The purpose of the External Assessment Specifications is to provide information about the external assessment.

The criteria to be externally assessed are: 2, 5, 6, 7 and 8.

The format of the external assessment is: a 3-hour written examination.

<table>
<thead>
<tr>
<th>Part</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>Criterion 2</td>
<td>Criterion 5</td>
<td>Criterion 6</td>
<td>Criterion 7</td>
<td>Criterion 8</td>
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<tr>
<td>Course Content</td>
<td>Develop, interpret and evaluate biological experiments related to: The Chemical basis of Life; Cells; Organisms; Continuity of organisms and survival of changes</td>
<td>The chemical basis of life</td>
<td>Cells</td>
<td>Organisms</td>
<td>Continuity of organisms and survival of changes</td>
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<tr>
<td>Number of Questions</td>
<td>From 4 - 6 items, mostly broken into parts Parts within items are arranged in order of difficulty Types of questions may be of the following format: Formulating a hypothesis (3 marks)</td>
<td>From 4 - 6 items, mostly broken into parts Parts within items are arranged in order of difficulty Includes analytical and interpretive items involving: - Tables - Graphs - Biological diagrams</td>
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</table>
Design a controlled experiment  
Understanding the role of abiotic and biotic factors  
Includes analytical and interpretive items involving:  
- Tables  
- Graphs  
- Biological diagrams  
- Diagrams  
- Schematic diagram / model  
Items based on practical work may be included.  
Evaluate method and suggest improvements  

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<thead>
<tr>
<th>Compulsory/optional [questions/parts of questions]</th>
<th>Question types</th>
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</table>
| All                                              | Context of the item  
Some extended items are non-routine  
Scenarios of the item Some scenarios of items are real-world scenarios  
Response format A balance of items ranging from short to extended  
Assessment of responses Responses range from closed-ended to open-ended | All |
| All                                              | Context of the item  
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| - Diagrams  
- Schematic diagram / model  
Items based on practical work may be included. | - Diagrams  
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<tbody>
<tr>
<td>Mark Allocation</td>
<td>Approximately 36 marks</td>
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**Item Definitions**

**Routine context**
- These items require rehearsed responses and/or rehearsed skills in the application of biological concepts and principles, interpretation and evaluation, and in familiar contexts.

**Non-routine context**
- These items require procedures not previously encountered in expected prior learning activities. These require the combination, and sometimes the selection, of a set of skills in unfamiliar contexts.

**Real-world scenarios**
- These items relate concepts of biology to phenomena in the real world.

**Short response format**
- These items are composed of a brief prompt that demands a response to some stimulus material that varies from a single response to a few written points. This sort of item is suited to assessing the candidate's ability to:
  - recall specific information and methods related to key content
  - apply rehearsed methods to familiar situations
  - demonstrate understanding of key concepts in previously unseen stimulus material.

**Extended response format**
- These items involve lengthy or multi-stage responses of increasing complexity. Greater complexity may be due to one or more of, but not limited to, the following:
  - a greater cognitive demand of biological concepts
  - the necessity to select appropriate information
  - justification of a response via a logical line of reasoning.

**Closed-ended response**
- These are items for which there is a single ‘correct’ or ‘best’ response.

**Open-ended response**
- These are items for which there may be multiple correct responses OR in which the quality of the argument and/or the expression is being assessed.
**CRITERIA being externally assessed:**

The following aspects of the criteria and their standards described in the course document are externally assessed.

- **Criterion 2:** Develop, interpret and evaluate biological experiments
  All aspects of criterion standards are examinable.

- **Criterion 5:** Describe and apply concepts and processes of the chemical basis of life
  All aspects of criterion standards are examinable.

- **Criterion 6:** Describe and apply concepts and processes involving cells
  All aspects of criterion standards are examinable.

- **Criterion 7:** Describe and apply concepts and processes within organisms
  All aspects of criterion standards are examinable.

- **Criterion 8:** Describe and apply concepts and processes related to the continuity of organisms and survival of change
  All aspects of criterion standards are examinable.

The external assessment includes items that separately or together give opportunities to demonstrate the standards from rating C to rating A. Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.
Written Examination Checklist

Part 1:
☐ Assesses all aspects of Criterion 2.
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes representative course content from all Science Understanding sections
☐ There are 4 - 6 items, mostly broken into parts
☐ Parts within items are arranged in order of difficulty
☐ Some extended items are non-routine
☐ Some scenarios of items are real-world
☐ Items have a balanced range of short to extended response formats
☐ Responses range from closed-ended to open-ended

Part 2:
☐ Assesses all aspects of Criterion 5.
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes representative course content from ‘The chemical basis of life’
☐ There are 4 - 6 items, mostly broken into parts
☐ Parts within items are arranged in order of difficulty
☐ Include analytical and interpretive items
☐ Items on based on practical work
☐ Some extended items are non-routine
☐ Some scenarios of items are real-world
☐ A balance of items ranging from short to extended
☐ Responses range from closed-ended to open-ended

Part 3:
☐ Assesses all aspects of Criterion 6.
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from ‘Cells’
☐ There are 4 - 6 items, mostly broken into parts
☐ Parts within items are arranged in order of difficulty
☐ Include analytical and interpretive items
☐ Items on based on practical work
☐ Some extended items are non-routine
☐ Some scenarios of items are real-world
☐ A balance of items ranging from short to extended
☐ Responses range from closed-ended to open-ended

Part 4:
☐ Assesses all aspects of Criterion 7.
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from ‘Organisms’
☐ There are 4 - 6 items, mostly broken into parts
☐ Parts within items are arranged in order of difficulty
☐ Include analytical and interpretive items
☐ Items on based on practical work
☐ Some extended items are non-routine
☐ Some scenarios of items are real-world
☐ A balance of items ranging from short to extended
☐ Responses range from closed-ended to open-ended
Part 5:

- Assesses all aspects of Criterion 8.
- Items give opportunities to demonstrate standards from rating C to rating A
- Includes course content from ‘related to the continuity of organisms and survival of changes’
- There are from 4 - 6 items, mostly broken into parts
- Parts within items are arranged in order of difficulty
- Include analytical and interpretive items
- Items on based on practical work
- Some extended items are non-routine
- Some scenarios of items are real-world
- A balance of items ranging from short to extended
- Responses range from closed-ended to open-ended