

## ◆ GUIDELINES FOR THE CONDUCT OF THE SCHOOL-BASED ASSESSMENT IN HUMAN AND SOCIAL BIOLOGY

School-Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment should form part of the learning activities to enable the student to achieve the objectives of the syllabus. Group work is encouraged.

During this course of study, students obtain marks for the competencies they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.



### RESEARCH PROJECT

The School-Based Assessment component of the Human and Social Biology Syllabus is a single guided research project for school candidates.

Candidates will be required to conduct research in their school or community on a current health related or environmental issue and its socio-economic impacts in their territory. They will be expected to collect data, analyze and interpret the data and provide recommendations.

In the research project, students should:

1. provide a background/overview of the current health-related or environmental issue;
2. provide a statement of the issue to be investigated in an appropriate form - an observation or question;
3. state the objective of the research;
4. describe the methodology and instruments used to collect data;
5. present the data obtained using at least two appropriate forms;
6. analyse and interpret the data with reference to the issue;
7. state relevant conclusions based on findings;
8. make recommendations (at least two) based on the findings;
9. provide personal reflections on completion of the project; and,
10. present the report in an appropriate format including a cover page, table of contents, bibliography and appendices.

## SBA REQUIREMENTS

Every candidate who enters for the CSEC® Human and Social Biology examination must submit a report on a project. Students may work individually or in groups to gather data. Each candidate must be identified on the report. The report should not exceed 1,000 words, excluding bibliography, charts, graphs, tables, pictures, references and appendices. Wherever a report exceeds the maximum length for the project by more than 150 words, the teacher must impose a penalty of 10 percent of the score achieved on the project. On the report, the teacher should clearly indicate the original score – that is, the score before the deduction is made – the marks which are to be deducted, and the final score awarded after the deduction has been made.

Only the final score is to be indicated on the record sheets which are submitted to CXC® electronically via the SBA data capture module on the Online Registration System (ORS) on the Council's website.

## FORMAT OF THE REPORT

A student's report should be presented electronically and should comprise the following components in the order prescribed below:

1. Cover Page including the candidates' number, name of subject and date of submission
2. Table of Contents
3. Introduction
  - Background or overview of the current health-related or environmental problem –
  - Statement of the problem
  - Research Objective
4. Methodology - data collection procedures and instrumentation, limitations of research
5. Presentation of Data
6. Analysis and Interpretation of Data
7. Conclusion
8. Recommendations
9. Reflection
10. Bibliography
11. Appendices



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**MARK SCHEME FOR SCHOOL-BASED ASSESSMENT**

Reports should be marked out of an aggregate of 40 marks to be applied to the Use of Knowledge (UK) profile. The following table shows the criteria that should be used to allocate marks for the various components of the report.

ASSESSMENT CRITERIA	Use of Knowledge (UK)
<b>1. Background/Overview of Issue</b>	<b>(2)</b>
<ul style="list-style-type: none"> <li>• Provides a clear, detailed description of a current health-related or environmental issue</li> <li>• Description is detailed but lacks clarity</li> </ul>	1  1
<b>2. Problem Statement *</b>	<b>(2)</b>
<ul style="list-style-type: none"> <li>• Research problem is stated clearly</li> <li>• Research problem is in an appropriate form – an observation or question</li> </ul>	1  1
<b>3. Research Objective</b>	<b>(2)</b>
<ul style="list-style-type: none"> <li>• Objective of the research is linked to the issue</li> <li>• Objective of the research is realistic/feasible</li> </ul>	1  1
<b>4. Methodology *</b>	<b>(8)</b>
<ul style="list-style-type: none"> <li>• Sample used is <u>identified</u> and <u>clearly described</u></li> <li>• Data collection instrument is <u>identified</u> and <u>clearly described</u></li> <li>• Method of data collection is <u>identified</u> and <u>clearly described</u></li> <li>• Method of data collection is adequately justified</li> <li>• ONE limitation of data collection method clearly stated</li> </ul>	2 2 2 1 1
<b>5. *Presentation of Data</b>	<b>(5)</b>
<ul style="list-style-type: none"> <li>• Data is presented in an appropriate form using tables, graphs and charts</li> <li>• Data is presented in at least TWO forms</li> <li>• Form(s) used for presentation of data is correctly labeled</li> <li>• Data presented are accurate</li> </ul>	1  2 1 1



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ASSESSMENT CRITERIA	Use of Knowledge (UK)
<b>6. Analysis and Interpretation of Data *</b> <ul style="list-style-type: none"> <li>• Data is analyzed using appropriate calculations/statistics/themes</li> <li>• Data is summarized accurately</li> <li>• At least TWO statements of findings based on data presented •</li> <li>Findings are consistent with analyses</li> </ul>	<b>(5)</b>  1  1  2  1
<b>7. Conclusion</b> <ul style="list-style-type: none"> <li>• Conclusion succinctly summarizes the project</li> <li>• Conclusion is logical and based on findings</li> </ul>	<b>(2)</b>  1  1
<b>8. Recommendations *</b> <ul style="list-style-type: none"> <li>• At least TWO recommendations proposed</li> <li>• Recommendations are realistic</li> <li>• Recommendations are informed by findings</li> </ul>	<b>(4)</b>  2  1  1
<b>9. Reflection*:</b> Candidate states the following information: * <ul style="list-style-type: none"> <li>• TWO lessons learnt after undertaking the project.</li> <li>• ONE way in which the lesson learnt could be applied to his/her personal life.</li> <li>• ONE way in which the project could be improved.</li> <li>• ONE social impact and ONE economic impact the issue could have on his/her school or community.</li> </ul>	<b>(6)</b>  2  1  1  2
<b>10. Overall Presentation</b> <ul style="list-style-type: none"> <li>• Layout of report follows the correct format inclusive of cover page, table of contents, bibliography and appendices If layout includes only two elements – 1 mark only</li> <li>• Bibliographic information contains names of authors, publishers and dates of publication</li> <li>• Consistent use of correct spelling and grammar</li> </ul>	<b>(4)</b>  2  1  1
<b>TOTAL</b>	<b>40</b>