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EVENT TITLE: Pearson Edexcel GCSE (9-1) Psychology: Marking training for teachers Part 1

Slide No.	Script (verbatim)
Slide 1	<p>Welcome to the feedback training for the Summer 2019 examinations in GCSE (9-1) Psychology.</p> <p>This training will review the candidate performance for Paper's 1 and 2 across a sample of questions.</p> <p>Example responses will be shown on screen, and you can pause the recording at any point to allow time to read the response and then resume the recording when you are ready. We would suggest you mark each response in order to enable you to see how the mark scheme is applied.</p> <p>It may be useful to have a copy of the mark scheme and exam paper to hand as we review the answers.</p> <p>You may also wish to have the principal examiner reports available.</p> <p>Thank you for your time today, and any questions or feedback following this training would be welcomed by Pearson Edexcel.</p>
Slide 2	<p>The aim of this training is to provide centers with feedback on national performance of candidates in the examination components 1 and 2 from the June 2019 examination series.</p> <p>In doing so, we will consider the variation of candidates' performance on different question types and possible reasons why. We have selected a range of candidate answers to highlight improvements that can be made across both paper 1 and paper 2.</p> <p>During the feedback we will also consider the Examiner's Reports and selected key points from these.</p>
Slide 3	<p>I would like to welcome you to this training programme and, having shared the aims of this session, the remaining structure for the training is to firstly look at a brief overview of the new 9-1 GCSE Psychology.</p> <p>This will be followed by feedback on each examination component, starting with Paper 1 feedback, then Paper 2 feedback.</p> <p>Due to the limitations of time, the example items have been selected across the papers to guide centres in the improvement of skills and candidate answers that can be applied across both examination papers and target the aspects of the examination skills that candidates struggled with the most.</p> <p>We will end with some useful sources and weblinks to help with delivery strategies, best practice, and where to find Pearson Edexcel support and information.</p>



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Slide 4	<p>This was the first sitting of the new 9-1 GCSE Psychology examinations. There have been considerable changes from the previous GCSE course, this is evident across all GCSE subjects.</p> <p>For GCSE Psychology this has included changes to the paper structure, optionality topics, and mathematical skills in line with the Ofqual requirements for GCSE Psychology published in April 2014.</p> <p>The 9-1 GCSE Psychology and the assessment structure is quite different to the old GCSE assessment. There is a decrease in the number of multiple-choice questions that can be included in any examination, there is an increase in the extended response questions and overall the new 9-1 GCSEs have increased demand for candidates.</p> <p>Overall performance for Paper 1 showed that:</p> <p>Candidates struggled with the short, factual knowledge-based questions that required AO1 knowledge and recall.</p> <p>Questions that required understanding were more successfully answered and AO1 understanding was shown relatively well.</p> <p>Some questions required AO1 knowledge and then AO2 application, such as questions 8 and 16, and these were well-answered on average.</p> <p>Questions that required conclusions were very accessible to most candidates and they could achieve this AO3 skill, but any questions that then asked for improvements or strengths or weaknesses were less well responded to.</p> <p>The essays tended to be imbalanced and so a clear improvement for future series would be to ensure balance across assessment objectives and more AO3 content.</p> <p>Overall performance for Paper 2 showed that:</p> <p>Mathematical skills were generally good across candidates, with many achieving highly on these question types.</p> <p>The research methods extended essay was less well answered, with many responses being unbalanced across the assessment objectives.</p> <p>The skills of justification and exemplification for AO3 in the shorter questions were also often limited.</p> <p>The option essays tended to be imbalanced across assessment objectives as well.</p>
Slide 5	<p>We will now review Paper 1.</p> <p>This paper assesses the compulsory section of the course, which include development, memory, psychological problems, social influence, and two 9-mark essays. One of these addresses a synoptic assessment across two of the compulsory topics, and the other essay addresses a debate within psychology, which in 2019 assessed morality from topic 1.</p> <p>Please pause the recording at any time and allow as much time as you need to review the information provided on the screen.</p>
Slide 6	<p>We will start with question 7</p>



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	<p>This was an AO1 and AO2 question where candidates were required to use reconstructive memory to explain Bamboo's memory of the event. AO1 was awarded for understanding of the theory and AO2 for application of this to the scenario given.</p> <p>This response was awarded 2 marks - 1 AO2 for exemplification of how the theory can explain the Scenario. 1 AO1 for accurate understanding of the theory at the end of the answer.</p>
Slide 7	<p>This response was awarded 1 AO1 mark for understanding of the theory. Despite some muddled content, the candidate demonstrates that they understand that part of reconstructive memory is the process of familiarisation. However, the use of the name Bamboo is not sufficient to link back to the scenario and explain why Bamboos memory of the robbery could have changed.</p>
Slide 8	<p>From the examiner report, advice to candidates is to develop AO2 application skills to make connections to the scenario they have been given.</p> <p>The example response was awarded 2 marks - 1 AO1 for accurate understanding of the theory; and 1 AO2 for application of how the theory can explain the scenario.</p>
Slide 9	<p>We will now look at question 9b.</p> <p>This question required candidates to give a strength and a weakness of the study by Dakota, with two AO2 marks being available for the strength and then the weakness of her study, then two AO3 marks available for the justification of the strength and then the weakness.</p> <p>This example achieved all 4 available marks.</p> <p>One AO2 mark for identification of the strength (a control group) and the weakness (that three participants are unrepresentative).</p> <p>One AO3 mark was awarded for justification of the strength (to make comparisons), and again one AO3 mark for justification of the weakness (that the findings cannot be generalised as a result of the unrepresentative sample).</p>
Slide 10	<p>This response was given 0 marks.</p> <p>The strength about the standardised procedure is considered a generic as this does not apply specifically to the study by Dakota, so no marks are awarded for the strength. The weakness is not a weakness as the number of participants in a study does not improve representativeness of those participants. This was a common misconception seen in both paper 1 and paper 2.</p>
Slide 11	<p>The examiner report highlights that a number of responses were generic points and did not link back to the scenario, therefore not giving a strength or weakness of Dakota's study specifically. For others, there was limitation in the AO3 justification of how or why their given point was a strength or weakness.</p> <p>This response here was awarded 4 marks.</p>



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	one AO2 for the identification of a strength (the use of a control participant) and one AO3 for justification of the strength; one AO2 for the identification of a weakness (that only using two participants with amnesia doesn't represent other people with amnesia) and one AO3 for justification of the weakness.
Slide 12	We will now look at question 13b. This question required an improvement to the investigation by Siobhan. The answer was awarded 2 marks. One mark for identification of a relevant improvement using different hospitals in other places and areas. And one mark for justification, which was linked to the improvement identified, that different places increases generalisability of the findings.
Slide 13	This answer was awarded 0 marks. The candidate makes an irrelevant statement for the question which is not an improvement to the study that Siobhan conducted.
Slide 14	The examiner report highlights that justification was often poor in this question and that a number of candidates gave a practical solution to her staffing issues on the ward rather than improving the study she had conducted. This example response was awarded 2 marks - 1 for a relevant improvement identified; and 1 mark for justification which is linked to the improvement they have given.
Slide 15	We will now look at question 23a, which required candidates to make a conclusion from the data they had been provided. This response was awarded 2 marks. One mark for the conclusion made. And one mark for justification of conclusion through analysis or interpretation of the data.
Slide 16	This response was awarded 1 mark. The mark was given for the conclusion made by the candidate, however there is no justification of this conclusion from the data to enable them to achieve their second mark.
Slide 17	Examiner report feedback for Question 23a highlights the need for including justification of conclusions. Some candidates described the data rather than making a conclusion from the data and did not achieve the marks here.



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Slide 18	The example taken from the examiner's report was awarded 2 marks - 1 for the conclusion, and 1 for the justification.
Slide 19/20/21	<p>Question 24 was an extended essay for 9 marks which is assessed using the levels-based mark scheme and indicative content. Candidates should demonstrate skills across all three AOs in extended essays.</p> <p>Please read the response over the next three slides, the explanation of marks awarded will be given on the final slide.</p> <p>-</p> <p>-</p> <p>This example shows AO1 understanding at level 3 – it is accurate and thorough understanding of the stages of morality</p> <p>The AO2 is also considered level 3 – there is a sustained application of morality to the scenario</p> <p>AO3 again is also level 3 – they have deconstructed the relevant ideas and used logical chains of reasoning to present a balanced, well-developed answer, that shows judgements supported by using evidence and concepts.</p> <p>Overall this candidate is awarded 9 marks for a level 3 response.</p>
Slide 22/23	<p>Please read the response over the next two slides, the explanation will be given at the end of the answer.</p> <p>-</p> <p>This example shows AO1 at level 1 with some isolated elements of understanding of the stages of morality</p> <p>AO2 is level 1 – they have attempted the application of morality to the scenario</p> <p>AO3 is level 0 – there is no relevant content that meets the AO3 skills shown in the response.</p> <p>Overall this is a level 1 response and was awarded 2 marks</p>
Slide 24	If you have not yet accessed the examiner reports, you can now pause the recording and take time to read the Principal Examiner feedback on this question and resume the recording when you are ready.
Slide 25/26/27	<p>Please read the example response from the examiner report over the next three slides.</p> <p>-</p> <p>-</p> <p>For this response the AO1 was awarded level 3 (it is accurate and thorough understanding of the stages of morality),</p> <p>The AO2 was awarded level 2 (there is application of morality to the scenario that has been given to the candidates),</p> <p>The AO3 was awarded level 2 (they have deconstructed relevant ideas mostly using logical chains of reasoning, however some aspects of this answer are imbalanced,</p>



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	<p>and the judgements are supported only occasionally using relevant evidence or concepts).</p> <p>Overall this response was given level 2 and awarded 6 marks.</p>
Slide 28	<p>This brings us to the end of the feedback on specific questions for paper 1. As a final review, for Paper 1 the key aspects seen in responses from the candidates who achieved well was that they were able to...</p> <p>Offer accurate information for factual questions accessing AO1 knowledge and understanding</p> <p>They were also able to fully contextualised their responses in relation to scenarios and stimulus material that they had been given.</p> <p>They could make strong conclusions when asked to do so and support this well with evidence and interpretation of data.</p> <p>They were able to suggest appropriate improvements and would fully justify why or how this would be an improvement.</p> <p>Many of these candidates used connectives for comparison questions, and they also they balanced their essays with equal AO1, AO2 and AO3 content providing well-developed assessments.</p>
Slide 29	<p>The key aspects seen in responses from the candidates who did not achieve as well indicates that candidates could improve in the following areas:</p> <p>Often, they offered inaccurate information for factual questions or guessed an answer.</p> <p>Many did not contextualise their responses, instead giving generic ideas that did not answer the question asked.</p> <p>Most did not give conclusions and often they just recycled the information provided in a data table with no interpretations.</p> <p>Suggestions of inappropriate improvements were seen, or simple improvements were given but they did not justify why or how this could have improved the study</p> <p>Most did not use connectives for comparison questions, instead making unrelated statements.</p> <p>Finally, in extended answers many did not balance their essays and often presented responses that missed out one or more of the AO skills, or they recycled information and just copied the scenario rather than applying their understanding to what was happening in the scenario.</p> <p>This concludes the feedback for paper 1, we will now move to paper 2.</p>
Slide 30	<p>It may be useful to have the question paper and mark scheme to hand as we review candidate responses on paper 2. Please pause the recording to read the candidate response and mark scheme, resume the recording for the feedback for the question.</p>
Slide 31	<p>The content of the following slides will address some of the key issues in the overall performance of candidates on the options paper this summer. The analysis of</p>



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	<p>the examiners report for paper 2 provides the following advice to centres to guide their candidates in future assessments.</p> <p>The AO3 skills in both short-answer questions and the extended essays require development. Candidates should always attempt to justify how or why their point is a strength, a weakness or an improvement. In essays they should develop their point and try to use supporting evidence, theories or concepts to develop their answers. The application to stimulus material should be more than just using a name. The AO2 skills of application to the scenario were limited, often these were not present, or were a direct copy from the question and scenario rather than an application of their understanding to develop or explain the scenario itself.</p> <p>Across all the essay responses, including the 12 mark research methods question and the 9 mark assess questions the essay skills require development, many responses were imbalanced in terms of the AO skills requirements and candidates should attempt to address all three of the AO skills to show their knowledge and understanding, their ability to use this to apply to the scenario that they are given and the skills in evaluation or assessment to make judgements, strengths, weaknesses and overall conclusions.</p>
Slide 32	<p>We will now look at question types in more detail. These have been selected to demonstrate some specific mathematical skills, and then also develop further the issues seen across paper 1 and paper 2 in order to address some of the common errors that candidates made in the summer 2019 exams.</p>
Slide 33	<p>In the research methods section, there was a mix of questions type, these included a range of AO skills, short answer questions, calculations and the 12-mark research methods essay.</p> <p>The principal examiner report stated that “Strengths were seen in the understanding of research methodology and mathematical skills in Section A. Most candidates were able to respond to all questions, and most candidates were able to access marks in the mathematical skills”</p> <p>A minimum of 18 marks of mathematical content will be in this section of the examination, it is important that candidates can not only calculate, but provide knowledge and understanding of the process of mathematical skills.</p>
Slide 34	<p>Many candidates performed well overall in the mathematical skills.</p> <p>Over the entire entry cohort many candidates have achieved around 70% of the available maths marks in this section and vvery few blank responses were seen in the mathematical questions.</p> <p>There is room for improvement in terms of their interpretation of charts and graphs (for example Question 4) and the plotting data for charts and graphs (for example the scatter diagram in Q1d part 2).</p> <p>Also, the understanding of ‘how to’ conduct mathematical operations could be developed, such as Q05 which was ‘Describe how you would find a median score’ could be developed to achieve stronger marks.</p>



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	Finally, knowing the different types of data appeared to confuse candidates in question 6(d), where they muddled primary and secondary data by giving numerical information in their answer, seemingly the term data was in reference to numbers rather than also being about the type and nature of data that can be gathered in psychological research.
Slide 35	Improvements for future assessments include that candidates should give responses in lowest form; for example, Q03b which is taken from page 14 of the Principal Examiner report, achieved 1 mark as they provided the calculated ratio in a lowest form.
Slide 36	<p>When reviewing this question, it is worth noting that 12:18 was not accepted as this data was already provided to candidates, a calculation was required as indicated in the question.</p> <p>Most calculated the ratio to 2:3 as the lowest form but 6:9 and 4:6 were also accepted as a calculated ratio, however best practice is to always give the lowest form.</p>
Slide 37	<p>We will now look at question 2b</p> <p>This is an example where further improvements are shown in that candidates should always show their workings out in mathematical questions; for example, in Q02b taken from page 11 of the Principal Examiner report an example is shown. Workings out can be credited, even where the final answer is incorrect, the workings in the steps to the final answer may gain credit.</p> <p>This candidate achieved two marks, one for the calculation in the workings out of 18 and 48, and a second mark for the fraction in the lowest form of $\frac{3}{8}$.</p>
Slide 38	<p>Candidates should pay attention to the requirements of the question.</p> <p>Candidates were awarded one mark for the calculation of 18 and 48; and then one mark for the calculation of the fraction simplified to $\frac{3}{8}$.</p> <p>If they simplify the fraction incorrectly, they could still access the first mark here, but workings out are needed to show that step in the calculation.</p> <p>$\frac{18}{48}$ or $\frac{9}{24}$ were not accepted for the second mark as the question states that candidates must give their answer in lowest form.</p>
Slide 39	<p>For research methodology, candidates did well, there were many strengths in answers, showing some good understanding of methods. Some candidates also performed well in the extended essay in this section. Overall, few blanks were seen in the short answer questions in this section.</p> <p>However, some points to note include:</p> <p>For example, Q03c 'Explain one improvement that Vanessa could make to her investigation' had a number of misconceptions:</p> <p>Candidates often gave a weakness not an improvement.</p> <p>Candidates were also unsure how to improve generalisability, with many thinking it was the number of people in a study.</p>



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	Candidates sometimes gave improvements that were 'unrealistic' such as asking every driver their exact age, or observing on all roads instead of one road, they should be careful that the improvement is realistic.
Slide 40	Improvements are also required in application skills. Candidates need to ensure they are applying their answers to the context given to achieve the AO2 marks; for example, Q01c (on page 5 of the Principal Examiner report) was awarded 2 marks with their AO2 application clearly shown though links to interviews and patients in both parts of the answer they have provided.
Slide 41	<p>To improve application skills, candidates should look for the signposting to help them in answering the questions.</p> <p>Where the question directs them to the scenario material, their answer requires the AO2 link to this material, for example in this question the signposted cue for application was the link in the question to Matthew, his patients, and his interview. This should trigger students to include scenario points and application of their understanding to the stimulus material in the exam.</p> <p>If there is a question that does not require application, it would be presented as a generic question with no connection to a scenario. For example, the one here at the bottom of the slide required a definition of right to withdraw and there is no cue back to a scenario, therefore there is no requirement for a candidate to apply their answer.</p>
Slide 42	<p>Extended essays appeared to be a main sticking point for many of the candidates in this section. The essay answers were approached in different ways, this is perfectly acceptable, and candidates can write their responses in ways that suit their style of writing.</p> <p>Page 22 of the Principal Examiners report discusses the 12-mark essay, with an example answer of a higher-level response (level 3, 9 marks) given on pages 23 to 25.</p> <p>Many essays were imbalanced between AO's, mostly AO1 and AO3, although AO2 for some candidates was also poor.</p> <p>Confusion of methods was evident, for example many responses evaluated a laboratory experiment, or referred to experiments in the answers rather than observational method. AO3 was often brief, not always relevant to the observation method, and tended to be a list of points such as reliability, validity, generalisability, ethics and so on with limited understanding of what these actual mean in terms of observational research and the scenario presented.</p>



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Slide 43	<p>In order to highlight this imbalance across AOs, the following slides show extracted examples of unbalanced AOs. Please pause the recording as appropriate and resume to listen to the feedback on the content of each slide presented.</p> <p>This response provides an extract example of an answer that shows limited knowledge and understanding.</p> <p>While the candidate attempts AO2 and AO3, the AO1 content is mostly absent from this response. The candidate has not demonstrated any understanding of the observational research method.</p>
Slide 44	<p>This response provides an extract example of an answer that shows limited application.</p> <p>While the candidate attempts AO1 and AO3, the AO2 is extremely weak as there is very little link to the scenario, with no application of the observational method to the context given to the candidate.</p> <p>Whilst they have identified from the scenario that the observation was overt (for the mother) and structured (albeit very weak with reference to a structured setting and a standardised procedure), they are confused with the nature of an overt observation and there is little else that links the response to the stimulus material they have been given.</p>
Slide 45	<p>The following three slides provide an example of a full answer.</p> <p>However, the first page of the answer is an example of how a number of candidates responded to this question. This first page demonstrates no strengths and weaknesses and it was noted that many candidates presented answers that ended at this point, therefore not attempting to address the question of 'Evaluate'.</p> <p>This candidate did present a full answer, please pause at any time to read the response in detail, feedback will be given on each slide and the mark will be provided at the end of the response.</p> <p>The candidate begins well with good AO1 understanding of the research methodology. They have addressed key terms, ideas and processes within observational research, for example showing understanding of overt and covert, participant and non-participant forms of observational research methods.</p>
Slide 46	<p>There is AO2 shown in this part of the response although this is not well-developed application.</p> <p>Some AO3 is present here, although the first point about ethical consent of infants is incorrect as parental consent is suitable up to 16 years old. The second point about natural behaviour and no demand characteristics is an attempt at evaluation, however the candidate does not really develop their point to say how or why natural behaviour is a strength.</p>
Slide 47	<p>AO3 evaluation is present in the response, however there is a 'list like' set of generic strengths and weaknesses, and most are under developed and not linked to observational research or the scenario.</p>



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	<p>The point on qualitative data is not developed as either a strength or a weakness, this is simply a statement without any reasoning. The point on ecological validity does not really link to the 'not knowing you are taking part' in an observation, and this is followed by a repetition of demand characteristics here. The point about covert observations lacking informed consent is also under developed as to why or how this is a weakness. The point about highly trained researchers is vague, as this would be the case for psychological research in general. The point about observing behaviour differently has not been linked to why or how this is a weakness and there is no reasoning here. The final point returns to demand characteristics.</p> <p>Overall, AO1 is level 3 AO2 is level 2 AO3 is level 2 This is a level 2 response and was awarded 6 marks</p>
Slide 48	<p>We will now discuss the optional topics</p> <p>This section requires candidates to answer questions on two topics they have studied during their course.</p> <p>There was a mix of questions types, including a 9-mark essay in each topic. The Principal Examiners report states that "Application to scenario-based questions was mixed, and candidates would benefit from developing this skill for future exams".</p> <p>Also, some candidates answered three or more options, this will have lost them time in the exam. Candidates should be reminded to respond to only two options in this section.</p>
Slide 49	<p>Overall strengths included that many candidates attempted all the short-answer questions in their chosen option and AO1 understanding was usually good.</p> <p>However, Skills in AO2 application were sometimes limited, with copying the scenario seen quite often. Skills in AO3 in the short-answer questions were limited, with underdeveloped points being given when justifying or exemplifying answers to questions.</p>
Slide 50	<p>Improvements that could be made to AO3 skills are the justification or exemplification of points in sh. The example here is a 4-mark AO2 and AO3 question, however the same principle of identification from the scenario for AO2 and justification for AO3 applies to the two mark AO2/AO3 questions. The marking of these across all options is the same, therefore whilst this is an extract from the criminal option, the principle of marking applies to all topics.</p> <p>For example, this candidate has given two ways that show how Siobhan may have learned her recent behaviour from her friends.</p>



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	<p>The first way achieves one AO2 mark for the application of the process of identification with her new group of friends. There is no use of social learning theory here to justify this point.</p> <p>For AO3 the candidate could use a developed point from the theory (for example how identification works, what is required for someone to identify with another person/people or evidence for this component of SLT)</p> <p>The second way achieves one AO2 mark for the application of the process of paying attention to, and retaining, the information about how her friends are misbehaving. There is no use of social learning theory here to justify this point.</p> <p>For AO3 the candidate could use a developed point from the theory (for example how the retained information is reproduced to demonstrate it is a learned behaviour, or evidence of this component of SLT).</p> <p>Overall this response was awarded two marks for the AO2 content.</p>
Slide 51	<p>In order to aid with future assessments and planning your delivery of content, there are some key points that could aid candidates in achieving higher grades.</p> <p>Overall, many of the maths responses were very good, however candidates could improve when giving descriptions of their calculations</p> <p>Perhaps during assessments of mathematical skills when teaching your students, ask students to write a 'script' of the steps they take to calculate that particular mathematical operation, rather than just completing the calculations</p>
Slide 52	<p>Further developments to improve candidate performance include;</p> <p>Practicing AO2 application skills</p> <p>By 'blacking out' the use of any basic names or chunks of copied text from a scenario when marking student work can help them visualise whether they have actually applied their answer to the scenario given or whether their response is generic to any scenario with the only application being the use of a name or word.</p> <p>Develop AO3 skills in short-answer questions</p> <p>Students could be given AO2 identification points as a starter activity and they then have to develop the answers by adding the AO3 details in order to justify why or how the AO2 point is a strength, weakness, or reason, or improvement or perhaps an evaluation point.</p>
Slide 53	<p>Essay skills development could include the practicing of the AO balance in essays</p> <p>Students could write their answers to homework essays in three different colours to visually see their AO1, AO2 and AO3 content and make their own judgement of how evenly balanced they have written their response.</p> <p>For tests and assessments, highlight their AO1, AO2, AO3 content in the essays and ask them to determine the level they have achieved for each of these.</p> <p>Such improvements can help candidates across paper 1 and paper 2 where essays were a difficulty.</p>
Slide 54	<p>That concludes the examination feedback content. We hope that having reviewed some of the key points across both examination papers that the common</p>



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	<p>misconceptions and areas for improvement in candidate performance have been addressed.</p> <p>Overall, the candidate performance was positive for the new 9-1 GCSE Psychology examination paper structures, and the key points to tackle of extended essay content and balance, justification of points in the shorter-answer questions, and application of understanding to material presented in the examination will aid your teaching and your candidate learning and success in their up and coming exams.</p>
Slide 55	<p>It is encouraged that teachers share good practice, resources and strategies, improving teaching and learning, whilst also importantly reducing workload pressure! The following slides provide some information on where you can access further guidance and resources.</p>
Slide 56	<p>Some useful sources of examination feedback can be found on the Pearson Edexcel website. This includes the principal examiner reports, course topic guides that exemplify the specification and summarise the studies, sample exams and past papers, exemplar materials and the subject expert contact us link. In addition, you can find other training courses on this site.</p>
Slide 57	<p>The Ask the Expert service provides a free, direct email response to any of your queries about the course. Make the most of this, all questions are answered, and it provides an excellent way to clarify or check any of your concerns or issues or ideas.</p>
Slide 58	<p>Useful weblinks are shown here that can provide further details in relation to assessment and exam attainment.</p>
Slide 59	<p>There are further training courses available for GCSE Psychology, for example courses specific to non-specialists, courses with a focus on extended essays and a 'mocks marking' session for each component to guide you through assessing your students work. These will be updated with availability on the website here.</p>
Slide 60	<p>Thank-you for your time and we hope the feedback information from the Summer 2019 GCSE Psychology examination series has provided you with useful points and guidance for your up and coming candidates. Many thanks for listening and we wish your students continued success in their GCSE Psychology studies.</p>