



Delegate Booklet
Course Title: Welcome to Pearson IAL
Biology
YBI11-20IF2



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About this event

Course Title: Welcome to Pearson IAL Biology

Course Code: YBI11-20IF2

Aims and objectives of the event

In this training, delegates will:

Session 1:

- identify how the qualifications are devised
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- identify the support available from Pearson
- network and share ideas with other teachers.

Session 2:

- understand the Assessment Objectives for the qualification
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practise using the mark schemes using exemplar student work
- learn about the support provided by Pearson around assessment and exemplars
- networking and sharing ideas with other teachers.

Session 3:

- gain an understanding about the support offer from Pearson
- look in more detail at the free support available on the website
- personal support – subject advisor/credible specialists/training (if available).
- investigate ResultsPlus and how it can help you
- Exam Wizard and other assessment support (if available)
- access to scripts and post-results support
- paid-for published resources.



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Agenda

Time	Item
09:45	Register and coffee
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



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Activity 1 – Writing questions

Purpose

- Appreciate how questions are derived from the specification

Task 1

Write a question assessing this specification point.

2.13	(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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Task 2

How was your question assessing the specification point?

- Recall of biological knowledge
 - Application of biological knowledge
 - Analysis of data
 - Calculation
 - Other
-

Task 3

Find the appropriate specification points for this question.

(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.



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Activity 2 – Developing practical skills

Purpose

- To consider which practical skills students find challenging

Task

- Select one or two practical skills that your students struggle with at the beginning of the course
- Think about how you might develop these skills
- Discuss your ideas with the other delegates on your table
- Feedback to the room



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Activity 3 – Identify the mathematics skills being assessed

Purpose

- To identify which mathematical skills are being assessed

Task

Identify the mathematical skills being assessed in this question.

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} .

Activity 4 – Identify how past paper questions can be used to develop mathematical skills

Purpose

To consider how mathematical skills can be developed

Task

- Identify questions with data in the WBI11 past paper in your delegates pack
- On sticky notes, jot down ideas as to which mathematical skills might be developed using the data
- Read through sticky notes from other delegates during the break



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Activity 5 – Course planner

Purpose

- Identify key content for a course planner
- Complete a course planner

Task

- Think about what key information needs to be included in a course planner
- Discuss your ideas with your colleagues
- Complete a course planner



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Activity 5 – Developing practical skills

Purpose

- To consider how practical skills can be developed

Task

- Select one or two practical skills that your students struggle with at the beginning of the course
- Think about how you might use core practical 2 to develop these skills
- Discuss your ideas with the other delegates on your table
- Write a lesson plan



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Activity 6 – Answer this question

Purpose

- Think about the assessment process

Task 1

Answer this question:

- (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)

Task 2

Identify the specification points being assessed.

Task 3

Identify the assessment object being assessed.

Task 4

Mark your answer using the mark scheme shown on the slide.



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Activity 7 – Identify assessment objectives

Purpose

- To map assessment objectives to the question

Task

Map each of these questions to an appropriate assessment objective.

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	



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Activity 8 – Marking exemplar work

Purpose

- To practise using mark schemes with student responses

Task

Mark the exemplars for October 2019 WBI11 questions: 1(a)(i), 2(a), 2(b), 3(b), 4(b), 5(c)(ii), 6(b)(ii), 7(a)(i), 8(c)(i)

The exemplars and mark scheme are in your delegate pack.



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PERSONAL LEARNING

Things to do:

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-
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-
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Things to avoid:

-
-
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Your ideas: