communicate with or question the students during the moderation process?	<ul style="list-style-type: none"> <li>• The moderator should not communicate directly with the candidate but can do so through the teacher if necessary.</li> </ul>
How should one assess the officiating aspect in sporting areas which do not lend themselves readily to the demands of the rubric? E.g. Dance and Swimming.	<ul style="list-style-type: none"> <li>• The moderator and teacher should discuss how they are going to modify the rubric to suit the unique circumstance and use the adjusted rubric for internal assessment and moderation.</li> </ul>
How should the marking proceed in situations where students are doing activities in the same sporting area and the first candidate would have set up the area, equipment etc.?	<ul style="list-style-type: none"> <li>• Allow the first candidate to break down the area after his/her lesson. Give the second candidate an opportunity to set up the area as he/she sees fit.</li> </ul>
Are candidates	<ul style="list-style-type: none"> <li>• They may do so if they realize that the situation requires such an</li> </ul>

Questions/Concerns	Response
allowed to divert from the stated activities in their lesson plan so as to enhance the delivery of the lesson?	intervention. This should be viewed in a positive light if it contributes to pedagogical strength.
Who is responsible for all administrative arrangements when the moderation exercise must be completed off site?	<ul style="list-style-type: none"> <li>• The centre or school is responsible for meeting the MOE and CAPE standards for an activity held outside of a school facility.</li> </ul>
What should occur if the moderator and the teacher cannot agree on a mark for a specific aspect of the candidate's work?	<ul style="list-style-type: none"> <li>• If no compromise can be reached, the moderator's mark should prevail.</li> </ul>
What information pertaining to the moderation process is the school entitled to receive? When and from whom?	<ul style="list-style-type: none"> <li>• The moderator should use the feedback form to discuss the moderation process. Also, informal discussions related to enhancing the programme should follow at the end of moderation.</li> </ul>

## Physical Education – CAPE - Unit 2

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>At the beginning of Term 1, the format of SBA should be discussed. It is also recommended that candidates be provided with assessment criteria before commencing the project, as students are required to host an event and produce a written document.</li> <li>Some time in class should be allocated for general discussion of project work.</li> </ul>
What might be a good approach to use when guiding students through the SBA?	<ul style="list-style-type: none"> <li>Teachers can start with the Sports Management Module of the Unit as the SBA relies heavily on this module. The teacher should work with students in producing the questionnaire and other aspects of the research.</li> </ul>
When is the deadline for students' submission of the written product?	<ul style="list-style-type: none"> <li>The teacher should work with students to develop definite time lines for achieving clearly identified objectives, from project inception to project completion.</li> <li>The SBA should not be implemented as a one - shot assessment activity.</li> <li>Encourage students to work on the SBA assignment in stages. Feedback should be provided as necessary at every stage of the activity.</li> <li>Allow students multiple opportunities to redo the SBA tasks and to submit different drafts of the SBA for review.</li> <li>On each draft, provide the student with feedback that will allow him/her to improve on other drafts.</li> <li>The final SBA product should be the students' best work.</li> </ul>
In what form candidates can present the written aspect of their SBA?	<ul style="list-style-type: none"> <li>The project is written work based on research or investigation involving collection, analysis and evaluation of data.</li> <li>Students should be allowed to submit the SBA electronically.</li> <li>Photocopied projects will not be accepted.</li> </ul>
What areas can a candidate choose to develop his/her event on?	<ul style="list-style-type: none"> <li>The SBA can take the format of a sporting event, a conference, a fair or workshop.</li> </ul>
Can two or more students work on an event together?	<ul style="list-style-type: none"> <li>The Unit 2 SBA can be done in groups to share the workload of the project.</li> </ul>
Can aspects of the	<ul style="list-style-type: none"> <li>The written product to be moderated can be done in a group.</li> </ul>

Questions/Concerns	Response
SBA such as the written product be done as a group or individually?	
When does the moderation period begin?	<ul style="list-style-type: none"> <li>• The Moderation period for Unit 2 begins at the end of February and continues in March as the unit must be moderated in the presence of the moderator.</li> </ul>
What is the role of the teacher during the moderation process re: assistance to student for access to facilities, equipment etc.?	<ul style="list-style-type: none"> <li>• The teacher during the SBA moderation must also mark the students' work in the presence of the moderator. The event must be set up beforehand without the assistance of the teacher.</li> </ul>
Can the moderator communicate with or question the students during the moderation process?	<ul style="list-style-type: none"> <li>• The moderator should keep all communication between the teacher and him/herself during the moderation period.</li> </ul>
What type of resources will be provided for the SBA?	<ul style="list-style-type: none"> <li>• The teacher should provide a list of resources to the administration that students will need to complete the SBA.</li> <li>• The school is expected to supply all resources: access to computers and scanners; printing facilities; practical equipment and multi-media for the event.</li> </ul>
How should the marking proceed in situations where students are producing the same written document in a group?	<ul style="list-style-type: none"> <li>• The teacher should create his/her own internal rubric to assess each student individually so that differentiation in marking can be obtained.</li> </ul>
Who is responsible for all administrative arrangements when the moderation exercise must be completed off site?	<ul style="list-style-type: none"> <li>• The centre or school is responsible for meeting the MOE and the CXC CAPE standards for an activity held outside of a school facility.</li> </ul>

## Physics - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Teachers should begin students' practical activities from Term 1 of Unit 1 and 2.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>At the end of April of the year of the examination.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The CXC recommends that a maximum of three students should be assigned to group work.</li> <li>In cases where students work in a group and obtain similar results, the lab report submitted must be done individually by each member of the group and only the Aim, Apparatus and Materials, Diagrams and Results reported are expected to be similar.</li> <li>All other formats of the lab report such as Method, Calculations, Graphs, Sources of Error, Precautions, Discussion, Reflection and Conclusion are expected to be different as the lab report is written up individually by each member of the group.</li> <li>Any group work must be done in pairs - a maximum of 3 students can be grouped for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>A bounded Laboratory Book should be used for recording and reporting activities where applicable.</li> <li>The lab report should be done in students' handwriting, in addition to graphs and diagrams that are also drawn.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>There should be departmental discussion on all practical activities to be conducted.</li> <li>All mark schemes to be used should be standardized.</li> <li>SBA marks are not uploaded to the CXC's ORS as individual classes, but as a group, so it is imperative that standardized mark schemes be used for SBA grading.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Field trips are recommended for students pursuing CAPE Physics to promote interest and develop the students' understanding of theoretical concepts, principles and laws to the "real world".</li> <li>Persons whose jobs typically involve Principles and Applications of Physics such as Pilots and Engineers should be</li> </ul>

Questions/Concerns	Response
	sourced and encouraged to relate their “real world” Physics experiences and insights to the students.
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Heads of Department should provide to their Principal, adequate and timely requisitions for essential material and apparatus needed to conduct laboratory activities.</li> <li>• The Recommended Minimum Equipment List can be found on pages 76 – 77 of the CAPE Physics CXC A16/U2/07 syllabus.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops for new teachers are to be conducted throughout the academic year by the Curriculum Officers - Science of the Curriculum Planning and Development Division.</li> <li>• Online support through the Physics Educators’ Network of Trinidad and Tobago (PENTT) is expected to facilitate effective pedagogy.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• CAPE: 3 periods per week (40 minutes per period).</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• See Appendix 2.</li> </ul>

## Physics - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Practical activities should begin in Term 1 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• During the period from the end of February to the second week in March in the year of examination.</li> </ul>
How is Physics moderated?	<ul style="list-style-type: none"> <li>• For CSEC Physics moderation, the exercise would commence in February of Form 4, and is expected to be completed by the end of March in the year of the examination.</li> <li>• Moderation of the five selected students would also include the four experimental skills i.e. ORR, AI, MM and PD. During moderation a practical activity would be conducted by the students whose books were chosen for sample.</li> <li>• The assigned moderator would observe these students perform the activity among their peers, and the skill assessed at that point in time would include Manipulation/Masurement (MM).</li> </ul>



Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>• This skill of MM and another, would then be marked by the assigned moderator and completed in the corresponding Moderation forms available for download from CXC.org</li> <li>• Principals should expect moderators from March to second week in April.</li> <li>• See Appendix 2.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The deadlines should facilitate the onsite moderator visits in Term 3 of Year 1 for the Form 4 and during Term 2 of Year 2 in Form 5 for a second visit.</li> <li>• Administrators should set their deadline to their Heads of Departments in relation to when the assessment sheets are submitted by the onsite moderator to the Local Registrar by April 30<sup>th</sup> of the year of the examinations.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• The suggested teacher's/school's internal deadline date, should be at least three weeks prior to Ministry of Education's final deadline date. This date is based on the particular needs of the individual school and would be determined by the Principal.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The CXC recommends that a maximum of three students should be assigned to group work concerning the Investigative project.</li> <li>• In cases where students work in a group and obtain similar results, the lab report submitted must be done individually by each member of the group and only the Aim, Apparatus and Materials, Diagrams and Results reported are expected to be similar.</li> <li>• All other formats of the lab report such as Method, Calculations, Graphs, Sources of Error, Precautions, Discussion, Reflection and Conclusion are expected to be different as the lab report is written up individually by each member of the group.</li> <li>• Any group work must be done in pairs - a maximum of 3 students can be grouped for a large class.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• A bounded Laboratory Book should be used for recording and reporting activities where applicable.</li> <li>• The lab report should be done in students' handwriting, in addition to graphs and diagrams that are also drawn.</li> </ul>
Are mark schemes standardized and clear or is there a	<ul style="list-style-type: none"> <li>• There should be departmental discussion on all practical activities to be conducted. This is especially important when different Physics teachers are teaching the same Form level i.e.</li> </ul>

Questions/Concerns	Response
need for departmental discussion to ensure standardized marking?	<p>Form 4 or 5.</p> <ul style="list-style-type: none"> <li>• All mark schemes to be used should be standardized.</li> <li>• SBA marks are not uploaded to the CXC's ORS as individual classes, but as a group, so it is imperative that standardized mark schemes be used for SBA grading.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Field trips are recommended for students pursuing CAPE Physics to promote interest and develop the students' understanding of theoretical concepts, principles and laws to the "real world".</li> <li>• Persons whose jobs typically involve Principles and Applications of Physics such as Pilots and Engineers should be sourced and encouraged to relate their "real world" Physics experiences and insights to the students.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Heads of Department should provide to their Principal, adequate and timely requisitions for essential material and apparatus needed to conduct laboratory activities.</li> <li>• The Recommended Minimum Equipment List can be found on pages 78 – 80 of the new CSEC Physics CXC 22/G/SYLL 13 syllabus.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops for new teachers are to be conducted throughout the academic year by the Curriculum Officers - Science of the Curriculum Planning and Development Division.</li> <li>• Online support through the Physics Educators' Network of Trinidad and Tobago (PENTT) is expected to facilitate effective pedagogy.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• For CSEC Physics, Form Four (4) Monitoring exercises would commence in February and would be completed by the end of March in the year of the examination.</li> <li>• In the case of Form Four monitoring, Monitors will: Check the lab books of the fourth form students, and at least ten 10 lab practical activities should have been marked by the teacher at that point in time. They might speak with a few of the fourth form students to get a sense of their lab experience and finally complete the Moderator's report form FRM/EDPD/0296 or 0297 or 0298.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• A minimum of five 40-minute periods per week, including one double period, be allocated to the subject over a two-year period.</li> </ul>

Questions/Concerns	Response
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• See Appendix 2.</li> </ul>

## Principles of Accounts - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Term 3 of Form 4.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>• SBA deadline dates can be: First draft first week in December, second draft first week in January and the final draft just before Carnival and mock examinations.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• By the end of February of Term 2 of Form 5.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• Teachers should present marks for the first draft of the SBA to their Head of Department midway through Term 2 of Form 5. Final SBA marks are due by the end of Term 2 of Form 5.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• The SBA can be a simulated exercise designed by teacher or by students working in groups. Each student must present an individual report and display knowledge and skills in his/her own words.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• Use word processing for the description, analysis etc. (and manually for ledgers, day books etc.).</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• Mark schemes are clarified through use of moderation sheet and further clarification sought through departmental discussions.</li> </ul>
Should students go on field trips and/or	<ul style="list-style-type: none"> <li>• Field trips are not required.</li> </ul>

Questions/Concerns	Response
be exposed to personnel with subject expertise outside the school?	
What resources should the school provide?	<ul style="list-style-type: none"> <li>The teachers/students choice of activity will determine the kind of resources needed.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Workshops are held by the TVET Unit, Curriculum Planning and Development Division every year to provide support for SBAs. Curriculum Officers - Business are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring: <ul style="list-style-type: none"> <li>Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>External Monitoring: <ul style="list-style-type: none"> <li>Curriculum monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers during school visits.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Contact Business Curriculum Officers at the Curriculum Planning and Development Division if further information is required.</li> </ul>

## Principles of Business (POB) - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Inform students about the requirements of the SBA during the first week Term 1 of Form 4. Students should be given a copy of the SBA rubric/mark scheme and be advised to follow the rubric as POB topics are taught. Students should have a SBA notebook to do sections of the SBA as the relevant topic is taught in class. Teachers should set timelines for SBA completion.</li> <li>For SBA based on Production module, students can start SBA from Term 1 of Form 4. A first draft of the complete SBA can be submitted by the first week in the Term 1 of Form 5. A second draft can be submitted midway through Term 1 and the final by the first week in Term 2 of Form 5.</li> <li>For SBA based on the Marketing module, students can start SBA</li> </ul>

Questions/Concerns	Response
	<p>at the end of Term 3 of Form 4.</p> <ul style="list-style-type: none"> <li>For SBA based on the Finance module, students can start during the Term 1 of Form 5.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>By the end of February of Term 2 of Form 5.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>For Production SBA, a first draft of the complete SBA can be submitted by the first week in the Term 1 of Form 5. A second draft can be submitted midway through Term 1 and the final by the first week in Term 2 of Form 5.</li> <li>For the Marketing SBA, the first draft must be presented first week in Term 2 of Form 5 for marking. Midway through the term a second draft should be presented to the teacher for marking and the final SBA must be presented before the end of the Term 2.</li> <li>For the Finance SBA, students can start during the Term 1 of Form 5. A first draft must be presented midway during the Term 1 of Form 5. A second draft must be presented midway during the Term 2 of Form 5 and a final SBA before the end of Term 2.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Teachers should present marks for the first draft of the SBA to their Head of Department midway through Term 2 of Form 5. Final SBA marks are due by the end of Term 2 of Form 5.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The POB SBA is an individual project and student work should be done in a notebook in the class assigned SBA period.</li> <li>When all parts are completed then the parts should be put together to form the entire project.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Since online submission of CAPE Economics SBAs is now requested by the CXC, students should become familiar with a word processing document and Microsoft Excel and practice drawing graphs, tables and producing diagrams using the software. Students should have a flash drive for back-up copies.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>Mark schemes are standardized and clear.</li> </ul>

Questions/Concerns	Response
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>The POB SBA is a business plan and students are required to start their own businesses. They can visit a similar type business to aid in the final presentation. This can be done privately by the student.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>This SBA does not require the provision of any resources by the school.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Workshops are held by the TVET Unit, Curriculum Planning and Development Division every year to discuss SBAs and Curriculum Officers - Business are available to assist any teacher if needed.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal Monitoring: <ul style="list-style-type: none"> <li>Should be done internally by the Head of Department, Vice Principal and/or Principals using the suggested guidelines.</li> </ul> </li> <li>External Monitoring: <ul style="list-style-type: none"> <li>Curriculum monitoring is done by Curriculum Officers where samples of student SBAs are requested from Heads of Departments and teachers during school visits.</li> </ul> </li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Contact Curriculum Officers - Business at Curriculum Planning and Development Division if further information is required.</li> </ul>

## Pure Mathematics - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Three Module Tests - Unit 1.</li> <li>Three Module Tests - Unit 2.</li> <li>The module tests must be administered under examination conditions at the school. They are not to be done as homework assignments.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>The module tests should be completed in adherence with the school's internal deadline which should be at least one week prior to the date set for the school's submission to the Local Registrar.</li> <li>In order to meet the CXC's deadlines, Local Registrars will set their own deadline dates for submission of records and samples</li> </ul>

Questions/Concerns	Response
	from schools.
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Moderation by remarking: <ul style="list-style-type: none"> <li>- Trained examiners re- mark samples of assignments, practical work or projects during the marking exercise. These samples are carefully chosen so as to analyze the quality of the marking and the consistency with which the teachers apply the marking scheme.</li> </ul> </li> <li>• Besides providing a moderation procedure, the remarking of the assignments has another critical purpose. It is intended to assess whether teachers have understood the CXC's procedures. The CXC provides moderation feedback reports to teachers with comments designed to help teachers to improve their professional expertise in assessment. This diagnostic concept is a critical feature in the development of the teachers of the region.</li> <li>• All moderation forms are available from the local registrar or can be downloaded from the CXC website at <a href="http://www.cxc.org">www.cxc.org</a>.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The teacher should work with students to develop definite time-lines for completing all three module tests.</li> <li>• The module tests should be administered after the teacher has completed the syllabus objectives defined in the respective module.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>• The completed mark sheets should be submitted to the CXC no later than April 30<sup>th</sup> of the year of the examination, via the Online Registration System (ORS).</li> <li>• Awareness of the Local Registrar's deadline as well as the CXC's deadline will inform the Principals of the internal dead line that needs to be set for the teachers.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>• Preparation for the module tests can be done collaboratively using a study group.</li> <li>• The module tests must be done independently under normal examination conditions.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>• The module tests are in the form of pencil and paper tests, therefore they should be handwritten using dark blue or black ink.</li> </ul>
Are mark schemes standardized and	<ul style="list-style-type: none"> <li>• Where necessary teachers should ensure a standardized approach to their interpretation of the given guidelines.</li> </ul>

Questions/Concerns	Response
clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>Where a school may have teachers for separate groups within the subject, departments should collaborate to develop and implement standards, in order to ensure that the moderation results are not adverse due to an obvious lack of standardization across groupings.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Site visits and field trips must focus on objectives included in the syllabus in order to provide students with experiences which expand and reinforce their understanding.</li> <li>Refer to <i>Caribbean Examinations Council SBA Handbook for Teachers</i>, October 2013, pp.12-14, available on the CXC website at <a href="http://www.cxc.org">www.cxc.org</a>.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>The teacher should provide a list of resources that students will need to complete the SBA.</li> <li>The school is expected to supply the module tests and writing paper on the day of the test.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Workshops and school visits to Heads of Departments and teachers are provided by Officers of the Curriculum Planning and Development Division, to assist teachers in the design and development of the module tests, if necessary.</li> <li>Administrators should encourage Heads of Department and teachers to develop, participate in and support Mathematics fraternities in their districts.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Internal monitoring can be done by officers of the Curriculum Planning and Development Division at the request of the Principals.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>One hour to one and a half hours of class time should be scheduled for each module test.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>The CXC CAPE Syllabi are comprehensive and should be read thoroughly by students so that they are aware of what is expected of them.</li> <li>Principals should also ensure that: <ul style="list-style-type: none"> <li>Teachers are using the appropriate syllabus.</li> <li>Teachers and Heads of Department receive the appropriate guidelines.</li> <li>Teachers are aware of the relevant materials, such as</li> </ul> </li> </ul>



Questions/Concerns	Response
	<p>Guidelines for the submission of SBA samples and the Moderation of SBA Form required for the administration of the SBA.</p> <ul style="list-style-type: none"> <li>- Teachers offer assistance to students only as permitted in the syllabus.</li> <li>- Teachers complete all the relevant information on the appropriate forms and submit the SBA marks and SBA samples by the deadline dates.</li> <li>• Principals should encourage teachers to monitor students' progress by advising them on the quality of their work in progress and suggesting ways to improve quality.</li> <li>• All assessments and assessment sheets are part of the examination records and will be considered the property of the CXC.</li> <li>• See Appendix 6.</li> </ul>

## Religious Education - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• All research must be completed and the paper written prior to Term 2 of the final school year (The CXC syllabus guidelines).</li> <li>• It is recommended that work begins in Term 2 of Form 4 to allow students time to select and investigate their topics.</li> </ul>
When should SBAs be completed?	
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Samples will be moderated by the CXC.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• The deadlines should consider the following: <ul style="list-style-type: none"> <li>- Selection of a topic: Term 2 of Form 4.</li> <li>- Researching the topic: Terms 2 and 3 of Form 4.</li> <li>- Writing of the paper: Term 3 of Form 4</li> <li>- Submission of the final paper: Term 1 of Form 5.</li> </ul> </li> <li>• The Religious Education SBA, is an individual project subject to selection of a topic by the student.</li> <li>• The paper should be typed.</li> <li>• The narrowing down of the topic and the formulation of the aims of the research can be done using a group work approach.</li> <li>• Students must submit their work in typewritten format.</li> </ul>
What is the teachers' deadline date?	
What aspects of the SBAs can be done as group work?	
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	

Questions/Concerns	Response
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>• The mark scheme is standardized by the CXC and is clearly set out in the Religious Education Syllabus.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The Religious Education paper requires expert knowledge from resource persons external to the school which students can gather on their own under parental supervision and teacher guidance. Field trips can be an integral part of the process depending on the perspective of the students' topic(s).</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Access to the computer lab and printing facility.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Monitoring of the process to ensure that students and teachers are on track.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Visits by Officers of the Curriculum Planning and Development Division upon request once feasible.</li> </ul>
What special timetable arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• A minimum of 2 periods per week.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Ensure that the papers are properly edited and of a high quality.</li> <li>• Note: The following are the requirements for the Electronic Submission of Religious Education effective 2016.</li> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> </ul> </li> </ul>

Questions/Concerns	Response
	- Print screen to verify information was received by the CXC.

## Social Studies - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Teachers can begin task in Term 2 of Form 4 or for the latest Term 3 of Form 4. This will allow for some syllabus coverage and some options for selection of SBA topics.</li> <li>Deadlines should be set for each of the nine tasks.</li> <li>Submission of first draft should be by end of Term 1 of Form 5.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Submission of first draft should be by end of Term 1 of Form 5.</li> <li>Submission of first draft should be by end of Term 1 of Form 5. Final draft should be by February of Term 2.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Teachers should brainstorm ideas with students after which a list of social/economic/political concerns can be compiled. If more than one student chooses a particular topic then a group can be configured. Clear guidelines should be given for the actual writing - up of group SBAs. Whilst similarities may be allowed up to the questionnaire, all ensuing tasks must reflect individual work.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<p>Note: The following are the requirements for the Electronic Submission of Social Studies effective 2016.</p> <ul style="list-style-type: none"> <li><u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>Internet.</li> <li>Computer with related software.</li> </ul> </li> <li><u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>Files must be submitted in PDF.</li> <li>Teacher must have a Flash drive to back up documents.</li> <li>Flash drive must be kept for 1 year.</li> </ul> </li> <li><u>SBA documentation :</u> <ul style="list-style-type: none"> <li>Print screen to verify information was sent to the CXC.</li> <li>Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure	<ul style="list-style-type: none"> <li>While there are standardized mark scheme, teachers should be clear on the expectations for each task before proceeding to assign marks. Department meetings should be arranged so that all ambiguities are erased and marking can be done collaboratively.</li> </ul>

Questions/Concerns	Response
standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Some topics may require a field trip (e.g. Geography based - focusing on an environmental issue).</li> <li>• Resource material can be used to support analysis- archives, internet sites (Caribbean based), books, newspapers, magazines, etc.</li> </ul>
What resources should the school provide?	<p>Note: The following are the requirements for the Electronic Submission of Social Studies effective 2016.</p> <ul style="list-style-type: none"> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops.</li> <li>• Identification of teacher training needs in teaching strategies, assessment.</li> <li>• The CXC update on any syllabus change.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Termly monitoring of teaching practices and SBAs. Termly monitoring of teaching practices and SBAs.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Where there are double periods teachers can choose to teach lesson content for 1 period and SBA research methods/tasks in another period.</li> </ul>
What additional information do Principals need?	<p>Note: The following are the requirements for the Electronic Submission of Social Studies effective 2016.</p> <ul style="list-style-type: none"> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> </ul> </li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>- Flash drive must be kept for 1 year.</li> <li>• <u>SBA documentation</u> : <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>

## Sociology - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>• Teachers can begin task in Term 1.</li> <li>• Sufficient time should be allowed for teaching the research skills.</li> </ul>
When should SBAs be completed?	
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>• Planning for the research paper can begin as early as Term 1.</li> <li>• Research should begin after sociological concepts, perspectives and methods have been taught.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>• Samples will be moderated within the CXC's timelines.</li> </ul>
What is the teachers' deadline date?	
What aspects of the SBAs can be done as group work?	
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	
Are mark schemes standardized and clear or is there a need for	<p>Note: The following are the requirements for the Electronic Submission of Social Studies effective 2016.</p> <ul style="list-style-type: none"> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation</u> : <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>

Questions/Concerns	Response
departmental discussion to ensure standardized marking?	<p>collaboratively.</p> <ul style="list-style-type: none"> <li>• Effective May- June 2014 the School - Based Assessment for each Unit consists of a research paper of 1300-1500 words.</li> </ul>
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Some topics may require a field trip. Resource material can be used to support analysis- archives, internet sites (Caribbean based), books, newspapers, magazines etc.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Note: The following are the requirements for the Electronic Submission of CAPE Sociology effective 2016.</li> </ul> <p>Note: The following are the requirements for the Electronic Submission of Social Studies effective 2016.</p> <ul style="list-style-type: none"> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops: Identification of teacher training needs in teaching strategies, assessment. CXC's update on any syllabus change.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Termly monitoring of teaching practices and SBAs.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• 2 - 4 periods per week.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Note: The following are the requirements for the Electronic Submission of CAPE Sociology effective 2016.</li> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> </ul>

Questions/Concerns	Response
	<ul style="list-style-type: none"> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC.</li> </ul> </li> </ul> <p>Effective May- June 2014 the school based assessment for each unit consists of a research paper of 1300-1500 words.</p>

## Technical Drawing (TD) – CSEC (Revised)

The SBA constitutes 40% of the final mark and **EACH** candidate **MUST** submit a **portfolio** reflecting **ALL** activities (identified in the SBA Mark Scheme) done over the 2-year period

Questions/Concerns	Response
When should teachers begin working with candidates e.g. Term 2 of Form 4?	<ul style="list-style-type: none"> <li>• As soon as teaching begins in Form 4, as portfolio development commences once an activity has started. Teachers should start their SBA preparation with students in Term 1 of the academic year (September to December) of Form 4.</li> <li>• Since the portfolio is an accumulation of the candidates' ongoing learning across the course of the two-year programme, it must be started at the commencement of the Technical Drawing programme.</li> </ul>
What should the SBA assessment contain?	<p>The SBA assessment will contain:</p> <ul style="list-style-type: none"> <li>• At least Five (5) pieces of evidence from Section 1 (Fundamentals of Technical Drawing): - Two (2) from OHS&amp;E and three (3) from the remaining section; <ul style="list-style-type: none"> <li>• Checklist of evidence of site visit (for example, name of company, contact person, summary of organisation's health and safety practices, safety practice deficiencies identified, environmental practices, photographs or other forms of evidence);</li> <li>• Project on various types of lines, symbols, drawing conventions and codes;</li> <li>• Project on drawing equipment and instruments.</li> </ul> </li> <li>• Six (6) pieces from Section 2 - (Geometrical Construction): At least six pieces of evidence: 3 from Plane Geometry and 3 from Solid Geometry;</li> </ul> <p>The evidence <b>MUST</b> be derived from different topics within the</p>

Questions/Concerns	Response
	<p>Section.</p> <ul style="list-style-type: none"> <li>Section 3A (Building Drawing) or 3B (Mechanical Engineering Drawing)</li> </ul> <p>Evidence of these sections will take the following format: Design/redesign a Building component or Mechanical Engineering device/gadget to solve a simple functional problem in one of fourteen categories as identified in the syllabus.</p>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As required by the school in accordance with the Ministry of Education deadlines for the online submission of scores. This is usually by the first week in March of the exam year.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The moderation process is conducted in March after ORS has generated SBA samples.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> </ul>
Should it be a group project and if so how should teachers ensure that individual work goes on e.g. what can be supplied as a common submission and what should the candidate's own contribution	<ul style="list-style-type: none"> <li>The Technical Drawing SBA, is an individual project but the initial ideas for solutions to the problem can be brainstormed in groups during class sessions and then students can move on to individualizing the solutions. This makes the SBA less intimidating to students.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>Students are required to write the following for the final project: <ol style="list-style-type: none"> <li>Problem statement</li> <li>Conditions</li> <li>Design justification</li> <li>Design a portfolio</li> </ol> </li> <li>All students must submit a portfolio with drawing pieces which are acceptable in Computer Aided Design (CAD) or traditional drawing method.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to	<ul style="list-style-type: none"> <li>The syllabus has a standardized and detailed mark scheme.</li> <li>The SBA is a composite of the marks derived from the school-based assessment portfolio pieces which show a clear integration of the recommended units for the integration of the CVQ drawing units.</li> <li>The sample mark schemes presented in syllabus must be</li> </ul>



Questions/Concerns	Response
assign marks?	adapted to reflect the concepts assessed in each piece.
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>Field trips, research assignments and use of resource personnel are recommended, especially where resources are not provided by the school to meet syllabus requirements.</li> </ul>
What resources/consumables should the school provide?	<p>The principal is required to provide:</p> <ul style="list-style-type: none"> <li>Consumable materials (paper for drawing or printing; ink for printers for students using CAD)</li> <li>Drawing tables for traditional method</li> <li>Computers (with the capability i.e. ram &amp; memory) to use a CAD program that can respond to drawing commands quickly.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Curriculum monitoring throughout the process, assessment of the SBA process and provide feedback to teachers.</li> <li>Additionally, Principals/Heads of Departments can contact the Curriculum Planning and Development Division to solicit assistance to provide support for Teachers and aid in clarity in product, processes or procedures.</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>As requested by school personnel.</li> </ul>
What special arrangements need to be put in place e.g. 1 period a week, 3 hour or whole day set aside?	<ul style="list-style-type: none"> <li>Adequate periods, minimum 6. The suggested time allocation is six forty-minute periods (6x40) per week, distributed as 2 x 3 periods or 3 x 2 periods. Single periods are not recommended.</li> <li>Principals can encourage TD teachers to allow students to use the TD room at lunch period or make arrangements for the use of the TD room at lunch time on certain days, especially just prior to the final deadline.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>The syllabus is divided into four (4) Sections:  SECTION 1 - Fundamentals of Technical Drawing  SECTION 2 - Geometrical Construction (a) Plane Geometry (b) Solid Geometry SECTION 3 - Building Drawing SECTION 4 - Mechanical Engineering Drawing Candidates are expected to undertake SECTION 1: Fundamentals of Technical Drawing, SECTION 2: Geometrical Construction and EITHER SECTION 3: Building Drawing OR SECTION 4: Mechanical</li> </ul>

Questions/Concerns	Response
	<p>Engineering Drawing.</p> <ul style="list-style-type: none"> <li>Schools are required to secure all SBA (Projects and written assignments) for three months after the release of CSEC results to enable queries to be entertained and investigated.</li> <li>At registration, it should be indicated which option (Mechanical/Building) students are pursuing and which method of drawing (Traditional/CAD) they are utilizing.</li> </ul>

## Textiles, Clothing and Fashion – CSEC (Revised)

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>The SBA requires that students produce a portfolio with a minimum of sixteen (16) practical activities and it is important that the compilation of this portfolio commence during the Term 1 of Form 4</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education's deadlines for the online submission of scores.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>The second SBA will be moderated during the end of Term 1 or the beginning of Term 2 of Form 5. The CVQ portfolios will be moderated at least twice by external personnel during the two (2) year period.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>As determined by the school in accordance with the Ministry of Education deadlines for the online submission of scores.</li> <li></li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The students are required to complete three SBA assessments over the course of two years before the end of Term 2 of Form 5.</li> <li>One assessment in the Term 3 of Form 4, to be marked by the teacher.</li> <li>One assessment between November and February of the Form 5, to be marked by an external moderator and the teacher.</li> <li>One assessment in the second Term of Form 5, to be marked by the teacher.</li> <li>Students are expected to be competent in the areas being tested therefore sufficient practical exercises should be conducted prior to the SBA period.</li> </ul>

Questions/Concerns	Response
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>Group work can be done for the 16 practical assignments required for the portfolio however the three SBA practical assignments must be done as individual assignments</li> </ul>
Are students allowed to submit their projects in their own handwriting or can they use some form of word processing?	<ul style="list-style-type: none"> <li>Evaluation exercises should be done in the students' handwriting. Word processing or students handwriting are accepted for all other aspects.</li> </ul>
Are mark schemes standardized and clear or is there a need to have Departments discuss what they will be looking for to assign marks?	<ul style="list-style-type: none"> <li>The mark schemes for all SBA's are standardized and clear however new teachers will be trained in marking SBA's at moderation workshops.</li> </ul>
Should students go on field trips or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>It is advisable that students be taken on field trips to various stakeholders e.g. Trinidad and Tobago Bureau of Standards to view various laboratory techniques.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>The school is responsible for providing the consumables for the students' SBA assignments. Therefore, teachers are required to submit their requisition lists in a timely manner.</li> </ul>
What help will be provided to Heads of Departments and teachers?	<ul style="list-style-type: none"> <li>Guidance in accordance to the requirements of the SBA – example - interpretation of the question, suggestions on approach and pre-requisites</li> </ul>
What level of monitoring can principals expect?	<ul style="list-style-type: none"> <li>Curriculum Officer will respond as requested.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>On designated dates with agreement from external moderator.</li> </ul>
What additional information do principals need?	<ul style="list-style-type: none"> <li>The Curriculum Officer will be available to provide guidance to teachers where necessary. It is advisable that where a new teacher is given a Form 5 class, the Curriculum Officer should be contacted to view SBA 1, so that guidance can be provided</li> </ul>

Questions/Concerns	Response
	as necessary.

## Theatre Arts including Dance - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>From Term 2 of Form 4 and ongoing</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Term 3 of Form 4 - May/June (Practical 1).</li> <li>Term 1 of Form 5 - November (Practical 2).</li> <li>Term 2 of Form 5 - March (Practical 3).</li> <li>Written SBA - Critique of a Play - June of Form 4.</li> <li>Written SBA - Research Paper - December of Form 5.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>Moderation by the CXC.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Term 3 of Form 4 - May/June (Practical 1).</li> <li>Term 1 of Form 5 - November (Practical 2).</li> <li>Term 2 of Form 5 - March (Practical 3).</li> <li>Written SBA - Critique of a Play – April of Form 4.</li> <li>Written SBA - Research Paper - November of Form 5.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Term 3 of Form 4 - May/June (Practical 1).</li> <li>Term 1 of Form 5 - November (Practical 2).</li> <li>Term 2 of Form 5 - March (Practical 3).</li> <li>Written SBA - Critique of a Play - June of Form 4.</li> <li>Written SBA - Research Paper - December of Form 5.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>All practical SBAs are group SBAs. Students are required to journal their process individually.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Word documents are recommended for the written SBAs.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental	<ul style="list-style-type: none"> <li>Mark schemes are clear. Workshops are arranged annually for all Theatre Arts teachers in order to standardize mark schemes.</li> </ul>

Questions/Concerns	Response
discussion to ensure standardized marking?	
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• Theatre Arts requires students to go on field trips to view live plays or Dance productions, some of which are at night.</li> <li>• Also, the Research Paper requires students to conduct a physical interview with a Theatre /Dance practitioner.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• Payment of cost to attend two productions per academic year for all students of Theatre Arts.</li> <li>• The school should provide transport and the cost of at least half of admission per student, and payments in full for the Theatre Arts teacher.</li> <li>• The written SBA (Critique) is based on live viewing of a production.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Workshops for teachers are scheduled twice per year. Visits to schools by Officers of the Curriculum Planning and Development Division, either by request or routine, will offer support to Heads of Department and teachers.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• Monitoring of the CSEC results will inform the Officers of the Curriculum Planning and Development Division of the areas of concern. <ul style="list-style-type: none"> <li>- Working with Principals to monitor posts, time-tabling, allocation of space and resources, student performance etc.</li> </ul> </li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• Three periods per week should be allocated for SBA preparation.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Theatre Arts at CSEC comprises 3 options – Drama, Dance, Stagecraft</li> <li>• Each option has 3 practical SBAs and 2 written SBAs</li> <li>• Practical SBAs are scheduled by the CXC as follows: <ul style="list-style-type: none"> <li>- Term 3 of Form - May/June Practical 1.</li> <li>- Term 1 of Form 5 - November Practical 2.</li> <li>- Term 2 of Form 5 - March Practical 3.</li> </ul> </li> <li>• An External Examiner will visit the school on scheduled days to conduct external examination of the practical SBAs, along with the teacher.</li> <li>• Focus on the Theatre Arts curriculum as a performance-based</li> </ul>

Questions/Concerns	Response
	subject.

## Tourism - CAPE

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>Teachers must provide students with the requirements of the School Based Assessment (one per Unit) within the first week of Form Six.</li> <li>By October/November of the year level, students must begin working on the SBA.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>The SBA must be completed by the end of March of Term 2 of Form 6.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Deadline dates must be set for students to complete the SBA for Units 1 and 2.</li> <li>Teachers must monitor the various stages to ensure the work is authentic and to prevent plagiarism.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>Administrators must set deadlines for the marking of the SBAs and submission of marks to meet the deadline of the CXC.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>The Tourism SBA for Unit 1 involves 'Evaluating the sustainability of a Tourism Business'.</li> <li>Students are required to produce a research project. The site visit to the business may be done as a group. However, individual evaluations are to be completed.</li> <li>The Tourism SBA for Unit 2 requires students to produce a portfolio which involves an outline for 'Developing a Business Plan for a Tourism Product/Service/or Activity.' Individual work is expected in completing the SBA for Unit 2.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Students are allowed to submit the SBAs in the form of a word processing output or in their own handwriting, provided it is neat and legible.</li> </ul>
Are mark schemes standardized and clear or is there a need for	<ul style="list-style-type: none"> <li>The criteria used for marking the research project is very clear and can be located on pages 43 to 50 of the CAPE Tourism curriculum (2013). As a department, teachers must collaborate</li> </ul>

Questions/Concerns	Response
departmental discussion to ensure standardized marking?	and standardize the marking exercise for consistency.
Should students go on field trips and/or be exposed to personnel with subject expertise outside the school?	<ul style="list-style-type: none"> <li>• The Tourism SBA for Unit 1 requires the visit to a business place/site involved in tourism. Teachers may provide assistance to the student in gaining access to the selected business. The visit can be done privately by the student or as a group.</li> <li>• The Tourism SBA for Unit 2 does not require any field trips.</li> </ul>
What resources should the school provide?	<ul style="list-style-type: none"> <li>• This SBA does not require the provision of any consumables by the school.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>• Once a request is made by the school, Officers of the Social Sciences Unit of the Curriculum Planning and Development Division will respond. Workshops are held periodically and on a needs basis.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>• If a problem exists, the Principals may communicate this information in writing to the Director, Curriculum Planning and Development Division. Once this information is forwarded to the Curriculum Officers, assistance will be provided to resolve the issue.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>• An integrated approach is important towards the completion of the project. The project should be integrated in the teaching of the subject to allow for the reinforcement of key components pertinent to its completion.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>• Students should be guided in selecting the appropriate methodology and data collection technique.</li> </ul> <p>Note: The following are the requirements for the Electronic Submission of CAPE Tourism effective 2016.</p> <ul style="list-style-type: none"> <li>• <u>Student and teacher access to:</u> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Computer with related software.</li> </ul> </li> <li>• <u>Submission of SBA:</u> <ul style="list-style-type: none"> <li>- Files must be submitted in PDF.</li> <li>- Teacher must have a Flash drive to back up documents.</li> <li>- Flash drive must be kept for 1 year.</li> </ul> </li> <li>• <u>SBA documentation :</u> <ul style="list-style-type: none"> <li>- Print screen to verify information was sent to the CXC.</li> <li>- Print screen to verify information was received by the CXC</li> </ul> </li> </ul>

## Visual Arts - CSEC

Questions/Concerns	Response
When should students begin working on SBAs?	<ul style="list-style-type: none"> <li>It is recommended that teachers start working with students by Term 2 of Form 4. Term 1 should be used for students to select their two productions which their SBAs and exam will be based on.</li> </ul>
When should SBAs be completed?	<ul style="list-style-type: none"> <li>Term 2 of Form 5.</li> </ul>
When will SBAs be moderated?	<ul style="list-style-type: none"> <li>Samples will be moderated by the CXC.</li> </ul>
What is the students' deadline date?	<ul style="list-style-type: none"> <li>Term 2 of Form 5.</li> </ul>
What is the teachers' deadline date?	<ul style="list-style-type: none"> <li>The deadline for final submission of SBA marks (Form 5) to the school's administration should be no later than the end of February. This however, can be adjusted based on the deadline set by the CXC/ Exams Section of Ministry of Education for upload and submission of marks. There are no marks required for submission for Form 4 students.</li> </ul>
What aspects of the SBAs can be done as group work?	<ul style="list-style-type: none"> <li>As much as possible individual work/ project is recommended.</li> </ul>
Are students allowed to submit their projects in their own handwriting or can some form of word processing be used?	<ul style="list-style-type: none"> <li>Projects can be submitted in either the student's own hand writing or using some form of word processing.</li> <li>In cases where it is hand-written, the writing must be legible.</li> </ul>
Are mark schemes standardized and clear or is there a need for departmental discussion to ensure standardized marking?	<ul style="list-style-type: none"> <li>The mark schemes are standardized and clearly laid out in the syllabus. Due to the nature of the subject where there is a lot of room for subjectivity it is recommended that in schools where there is more than one teacher that all teachers in the subject area come together for the marking process. In the schools with one teacher it is recommended that there be collaboration with the neighboring schools for the marking process. This will assist in a better standardization of marks.</li> </ul>
Should students go on field trips and/or be exposed to personnel with	<ul style="list-style-type: none"> <li>There will be the need for students to go on field trips to meet artists, visit exhibitions and in some cases visit historical and natural sites based on their areas of study.</li> </ul>



Questions/Concerns	Response
subject expertise outside the school?	
What resources should the school provide?	<ul style="list-style-type: none"> <li>Schools are required to provide all consumables, tools and equipment necessary for students to complete their SBAs and exam pieces. This list will vary for the various options that students will choose to study.</li> </ul>
What help will be provided to Heads of Department and teachers?	<ul style="list-style-type: none"> <li>Officers of the Curriculum Planning and Development Division, are ready to assist in any way necessary. This can be in the form of workshops, individual consultations, practical demonstrations, etc.</li> </ul>
What level of monitoring can Principals expect?	<ul style="list-style-type: none"> <li>Monitoring will be done in the first instance on a needs basis.</li> <li>Schools have also been identified based on 2014 results and also results trend over the years for monitoring.</li> <li>Schools have also been identified for implementation of the subject and in some cases to improve the number of student entries as well as number of students completing the exam.</li> </ul>
What special time table arrangements need to be put in place for SBAs?	<ul style="list-style-type: none"> <li>Visual Arts at the CSEC level requires at least six periods per week. This can be broken up into 3 double periods or 1 triple, one double and a single period.</li> </ul>
What additional information do Principals need?	<ul style="list-style-type: none"> <li>Students should be given a fair chance at selecting the subject.</li> <li>It is of utmost importance that adequate tools and materials be supplied for students in a timely manner.</li> <li>Submission and selection of SBA samples must follow the guidelines set out by the CXC and packaged carefully based on the options submitted.</li> <li>SBAs should be kept at the school at all times and must be accessible in the event of an audit by the CXC or the Ministry of Education. No SBAs pieces are to be returned to students until end of October of the Exam year.</li> <li>Ensure that all SBAs and journals do not show any evidence of plagiarism.</li> <li>Parents should be called in in a timely manner with respect to non-submission of assignments and SBAs. This will assist in students' completion of the exams.</li> </ul>

## APPENDICES

### Appendix 1: Additional Mathematics – CSEC

*CSEC Scoring Rubric: Discussion for Clarification of Rubric Criteria and Alignment of Some Project Samples.*

PROJECT DESCRIPTORS		DISCUSSION
<b>Project Title</b>	Clear and concise Relates to real-world problems	<ul style="list-style-type: none"> <li>• The phrase “relates to real-world problems” is to be interpreted as “in a real-world context.”</li> <li>• The variables in the project title must be <b>measurable variables</b>.</li> <li>• The project title must be specific and not have room for ambiguity.               <ul style="list-style-type: none"> <li>A. <i>Use of statements</i> for project titles e.g.                   <ol style="list-style-type: none"> <li>1. “To prepare a detailed plan of a poolside landscape <b>area</b> including lighting with precise <b>costing</b> of materials needed.” San Fernando West Secondary.</li> <li>2. “To determine the minimum <b>capacity</b> of packing material needed for packaging lampshades of various designs.” Vessigny Secondary.</li> <li>3. “To test the truth of advertisements that the <b>volume</b> of bottled water stated on labels is the correct volume obtained by customers.”</li> <li>4. “To determine the <b>fairness</b> of a homemade spin wheel constructed for use in a school fundraiser game.” ASJA Girls’ Barrackpore.</li> </ol> </li> <li>B. Use of Question formats for the project titles e.g. “Do Form Four students of Sunshine Vale Secondary School spend too much <b>time</b> on Face book on week nights?”</li> <li>C. <i>Use of hypothesis statements</i> e.g. “Are girls between 14 and 18 years generally shorter</li> </ul> </li> </ul>

		than boys at the same <b>age</b> ?” (Tabaquite Secondary).
<b>Purpose of Project</b>	Purpose clearly stated, appropriate in level of difficulty.	<p>Content should reflect Topics/ Specific Objectives of CSEC Additional Mathematics Syllabus.</p> <ul style="list-style-type: none"> <li>Some students are writing Background information which closely resembles Literature Reviews in this section of their projects or simply repeating titles of project. This should be discouraged.</li> <li>Students are not stating variables, units of measurement, and instruments (where applicable) in the purpose.</li> <li>The “why” in terms of real life use is often neglected in the purpose.</li> </ul>
<b>Methods of Data Collection</b>	Data collection method clearly described and appropriate and without flaws	This section of the projects is generally well done. However, students should be encouraged to use the language of the subject in their descriptions e.g. Project B: sample size, mean, range, method of sampling.
<b>Presentation of Data</b>	<p>At least one table and one graph used</p> <p>Data clearly written, labelled, unambiguous and systematic</p> <p>Graphs, figures, tables and statistics/mathematical symbols used appropriately</p>	<p>This section of the project is generally well done.</p> <ul style="list-style-type: none"> <li>Students should be encouraged to use stem and leaf diagrams and box and whisker plots to display data.</li> <li>Greater accuracy of the data collected and displayed is needed.</li> <li>Data collected must be valid and reliable. If the data presented appears too varied, the student should explain it in the discussion.</li> </ul> <p>Raw data can be placed in the Appendix.</p>
<b>Mathematical Knowledge/ Analysis of Data</b>	<p>Appropriate use of mathematical concepts.</p> <p>Accurate use of mathematical concepts demonstrated.</p> <p>Some analysis attempted.</p> <p>Analysis is</p>	<p>“Analysis is coherent” means “Analysis must be aligned with the purpose”</p> <p>Analysis was generally a weak area of the project. Students were awarded 1 mark for some analysis attempted.</p> <ul style="list-style-type: none"> <li>Greater student guidance by teachers is needed. Use of summary data may enhance students’ ability to interpret and analyze data in more coherent manner.</li> <li>For modelling projects, a flowchart outlining steps of the problem being investigated and a guide to appropriate formulae could be helpful to students.</li> </ul>

	coherent Analysis used a variety (two or more) of approaches.	
<b>Discussion of findings Conclusions</b>	Statements of findings are clearly identified Statements follows from data gathered/ solution of problem Conclusions based on findings and relate to purposes of project  Conclusion is valid  Suggestions for future analysis	<p>The format of the analysis and discussion sections must be kept <b>simple, relevant to the data collected and the purpose and be reader friendly to the examiner.</b></p> <p>The language of the subject must be reflected in the writing. If paragraphs are used, these must be clearly defined for each part of the explanation.</p> <p>The conclusion must be in sync with the investigations carried out.</p> <p>Students frequently fail to score in this area. A suggestion for future analysis, is interpreted to mean how projects could be extended for future use. Internet research can be utilized where applicable.</p>

*Guidelines for Interpretation and Marking Project A*

<b>Project Descriptors</b>	<b>Description</b>
<b>Project title</b>	The title must clearly state <b><u>WHAT</u></b> the project is about. It can be a statement or question. It must be both clear and concise.
<b>Purpose</b>	The purpose explains <b><u>WHY</u></b> the project is being done. What real-world problem is going to be solved?
<b>Mathematical formulation</b>	This details <b><u>HOW</u></b> the problem described in the purpose is going to be solved.
<b>The Problem solution</b>	Following the instructions in the mathematical formulation, the problem solution is derived in this section of the project i.e. the problem is <b><u>SOLVED</u></b> .

<b>Application of solution</b>	Here the solution derived is applied to the real-world context. How does the solution solve the problem?
<b>Discussion of Findings/ Conclusion</b>	The discussion explores and interprets the solution obtained in light of the project's objectives. It also presents an evaluation of the particular method used. For example: Based on the results, how could the project be improved? What additional, future use or analysis is possible? What recommendations can be made?
<b>Overall Presentation</b>	This is an assessment of the entire written report.

*Guidelines for Interpretation and Marking Project B*

<b>Project Descriptors</b>	<b>Description</b>
<b>Project title</b>	The title must clearly state <b><u>WHAT</u></b> the project is about. It can be a statement or question. It must be both clear and concise.
<b>Purpose</b>	The purpose explains <b><u>WHY</u></b> the project is being done. What real-world problem is going to be investigated?
<b>Method of Data Collection</b>	This details <b><u>HOW</u></b> data will be collected, indicating the variables of the problem.
<b>Presentation of Data</b>	In this section data collected is organized and visually represented in labelled tables, graphs/ charts. Appropriate statistical/mathematics symbols are used where appropriate.
<b>Mathematical knowledge/ Analysis</b>	Here the data collected is analyzed. This process involves both quantitative and qualitative approaches to evaluate the data in relation to the purpose of the study/ investigation.
<b>Discussion of findings/ Conclusion</b>	The discussion explores and interprets the solution obtained in light of the project's objectives. It also presents an evaluation of the particular method used so limitations are identified. The conclusion provides a summary of the results/findings as it relates to the purpose of the project.
<b>Overall Presentation</b>	This is an assessment of the entire written report.

## **Appendix 2: Biology, Chemistry and Physics – CSEC**

### **CARIBBEAN EXAMINATIONS COUNCIL**

#### **HEADQUARTERS**

#### ***On-Site Moderation of SBA for CSEC® Biology, Chemistry and Physics***

### **THE MODERATION PROCESS**

#### **Purpose of Moderating School-Based Assessment**

1. To ensure that the teachers' marks are fair, that is, a true reflection of the students' work/ability
2. To ensure consistency of the marking – from student to student within a school; from teacher to teacher within a school; from teacher to teacher across schools
3. To ensure that the standards set by the Caribbean Examinations Council (CXC) are understood and implemented; thus providing accountability
4. To provide guidelines to all involved in the marking process
5. To assist teachers in the implementation of the curriculum
6. To contribute to the reliability and validity of the assessment product and process

#### **Background**

1. Moderators are selected by the respective Ministries of Education based on guidelines set by CXC. These guidelines include academic qualifications, experience, knowledge of the curriculum and expertise.
2. CXC issues contracts to the Moderators via the Local Registrar.
3. The moderation exercise should commence in February be completed by the end of March in the year of the examination.
4. Only fifth form students are to be moderated.
5. Moderated marks and a moderation report are to be sent to CXC via the Local Registrar.
6. For 2014 **only**, Moderators are required to visit the fourth form students and send a report to CXC.
7. Each year Moderators should meet to standardize on the mark scheme, under the guidance of a Chief Moderator/Curriculum Officer/Education Officer. Consensus must be arrived at, after discussion. Standardization should be done as follows:
  - A sample of students' lab practical is selected based on a range of marks.
  - All Moderators mark a few of the same tasks and discuss the marks awarded. Again, consensus must be arrived at, after discussion.

#### **Procedure**

When assigned to a centre, the Moderator should

1. Contact the teacher through the Principal and Head of Department
2. Agree with the teacher on the date and time for the moderation exercise

3. Remind the teacher to have available his/her mark sheet and the lab books of **all** the fifth form , as well as **all** the fourth form students.
4. Remind the teacher to have name tags on all on students.
5. Remind the teacher to make a copy of the procedure for the lab practical.

### **On the Day of Moderation**

1. Meet the Principal, Head of Department and teacher.
2. Spend some time to determine the five students to be moderated, based on the teacher's mark sheet, and following CXC's guidelines (FRM/EDPD/029 or 052 or 145).
3. Have the teacher complete the Moderation form (**FRM/EDPD/031 or 054 or 147**).
4. Inform the teacher of the skills that you will be assessing during the lab practical.
5. Get a copy of the procedure for the lab and the teacher's mark scheme.
6. Clarify the mark scheme with the teacher. Make sure that you understand the criteria as written by the teacher.
7. Note positive and negative points (inconsistencies) about the procedure or mark scheme. These are to be discussed after you mark the lab practical. **Note: You are required to provide guidelines/assistance/coaching to the teacher, NEVER to demean or be punitive.**
8. In the laboratory, before the start of the exercise address the students, putting them at ease with the procedure.
9. Mark the five students – you may have to move around the lab to do so. Do not assist or provide corrective feedback to the students during the exercise. However, for clarification, you may ask a student the reason for a particular action/activity that you observed.
10. Thank the students at the end of the lab practical.
11. Re- mark the lab books of the **same** five students and complete Form **FRM/EDPD/031 or 054 or 147**.
12. Check the lab books of the fourth form students – four to six lab practicals must have been marked by the teacher. Speak with a few of the fourth form students to get a sense of their lab experience.
13. Complete the Moderator's report form (**FRM/EDPD/0296 or 0297 or 0298**).
14. Have an informative cordial discussion with the teacher.
15. Have the forms signed by the relevant persons.

### **Points to note**

1. This exercise is Centre moderation – there must be cooperation among the teachers.
2. The five students must be chosen from among all the students writing the particular CSEC subject.
3. If any student selected for the sample is absent, then select another student within the same range of marks.
4. This is NOT a punitive exercise but an exercise to lift the standard of science in the school, and by extension, in the Caribbean region.

5. Where there is a need to assist teachers (outside of the moderation exercise) please let the Education /Curriculum Officer know.
6. Irregularities must be reported to CXC on the External Moderator's report form. If there is need, please send the lab books to CXC through the Local Registrar, clearly outlining the irregularity.

**Ms Cyndra Ramsundar**  
**ASSISTANT REGISTRAR**  
**EXAMINATIONS DEVELOPMENT AND PRODUCTION DIVISION**  
**[cramsundar@cxc.org](mailto:cramsundar@cxc.org)**  
**1 246 243 9406 (m)**  
**1 246 227 1846 (w)**



## Appendix 3: Electronic Document Preparation and Management (EDPM) - CSEC

### *SBA Timeline Document*

Name of Student.....

Name of Teacher .....

Class.....

Year.....

Element	Date Started	Date Completed	Comments
SBA Assignment 1			
SBA Assignment 2			
SBA Assignment 3			
Two page indented or blocked style letter			
A circular letter with tear off slip			
Manuscript			
Tabular Work			
Meeting document 1			
Meeting document 2			
Display 1			
Display 2			
Legal work 1			
Legal work 2			

.....

Parent Signature

## Appendix 4: History - CSEC

### Teacher's Checklist

Criteria	Nature of the Project/Assignment	Yes	No
VALIDITY OF THE PROJECTS	1. <i>I had a brainstorming session with my class to share information on topics available from the Core, Theme or Local History that could be used for SBA.</i>		
	2. <i>I approved all my students' research proposals.</i>		
	3. <i>I monitored students' progress by giving them feedback as to the quality of their work and availability of resource materials.</i>		
	4. <i>I advised students of dates for completion of their papers.</i>		
	5. <i>I collected and marked the projects, took copies as records and submitted samples in keeping with CXC guidelines.</i>		
TEACHING STRATEGY	6. <i>I collaborated with students on the objectives of the investigation, the content required, the primary and secondary sources available, and the type of evidence required for answering the question.</i>		
	7. <i>I motivated students by triggering relevant prior knowledge about the topic they were investigating.</i>		
	8. <i>I guided them as needed and gave feedback before assessing performance.</i>		
ASSESSMENT	9. <i>I marked the projects, following the mark scheme in the syllabus.</i>		
PRESENTATION	10. <i>Candidates' reports are submitted in SIMPLE soft-backed folders of "Quarto" or "A4" size.</i>		
	11. <i>The candidates' name and registration number, title of the study and the name of the school are clearly written on the outside of the folder AND on the FIRST page.</i>		
	12. <i>A table of contents is included at the beginning of the research project.</i>		
	13. <i>The presentation, handwritten or typed, is neat and legible</i>		
	14. <i>All illustrations are placed appropriately in the body of the text.</i>		

	15. Candidates have a bibliography which represents an alphabetical list of the sources consulted for the research project.		
	16. In cases where greater detail cannot fit in the body of the work, candidates have used an appendix at the end of the project.		

### **Mark Scheme for Research Projects**

The project, which is expected to cover one term's work, should be marked out of 35.

Criteria	P2 (UK + EC)
<b>Identify an Area of Research (2 marks)</b> Area of research clearly identified 2 marks Area of research not clearly identified 1 mark	
<b>Develop a Rationale (3 marks)</b> Rationale for selecting area of research fully developed 3 marks Satisfactory development of rationale 2 marks Limited development of rationale 1 mark	
<b>Collection of Data (8 marks)</b> Excellent use of sources 7-8 marks Good use of sources 5-6 marks Satisfactory use of sources 3-4 marks Weak use of sources 1-2 marks	
<b>Analysis and Interpretation (6 + 4 = 10 marks)</b> (a) - Excellent analysis of data 5-6 marks - Satisfactory analysis of data 3-4 marks - Weak analysis of data 1-2 marks (b) - Conclusions are fully supported by the data 4 marks - Conclusions are partially supported by the data 2-3 marks - Conclusions are minimally supported by the data 1 mark	
<b>Presentation and Documentation (6+ 6 = 12 marks)</b> (a) - Excellent language skills 5-6 marks - Satisfactory language skills 3-4 marks - Weak language skills 1-2 marks (b) - Excellent use of the conventions for writing a research paper 5-6 marks - Satisfactory use of the conventions for writing a research paper 3-4 marks - Weak use of the conventions for writing a research paper 1-2 marks	

<b>Total 35 marks</b>	

## Appendix 5: Office Administration – CSEC

### *SBA Timeline Document Office Administration*

**Name of Student**.....

**Name of Teacher**.....

**Class**.....

**Year**.....

Element	Date Started	Date Completed	Comments
Title Page			
Table of contents			
Title of the project			
Two aims of the project			
Two functions of the relevant department			
Correspondence			
Methodology			
Five questions asked of personnel of the firm selected			
Schedule of activity			
Regulations and Policies governing the firm			
Report			
Impact of office equipment			
Bibliography			

.....  
Parent Signature

## Appendix 6: Pure Mathematics – CAPE

### *Module Tests*

- (i) Design a separate test for each Module. The Module test **MUST** focus on objectives from that module.
- (ii) In cases where several groups in a school are registered, the assessments should be coordinated, common tests should be administered and a common marking scheme used.
- (iii) One sample of **FIVE** students will form the sample for the centre. If there are less than five students **ALL** scripts will form the sample for the centre.

### *Guidelines for Module Tests and Presentation of Samples*

#### 1. COVER PAGE TO ACCOMPANY EACH MODULE TEST

The following information is required on the cover of each Module test.

- Name of school and territory, Name of teacher, Centre number.
- Unit Number and Module Number.
- Date and duration (**1 - 1 $\frac{1}{2}$  hours**) of Module test.
- Clear instructions to candidates.
- Total marks allotted for Module test.
- Sub-marks and total marks for each question **MUST** be clearly indicated.

#### 2. COVERAGE OF THE SYLLABUS CONTENT

- The number of questions in each Module test must be appropriate for the stipulated time of (1 - 1 $\frac{1}{2}$  hours).
- **CAPE past examination papers should be used as a guide ONLY.**
- Duplication of specific objectives and questions must be avoided.
- Specific objectives tested must be from the relevant Unit of the syllabus.

### 3. MARK SCHEME

- Unitary mark schemes **MUST** be done on the detailed worked solution. (i.e., **one (1) mark should be allocated per skill assessed, not 2, 3, 4 etc. marks per skill**)
- **FRACTIONAL / DECIMAL MARKS MUST NOT BE AWARDED**  
(i.e. **DO NOT ALLOCATE ( $\frac{1}{2}$ ) MARKS**)
- The total marks for Module tests **MUST** be clearly stated on the teacher's solution sheets.
- A student's mark final mark out of 20 **MUST** be entered on the front page of the student's script.
- Hand written mark schemes **MUST** be NEAT and LEGIBLE. The **unitary** marks **MUST** be written on the right side of the page.
- **Diagrams MUST be neatly drawn with geometrical/mathematical instruments.**

### 4. PRESENTATION OF SAMPLE

- Student's responses **MUST** be written on letter sized paper ( $8\frac{1}{2} \times 11$ ).
- Question numbers **MUST** be written clearly in the left hand margin.
- The total marks for **EACH QUESTION** on students' scripts **MUST** be clearly written in the left or right margin.
- **ONLY ORIGINAL** students' scripts **MUST** be sent for moderation.
- Photocopied scripts **WILL NOT BE ACCEPTED.**
- Typed Module tests **MUST** be **NEAT** and **LEGIBLE.**
- The following are required for each Module test:
  - ❖ A question paper.
  - ❖ Detailed solutions with detailed unitary mark schemes.
  - ❖ The question paper, detailed solutions, unitary mark schemes and five (5) students' samples should be batched together for each Module.
- Marks recorded on PMath1 – 3 and PMath2 – 3 forms must be rounded off to the nearest whole number. If a student scored zero, then zero must be recorded. If a student was absent, then absent must be recorded.
- Form PMaths 2-4 is for official use **ONLY** and should not be completed by the Teacher. However, teachers may complete the relevant information: Centre Code, Name of Centre, Territory, Year of Examination and Name of Teacher(s).
- Teachers are asked to note the following:
  - (a) The relationship between the marks for the assignment and those submitted to the CXC on the *School-Based Assessment* form should be clearly shown;
  - (b) The teacher is required to allocate one-third of the total score for the *School-Based Assessment* to each Module. Fractional marks should not be awarded. In cases where the mark is not divisible by three, then:
    - (i) When the remainder is 1 mark, the mark should be allocated to Module 3;

- (ii) When the remainder is 2, then a mark should be allocated to Module 3 and the other mark to Module 2; for example, 35 marks would be allocated as follows:  
 $35/3 = 11$  remainder 2 so 11 marks to Module 1 and 12 marks to each of Modules 2 and 3.
- (c) The standard of marking should be consistent.



# Appendix 7: Technical Drawing - CSEC

CARIBBEAN EXAMINATION COUNCIL

*School Based Assessment Mark Scheme*

**SUBJECT:** TECHNICAL DRAWING (BUILDING DRAWING) **PROFICIENCY:** GENERAL

**YEAR**..... **CENTRE #**.....

**CANDIDATE #**.....

**TERRITORY**..... **NAME OF**

**TEACHER**.....

KNOWLEDGE	MARKS		APPLICATION	MARKS		PRACTICAL ABILITY	MARKS	
	TM	MAX		TM	MAX		TM	MAX
Knowledge of:			Principles of:			Practicality of:		
Statement of the problem		1	Justification of design		5	Design		6
Conditions		1	Conditions		5	Working drawings		
Design principles		1	Working drawings-( Including Labels and Scales)		6	<ul style="list-style-type: none"> <li>Floor Plan</li> <li>Foundation Plan/Roof plan/Details</li> <li>Elevations</li> <li>Sectional Elevations</li> </ul>		3 2 2 3
			<ul style="list-style-type: none"> <li>Floor Plan</li> <li>Foundation Plan/Roof plan/Details</li> <li>Elevations</li> <li>Sectional Elevations</li> </ul>			Dimensions		4
Working drawings( any two)		2	Design			Dimensioning		2
<ul style="list-style-type: none"> <li>Floor Plan</li> <li>Foundation Plan/Roof plan/Details</li> <li>Elevations</li> <li>Sectional Elevations</li> </ul>			<ul style="list-style-type: none"> <li>Functionality</li> <li>Suitability of materials</li> <li>Conforming to building standards</li> </ul>		2 2 2	Techniques		
						<ul style="list-style-type: none"> <li>Linework/Quality</li> <li>Outline</li> <li>Hidden detail</li> <li>Hatching</li> <li>Section line</li> <li>Lettering</li> </ul>		4   2 2
Dimensioning		1	Dimensioning		2	Neatness of presentation		2
		6			24			30

\*NO 1/2 MARKS ARE TO BE AWARDED

## Appendix 8: Music - CSEC Music

### ***SBA Moderation***

On the day of the SBA Moderation students selected to be moderated should be present from 9am on the day of the moderation.

On the day of the moderation the following documents should be prepared.

- A copy of the generated sample of students to be moderated. This can be obtained from the ORS.
- The written LIAP SBA project and accompanying CD for each of the sample students.
- Two copies of the Moderation Feed Back Report.
- One completed “Records of Marks for School Based Assessment” form.
  - ✓ This form **MUST** be signed and stamped by the Principal.
  - ✓ If the students of the school are no longer doing the examination this form must still be completed and presented to the examiner on the day of the exam.
- One copy of “Moderation of School Based Assessment” form.
- One copy per student of the following forms.
  - ✓ “School Based Assessment Performing” – (Profile 2) form.
  - ✓ “Performance Portfolio Data” Form (Completed please)
- Students must also have their portfolio of the music pieces which they performed over the two-year course of study. They should also have a copy of the solo piece and the ensemble piece for the moderator on the day of the examination.