

Edexcel International AS/A Level

Understanding
assessment and
improving delivery

Online Part 1
Getting Ready to Teach

Event Code:

First teaching in 2018, first assessment 2019



Aims for the day

Delegates will:

- be introduced to the idea of assessment objectives: what are they and why they are used when writing examination papers,
- analyse recent question papers and learn which types of question match the different assessment objectives,
- investigate different assessment objectives, considering how questions in these areas have been answered by looking at feedback from previous exam series,
- review the support Pearson offers for the qualification,
- network, discuss best practice and share ideas with other teachers.



Agenda

- Introductions and housekeeping

Assessment Objectives

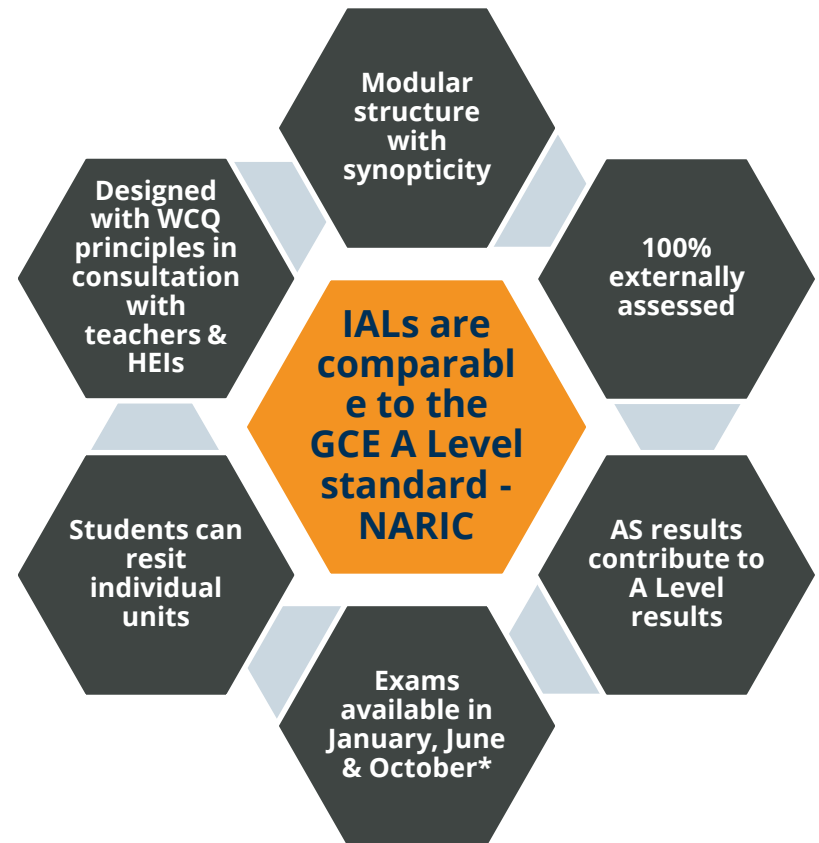
- What are they, why do we use them, what does the wording mean?
What balance of AOs are there in the exams?
- Assigning AOs. (whole questions) – which AO would you assign to each question part?
- AO1
- Student responses to AO1.
- Teaching and learning support for AO1

POLLS



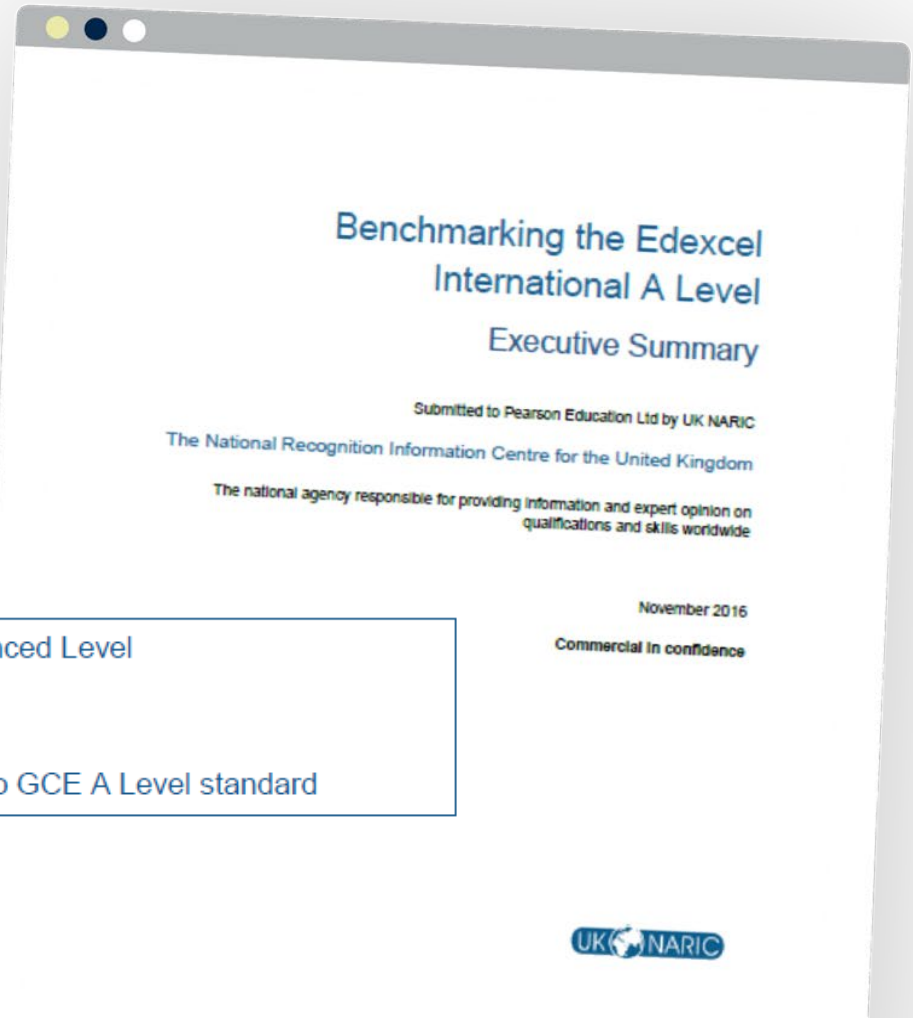
IAL Features

- International A Levels and AS Levels are created for International Students
- Globally recognised.



Updated NARIC report for Edexcel IAL

The executive summary confirms that Edexcel IALs are considered comparable to the GCE A Level standard following reforms to the UK regulated qualifications.



Qualification:	Edexcel International Advanced Level
Awarding Institution:	Pearson Education Ltd
Comparability:	Is considered comparable to GCE A Level standard

IAS & IAL subjects

Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		



IAL 2018 BIOLOGY

SUBTITLE

Reviewed and updated in light of GCE A level changes

6 units in Total

4 Units examine Biology content

2 Units examine practical skills

Transferable Skills embedded

**Fully modular Examinations three times a year
AS contributes to A level**

Dedicated textbooks are currently in production

TeachingScience@pearson.com



Familiar Content areas

Unit 1: Molecules, Diet, Transport and Health

Unit 2: Cells, Development, Biodiversity and Conservation

Unit 3: Practical Skills in Biology I

Unit 4: Energy, Environment, Microbiology and Immunity

Unit 5: Respiration, Internal Environment, Coordination and Gene Technology

Unit 6: Practical Skills in Biology II



What are the Assessment Objectives in IAL Biology ?

AO 1 Demonstrate knowledge and understanding of science

AO2 a) Application of knowledge and understanding of science in familiar and unfamiliar contexts.

AO2 b) Analysis and evaluation of scientific information to make judgments and reach conclusions

AO3 Experimental skills in science, including analysis and evaluation of data and methods



Activity 1

- . What are the weightings of each AO?
- . In IAS
- . AO 1
- . AO2 (a)
- . AO2 (b)
- . AO3



Activity 1

- What are the weightings of each AO?
- In IAS
 - AO 1 36-39%
 - AO2 (a) 34-36%
 - AO2 (b) 9-11%
 - AO3 17-18%



Activity 1

- . What are the weightings of each AO?
- . In IA2
- . AO 1
- . AO2 (a)
- . AO2 (b)
- . AO3



Activity 1

- . What are the weightings of each AO?
- . In IA2
- . AO 1 31-34%
- . AO2 (a) 33-36%
- . AO2 (b) 14-16%
- . AO3 17-18%



Assessment Objectives

		AS (%)	IA2 (%)	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
AO2	(b) Analysis and evaluation of scientific information to make judgments 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



Which Assessment Objective?

- Explain why oxygen molecules can pass directly through the cell membrane
- Describe how a triglyceride is synthesised
- Assess the contribution of lipoproteins to the risk of developing CVD. Use the information in the graph to support your answer.
- Devise a method that can be used to make a valid comparison of the tensile strengths of fibres from the same plant, treated with different concentrations of sodium hydroxide solution.



Which Assessment Objective?

- Explain why oxygen molecules can pass directly through the cell membrane **AO 2a**
- Describe how a triglyceride is synthesised **AO 1**
- Assess the contribution of lipoproteins to the risk of developing CVD. Use the information in the graph to support your answer. **AO 2b**
- Devise a method that can be used to make a valid comparison of the tensile strengths of fibres from the same plant, treated with different concentrations of sodium hydroxide solution. **AO 3**



Which Assessment Objective?

Activity 2

- Look at Paper WBI1 1/01 June 2019
- Examine questions 1, 2 and 3
- Decide which AO each question is examining
- Compare your answers with other delegates on your table.



Assessment Objective 1

- Demonstrate knowledge and understanding of science.



Units 1, 2 4 and 5

Unit	Title	IAL (%)	Length / minutes	Marks				
				Total	AO1	AO2(a)	AO2(b)	AO3
1	Molecules, Diet, Transport and Health	20	90	80	34-37	34-37	9-11	0
2	Cells, Development, Biodiversity and Conservation	20	90	80	34-37	34-37	9-11	0
4	Energy, Environment, Microbiology and Immunity	20	105	90	33-35	38-40	16-18	0
5	Respiration, Internal Environment, Coordination and Gene Technology	20	105	90	33-35	38-40	16-18	0

Student responses AO1

Activity 3

- Look at Paper WBI11/01 June 2019
- Look at question 2bi
- Student responses A-D
- Without looking at mark scheme
- Place these in rank order
- Compare your answers with other delegates on your table.



Student responses AO1

Activity 4

- Look at Paper WBI11/01 June 2019
- Look at question 2bi
- Student responses A-D
- Using mark scheme
- Mark these responses
- Compare your marks with other delegates on your table.



How can we improve student responses on AO1?

- What strategies do you use in your centres to ensure that students are well prepared for AO1 items ?
- How do you check the students' knowledge and understanding of each topic?
- What strategies work particularly well?
- How is it best to check on learning?
- How can we ensure language is precise and the depth of understanding adequate for A level?



How can we improve student responses on AO1?

- Within the classroom
- Teaching strategies
- Use specification
- Use past papers
- Use textbook
- Use tests
- Use Mark schemes
- Use examiner reports



Support Overview

Free Support

Getting Started
Guide & Scheme of
Work

Getting Ready to
Teach Events

Subject
interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Additional support for selected subjects

**Curriculum
Matched
Publishing**

Lesson plans

Exemplar Marked
Responses

Topic booklets &
Subject guides

Additional SAMs

Exam Wizard



Subject advisor

Irine Muhiuddin

Science

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ALWAYS LEARNING