

Edexcel International AS/A Level

IAL Biology

WELCOME TO PEARSON

Event Code: YBI11-20IF2
Prepare for delivery

First teaching in 2018, first assessment 2019



Welcome to Pearson Edexcel

- Welcome to Pearson Edexcel, the world's leading learning company and the UK's largest awarding body.
- We set the standard for worldwide recognised qualifications, built on the UK educational system and accepted by universities worldwide.
- We have a simple mission:
to help make a measurable impact on improving people's lives through learning.

*“We judge ourselves
– and invite others
to judge us – not by
the products that we
make but by the
impact on learners.”*

John Fallon,
Chief Executive Officer, Pearson



About Pearson Edexcel?

- As the UK's largest awarding organisation, we are best placed to provide qualifications that are most closely aligned to the British educational system.
- We are the most reliable awarding organisation in the UK, recognised and trusted by educators, learners and employers to provide high quality qualifications.
- By helping you to realise student potential, you can prepare and empower all your students to progress to further education, university and employment.
- Our technology capability allows us to provide you with more advanced support services, tools and resources to make life easier for school leaders, teachers and students.
- Pearson Edexcel are leading the way, challenging thinking and creating new ideas so you can be confident our qualifications will always be world-class.



Agenda

Time	
09:45	Register
10:00	Welcome and introductions
10:10	Getting ready to teach IAL Biology
12:00	Break
12:30	Assessment objectives and exemplars
14:30	Break
15:00	Support available from Pearson
16:00	Finish



Introductions

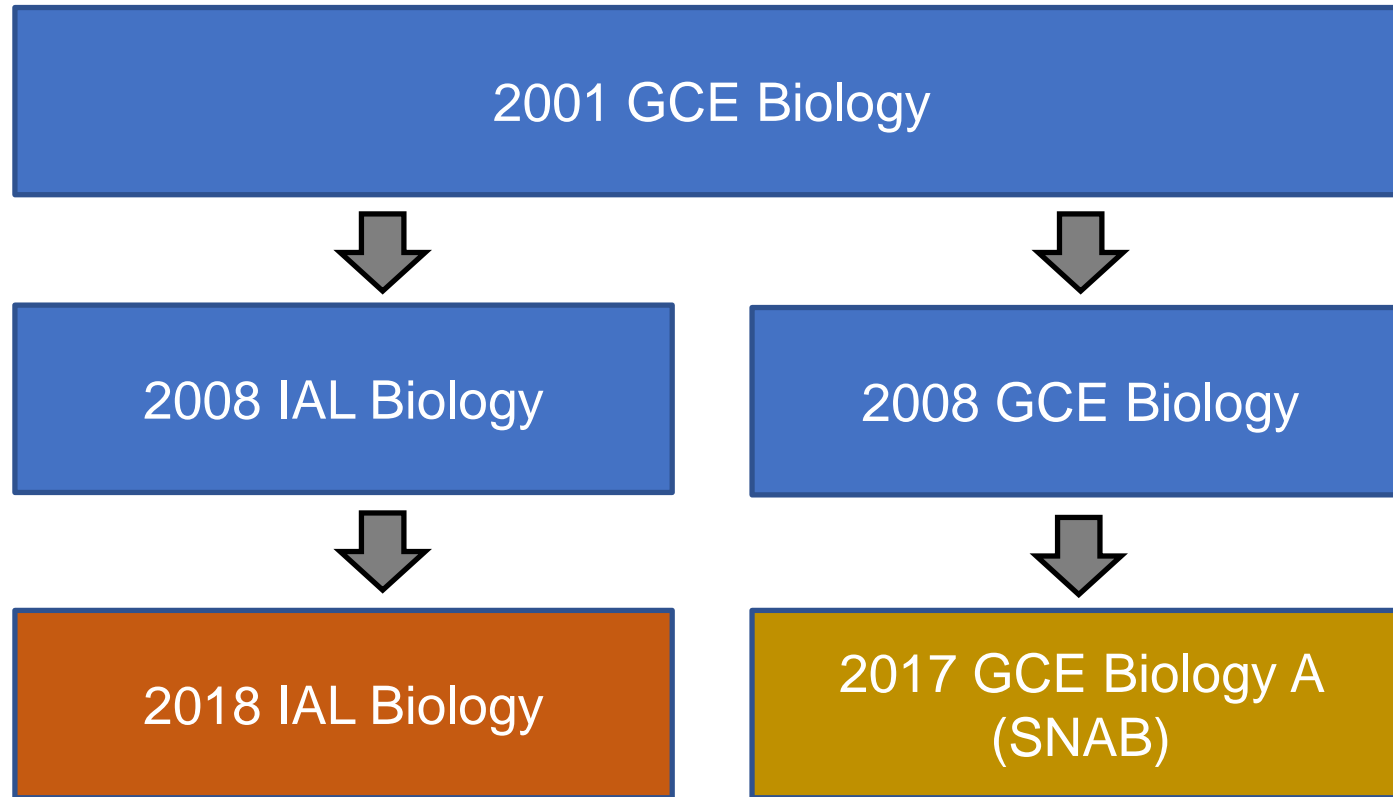
- **Find out about the delegate sitting next to you**
- **Introduce them to the other delegate on your table**



Getting ready to teach IAL Biology



Origin of the new IAL Biology qualification



Same qualification offered to home and international candidates – some restrictions on assessment

Identical specification – similar assessment (with the exception of practical skills)

Similar specification – different assessment model

Key points about the new IAL Biology qualification

- Specification content – very similar to the legacy IAL and the new Domestic GCE Biology A specification.
- Modular assessment – six units (modules) each assessed by a single external examination offered in January, June and October.
- Assessment changes – new command words, mathematical skills requirement, levels-based questions

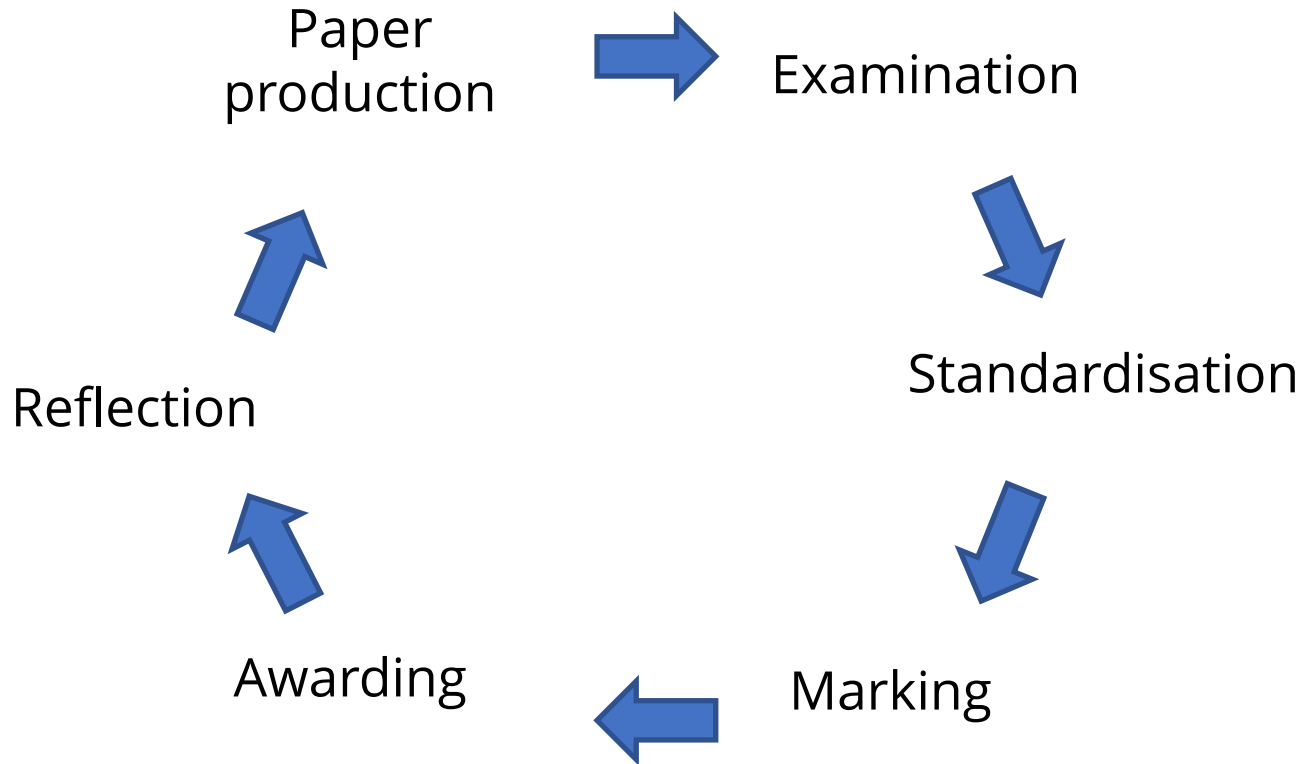


What are specifications and SAMs?

- The specification is the main document you need to teach the course.
- It outlines the aims of the course, the content you **MUST** cover and all the information you need about assessing your students.
- SAMs is short for Sample Assessment Materials. This document is just as important as the specification.
- The SAMs are examples of the question papers and mark schemes and show the question types and how they will be marked by the examiners.
- We base all of our future papers and assessments on these Sample Assessment Materials.
- Copies of these document are in your pack and on our website.



How is the content assessed?



A copy of the Quality of marking document can be down loaded from the Pearson website:

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Quality_of_marking_updated.pdf



Writing questions

Devise a question to match this specification point:

2.13	<ul style="list-style-type: none">(i) understand the process of protein synthesis (transcription and translation), including the role of RNA polymerase, translation, messenger RNA, transfer RNA, ribosomes and the role of start and stop codons(ii) understand the roles of the DNA template (antisense) strand in transcription, codons on messenger RNA and anticodons on transfer RNA
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What type of question did you write?

- Recall of knowledge and understanding
- Application of knowledge and understanding
- Data evaluation
- Calculation
- Other



Mapping questions to the specification

- Which specification point(s) is this question assessing?

(b) An egg cell and a skin cell were removed from a female human.

Both cells contained a nucleus.

The skin cell contained 46 chromosomes.

Explain the differences between the genetic material from these two cells.



Mapping questions to the specification

3.10	<p>understand the role of meiosis in ensuring genetic variation through the production of non-identical gametes as a consequence of independent assortment of chromosomes in metaphase I and crossing over of alleles between chromatids in prophase I</p> <p><i>Names of the stages of prophase are not required.</i></p>
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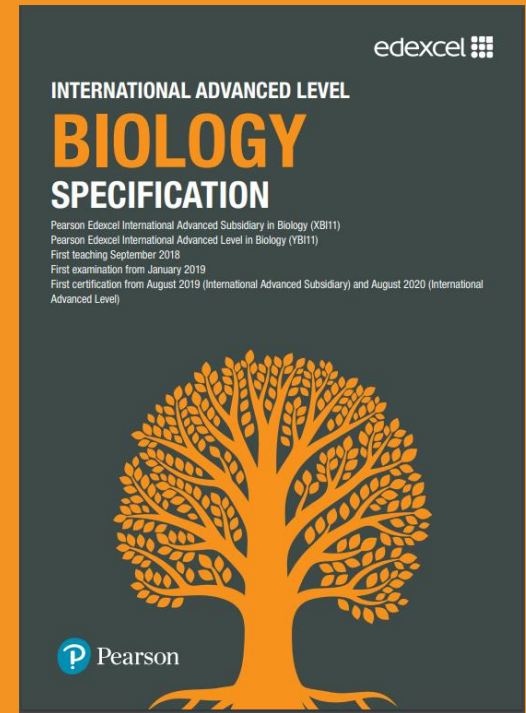


Specification

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.html>



Practical skills



Which practical skills do your students find challenging?

Choose one or more skills from:

- Identify the skills
 - Discuss possible solutions
 - Feedback to the room
- (pages 26 and 27 of the specification)



Mathematical skills

- At least 10% of marks available are for level 2 mathematics
- Skills are listed along with exemplification in Appendix 6
- All the mathematical skills can be assessed during life of the qualification



Which mathematics skills are being taught?

The table shows the concentration of these sugars in three pineapples.

Sugar	Concentration of sugar / g cm^{-3}		
	Pineapple 1	Pineapple 2	Pineapple 3
fructose	1.71	1.44	1.41
glucose	1.22	1.02	1.00
sucrose	9.08	7.77	8.81

- (i) Calculate the mean concentration of glucose in these three pineapples.

Give your answer in g dm^{-3} .



Which mathematics skills are being taught?

$$\text{g cm}^{-3} \rightarrow \text{g dm}^{-3}$$

A.0.1	Recognise and make use of appropriate units in calculations	Candidates may be tested on their ability to: <ul style="list-style-type: none">• convert between units, e.g. mm^3 to cm^3 as part of volumetric calculations• work out the unit for a rate, e.g. breathing rate
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Calculate the mean

A.1.2	Find arithmetic means	Candidates may be tested on their ability to: <ul style="list-style-type: none">• find the mean of a range of data, e.g. the mean number of stomata in the leaves of a plant
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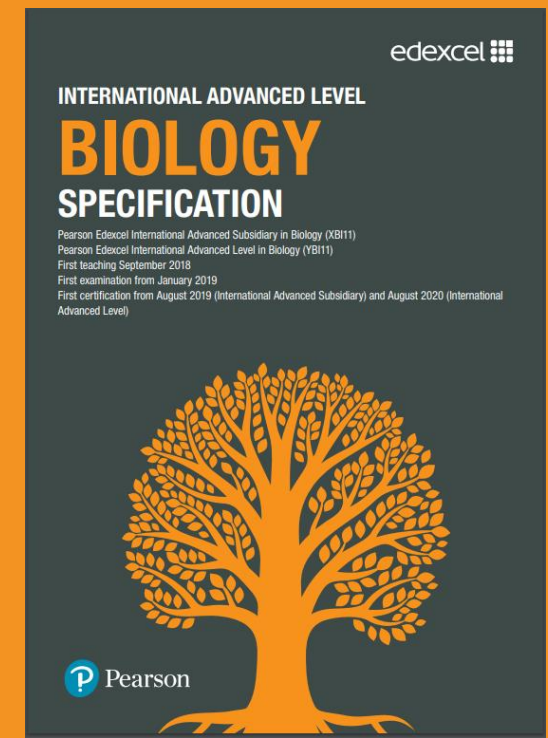
Developing maths skills using data in past papers

- Choose **one** of the SAMs in your delegate pack
- Identify questions with interesting data
- Suggest mathematics skills that can be developed using the data
- Any questions?

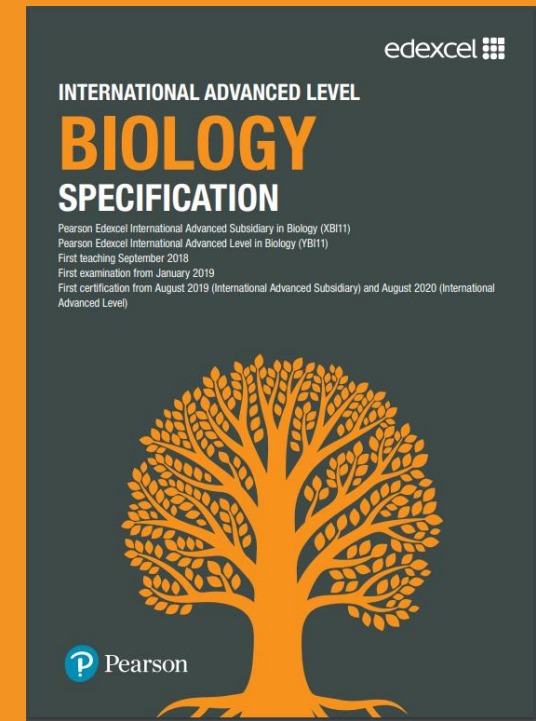


Pre-release Scientific article

- Short scientific article (≈2000 words)
- The article can relate to any area of the specification.
- Students are expected to study the article in advance of the examination.
- Questions will be on the science covered in the IAL that is relevant to understanding the article and will be in the context of the article.



- Appendix 7 lists the command words used in the question papers
- Part 2 of this training considers taxonomy in more detail



Areas of concern

- Discuss with colleagues on your table one area of concern. Share ideas of how to cover this area.
- Be prepared to feed back to other delegates.



What our examiners have been noticing

- Examiner's reports will provide you with valuable insight into the performance of candidates in the examinations.
- Areas of general concern appear to be:
 - understanding of the command words used in questions
 - ability to use information provided in levels-based questions
 - ability to apply their biological knowledge and understanding.



Planning to cover the course

- Specification
- Lesson plans
- Schemes of work
- Course (year) planner



Course planner - ideas

- When each topic will be delivered
- Revision dates
- Mock and external exams (January, June & October)
- Progress review dates
- Practical dates
- Field work dates
- Enrichment activities



Scheme of work

Weeks	Topic Area Aims and Learning Outcomes	Exemplar classroom activities, teaching points and suggested teaching resources	Integrated Transferable Skills
1	<p>the importance of water as a solvent in transport, including its dipole nature</p> <p>the difference between monosaccharides, disaccharides and polysaccharides, including glycogen and starch (amylose and amylopectin)</p> <p>relate the structures of monosaccharides, disaccharides and polysaccharides to their roles in providing and storing energy</p> <p>CORE PRACTICAL 1 Use a semi-quantitative method with Benedict's reagent to estimate the concentrations of reducing sugars and with iodine solution to estimate the concentrations of starch, using colour standards.</p>	<p>Use molecular models to show the structures of water and monosaccharides.</p> <p>Draw a summary table to compare the structures of disaccharides and polysaccharides.</p> <p>All students should carry out practical work. If a colorimeter is available, a calibration curve may be drawn using a range of starch solutions and standard iodine solution.</p>	<p>Continuous learning</p> <p>Plan and reflect on own learning, setting goals, meeting and reviewing them regularly.</p> <p>Students could prepare weekly targets for their learning of a particular topic, then using quick self-assessment questions to review their progress.</p> <p>Teamwork</p> <p>Work collaboratively with other students in practical work so that the contribution of every student is valued and effective.</p> <p>There are many opportunities for students to work together, in pairs or small groups, when carrying out core practical activities. Each student should be assigned a particular task within the group.</p>

Lesson plans

- Identify key concepts
- Sequence of events
- Resources required
- How you will demonstrate learning has taken place
- Key questions
- Opportunities to develop:
 - mathematical skills
 - practical skills
 - transferable skills.



Planning activity – Core Practical

1.14	CORE PRACTICAL 2 Investigate the vitamin C content of food and drink.
------	---

Suggest how you might develop student skills in aspects of:

- Planning
- Implementation and measurement
- Processing results

(pages 25 – 27 of the specification)



Understanding assessment of the course

Please check the examination details below before entering your candidate information

Candidate surname _____ Other names _____

Pearson Edexcel Centre Number _____ Candidate Number _____
International Advanced Level

Monday 6 May 2019

Morning (Time: 1 hour 20 minutes) Paper Reference **WB113/01**

Biology
International Advanced Subsidiary / Advanced Level
Unit 3: Practical Skills in Biology I

You must have:
Scientific calculator, ruler, HB pencil

Total Marks

Instructions

- Use **black** ink or **black** ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- **Show all your working in calculations and include units where appropriate.**

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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Please check the examination details below before entering your candidate information

Candidate surname _____ Other names _____

Pearson Edexcel Centre Number _____ Candidate Number _____
International Advanced Level

Tuesday 21 May 2019

Afternoon (Time: 1 hour 30 minutes) Paper Reference **WB111/01**

Biology
International Advanced Subsidiary / Advanced Level
Unit 1: Molecules, Diet, Transport and Health

You must have:
Scientific calculator, ruler, HB pencil

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.
- **Show all your working in calculations and include units where appropriate.**

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Please check the examination details below before entering your candidate information

Candidate surname _____ Other names _____

Pearson Edexcel Centre Number _____ Candidate Number _____
International Advanced Level

Friday 24 May 2019

Morning (Time: 1 hour 30 minutes) Paper Reference **WB112/01**

Biology
International Advanced Subsidiary / Advanced Level
Unit 2: Cells, Development, Biodiversity and Conservation

You must have:
Scientific calculator, ruler, HB pencil

Total Marks

Instructions

- Use **black** ink or **black** ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- **Show all your working in calculations and include units where appropriate.**

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Six external examinations

Three for the IAS
and three for the IA2



What are the assessment objectives?

Code	Description	% in IAL
AO1	Demonstrate knowledge and understanding of science	34–37
AO2	a) Application of knowledge and understanding of science in familiar and unfamiliar contexts	33–36
	b) Analysis and evaluation of scientific information to make judgements and reach conclusions	11–14
AO3	Experimental skills in science, including analysis and evaluation of data and methods	17–18



What are the mark schemes?

The mark scheme for a paper is:

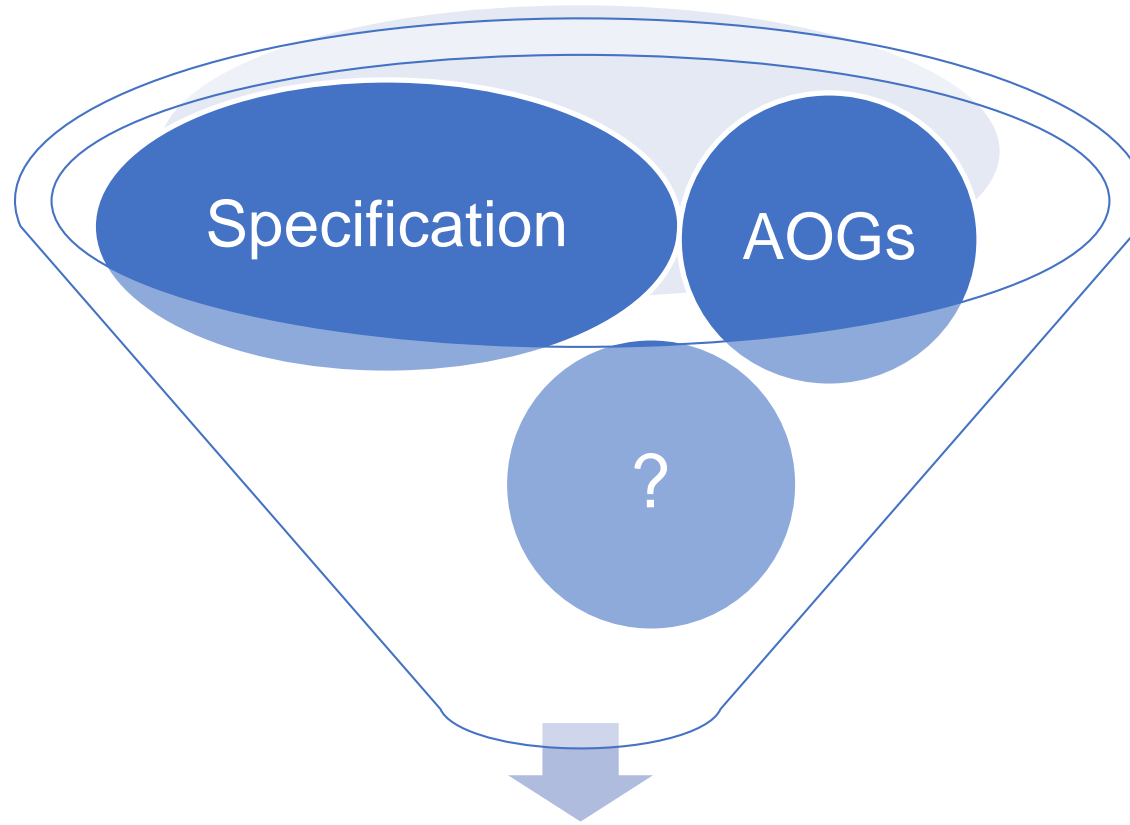
- written at the same time as the paper itself
- revised in the light of student responses to the questions
- used by all examiners to mark student responses.

Examiners:

- are qualified teachers
- are trained to mark positively
- are trained to mark as consistently as possible.



Putting it all together



Question paper and mark scheme



Example of external assessment

- (ii) The CFTR protein coded for by this mutation has one missing amino acid compared to the functioning protein.

Explain how this mutation results in a non-functioning CFTR protein.

(4)

Have a go at marking this question, then identify the assessment objective and specification points assessed.



(ii) The CFTR protein coded for by this mutation has one missing amino acid compared to the functioning protein.

Explain how this mutation results in a non-functioning CFTR protein.

(4)

Question number	Answer	Mark
6(b)(ii)	<p>An explanation that includes the following points:</p> <ul style="list-style-type: none">• there will be a different sequence of R groups (1)• therefore the CFTR protein has a different tertiary structure (1)• because of different {types of / position of} bonds between the R groups (1)• therefore the movement of chloride ions through the cell membrane is affected (1)	(4)



Marking points	Specification
<ul style="list-style-type: none"> • there will be a different sequence of R groups (1) • therefore the CFTR protein has a different tertiary structure (1) • because of different {types of / position of} bonds between the R groups (1) • therefore the movement of chloride ions through the cell membrane is affected (1) 	<p>2.6 (iii) understand the significance of a protein's primary structure in determining its secondary structure, three dimensional shape and properties (globular and fibrous proteins and the types of bonds involved in its three-dimensional structure)</p> <p>2.16 Understand how the expression of a gene mutation in people with cystic fibrosis impairs the functioning of the gaseous exchange, digestive and reproductive systems</p>

AO2a



The exam paper

Candidate surname		Other names	
Pearson Edexcel International Advanced Level	Centre Number [][][][][]	Candidate Number [][][][][]	
Tuesday 21 May 2019			
Afternoon (Time: 1 hour 30 minutes)		Paper Reference WBI11/01	
Biology International Advanced Subsidiary / Advanced Level Unit 1: Molecules, Diet, Transport and Health			
You must have: Scientific calculator, ruler, HB pencil			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.
- **Show all your working in calculations and include units where appropriate.**

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk (*)**, marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Length of
examination

Candidate surname		Other names	
Pearson Edexcel International Advanced Level	Centre Number [][][][][]	Candidate Number [][][][][]	
Tuesday 21 May 2019			
Afternoon (Time: 1 hour 30 minutes)		Paper Reference WBI11/01	
Biology International Advanced Subsidiary / Advanced Level Unit 1: Molecules, Diet, Transport and Health			
You must have: Scientific calculator, ruler, HB pencil			Total Marks

Equipment needed
in the examination

The exam paper

Information that
will help
candidates in the
examination

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.
- **Show all your working in calculations and include units where appropriate.**

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk (*)**, marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Timing in an examination

Consider the June 2019 WBI11 paper:

- How much time would you advise / expect students to spend on each question?
- What order would you recommend students answer the questions?

Afternoon (Time: 1 hour 30 minutes)	Page
Biology International Advanced Subsidiary Unit 1: Molecules, Diet, Transport	
You must have: Scientific calculator, ruler, HB pencil	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- Calculators may be used.
- **Show all your working in calculations and in**

Information

- The total mark for this paper is 80.

How can I teach good exam technique?

- Ensuring that students practise using a whole paper and understand how it is laid out
- Encourage students to read questions carefully paying particular attention to context
- Encourage students to plan their answers especially for higher tariff questions
- Understanding that we always provide more than enough paper – you don't need to fill the whole booklet!
- Walking-talking mocks



Walking-talking mocks

- Use the examination room and seating plan
- Authentic examination booklet
- Talk students through the paper in detail
 - Colour code questions
 - Highlight context / key words
- Complete the examination under timed conditions



Using a walking-talking mock

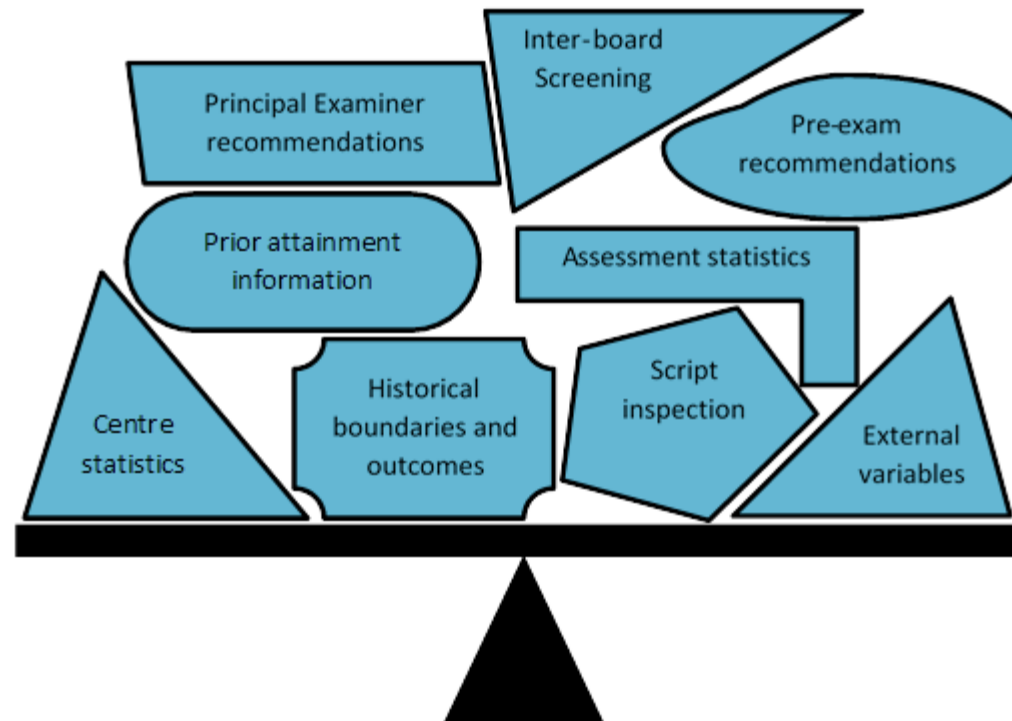
- Peer marking
- Ask students to fill out a table at the beginning and the end to say if they feel less/the same/more confident before or after the mock.



Grade boundaries

Setting grade boundaries:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/understanding-marks-and-grades.html>



UMS marks

- Convert UMS and raw marks:
- <https://qualifications.pearson.com/en/support/support-topics/results-certification/understanding-marks-and-grades/converting-marks-points-and-grades.html>
- To be awarded an A* candidates need to gain an A for IAL (480 UMS) of which 270 UMS must be from IA2 units.

Grade	Max. UMS	A	B	C	D	E
IAS	300	240	210	180	150	120
IAL	600	480	420	360	300	240



Support from Pearson

International Advanced Levels Biology (2018)

Specification

Course materials

Published resources

News

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.html>



Training materials

This training session and other relevant training can be accessed via the Training from Pearson web page.

<https://qualifications.pearson.com/en/support/training-from-pearson-uk/pre-recorded-training.html?QualFamily=International%20Advanced%20Levels&QualSubject=Biology>



Break



Assessment objectives, command words and exemplars



Overview of the qualification: IAS

Unit	Topic
1. Molecules, Diet, Transport and Health	1. Molecules, Transport and Health
	2. Membranes, Proteins, DNA and Gene Expression
2. Cells, Development, Biodiversity and Conservation	3. Cell structure, Reproduction and Development
	4. Plant structure and Function, Biodiversity and Conservation
3. Practical Skills in Biology I	Experimental skills acquired from the study of Units 1 and 2



Overview of the qualification: IA2

Unit	Topic
4. Energy, Environment, Microbiology and Immunity	5. Energy Flow, Ecosystems and the Environment
	6. Microbiology, Immunity and Forensics
5. Respiration, Internal Environment, Coordination and Gene Expression	7. Respiration, Muscles and the Internal Environment
	8. Coordination, Response and Gene Technology
6. Practical Skills in Biology II	Experimental skills acquired from the study of Units 1, 2, 4 and 5



What are the assessment objectives?

Code	Description	% in IAS	% in IA2	% in IAL
AO1	Demonstrate knowledge and understanding of science	36–39	31–34	34–37
AO2	a) Application of knowledge and understanding of science in familiar and unfamiliar contexts	34–36	33–36	33–36
	b) Analysis and evaluation of scientific information to make judgements and reach conclusions	9–11	14–16	11–14
AO3	Experimental skills in science, including analysis and evaluation of data and methods	17–18	17–18	17–18



Where are each of the AOs assessed?

Unit	Assessment objective marks				Total
	AO1	AO2a	AO2b	AO3	
1	34–36	34–36	9–11	0	80
2	34–36	34–36	9–11	0	80
3	5–7	0	0	43–45	50
4	33–35	38–40	16–18	0	90
5	33–35	38–40	16–18	0	90
6	5–7	0	0	43–45	50



**How do students know what is being
assessed?**



Command words and assessment objectives

Code	Description	Command words
AO1	Demonstrate knowledge and understanding of science	Compare and Contrast , Complete , Describe , Draw , State / Name / Give , Explain , Suggest , Most MCQs
AO2	a) Application of knowledge and understanding of science in familiar and unfamiliar contexts	Calculate , Describe , Determine , Explain , Show , Suggest
	b) Analysis and evaluation of scientific information to make judgements and reach conclusions	Assess , Comment , Criticise , Describe , Discuss , Evaluate , Explain , Suggest
AO3	Experimental skills in science, including analysis and evaluation of data and methods	Any command word used in Unit 3 and 6 examination papers



Mapping assessment objectives

Question		Assessment objective
1(b)	State what is meant by osmosis	
1(d)	Explain why oxygen molecules can pass directly through the cell membrane	
3(b)(ii)	Calculate the volume of blood ...	
3(c)	Explain the difference between the dissociation curves.	
5(c)	Explain why each codon for the DNA genetic code must contain at least three bases.	
6(b)(ii)	Explain how this mutation results in a non-functioning CFTR protein	



Mapping assessment objectives

Question		Assessment objective
1(b)	State what is meant by osmosis	1
1(d)	Explain why oxygen molecules can pass directly through the cell membrane	2(a)
3(b)(ii)	Calculate the volume of blood	2(a)
3(c)	Explain the difference between the dissociation curves.	2(b)
5(c)	Explain why each codon for the DNA genetic code must contain at least three bases.	1
6(b)(ii)	Explain how this mutation results in a non-functioning CFTR protein	2(a)



Using mark scheme

- Points based – most questions / marks
- Levels based – up to two in each external examination for Units 1, 2, 4, and 5



Using a points-based mark scheme

Question Number	Answer	Additional guidance	Mark
7(c)	<p>An explanation that includes the following points:</p> <ul style="list-style-type: none">cortical {granules / vesicles} fuse with (egg cell surface) membrane and release enzymes (1)zona pellucida hardens (1)to prevent {polyspermy / more than one sperm (nucleus) entering egg cell} / to ensure that the nucleus is diploid (1)	<p>Ignore chemicals</p> <p>Accept 'thickens' or 'becomes impermeable'</p> <p>Accept 'no other sperm can enter'</p>	(3)

Question
number

Preferred
answer

Guidance as to
acceptable
alternatives

Marks
available

Using a points-based mark scheme

Answer

An explanation that includes the following points:

- cortical {granules / vesicles} fuse with (egg cell surface) membrane and release enzymes (1)

Curly brackets – one of these alternatives must be present

Smooth brackets – this is the context for the answer does not need to be present but should not be contradicted



Using a levels-based mark scheme

Explain what the solution of sugars should contain to preserve pineapples.
Use the information in the table to support your answer.

(6)

Question number	Answer
*5(b) (ii)	<p>Indicative content:</p> <ul style="list-style-type: none">• sugar solution with a lower water potential than the cytoplasm of the cell (D)• sugar solution should be hypertonic (D)• so that water will pass out of the cytoplasm by osmosis (E)• concentration of sugar solution should be the same as the cytoplasm (D)• so that sugars will not diffuse out (E)



Using a levels-based mark scheme

Level 1 : description of conditions needed for osmosis and maintaining sugar concentration

1 mark = a description of one condition

2 marks = a description of each condition or an explanation of one condition

Level 2 : explanation of conditions needed for both osmosis and maintaining sugar concentration

3 marks = a description of one condition and an explanation of the other condition

4 marks = an explanation of each condition

Level 3 : indicates that concentration of each sugar needs to be the same as in the pineapple and another solute needs to be included.

5 marks = and includes one of the above

6 marks = and includes both of the above



Walkthrough

To consider how a mark scheme is applied we will look at the paper and mark scheme for October 2019 WBI11 (Unit 1 – paper)



General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



Exemplar marking activity

For each of the questions listed below:

- read the question and mark scheme
- identify the command word and assessment objective for the question
- mark the exemplar responses.

October 2019 WBI11

Question:

1(a)(i), 2(a), 2(b), 3(b), 4(b), 5(c)(ii), 6(b)(ii), 7(a)(i),
8(c)(i)



Any questions?



Exemplars and commentaries

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International Advanced Levels
Biology (2018)



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1 - 17 of 17

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>



Examiner's report

- Produced for each paper by the Principal Examiner
- Provides feedback on performance of the cohort as a whole
- Identifies strengths and weaknesses of cohort
- Includes examples of candidate responses – explaining why marks were or were not awarded



Assessment materials – Examiner's reports

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Pre-records are here:

<https://qualifications.pearson.com/en/support/training-from-pearson-uk/pre-recorded-training.html>

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About

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This on-demand training has been developed to support you in the delivery, assessment and post-examination feedback for a range of different subjects. They can be watched at a time that suits you, shared with colleagues and revisited when needed.

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Applied GCSE
AS And A Level
AS Level
BTEC Firsts
BTEC Nationals
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GCSE
International Advanced Levels
International GCSEs And Edexcel Certificates
LCCI Financial And Quantitative
Mathematics In Context
Project Qualification



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<https://support.pearson.com/uk/s/group/0F90N000000QSOFSA4/science-international>



Break



Support from Pearson



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Guide & Scheme
of Work

Getting Ready to
Teach Events

Subject
interpretation of
transferable skills

Subject Advisor

ResultsPlus

Regional
Support
Manager

Additional support for selected subjects

Curriculum
Matched
Publishing

Lesson plans

Exemplar
Marked
Responses

Topic booklets &
Subject guides


Additional SAMs



Exam Wizard



Free resources on the Biology homepage


<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.html>

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International Advanced Levels Biology (2018)

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Specification



First teaching: **September 2018**
First external assessment: **2019**

Our International Advanced Subsidiary and Advanced Level Biology has been developed to be engaging for international learners and to give them the necessary skills to support progression to higher education or further study in biology, as well as to a wide range of other subjects.

[DOWNLOAD](#)

PDF | 1.5 MB


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Course materials

- Specification and sample assessments (2)
- Exam materials (19)
- Teaching and learning materials (17)




Teaching support and training

- Training sessions
- Results support
- Grade boundaries




Useful documents



International Advanced Level Science Subject guide

PDF | 1.1 MB


[DOWNLOAD](#)



Science support overview

PDF | 521.1 KB

[DOWNLOAD](#)



International Advanced Level Published Resources Guide

PDF | 2.2 MB

[DOWNLOAD](#)

Published resources

To support effective classroom delivery, we've developed a range of published resources for the new Edexcel International Advanced Level (IAL), with a strong focus on progression, recognition and transferable skills – allowing learning in a local context to a global standard.

[Learn more](#)

Keep up to date


Irine Muhiuddin

Call me: UK: 0344 463 2934
Int: +44 (0)344 463 2934

Useful link: Please have a look at your new community

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Contact your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is **Irine Muhiuddin**

Phone: UK: 0344 463 2934

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<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>







ResultsPlus Home page



Select an option



**Results Plus Analysis**
Analysis and reports on your Edexcel examinations



**Mock Analysis Service**
Print off past papers, assign papers to students for mock mark entry, enter student marks, analyse performance

**Create or edit a group**
Set up classes and other groups to help analyse performance

**Functional Skills on Demand Analysis**
Analysis and reports of your student's test performance

**BTEC Analysis**
Analysis of your student's BTEC National External Test performance

**Global Results Analysis**
View overall performance for the whole Edexcel cohort

**Retrieve Incoming Learner Results**
Retrieve Pearson results from a learner's previous centre





- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper
- Use existing mark schemes for accurate marking
- Use examiner report for insight
- Most recent exam content available sooner
- Use the results to understand where students need more support, informing teaching strategies



New Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers.

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.

For more information on ATS, and the post results windows, visit our post-results pages.



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Post results services

Reviews of marking and moderation (RoMM)

Access to scripts (ATS)

Appeals

Our Reviews of marking and moderation (RoMM) services allow you to request us to run additional checks that the grades we've issued your candidates are correct.

Clerical check (Service 1)



Review of marking of externally assessed components (Service 2)



Priority review of marking of externally assessed components (Service P2)



Review of moderation for internally assessed/externally moderated controlled assessment and coursework components (Service 3)



If a centre is concerned about the marking of a centre cohort



Other useful links

[1. Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the Examiner's report which is available for download with other documents.

[2. Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

[3. Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

[4. Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.



Published resources



- All the instructions needed to perform the core practical
- Writing frames for students to record their work and reflect on their results
- Practical skills practice questions and answers
- A record of completed core practical work, in preparation for revision

https://assets.pearsonglobalschools.com/asset_mgr/current/201849/Biology-Lab-Book-Online-Sample.pdf



Published resources



- Supports a modular approach, in-line with the specification
- Appropriate international real world context, making it engaging and relevant for all learners
- Embedded transferable skills are signposted to students
- Exam practice providing opportunity to access understanding and progress
- Comes with 3-year's access to an online ActiveBook.

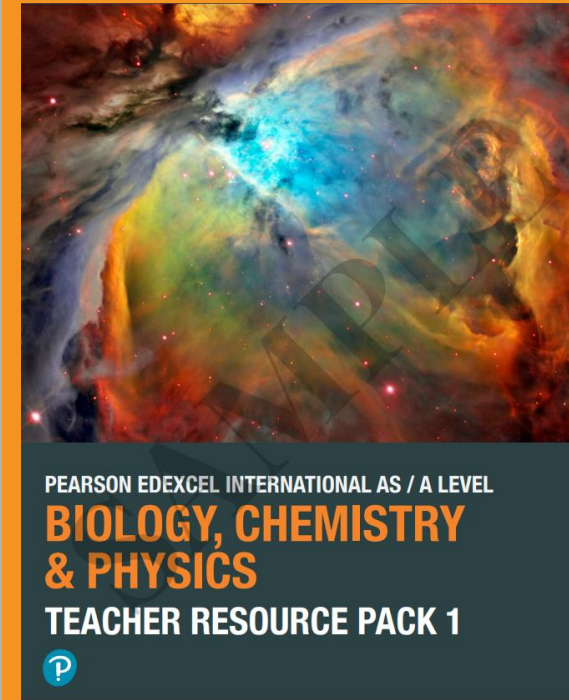
<https://www.pearsonglobalschools.com/index.cfm?locator=PS33Wu>



Published resources

- Available for an annual subscription
- Designed to save you valuable time
- Contains lesson plans, practice assessments and mark schemes, as well as practical resources

<https://www.pearsonglobalschools.com/index.cfm?locator=PS33Wu>



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your time**

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