

ABSTRACT

This research [a] investigated how high school biology teachers marked some school-based assessment exercises of their students, [b] compared their marks with those of the Caribbean Examination Council's [CXC] biology examiners, and [c] identified the methods used by teachers which led to marks and marking practices deemed acceptable by the CXC examiners. The sample consisted of 72 Caribbean teachers [who were preparing high school students for the secondary education certificate examinations in biology, conducted by the CXC] drawn from 15 Caribbean nations. Two instruments developed by the researcher for the teachers and CXC examiners were used for data collection. Results indicated that [a] most of the teachers had used CXC's recommended strategies for marking the students' work, [b] many were unclear about the use of these strategies, and [c] the total marks of the teachers for the students' work sampled were mainly consistent with those of the CXC examiners.