C	2 marks	4 marks	6 marks	8 marks
Comparing opposing evidence and views	Information is unselectively reported without taking any clear view about any course of action.	Claims for a particular idea, development or course of action are reported without critical comment.	Claims and arguments for and against are reported, but with little attempt to compare or evaluate them.	Details of opposing views are evaluated and critically compared.
Conclusions and recommendations	A conclusion is stated without reference to supporting evidence.	A conclusion is based on evidence for one view only.	Some limits or objections to the conclusion are acknowledged.	Alternative conclusions are considered, showing awareness that different interpretations of evidence may be possible.
D	1 mark	2 marks	3 marks	4 marks
Structure and organisation of the report	The report has little or no structure or coherence, or follows a pattern provided by worksheets.	The report has an appropriate sequence or structure.	Information is organised for effective communication of ideas, with contents listing, page numbering etc. as appropriate to aid location of key elements.	Considerable care has been taken to match presentation and format to present issues and conclusions clearly and effectively to a chosen audience.
Use of visual means of communication	There is little or no visual material (charts, graphs, pictures, etc) to support the text.	Visual material is merely decorative, rather than informative.	Visual material is used to convey information or illustrate concepts.	Pictures, diagrams, charts and or tables are used appropriately and effectively to convey information or illustrate concepts.
Spelling, punctuation and grammar	Spelling, punctuation and grammar are of generally poor quality, with little or no use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are of variable quality, with limited use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are generally sound, with adequate use of appropriate technical or scientific vocabulary.	The report is concise, with full and effective use of relevant scientific terminology. Spelling, punctuation and grammar are almost faultless.

Appendix D Suggestions for Topics for Case Studies

Developing the skills for case studies

These activities make it possible to develop and practice the techniques which will lead to successful case studies. They provide opportunities to introduce the marking criteria which will be used for assessment.

In the module *You and Your Genes*, students study Huntington's disease to show how ethical considerations are important in genetic counselling. They can be introduced to the use of search engines to trace information on the internet and taught how to acknowledge sources. Related topics include studies of the acceptability of pre-implantation genetic diagnosis, or therapeutic cloning, or GM crops.

Successful Topics for case studies

B1: You and your genes

Should gene therapy be allowed?
Should gene therapy be allowed to prevent Huntington's disease?
Human cloning – should it be banned?
Designer viruses – good or bad?
Is genetic testing ethically right?

B2: Keeping healthy

MRSA – is hospital the best place when you are ill?
Antibiotics – is there a crisis?
How safe is MMR vaccination?
Is animal testing justified?
Should cannabis be used as a medical drug?
Does MMR cause autism?
Are edible vaccines best?
Should DDT be banned?

B3: Life on earth

Creation or evolution?

B4: Homeostasis

Should ecstasy be readily available?

B5: Growth and development

Should human cloning be allowed?
Should we produce designer babies?
Is cloning the way of the future?

B6: Brain and Mind

Can brain exercises really keep you young?

B7: Further Biology

Should GM crops be grown in Britain?
Who should have access to medical records?