



CARIBBEAN
EXAMINATIONS
COUNCIL

Treatment of Syllabuses and the School-Based Assessment for Administration of Examinations in 2021 Handbook



Published by Caribbean Examinations Council®
Caenwood Centre
37 Arnold Road
Kingston 5
JAMAICA

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@cxc.org
Website: www.cxc.org

Copyright ©2020 by Caribbean Examinations Council®
Prince Road, Pine Plantation Road, St Michael BB11091



NOTE:

The modifications/adjustments included in this document are proposed for the treatment of School-Based Assessments (SBA) for candidates sitting **CSEC®** and **CAPE®** examinations in **May/June 2021** and in some instances **May/June 2022**.

These modifications/adjustments represent the minimum agreed requirements for those candidates who are unable to complete the SBA as defined in the individual syllabuses as a result of COVID-19.

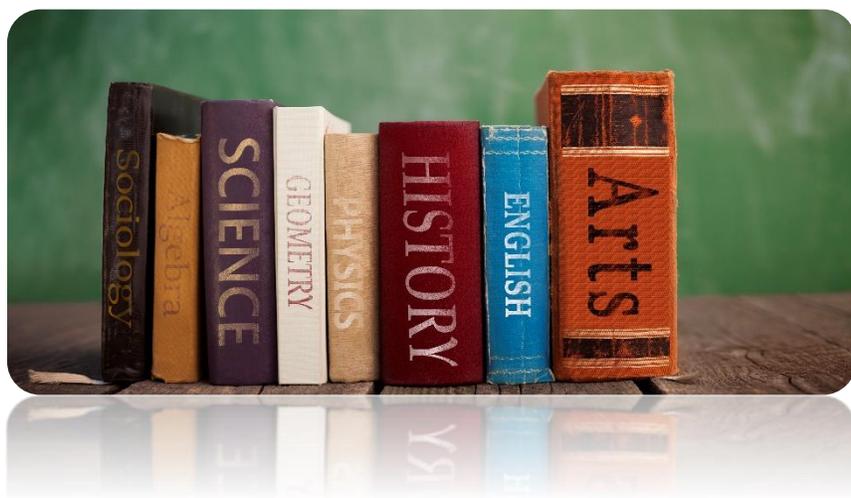
Candidates who are able to complete the full SBA as outlined in the individual syllabuses are encouraged to do so.

Where activities are done online or candidates either videotape themselves or are videotaped, the school should ensure that parental consent is received prior to executing SBA Activities using this method.

Table of Contents

Background.....	1
Syllabus Coverage.....	2
Treatment of the School-Based Assessment (SBA).....	3
Administration of CSEC® Examinations	5
Administration of CAPE® Examinations	23
School-Based Assessment Implementation Support.....	42

Treatment of Syllabuses and the School-Based Assessment for Administration of Examinations in 2021 Handbook



B ackground

The global coronavirus (COVID-19) pandemic has resulted in an unprecedented crisis in all areas including health, travel and education. As a result, a large number of students are unable to attend school because of wide-scale closures mandated by regional governments in an effort to contain the spread of the virus.

In early 2020, there was massive closure of educational institutions across the Caribbean, and face-to-face classes were abandoned in some countries from as early as March. While most territories moved swiftly to the online modality; the implementation of online teaching as a way to continue the engagement of students has presented its own set of challenges:

1. connectivity issues in a number of **CXC**[®] Participating Territories;
2. lack of access to devices; and,
3. low participation by students. Many of **CXC**[®] Participating Territories are reporting participation rates as low as 20 percent for a number of schools.

Additionally, the COVID-19 pandemic has caused severe disruptions in the teaching learning process resulting in reduced instructional/contact time as a result of the delayed start to the 2020-2021 academic year. In some instances, schools resumed classes, primarily online, in October 2020 rather than the traditional September start of the academic year.

In light of the foregoing, there have been calls from a number of territories for the Caribbean Examinations Council (**CXC**[®]) to consider the revision of requirements for syllabus coverage as well as the School-Based Assessment (SBA).

To this end, the **CXC**[®] consulted with external resource persons, representatives from the Ministries of Educations, school administrators and teachers to determine the most effective way of treating with the requirements for each syllabus.

Syllabus Coverage

In relation to the call for a reduction in syllabus coverage, the decision is that **there will be no reduction in syllabus coverage for any of the products offered by the CXC®.**

The syllabuses, designed for various levels, are intended to provide a comprehensive coverage of the requirements for candidates at that level. That is, the **CCSLC®** syllabus represents a comprehensive coverage of the requirements at the lower secondary level, **CSEC®** represents a comprehensive coverage of the requirements at the upper secondary level, and **CAPE®** at the post-secondary level. The knowledge, skills and abilities required at each of the levels distinguish one level from the other.

Any change to the programme of studies at any level offered by the **CXC®**, can prove disadvantageous to our stakeholders and impact the **CXC®**'s ability to compare results across years in terms of equivalence of certification. That is, a **CSEC®** syllabus offered in 2020-2021 must represent the same scope of coverage as that from previous or subsequent years to maintain confidence that the candidate has received an equivalent **CSEC®** certificate.

The construct has been clearly defined and validated for given subjects and for the different levels of examinations and certification offered by the **CXC®**. Therefore, the **CXC®** cannot randomly remove topics or objectives from a syllabus without impacting the scope of coverage required for that syllabus and certification requirements at the different levels. If the scope of a syllabus changes, the syllabus can no longer be defined as a **CCSLC®**, **CSEC®** or **CAPE®** syllabus.

Therefore, the **CXC®** cannot take a decision to reduce syllabus coverage without compromising the value of the certification. The scope and demand must be maintained to ensure the construct remains the same.

Treatment of the School-Based Assessment (SBA)

The SBA is the internal assessment component. It is a set of assessment tasks/assignments/projects conducted in the school; carried out by the student following guidelines provided by **CXC**[®] and assessed by the teacher using criteria provided by the **CXC**[®]. The scores awarded by the teacher are moderated by the **CXC**[®]. The SBA score contributes to the candidate's overall examination grade.

The SBA is an integral part of the assessment process. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities that will enable the students to achieve the objectives of the syllabus.

The SBA serves a number of important functions. The SBA:

- (a) provides opportunities to gather data on student performance over time. Obtaining assessments data on student performance over an extended period of time and developed by those who know the students best – their subject teachers, consequently it provides a more reliable assessment of each student;
- (b) serves to motivate students by engaging them in meaningful authentic activities that are relevant to them;
- (c) aligns assessment with curriculum and instruction;
- (d) provides students with multiple opportunities to demonstrate their competences;
- (e) allows students to be active participants in the learning and assessment processes;
- (f) gives credence and recognition to the teachers' informed judgments about students' performance;
- (g) allows teachers to be critical leaders in the assessment process;
- (h) promotes positive teaching and learning experiences;
- (i) reinforces curriculum aims for teachers, promote good teaching practices, guides future planning and captures students' performance for course duration;
- (j) supports the development of twenty first century skills among learners such as collaboration, creativity, critical thinking and communication;
- (k) caters to the divergent needs of students; and,

-
- (l) adds to the validity of the assessment outcome by facilitating a more comprehensive measurement of learning outcomes and by focusing classroom instruction on the development of critical skills.

In determining what, if any adjustments can be made to the SBA requirements for individual syllabuses, a detailed look at the nature of the subject, and the skills and competencies to be developed for each syllabus was done to ensure equivalence in certification across years. Additionally, a careful examination was done to guarantee that the assessment package comprehensively covered and required a demonstration of competence in all the relevant skills that would have been defined in the syllabus as critical for each subject area.

In light of the forgoing, three broad decisions were made:

1. No change to be made to the SBA as the SBA, as defined in the syllabus, would not require any major adjustments as a result of COVID-19.
2. Changes to the SBA requirements, that is, a reduction in the number of practicals/assignments.
3. Changes to the approach to the implementation of the SBA.

No change to SBA requirements

Generally, for those syllabuses where candidates are required to complete a research paper, research project or a portfolio to fulfill the requirements for the SBA, no changes are recommended. We have noted however, that the research can be conducted via electronic means.

Changes to SBA requirements: Reduction in the number of practicals/assignments

For those subjects that require the completion of laboratories and practical assignments, we are recommending changes to the requirements for the SBA in terms of a reduction in the number of assignments to be completed and the relaxation of some of the rules for the completion of these assignments for the 2021 examinations administration cycle.

Changes to the approach to the implementation of the SBA

For subjects that require the completion of fieldwork, sporting activities, performances or other practical assignments, alternate approaches to the completion of the SBA are encouraged/recommended.

For additional information regarding the School-Based Assessment, please click on the link below:



Administration of CSEC[®] Examinations



Administration of CSEC[®] Examinations

CSEC [®] SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
ADDITIONAL MATHEMATICS	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
AGRICULTURAL SCIENCE (SINGLE AWARD)	Investigative Projects Preparation of Cost Analyses Assessment of Practical Skills	<p>Single Award:</p> <ol style="list-style-type: none"> 1. Practical Skills – No change to the number of practical skills to be completed. 2. Investigative Reports – No change to the TWO Investigative Reports (1 Crop and 1 Animal). 3. Cost Analyses – No change to the TWO Cost Analyses to be completed. <p>Double Award:</p> <ol style="list-style-type: none"> 1. Practical Skills – No change to number of practical skills to be completed. 2. Investigative Reports – No change to the TWO Investigative Reports (1 Crop and 1 Animal). 3. Cost Analyses – No change to the TWO Cost Analyses. 4. Marketing Plan – No change to the marketing plan.
AGRICULTURAL SCIENCE (DOUBLE AWARD)		
BIOLOGY	Investigative Project Practicals	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. The candidates must conduct at least ONE practical assignment for each of the SEVEN compulsory topics as outlined in the syllabus plus ONE other topic. 3. Each skill (Plan and Design, Observation, Recording and Reporting, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. 4. The investigative project remains the same as stipulated in the syllabus. 5. Where candidates are registered for multiple sciences a single investigative project MAY BE submitted. 6. The rule which states that no more than TWO practical skills should be assessed from any ONE activity will be relaxed. 7. The rule which states that each skill must be assessed at least TWO times except for drawing which must be assessed at least once will NOT be relaxed. 8. The Manipulation and Measurement skill is the only practical skill that may be need to be done face-to-face.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
BIOLOGY (cont'd)		9. Teachers should indicate how each lab was conducted whether face-to-face or virtual (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence.
CARIBBEAN HISTORY	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
CHEMISTRY	Investigative Project Practicals	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. The candidates must conduct at least ONE practical assignment from each of the EIGHT compulsory topics as listed in the syllabus. 3. Each skill (Planning and Designing, Observation, Recording and Reporting, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. 4. The investigative project remains the same as stipulated in the syllabus. 5. Where candidates are registered for multiple sciences a single investigative project may be submitted. 6. The rule which states that no more than TWO practical skills should be assessed from any ONE activity will be relaxed. 7. The rule which states that each skill must be assessed at least TWO times except for drawing which must be assessed at least once will NOT be relaxed. 8. The Manipulation and Measurement skill is the only practical skill that may be required to be done face-to-face. 9. Teachers should indicate how each lab was conducted whether face-to-face (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence.
ECONOMICS	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
ELECTRICAL DOCUMENT PREPARATION & MANAGEMENT	Practical Assignments	No adjustments necessary. Candidates are familiar with working in technological mode.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>ENGLISH A ENGLISH B</p>	<p>Portfolio</p> <ul style="list-style-type: none"> • Plan of investigation • Oral presentation • Participation Measure • Quality of group behaviour • Written report <p>1. The first three areas are marked for EACH candidate. The last TWO areas are marked as group.</p> <p>2. EACH student to submit an individual portfolio.</p>	<p>No adjustment necessary.</p> <p>The Oral component may be done face-to-face or virtually, using the available technology currently used for teaching and learning with the camera so that the teacher may score the presentation.</p> <p>FOR GROUP WORK:</p> <p>The students can be organized in their groups and can meet face-to-face or virtually, using the platforms available to work on their projects.</p>
<p>FAMILY AND RESOURCE MANAGEMENT</p>	<p>Three assignments worth 60 marks awarded for Practical Skills (P3). These are to be chosen out of a total of 16 practical assignments. Assignments ONE and THREE are marked solely by the teacher using the mark scheme given in the syllabus.</p> <p>Assignment TWO is assessed jointly by the teacher and the</p>	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to SIX. 2. The number of moderated assignments to be reduced to TWO. <ol style="list-style-type: none"> (a) Assignment 1 – Teacher only (b) Assignment 2 – Teacher and Moderator 3. Where practical assignments are done by video capture, candidates are to be reminded that the videos of their assignments should not be static but should be taken from different angles so that all skills can be captured for moderation. <p>For 2022</p> <ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. Candidates should have completed at least TWO practical assignments in Year 1 and will be required to complete SIX in Year 2.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
FAMILY AND RESOURCE MANAGEMENT (cont'd)	Moderator from CXC® .	3. Candidates should be able to complete portfolio using the SIX practical assignments completed in Year 2.
FOOD, NUTRITION AND HEALTH	Three assignments worth 60 marks awarded for Practical Skills (P3). These are to be chosen out of a total of 16 practical assignments. Assignments ONE and THREE are marked solely by the teacher using the mark scheme given in the syllabus. Assignment TWO is assessed jointly by the teacher and the Moderator from CXC® .	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to SIX. 2. The number of moderated assignments to be reduced to TWO. <ol style="list-style-type: none"> (a) Assignment 1 – Teacher only (b) Assignment 2 – Teacher and Moderator 3. Where practical assignments are done by video capture, candidates are to be reminded that the videos of their assignments should not be static but should be taken from different angles so that all skills can be captured for moderation. <p>For 2022</p> <ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. Candidates should have completed at least TWO practical assignments in Year 1 and will be required to complete SIX in Year 2. 3. Candidates should be able to complete portfolio using the SIX practical assignments completed in Year 2.
FRENCH	NO SCHOOL-BASED ASSESSMENT	
Note: Removal of the Situation Responses from Oral Examination as done for July/August 2020 examinations.		

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
GEOGRAPHY	Field work study	<ol style="list-style-type: none"> 1. Teachers will need to provide clear guidance and carefully tailor the research projects to accommodate the current COVID situation and the students' possible inability to travel far distances or engage with the general public to collect data. 2. Teachers can use Virtual Field Trips (VFT) where the technology and their skillsets allow. However, where VFTs are used and students did not actually go into the field, this must be stated in the methodology. 3. Conduct field trips in very small groups. This might require more trips, if the teacher is leading the field trips Small groups would facilitate COVID safety protocols being maintained. If the students are on their own in the field, with the teacher guiding remotely, then clear instructions and guidance are critical. 4. Have the students undertake their field work within their communities to limit the need for travelling or working in large groups. 5. Design questionnaires using electronic survey tool, for example, Google forms or Survey Monkey and send out via email or social media. 6. Use telephone or online meeting platforms such as virtual platforms such as Zoom to host interviews. 7. Consider field projects based on relevant topics from the human and economic geography sections of the syllabus e.g. changes in settlement patterns, urban land uses, factors of industrial location, commercial activities. <p><i>Evidence of students' spatial awareness skills should be displayed through the projects completed. Therefore, sketch maps are still important. While students can use Google Earth, maps must be drawn, clearly annotated.</i></p>
HUMAN AND SOCIAL BIOLOGY	NO SCHOOL BASED ASSESSMENT REQUIRED FOR THE 2021 EXAMINATIONS	

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
INDUSTRIAL TECHNOLOGY (OPTIONS: Electrical and Electronic Technology, Mechanical Engineering Technology, Building and Furniture Technology)	Portfolio of Practical Assignments developed over two years	<p>No change to the SBA requirements.</p> <p>Alternate strategies are allowed, including:</p> <ol style="list-style-type: none"> 1. use of small group utilisation schedules; 2. synchronous demonstrations; 3. simulation of practical activities; and, 4. video captured demonstrations should be used to facilitate coverage of competencies. <p>Teachers are encouraged to:</p> <ol style="list-style-type: none"> 1. Use prototypes/mock ups. 2. Convert practical tasks to activities that can be safely executed at home. 3. Integrate concepts and principles. 4. Combine activities. <p>Supporting evidence may include:</p> <ol style="list-style-type: none"> 1. Scaled drawings. 2. Sketches. 3. CAD drawings. 4. Digital pictures or story boards of work done. 5. Collages.
INFORMATION TECHNOLOGY	Practical Project which requires the use of digital productivity tools.	No adjustments necessary. Candidates are familiar with working in technological mode.
INTEGRATED SCIENCE	Practical Assignments Investigative Project	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. Each skill (Planning and Designing, Observation, Recording and Reporting, Manipulation and Measurement, Drawing and Analysis and Interpretation) should be assessed. 3. The rule which states that each skill must be assessed at least TWO times except for drawing which must be assessed at least once will NOT be relaxed. 4. The rule which states that no more than TWO practical skills should be assessed from any ONE activity will be relaxed. 5. The Manipulation and Measurement skill is the only practical skill that may need to be done face-to-face. 6. The investigative project remains the same as stipulated in the syllabus.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
INTEGRATED SCIENCE (cont'd)		7. Teachers should indicate the how each lab was conducted whether face-to-face or virtual (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence.
MATHEMATICS	Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
MUSIC	<p>1. Section 1 (Listening and Appraisal):</p> <ul style="list-style-type: none"> • At least FIVE pieces of evidence: <ul style="list-style-type: none"> ○ TWO from Musical Elements (one of which should be a project); and, ○ THREE from the remaining Sections under LIAP; • Checklist of evidence of site visit. • Project on musical analysis. <p>2. Section 2 (Performing):</p> <ul style="list-style-type: none"> • At least SIX pieces of evidence: <ul style="list-style-type: none"> ○ THREE from Technical Competency; and, ○ THREE from the remaining Sections under PERF. 	 <p>The information will be shared through the Local Registrar's Office.</p>

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
OFFICE ADMINISTRATION	Project based on an investigation into a real or virtual office.	No adjustment necessary. Candidates should be able to complete tasks using available technology.
PHYSICAL EDUCATION & SPORT		<p>Paper 3 SBA Sport Options Candidates should complete TWO sporting options. In the case where candidates are unable to attend a practical assessment they may (with parental consent) video tape themselves as instructed by their teacher and submit for marking.</p> <p>Portfolio</p> <ol style="list-style-type: none"> 1. Retain the requirements of the paper but ensure that it is a ONE DAY competition. 2. Plan and execute activities that are considered to be low-risk sports or none contact disciplines. For example, Track and Field, Shooting, Cricket, passing in Netball/Football, Tennis. <p>Other Use online modalities to deliver content where possible:</p> <ol style="list-style-type: none"> 1. Prepare videos illustrating the skill execution of the different sporting areas and have students model the skills (Simulation). 2. Create Power Point Presentations and videos for the FIVE sections of the Syllabus, for example, Anatomy and Physiology-Body Systems. 3. Prepare and upload content to the Student Learning Management System.
PHYSICS		<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to EIGHT. 2. The candidates must conduct at least ONE practical assignment for each of the SEVEN compulsory topics as outlined in the syllabus plus ONE other topic. 3. Each skill (Plan and Design, Observation, Recording and Reporting, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. 4. The investigative project remains the same as stipulated in the syllabus.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
PHYSICS (cont'd)		5. Where candidates are registered for multiple sciences a single investigative project may be submitted. 6. The rule which states that no more than TWO practical skills should be assessed from any ONE activity will be relaxed. 7. The rule which states that each skill must be assessed at least TWO times except for drawing which must be assessed at least once will NOT be relaxed. 8. The Manipulation and Measurement skill is the only practical skill that may be required to be done face-to-face. 9. Teachers should indicate the how each lab was conducted whether face-to-face or virtual (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence.
PORTUGUESE	NO SCHOOL-BASED ASSESSMENT Note: Removal of the Situation Responses from Oral Examination as done for July/August 2020 examinations.	
PRINCIPLES OF ACCOUNTS	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
PRINCIPLES OF BUSINESS	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
RELIGIOUS EDUCATION	Research Paper	No adjustment necessary. Candidates should be able to complete tasks using available technology.
SOCIAL STUDIES	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
SPANISH	NO SCHOOL BASED ASSESSMENT Note: Removal of the Situation Responses from Oral Examination as done for July/August 2020 examinations.	
TECHNICAL DRAWING	Drawing Portfolio <ul style="list-style-type: none"> • ONE piece from Section 1 (Specific Objectives 1 to 10). This is a written question. • TWO pieces from Section 2 	OPTION 1 SBA requirements will remain the same with the focus on assessment pieces using CAD with face-to-face or online Moderation. OPTION 2 Traditional drawing for those without access to technology. Candidates will be assessed in the same mode as the teaching and learning.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
TECHNICAL DRAWING (cont'd)	(Plane Geometry. The projects from Section 3A or Section 3B.	
TEXTILES, CLOTHING & FASHION	<p>Three assignments worth 60 marks awarded for Practical Skills (P3). These are to be chosen out of a total of 16 practical assignments. Assignments ONE and THREE are marked solely by the teacher using the mark scheme given in the syllabus.</p> <p>Assignment TWO is assessed jointly by the teacher and the Moderator from CXC®.</p>	<ol style="list-style-type: none"> 1. The number of Practical Assignments to be reduced to SIX. 2. Moderated assignments to be reduced to TWO. (a) Assignment 1 – Teacher only (b) Assignment 2 – Teacher and Moderator 3. Where assignments are done by video capture, candidates are to be reminded that the videos of their assignments should not be static but should be taken from different angles so that all skills can be captured for moderation. <p>For 2022</p> <ol style="list-style-type: none"> 1. Practical Assignments to be reduced to EIGHT. 2. Candidates should have completed at least TWO assignments in Year 1 and now required to complete SIX in Year 2. 3. Candidates should be able to complete portfolio using the SIX assignments completed in Year 2.
THEATRE ARTS	<p>OPTION A - DRAMA Drama Improvisation (30 marks)</p> <p>Candidates will be required to:</p> <ol style="list-style-type: none"> (i) participate in a 3–5-minute spontaneous performance from a given stimulus; (ii) complete a journal documenting 	<p><u>PAPER 02-PRACTICAL COMPONENT</u></p> <p>OPTION A - DRAMA DRAMA IMPROVISATION</p> <ol style="list-style-type: none"> 1. Solo drama improvisations 3-5 minutes where candidates may be given the stimuli on the day of the exam and prepare as they would, had it been a group improvisation. 2. Complete a journal documenting the process and submit electronically/hardcopy. 3. Respond to questions in a viva voce (face-to-face or online). <p>POINT TO NOTE Schools to set up the needed equipment to ensure that pieces are done live, either face-to-face or online under exam conditions.</p>

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>THEATRE ARTS (cont'd)</p>	<p>the process; and, (iii) respond to questions in a viva voce.</p> <p>Playmaking (30 marks) Candidates will be required to:</p> <p>(i) participate in a 10–15-minutes prepared performance using a prescribed Caribbean cultural form; (ii) complete a journal documenting the process; and, (iii) respond to questions in a viva voce.</p> <p>Production (40 marks) Candidates will be required to:</p> <p>(i) participate in a 20–30-minute prepared performance of an excerpt from a text on the reading list; (ii) complete a journal documenting the process; and,</p>	<p>PLAYMAKING Candidates can use group or individual work based on the outline in the syllabus.</p> <ol style="list-style-type: none"> 1. A monologue/ storytelling. 2. complete a journal documenting the process and submit electronically/hardcopy. 3. respond to questions in a viva voce. (face-to-face or online). <p>POINT TO NOTE Playmaking may be done live or recorded.</p> <p>PRODUCTION</p> <ol style="list-style-type: none"> 1. Production to remain unchanged but is subject to access to internet and protocols within each territory. 2. Workshops would be needed for the online production facilitated by the Examining Committee.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>THEATRE ARTS (cont'd)</p>	<p>(iii) respond to questions in a viva voce.</p> <p>Option B - Dance</p> <p>Drama Improvisation (30 marks) Candidates will be required to:</p> <p>(i) participate in a 3–5-minute spontaneous performance from a given stimulus;</p> <p>(ii) complete a journal documenting the process; and,</p> <p>(iii) respond to questions in a viva voce.</p> <p>Dancemaking (30 marks) Candidates will be required to:</p> <p>(i) present joint composition studies of 5–8 minutes each, working in groups of no more than four students, based on a prescribed Caribbean theme.</p> <p>OR</p> <p>(i) present an individual</p>	<p>OPTION B - DANCE</p> <p>DRAMA IMPROVISATION</p> <ol style="list-style-type: none"> 1. Solo dance improvisations 3-5 where students can be given the stimuli on the day of the exam and prepare as they would, had it been a group improvisation. 2. Complete a journal documenting the process and submit electronically/hardcopy. 3. Respond to questions in a viva voce. (face-to-face on online). <p>POINT TO NOTE Schools to set up the needed equipment to ensure that pieces are done live, either face-to-face or online under exam conditions.</p> <p>DANCEMAKING</p> <p>Candidates can use group or individual work based on the outline in the syllabus.</p> <ol style="list-style-type: none"> 1. Complete a journal documenting the process. 2. Respond to questions in a viva voce. <p>POINT TO NOTE Schools to set up the needed equipment to ensure that pieces are done live, either face-to-face or online under exam conditions.</p>

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>THEATRE ARTS (cont'd)</p>	<p>(solo) study of 3–5 minutes based on a prescribed Caribbean theme;</p> <p>(ii) complete a journal documenting the process; and,</p> <p>(iii) respond to questions in a viva voce.</p> <p>Dance Fundamentals (40 marks) Candidates will be required to:</p> <p>(i) participate in a 20–30-minute prepared class performance based on a Caribbean cultural form;</p> <p>(ii) complete a journal documenting the process; and,</p> <p>(iii) respond to questions in a viva voce</p> <p>OPTION C - STAGE CRAFT</p> <p>Drama/Dance Improvisation Candidates will be required to:</p>	<p>DANCE FUNDAMENTALS</p> <ol style="list-style-type: none"> 1. Dance Fundamentals to remain as originally stated but is subject to access to internet and protocols within each country. 2. Workshops would be needed for the online production facilitated by the Examining committee. <p>OPTION C - STAGE CRAFT</p> <p>DRAMA/DANCE IMPROVISATION</p> <ol style="list-style-type: none"> 1. Solo dance/drama improvisations. 2. Students MAY BE given the stimuli on the day of the exam and prepare as they would, had it been a group improvisation.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
THEATRE ARTS (cont'd)	<p>(i) participate in a 3–5-minute spontaneous performance from a given stimulus;</p> <p>(ii) complete a journal documenting the process; and,</p> <p>(iii) respond to questions in a viva voce.</p> <p>Stage Management OR Production Management Candidates will be required to:</p> <p>(i) participate in a school, or community production;</p> <p>(ii) complete a journal documenting the process; and,</p> <p>(iii) respond to questions in a viva voce.</p> <p>Costume Design and Construction OR Set Design and Construction OR Lighting Design and Operation OR Sound Design and Operation</p>	<p>3. Complete a journal documenting the process and submit electronically/ hardcopy.</p> <p>4. Respond to questions in a viva voce. (face-to-face or on online).</p> <p>POINT TO NOTE Schools to set up the needed equipment to ensure that pieces are done live, either face-to-face or online under exam conditions.</p> <p>STAGE MANAGEMENT OR PRODUCTION MANAGEMENT</p> <p>1. Participate in a school, or community production; OR</p> <p>2. Monologues/story telling pieces which can be done online.</p> <p>3. Complete a journal documenting the process.</p> <p>4. Respond to questions in a viva voce.</p> <p>5. Management of monologues/story telling pieces which can be done online.</p> <p>POINT TO NOTE Workshops should be conducted to assist teachers with the completion of this component in an online environment.</p> <p>COSTUME DESIGN OR SET DESIGN AND OR LIGHTING DESIGN AND OPERATION OR SOUND DESIGN AND OPERATION To remain as originally stated but may be subjected to access to internet and protocols within each country.</p>

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>THEATRE ARTS (cont'd)</p>	<p>Candidates will be required to:</p> <ul style="list-style-type: none"> (i) participate in a school or community production; (ii) complete a journal documenting the process; and, (iii) respond to questions in a viva voce. <p><u>SCHOOL-BASED ASSESSMENT</u></p> <p>1. Critique The Critique in essay format must:</p> <ul style="list-style-type: none"> (i) be based on a production viewed; (ii) include personal opinion in the discussion of significant aspects of the production; and, (iii) include a <i>detailed</i> description of the impact and importance of the production; <i>with reference to impact on audience, society, student.</i> 	<p><u>SCHOOL-BASED ASSESSMENT</u></p> <p>Critique</p> <ol style="list-style-type: none"> 1. No adjustment necessary. 2. Teachers may assign a play which they have access to online/saved and students complete the critique as if they went to the production. 3. The production would be seen online/in class as if students were attending a live performance and complete the critique accordingly. (Page 81 of syllabus).

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
THEATRE ARTS (cont'd)	<p><i>Church plays and School plays performed at a standard comparative to syllabus requirements are acceptable.</i></p> <p>2. Research Paper The Research Paper in essay format must:</p> <p>(i) be about any ONE of the following: a cultural or theatre practitioner, a cultural institution or cultural/folk group, Dance Company, Theatre Company, Technical Production Company, or a venue of Historical and Cultural significance;</p> <p>(ii) include ONE interview;</p> <p>(iii) include evidence of research and supporting materials which can include photographs, newspaper clippings, and</p>	<p>Research Paper</p> <p>Interviews may be done online or by telephone if face-to-face is not possible.</p> <p>Further Considerations</p> <ol style="list-style-type: none"> 1. Students should be allowed to access the school compound in order to watch the productions or complete research paper. 2. Guidelines for choosing productions for critique: <ul style="list-style-type: none"> • Syllabus: Pages 80 – 84 • Ensure that the production can be assessed by the rubric. • The production should speak to Caribbean culture/history/contemporary society. 3. Start the planning of interviews early to ensure that research can be completed in a timely manner. 4. If there are no restrictions, candidates are required to complete the Practical Paper 02 using the original syllabus requirements as stated in the syllabus.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
THEATRE ARTS (cont'd)	<p>significant objects/words;</p> <p>(iv) include personal evaluations– target this aspect for the CREA; and,</p> <p>(v) include a reflective creative piece. This may include but not limited to any one of the following: a poem, song, cartoon, short video clip; and, include personal reflections and evaluations.</p>	
VISUAL ARTS	<p>School-Based Assessment – Portfolio</p> <p>Candidates are required to complete a Portfolio consisting of</p> <ul style="list-style-type: none"> • SIX pieces of work (THREE pieces based on EACH Expressive Form <i>chosen</i>). <p>The pieces should be prepared over the first FIVE terms of the two-year course.</p>	<p>School-Based Assessment – Portfolio</p> <ol style="list-style-type: none"> 1. The number of assessments reduced to TWO pieces of work per expression form instead of THREE. Candidates will be required to complete Art Pieces 2 and 3. 2. Teachers may create illustration videos for all expressive forms to guide student and have students record the processes involved in making artefacts.

CSEC® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
VISUAL ARTS (cont'd)	<p>Paper 02 – Art Creation Candidates are required to produce</p> <ul style="list-style-type: none"> • ONE piece of art from EACH Expressive Form chosen. • ONE Reflective Journal based on Theory, <i>Process</i> and Practice of Visual <i>Arts related to the expressive forms chosen.</i> 	<p>Paper 02 – Art Creation</p> <ol style="list-style-type: none"> 1. No adjustment recommended for the creation of work required for Paper 02. 2. No adjustment recommended for the production of the creative journal. <p>Art work created in the Graphics option SHOULD NOT be a challenge providing candidates have the relevant access to technology away from school.</p>

Administration of **CAPE[®]** Examinations



Administration of CAPE® Examinations

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
ACCOUNTING	Unit 1 - Research Project Unit 2 - Module tests	No adjustments necessary.
AGRICULTURAL SCIENCE	<p>Unit 1 – Candidates will be required to produce a portfolio comprising reports of site visit and field practical activity, and a business plan. The portfolio must include photographs of all activities undertaken.</p> <p>Unit 2 – Candidates will be required to produce a portfolio comprising a report on the processing of carcasses, a marketing plan and the report of an investigation. The portfolio must include photographs of all activities undertaken.</p>	<p>There are no changes to the task as the practical activity is important to Agriculture Science. Consider utilizing groups of 2-3 students to complete the practical tasks. Photographs are required to show each aspect of the activities undertaken for both units.</p> <p>Unit 1 Report on Site Visit</p> <ol style="list-style-type: none"> 1. No changes to the task as outlined in the syllabus. 2. The site visit may be done virtually. 3. The teacher may conduct the site visit and create a video for the students to write their report. 4. The site visit may be done in smaller groups where face-to-face is possible. <p>Field Practical Activity</p> <ol style="list-style-type: none"> 1. No changes to the task as outlined in the syllabus. 2. Candidates who are not able to attend school can plant crops at home. <p>Business Plan No changes to the task as outlined in the syllabus.</p> <p>Unit 2 Report on Processing of Carcass</p> <ol style="list-style-type: none"> 1. No changes to the task as outlined in the syllabus. Candidates must carry out the slaughtering activity, supported by photographic evidence. 2. Consider reducing batch size of animal to be reared. <p>Marketing Plan No changes to the task as outlined in the syllabus.</p>

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
AGRICULTURAL SCIENCE (cont'd)		Investigation Report 1. No changes to the task as outlined in the syllabus. 2. Candidates can utilize secondary data for their investigation.
ANIMATION & GAME DESIGN	Unit 1 Part A-A critical analysis Part B-A digital/transmedia production bible of an animation or game. Unit 2 Part A-A show reel Part B-Design and develop a single player interactive 2D educational or entertainment game.	No adjustments necessary.
APPLIED MATHEMATICS	Research Project	No adjustments necessary.
ART & DESIGN	Unit 1 <ul style="list-style-type: none"> • Section I - A Research Paper of approximately 1500 words with supporting visuals assessing achievement in Module 1. • Section II - A Portfolio consisting of THREE pieces of art and design assessing achievement in Module 2. • Section III - A Portfolio consisting of THREE pieces of art and design assessing achievement in Module 3. Unit 2 <ul style="list-style-type: none"> • Section I - TWO pieces of art work assessing achievement in Module 1. 	Unit 1 Section I - No adjustment Section II - A Portfolio consisting of TWO pieces of art and design assessing achievement in Module 2. Section III - A Portfolio consisting of TWO pieces of art and design assessing achievement in Module 3. Unit 2 Section I - No adjustment

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
ART & DESIGN (cont'd)	<ul style="list-style-type: none"> • Section II - TWO piece of art work assessing achievement in Module 2. • Section III - A Creative Project – This is the culminating activity of the CAPE® Art and Design syllabus. It provides opportunity for expression, innovation and the demonstration of skills, abilities and knowledge in 2-D, 3-D, Applied Arts and Designs. The Illustrated Journal is a written and visual record of the research and processes related to the development of the Creative Project. It should also be reflective and include the challenges and successes experienced during the production of the Creative Project. 	<p>Section II - ONE piece of art work assessing achievement in Module 2. The piece of work can EITHER be 2-D design or 3-D design.</p> <p>Section III - No adjustment</p>
BIOLOGY	Practical Assignments Investigative Project	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to FIVE. 2. Each skill (Plan and Design, Observation, Recording and Reporting, Drawing, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. 3. At most THREE skills to be assessed by a single lab. 4. The investigative project remains the same as stipulated in the syllabus. 5. Where candidates are registered for multiple sciences a single investigative project may be submitted. 6. The rule which states that each skill must be assessed at least TWO times except for

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
BIOLOGY (cont'd)		<p>drawing which must be assessed at least ONCE will NOT be relaxed.</p> <p>7. The Manipulation and Measurement skill is the only practical skill that may be required to be done face-to-face.</p> <p>8. Teachers should indicate how each lab was conducted whether face-to-face (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence.</p>
BUILDING & MECHANICAL ENGINEERING DRAWING	Unit 1-Drawing Portfolio Unit 2-Design Portfolio	<p>Reduction of tasks for Unit 1: Recommendation to use CAD for all assignments. Assignment 4 could be removed since all assignments will now be done using CAD. In the current syllabus, this is the only assignment with this requirement. Additionally, assignment 5 and 6 can be combined. The weighting assigned to the affected module will be adjusted accordingly.</p> <p>Unit 2 No recommended changes to the design portfolio for Unit 2.</p>
CARIBBEAN STUDIES	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.
CHEMISTRY		<ol style="list-style-type: none"> The number of practical assignments to be reduced to FIVE. Each skill (Plan and Design, Observation, Recording and Reporting, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. At most THREE skills to be assessed by a single lab. The investigative project remains the same as stipulated in the syllabus. Where candidates are registered for multiple sciences a single investigative project may be submitted. The rule which states that each skill must be assessed at least two times except for

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
CHEMISTRY (cont'd)		<p>drawing which must be assessed at least ONCE will NOT be relaxed.</p> <ol style="list-style-type: none"> 7. The Manipulation and Measurement skill is the only practical skill that may be required to be done face-to-face. 8. Teachers should indicate how each lab was conducted whether face-to-face (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence. <p>Other Considerations</p> <ol style="list-style-type: none"> 1. The use of virtual labs to complete practical labs. 2. In some cases, teachers can direct students how to carry out certain labs once they have the appropriate equipment or substances to work with at home. 3. Alternately teachers can demonstrate the labs online, and students do the write up. 4. Choose topics for the investigative project where data can be easily collected without compromising the safety of students and teachers.
COMMUNICATION STUDIES	Portfolio	No adjustment necessary. Candidates should be able to complete tasks using available technology.
COMPUTER SCIENCE	Research Project	No adjustments necessary.
DIGITAL MEDIA	Project	No adjustments necessary.
ECONOMICS	Research Project	No adjustments necessary.
ELECTRICAL AND ELECTRONIC ENGINEERING TECHNOLOGY ELECTRICAL AND ELECTRONIC	Project and Report	<p>No adjustments necessary.</p> <p>A recommendation is for students to use simulation software in lieu of practical. Examples of free simulation software available to students include:</p>

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
ENGINEERING TECHNOLOGY (cont'd)		<ol style="list-style-type: none"> https://www.circuitlab.com/editor/#?id=7pg5wm&from=homepage http://ngspice.sourceforge.net/ https://easyeda.com/ http://www.circuitlogix.com/student_version.php https://www.analog.com/en/design-center/design-tools-and-calculators.html# https://www.ni.com/en-us/shop/electronic-test-instrumentation/application-software-for-electronic-test-and-instrumentation-category/what-is-multisim/multisim-education.html
ENTREPRENEURSHIP	Unit 1 – Report and Oral presentation Unit 2 – Research Report	No adjustments necessary. Unit 1 – Technology may be used for oral presentation Unit 2 – No change
ENVIRONMENTAL SCIENCE	Unit 1 and 2 – Site visits Laboratory exercises	Reduction in the number of activities to TWO site-visits and TWO laboratory exercises. Use of Electronic assignments: <ol style="list-style-type: none"> Allowance for virtual site visits and the use of simulated and original data sets. Electronic assignments should be chosen so that students can demonstrate their knowledge and understanding of the following practical skills: <ul style="list-style-type: none"> Planning and Designing Observation and Recording Analysis and Interpretation Reporting and Presentation The teacher will be required to submit all details and guidelines for electronic assignments to allow for moderation. Consideration needs to be given to students whom for varying reasons for example poverty, lack of internet access, living conditions who will need assistance.
FINANCIAL SERVICES STUDIES	Research Project	No adjustments necessary.
FOOD & NUTRITION	Research paper Product Development	Unit 1 - Research Paper No adjustments necessary

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
		<p>Unit 2 - Product Development Investigation</p> <ol style="list-style-type: none"> Students who can carry out the product development in the usual manner should do so. Students severely impacted by COVID should include information in their SBA submission to show their knowledge, demonstrate their use of knowledge and demonstrate their understanding of the practical and experimental skills associated with product development. The SBA submission is expected to contain the requirements as outlined in the assessment mark scheme. <p>Consideration needs to be given to students whom for varying reasons for example poverty, lack of internet access, living conditions who will need assistance.</p>
FRENCH	Oral examination assessed by the teacher using SBA criteria provided by CXC® .	No major changes recommended for French. A similar policy to that used in 2020 should be put in place to allow teachers to conduct the recordings remotely where face-to-face interactions are not possible.
GEOGRAPHY	Field work Project	<ol style="list-style-type: none"> Teachers will need to provide clear guidance and carefully tailor the research projects to accommodate the current COVID situation and the students' possible inability to travel far distances or engage with the general public to collect data. Teachers can use Virtual Field Trips (VFT) where the technology and their skillsets allow. However, where VFTs are used and students did not actually go into the field, this must be stated in the methodology. CXC® will clearly define VFT and what is expected for a Geography VFT. Conduct field trips in very small groups. This might require more trips, if the teacher is leading the field trips Small groups would facilitate COVID safety protocols being maintained. If the students are on their own

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
		<p>in the field, with the teacher guiding remotely, then clear instructions and guidance are critical.</p> <ol style="list-style-type: none"> 4. Have the students undertake their field work within their communities to limit the need for travelling or working in large groups. 5. Design questionnaires using Google forms or Survey Monkey and send out via email or social media. 6. Use telephone or online meeting platforms such as Zoom to host interviews. 7. Consider field projects based on relevant topics from the human and economic geography sections of the syllabus e.g. changes in settlement patterns, urban land uses, factors of industrial location, commercial activities. 8. Projects would still be expected to display the students' spatial awareness skills, so sketch maps are still important, in addition to pictures. While students can use Google Earth, maps must be drawn, clearly annotated and not just copied from Google Earth.
GREEN ENGINEERING	<p>Unit 1: Research report on an engineering structure. Modules 1, 2 and 3.</p> <p>Unit 2, Module 3: Development of a product with readily available material to solve an existing problem.</p>	No adjustments necessary.
HISTORY	Research Project	No adjustments necessary.
INFORMATION TECHNOLOGY	Research Project	No adjustments necessary.
INTEGRATED MATHEMATICS	Research Project	No adjustments necessary.
LAW	Research Project	No adjustment necessary. Candidates should be able to complete tasks using available technology.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
LITERATURES IN ENGLISH	<p>A written report/ commentary</p> <p>One of the following:</p> <p>(a) Student’s interpretation of some aspect of a prescribed play, poem or an extract from prose fiction.</p> <p>(b) A review of a prescribed play, collection of poems or work of prose fiction.</p> <p>(c) A critical response to a creditable review of a prescribed play poem or prose extract.</p>	No adjustments necessary.
LOGISTICS AND SUPPLY CHAIN MANAGEMENT	Research Project	No adjustments necessary.
MANAGEMENT OF BUSINESS	Research Project	<p>No adjustments necessary</p> <p>Considerations</p> <ul style="list-style-type: none"> • An appropriate topic should be selected that allows for online data collection, especially in territories where face-to-face access is limited. • Use of Google Forms or Survey Monkey for the collect of data and analysis. • Use of group work to assist with the workload and access to internet and other resources across a number of candidates.
<p>PERFORMING ARTS</p> <p>PERFORMING ARTS (cont’d)</p>	<p>Unit I Paper 02</p> <p>A Research Report —1300–1500 words which <u>can be done individually</u> on in groups of 2–4 persons</p> <p>1. EACH group will submit ONE Project.</p>	<p>Unit I Paper 02</p> <p>Teacher and External Examiner (a specialist in the area) are required for the assessment.</p> <ol style="list-style-type: none"> 1. Paper 02 – can be completed using the same platform being used for teaching, learning and assessment. 2. The viva voce can be done virtually.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>PERFORMING ARTS (cont'd)</p>	<p>2. Each group or individual will engage in viva voce or oral presentation with the teacher and the External Examiners</p> <p>3. Each Group must submit with the research report the responsibilities or roles performed by each member. The peer evaluation checklist (available on website) must be completed and a letter mark awarded for each member of the group.</p> <p>Unit 1 SBA</p> <p>1. An Event Based Project which may be done individually or in groups of 2–4 persons.</p> <p>2. Individually produce a portfolio.</p> <p>3. TWO options available to students for implementation:</p> <p>(a) Development /rolling out of the project developed for Paper 01 <u>into an actual event.</u></p> <p>(b) Creation of a new entrepreneurial Project.</p> <p>Unit 2 Paper 02 – CINEMATIC ARTS <u>In groups of 5–7</u>, students will be required to:</p> <p>(i) Produce a rough cut of a cinematic project.</p>	<p>Unit 1 SBA</p> <p>Teacher and Moderator (a specialist in the area) should be present for the assessment.</p> <p>The online event or entrepreneurial project required does not have to be, for example, drama/concert, where practice is required.</p> <p>Unit 2 Paper 02 – CINEMATIC ARTS</p> <p>Teacher and External Examiner (a specialist in the area) should be present for the assessment.</p> <p>Paper 02 can be done without any adjustment to the requirements.</p>

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>PERFORMING ARTS (cont'd)</p>	<p>(ii) Write a shooting script.</p> <p>(iii) Engage in a viva voce.</p> <p>Unit 2 SBA – CINEMATIC ARTS</p> <p>(i) Produce a/the final cut—The final cut may be no more than 5 minutes and no less than three minutes. It is to be submitted on DVD, mini-DV tape, VHS tape, flash drive or external hard drive.</p> <p>(ii) Submit a portfolio/production file.</p> <p>(iii) Complete a community screening.</p> <p>(iv) Individually produce a reflective journal.</p> <p>NOTE: Students have the option of using the rough cut developed for the Paper 01 to complete as their final cut or develop a new idea/theme/issue/social problem to produce a final cut of their film.</p> <p>Unit 2 Paper 02 – DANCE <u>Group Performance</u></p> <p>Students will be required to:</p> <p>(i) Prepare and present as a group a 30-</p>	<p>Unit 2 SBA – CINEMATIC ARTS</p> <p>Teacher and Moderator (a specialist in the area) should be present for the assessment.</p> <p>Paper 03 can be completed with some adjustments.</p> <ol style="list-style-type: none"> Students could limit the number of persons in the film. The number of persons in the groups may also be reduced to facilitate social distancing. <p>Instead of community screening a virtual screening could be done.</p> <p>Unit 2 Paper 02 – DANCE</p> <p>Teacher and External Examiner (a specialist in the area) should be present for the assessment.</p> <p>Can be completed with the following adjustments:</p> <ol style="list-style-type: none"> Reduce warm up time to 15 minutes. Can record the warm up and solo.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>PERFORMING ARTS (cont'd)</p>	<p>minute warm up routine.</p> <p>(ii) Engage in a viva Voce with the examiners.</p> <p><u>Individually</u> choreograph and perform a solo dance.</p> <p>NOTE: Students will require a minimum of SIX weeks to prepare before the examination.</p> <p>Unit 2 SBA – DANCE <u>In groups of 5–10 students</u></p> <p>Students will be required to:</p> <p>(i) Choreograph works relevant to the theme that will be performed in a 15–30 minutes dance event/concert.</p> <p>(ii) Engage in a viva Voce with the Examiners.</p> <p>(iii) <u>Individually</u> produce a process journal.</p> <p>Students must have SIX to EIGHT weeks to prepare their choreographic works and will be responsible for the preparation of the venue on the day of examination.</p> <p>Unit 2 Paper 02 – DRAMA <u>Individual Performance</u></p> <p>Students will be required to:</p>	<p>3. Set time for viva voce with external examiner when they can respond to the questions.</p> <p>Unit 2 SBA – DANCE Teacher and Moderator (a specialist in the area) should be present for the assessment.</p> <p>Paper 03 can be completed. Some adjustments to specific situations:</p> <ol style="list-style-type: none"> 1. Groups can be limited to 3-5 persons. 2. Choreography without any contact. 3. Virtual audience. <p>Unit 2 Paper 02 – DRAMA Teacher and External Examiner (a specialist in the area) should be present for the assessment. Paper 02 can be completed with some adjustments is necessary:</p>

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
<p>PERFORMING ARTS (cont'd)</p>	<p>(i) Perform a set piece OR a devised performance of between 15–30 minutes.</p> <p>(ii) Approximately 5 minutes of the performance must demonstrate a traditional performance skill learnt during apprenticeship to a traditional practitioner.</p> <p>(iii) Engage in a viva voce.</p> <p>(iv) Provide Examiners with a written introduction of approximately 300 words which must be presented to the examiners before the performance.</p> <p>NOTE: Students will require a minimum of SIX weeks to prepare before examination.</p> <p>Unit 2 SBA – DRAMA <u>Group Performance</u> <u>Students are required to</u></p> <p>(i) Produce a performance of at least one hour of a set play studied for the subject, OR devise a piece of original theatre based on a theme ,</p>	<p>Reduce time to 10-15 minutes.</p> <p>Where apprenticeship is not possible: the performance must demonstrate the skill learnt from resources such as research/ videos.</p> <p>The performance can be assessed via:</p> <ol style="list-style-type: none"> 1. Live Stream. 2. Recorded on virtual platform. For example, Zoom. 3. Virtual audience using appropriate platform. For example, Zoom. <p>Unit 2 SBA – DRAMA Teacher and Moderator (a specialist in the area) are required for the assessment.</p> <ol style="list-style-type: none"> 1. Reduce time to 30-40 minutes. 2. Change performance to either (a) Director’s concept; or, (b) Radio Drama. 3. The viva voce may be done virtually. <p>The performance can be assessed via:</p> <ol style="list-style-type: none"> 1. Live Stream.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
	<p>issue, or celebration in their community or country. OR with permission from the parent and the school, take a role in an external production.</p> <p>(ii) Students will be required to: engage in a viva voce with the Examiners A written introduction of approximately one paragraph must be presented to the examiners before the performance.</p> <p>(III) Individually produce a process journal.</p> <p>Unit 2 Paper 02 – MUSIC <u>Solo Performance</u> Students will be required to:</p> <p>(i) Present a solo performance on their instrument from the CAPE® Music set pieces list. This piece does not have to be performed from memory.</p> <p>(ii) Copies of the music must be presented to the examiners.</p>	<p>2. Recorded on virtual platform. For example, Zoom.</p> <p>3. Virtual audience using appropriate platform. For example, Zoom.</p> <p>Unit 2 Paper 02 – MUSIC Teacher and External Examiner (a specialist in the area) should be present for the assessment. Paper 02 is possible without adjustments:</p> <ol style="list-style-type: none"> All components can be assessed virtually if necessary. Solo performance may be done. Ensemble can be limited to TWO persons: Persons are encouraged to use facilities such as churches which are already being used for practice. Scales and Arpeggios can be assessed virtually using the same platform in which teaching, learning and assessment is being conducted. Recordings may also be used.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
PERFORMING ARTS (cont'd)	<p><u>Ensemble</u></p> <p>(i) Perform on their instrument in an ensemble performance where candidates have a clear and distinguishable role in the performance. This piece does not have to be performed from memory.</p> <p>(ii) Copies of the music must be presented to the examiners.</p> <p>(iii) Perform 6 scales (major, harmonic, minor, melodic minor) and 3 arpeggios (major and minor) on definite pitched instruments. Non-definite pitched instruments and vocalists will do an additional ensemble performance in lieu of this.</p> <p>Unit 2 SBA – MUSIC <u>Students are required to individually</u></p> <p>(i) Create a composition.</p> <p>(ii) Create an arrangement.</p> <p>(iii) Produce a process journal.</p> <p>Candidates will:</p>	<p>Unit 2 SBA – MUSIC Teacher and External Examiner (a specialist in the area) should be present for the assessment.</p> <p>SIMILAR TO PAPER 02 MUSIC</p> <p>SBA is possible without adjustments</p> <ol style="list-style-type: none"> 1. All components can be assessed virtually if necessary. 2. Solo performance may be done. 3. Ensemble can be limited to two persons: Persons are encouraged to use facilities such

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
PERFORMING ARTS (cont'd)	<ol style="list-style-type: none"> 1. Compose a piece of Caribbean music with lyrics in 2/2 of a minimum of 64 bars. 2. State what Caribbean genre/s are being used in the composition and the arrangement. 3. Arrange the above composition for an ensemble comprising at least 2 instruments performing separate melodic lines and on instrument performing harmonies. 4. Submit the scores of both the composition and the arrangement. 5. Submit a recording of both the composition and the arrangement. 6. Submit a process journal that documents the creation of the composition and the arrangement. 	<p>as churches which are already being used for practice.</p> <ol style="list-style-type: none"> 4. Scales and Arpeggios can be assessed virtually using the same platform in which teaching, learning and assessment is being conducted. 5. Recordings may also be used.

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
PHYSICAL EDUCATION & SPORT	Research and practical components	<p>Unit 1</p> <ol style="list-style-type: none"> 1. Coaching Programme remains the same. 2. Practical Session-Coaching: <ol style="list-style-type: none"> (a) Students may record themselves demonstrating critical skills in their chosen sport. (b) Submit the recordings to their teachers for marking and as evidence for moderators. (c) Students will narrate their recordings to show that they understand the importance of the technical aspects of coaching related to their chosen sport. 3. Practical Session-Officiating: <ol style="list-style-type: none"> (a) Students will record themselves demonstrating critical officiating skills in their chosen sport. (b) Submit the recordings to their teachers for marking and as evidence for moderators. (c) Students will narrate their recordings to show that they understand the importance of the technical aspects of coaching related to their chosen sport. <p>Unit 2</p> <ol style="list-style-type: none"> 1. Students can choose an event that is suited to the electronic environment for example a sports conference, seminar or workshop. 2. The Research and Planning sections of this SBA remain the same. 3. For the Implementation, students choosing an e-event are expected to submit recordings of the event to their teachers for marking and to be presented to the moderator. 4. Students choosing a regular event are expected to either record themselves discussing the strategies for implementation OR submit a report discussing their strategies for implementation. 5. Strategies must include the following areas: <ol style="list-style-type: none"> (a) Operational logistics (b) Award Ceremony (c) Breakdown of site (d) Evaluation

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
PHYSICS	Practical Assignments	<ol style="list-style-type: none"> 1. The number of practical assignments to be reduced to FIVE. 2. Each skill (Plan and Design, Observation, Recording and Reporting, Analysis and Interpretation, Manipulation and Measurement) should be assessed at least TWICE. 3. At most THREE skills to be assessed by a single lab 4. The investigative project remains the same as stipulated in the syllabus. 5. Where candidates are registered for multiple sciences a single investigative project may be submitted. 6. The rule which states that each skill must be assessed at least TWO times except for drawing which must be assessed at least ONCE will NOT be relaxed. 7. The Manipulation and Measurement skill is the only practical skill that may need to be done face-to-face. 8. Teachers should indicate the how each lab was conducted whether face-to-face (simulation, demonstration or YouTube videos). The relevant materials should be made available for the onsite moderator to verify as evidence. <p>Other Considerations</p> <ol style="list-style-type: none"> 1. The use of virtual labs to complete practical labs. 2. In some cases, teachers can direct students how to carry out certain labs once they have the appropriate equipment or substances to work with at home. 3. Alternately teachers can demonstrate the labs online, and students do the write up. <p>Choose topics for the investigative project where data can be easily collected without compromising the safety of students and teachers.</p>
PURE MATHEMATICS	Three Module tests	No adjustments necessary
SOCIOLOGY	Research Project	No adjustments necessary

CAPE® SUBJECT	SBA REQUIREMENT	ADMINISTRATION DECISION
SPANISH	Oral examination assessed by the teacher using SBA criteria provided by CXC®.	No major changes recommended for French. A similar policy to that used in 2020 should be put in place to allow teachers to conduct the recordings remotely where face-to-face interactions are not possible.
TOURISM	Research Project	No adjustments necessary

School-Based Assessment Implementation Support



Teacher may now access simulations for the following subjects on the **CXC**[®] Learning Hub (<https://learninghub.cxc.org>):

CSEC[®]

- Biology
- Physics
- Chemistry
- Electrical and Electronic Technology
- Human and Social Biology

CAPE[®]

- Biology Units 1 and 2
- Physics Units 1 and 2
- Chemistry Units 1 and 2

CXC[®] will continue to identify and curate relevant resources to support teaching and learning in the online environment.

Webinar/Workshop Series

Webinars and workshops will be facilitated online in a live (real-time) environment by subject matter experts. Each webinar will span a period not less than sixty (60) minutes while workshops are being planned to last for three (3) hours (each). All sessions will be recorded and made available on the **CXC**[®] Learning Institute (<https://cxclearninginstitute.notesmaster.com>) and in the Virtual Subject Associations (VSAs) on Notesmaster (<https://notesmaster.com>).

It is planned that during the period January to March 2021, the following interventions will be hosted:

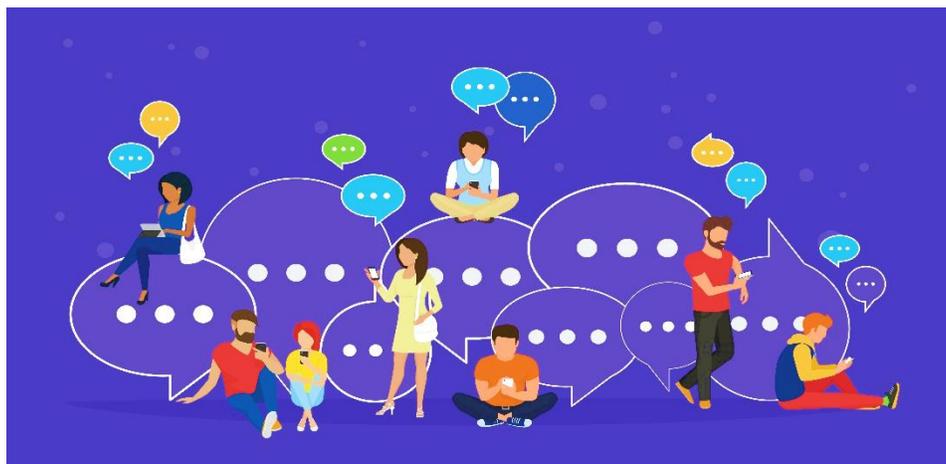
Intervention Type	Focus	Date
Webinar	Into to the SBA	January 2021
Workshop	Implementing the SBA - Research-Based Projects	January 2021
Webinar	Online Moderation of SBA Grades	February 2021
Workshop	Implementing the SBA – Product Design and Development	February 2021
Webinar	Portfolio Development for SBA	March 2021
Workshop	Implementing the SBA – Practical Activities	March 2021

Self-Paced Online Course

Work has already started on a self-paced SBA Implementation Support – 2021 course and teachers are now able to access a unit focusing on implementing the SBA in the synchronous online environment.

The unit may be accessed via the **CXC**[®] Learning Institute at:

<https://cxclearninginstitute.notesmaster.com/courses/standard/11997/note/88628>.



Should you require additional information, please contact us at:

T: 246-227-1700 | **F:** 246-429-5421 | **E:** cxcezo@cx.org | **W:** www.cxc.org

