

Current practice	Proposed changes	Rationales
<p>Select one best B mark from S5 and one best B mark from S6, the two best marks should come from reports of different topics.</p> <p>Assessments should be spread across years. (minimum 1 assessment in S5 and 1 assessment in S6)</p>	<p>Select two best B marks across years, the two best mark should come from different topics</p> <p>Assessment should be spread across years. (minimum 1 assessment in S5 and 1 assessment in S6)</p>	<ul style="list-style-type: none"> <li>the two best marks represented students' best performances in his / her studies across years</li> </ul>
<p>Students have to complete the design and procedures of the experiment under teacher supervision</p>	<p>Remove the requirements for writing up the procedures, teacher may supply procedures with specific guiding questions on experimental design and discussions (data analysis and conclusion)</p>	<ul style="list-style-type: none"> <li>teachers tend to do simple tasks for feared that their students may fail to come up with workable experiments</li> <li>provision of procedures can <ul style="list-style-type: none"> <li>relieve teachers' worry mentioned in 1<sup>st</sup> bullet points</li> <li>allow the exposure of students to more complex experiments, widen their learning experiences</li> <li>reduce the workload of both students and teachers</li> </ul> </li> <li>specific guiding questions can assess students' understanding of the experimental design based on the given procedures and their ability to analysis the data</li> <li>some procedures are standard protocols, e.g. PCR, gel electrophoresis in Biotechnology and aseptic techniques, colonial counts in microbiology, instead of writing up these standard protocols, how to apply these protocols to solve problems is more meaningful</li> </ul>
<p>The report in area B is assessed as a whole, minimum 1 submission in S5 and minimum 1 submission in S6</p>	<p>B1: Experimental design B2: Results and discussion (data analysis)</p> <p>Equal weighting for B1 and B2</p> <p>Assessment should be spread across years.</p> <p>Mark Selection: Best two marks for B1 across years Best two marks for B2 across years</p>	<ul style="list-style-type: none"> <li>there are a wide variety of experiments / investigations in Biology, some with more assessment opportunities in the experimental design (e.g. investigations involving hypothesis making and testing) while some with more assessment opportunities in the area of data analysis (e.g. collection of quantitative data, data collection involving multiple variables)</li> <li>splitting the whole report into B1 and B2 allows: <ul style="list-style-type: none"> <li>flexibility for teachers to choose suitable experiments for learning and teaching of important elements involved in either experimental design or data analysis</li> <li>instead of marking the whole report, teachers can carry out detailed marking on particular parts, this reduces the workload on marking and encourage teachers to select a wider variety of experiments for students' learning</li> </ul> </li> </ul>