

# Pearson Edexcel International A Level Psychology

Welcome to  
Pearson: Module 1

First teaching in 2015  
First assessment 2016



# Session Agenda

- 08:00 Welcome & Introductions
- 08.15 Section one: Structure of the qualification
- 08:20 Section two: Content
- 08.45 Break
- 08:50 Section three: Planning and delivery
- 09.20 Section four: Assessment
- 09.50 Section five: Support, resources and final questions
- 10.00 Finish



# Aims and Objectives

In Module 1, delegates will:

- identify how the qualification is devised and fundamental documentation
- 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 support available from Pearson

This event can count as 2 hours of CPD.

**Please note:** this training consists of three modules.

**Polls to get to know  
the delegates.**

# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's World Class Qualification design principles



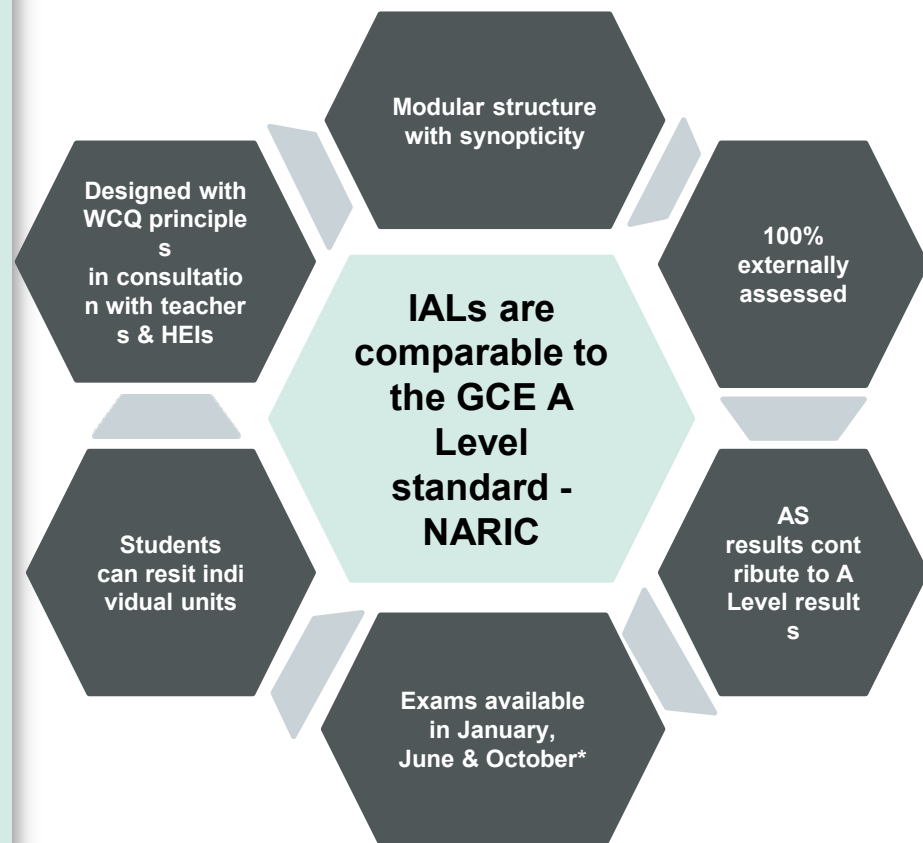
Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

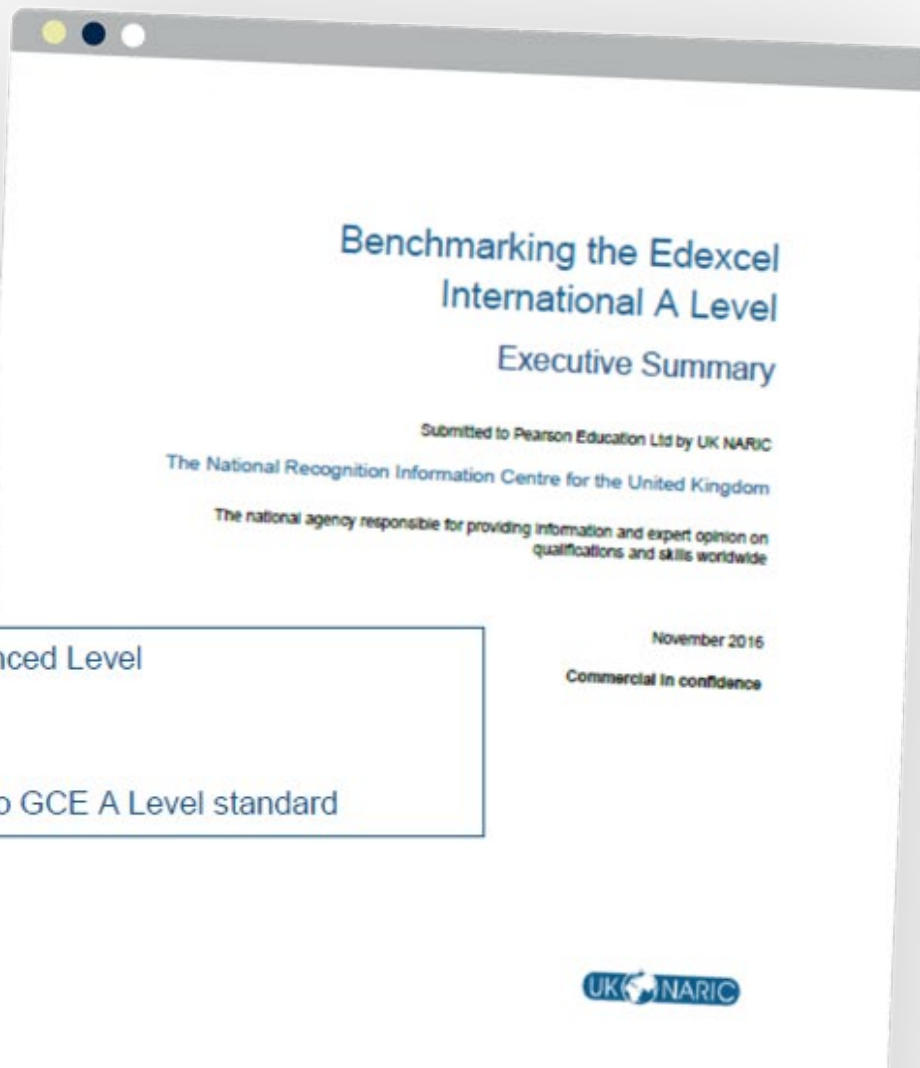
# International A Level Features

- 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.



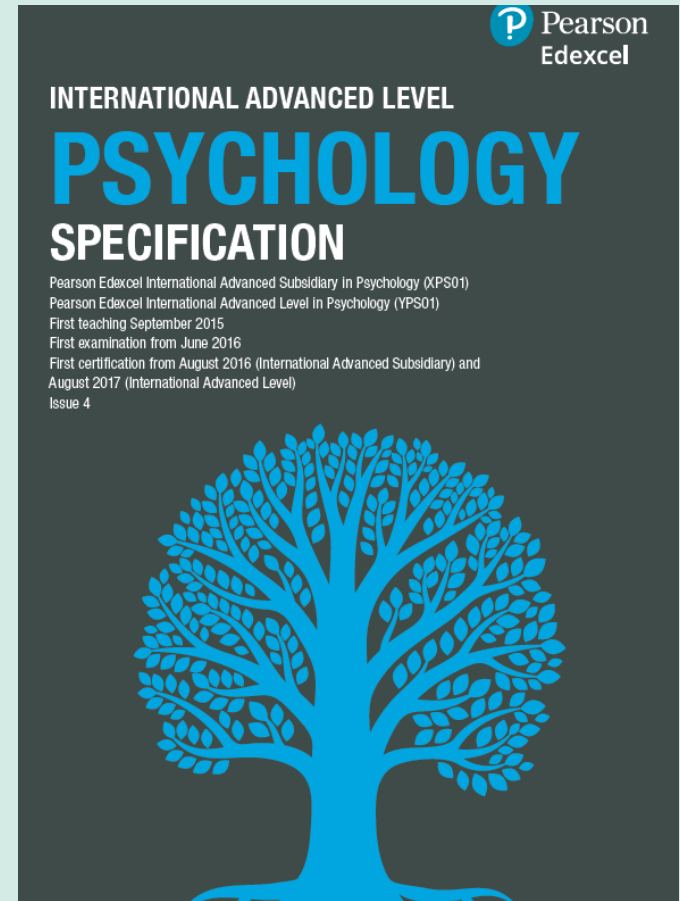
<b>Qualification:</b>	Edexcel International Advanced Level
<b>Awarding Institution:</b>	Pearson Education Ltd
<b>Comparability:</b>	Is considered comparable to GCE A Level standard

# International AS & International A Level 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)		



# Section one: Structure of the qualification



# Content – overview

Unit 1	Unit 2
Social and cognitive psychology	Biological psychology, learning theories and development

Unit 3	Unit 4
Applications of psychology	Clinical psychology and psychological skills

# AS level

<b>IAS</b> <b>Unit 1: Social and cognitive psychology</b>		<b>*Unit code:</b> <b>WPS01/01</b>	
Externally assessed Written examination: 1 hour and 30 minutes Availability: January, June First assessment: June 2016 64 marks		40% of the total IAS	20% of the total IAL
<b>IAS</b> <b>Unit 2: Biological psychology, learning theories and development</b>		<b>*Unit code:</b> <b>WPS02/01</b>	
Externally assessed Written examination: 2 hours Availability: January, June First assessment: June 2016 96 marks		60% of the total IAS	30% of the total IAL

# A2 level

<b>IA2</b> <b>Unit 3: Applications of psychology</b>		<b>*Unit code:</b> <b>WPS03/01</b>	
Externally assessed Written examination: 1 hour and 30 minutes Availability: January, June First assessment: January 2017 64 marks		40% of the total IA2	20% of the total IAL
<b>IA2</b> <b>Unit 4: Clinical psychology and psychological skills</b>		<b>*Unit code:</b> <b>WPS04/01</b>	
Externally assessed Written examination: 2 hours Availability: January, June First assessment: June 2017 96 marks		60% of the total IA2	30% of the total IAL

# Section two: Content

## 1.3 Topic A: Social psychology

### Topic overview

Students must show an understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.

### What students need to learn:

#### 1.1 Content

Obedience and majority and minority influence, as forms of social influence on behaviour.

##### Obedience

- 1.1.1 Theories of obedience, including agency theory and social power theory.
- 1.1.2 Research into obedience, including Milgram's (1963) research into obedience and three of his variation studies: rundown office block (Experiment 10), telephonic instructions (Experiment 7), ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage dissent.
- 1.1.3 Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.

##### Conformity

- 1.1.4 Types and explanations of conformity.
- 1.1.5 Research into conformity including Asch (1951) and his variation studies (1952, 1956).
- 1.1.6 Minority influence (Moscovici, 1976).
- 1.1.7 Factors affecting conformity and minority influence, including individual differences (personality), situation and culture.

#### 1.2 Methods

##### Self-reporting data

- 1.2.1 Designing and conducting questionnaires and interviews, considering researcher effects.
- 1.2.2 Primary and secondary data.
- 1.2.3 Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions.
- 1.2.4 Alternative hypotheses.

# Content – AS Level

## **Unit 1: Social and Cognitive Psychology**

- Topic 1 – Social Psychology
- Topic 2 – Cognitive Psychology
- 40% of AS Level with 1hr 30min exam

## **Unit 2: Biological, Learning theories and development**

- Topic 3 – Biological theories
- Topic 4 – Learning theories and development
- 60% of AS Level with 2 hour exam

# Unit 1:

## Social psychology

Content	Methods	Studies	Practical
Obedience	Self-reporting data	Moscovici et al. (1969)	Questionnaire
Conformity	Sampling	Burger (2009)	
	Qualitative and Quantitative data	Yi Huang et al. (2014)*	
	Ethical guidelines	Haun et al. (2014)*	

# Unit 1:

## Cognitive psychology

Content	Methods	Studies	Practical
Memory	Experiments	Bartlett (1932)	Laboratory experiment
	Inferential statistics	Schmolck et al. (2002)	
	Case studies of brain damaged patients	Darling et al. (2007)*	
		Sacchi et al. (2007)*	



# Unit 2:

## Biological psychology

Content	Methods	Studies	Practical
Brain regions focused on aggression	Correlational research	Raine et al. (1997)	Correlational study
Body rhythms	Scanning techniques	Brendgen et al. (2005)	
	Twin studies	McDermott et al. (2008)*	
		Hoefelmann et al. (2006)*	

# Unit 2:

## Learning theories and development

Content	Methods	Studies	Practical
Classical and Operant conditioning	Observations	Watson and Rayner (1920)	Observation(s)
Social learning theory	Content analysis	Capafóns et al. (1998)	
Freud's psychosexual stages	Qualitative and Quantitative data	Prot (2014)*	
Therapies/ treatments		Bastian et al. (2011)*	

# Content – A2 Level

## **Unit 3: Applications of Psychology**

- Topic 5 – Developmental Psychology (compulsory)
- Topic 6 – Criminological Psychology (option)
- Topic 7 – Health Psychology (option)
- 40% of A2 Level with 1hr 30min exam

## **Unit 4: Clinical Psychology and psychological skills**

- Topic 8 – Clinical Psychology
- Topic 9 – Psychological skills
- 60% of A2 Level with 2 hour exam

# Unit 3:

## Developmental psychology (compulsory)

Content	Methods	Studies	Issues
Attachment, deprivation and privation	Clinical interviewing and Ethnographic field work	Van iJzendoorn and Kroonenberg (1988)	Value of psychology to society
Cognitive and language development	Longitudinal/ cross-sectional designs	Cassibba et al. (2013)	Scientific nature of psychological research
Social emotional development	Cross-cultural research	Ashdown and Bernard (2012)*	Value of psychological research
	Ethics and the UNCRC	Ding et al. (2014)*	Ethical issues in psychological research
	Decision making and interpretation of data		

# Unit 3:

## Criminological psychology (option topic)

Content	Methods	Studies
Explanations for crime and anti-social behaviour	Experiments	Loftus and Palmer (1974)
Understanding the offender	Ethical guidelines	Bradbury M D and Williams, M R (2013)
Factors influencing identification of offenders	Case studies of brain damaged patients	Ruva, McEvoy and Bryant (2007)*
Factors influencing jury decision-making	Decision making and interpretation of data	Valentine T and Mesout J (2009)*
Treatment		

# Unit 3:

## Health psychology (option topic)

Content	Methods	Studies
Physiology of stress	Standardised questionnaires	Brady (1958)
Factors affecting stress	Use of non-human animals in experiments	Nakonz and Shik (2009)
Coping strategies	Decision making and interpretation of data	Avdagic et al. (2014)*
Treatment and therapy for anxiety (biological and psychological)		Russell et al. (2015)*

# Unit 4:

## Clinical psychology

Content	Methods	Studies	Practical
Definitions and debates in diagnosis	Randomised control trials (RCTs) and Neuroimaging	Rosenhan (1973)	Content analysis
Two mental health disorders in detail	Conventions of published research	Suzuki et al. (2014)	
Therapy/ treatment	HCPC guidelines	Hans and Hiller (2013) or Ma, Quan and Liu (2014)*	
	Decision making and interpretation of data	Becker et al. (2002) or Reichel et al. (2014)*	

# Unit 4:

## Psychological skills

### 1. **Methods**

- All methods covered throughout AS/A2 level

### 2. **Key questions in society**

- Key questions for society using concepts, theories or research from one or more of topics 1 to 8 (except topics 6 and 7).

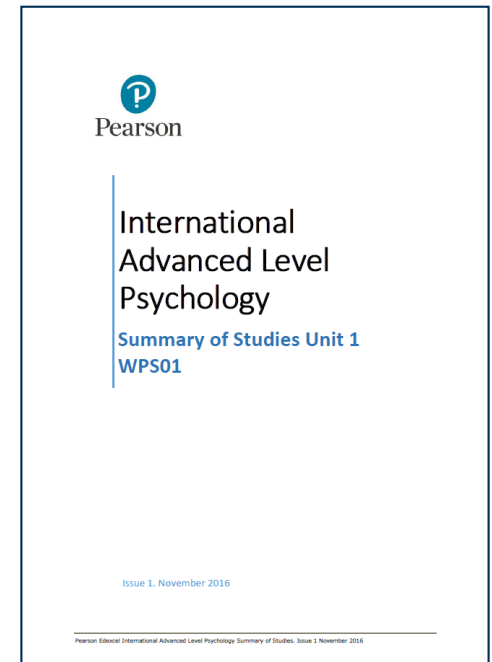
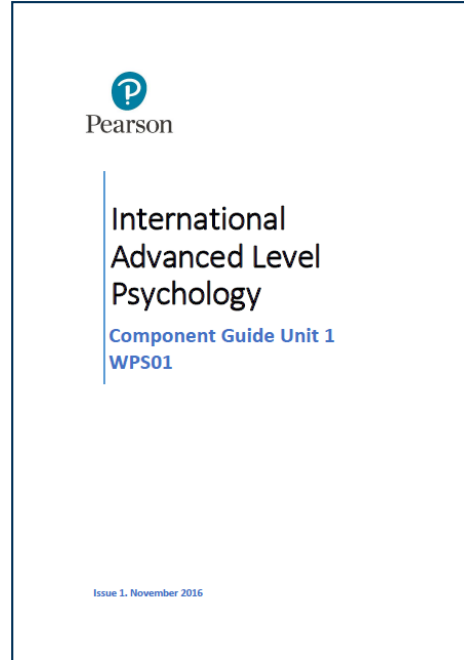
### 3. **Issues and Debates**

- Ethics, practical issues, reductionism, themes, science, cultural and gender issues, nature/nurture, how psychology has changed over time, social control, socially sensitive research

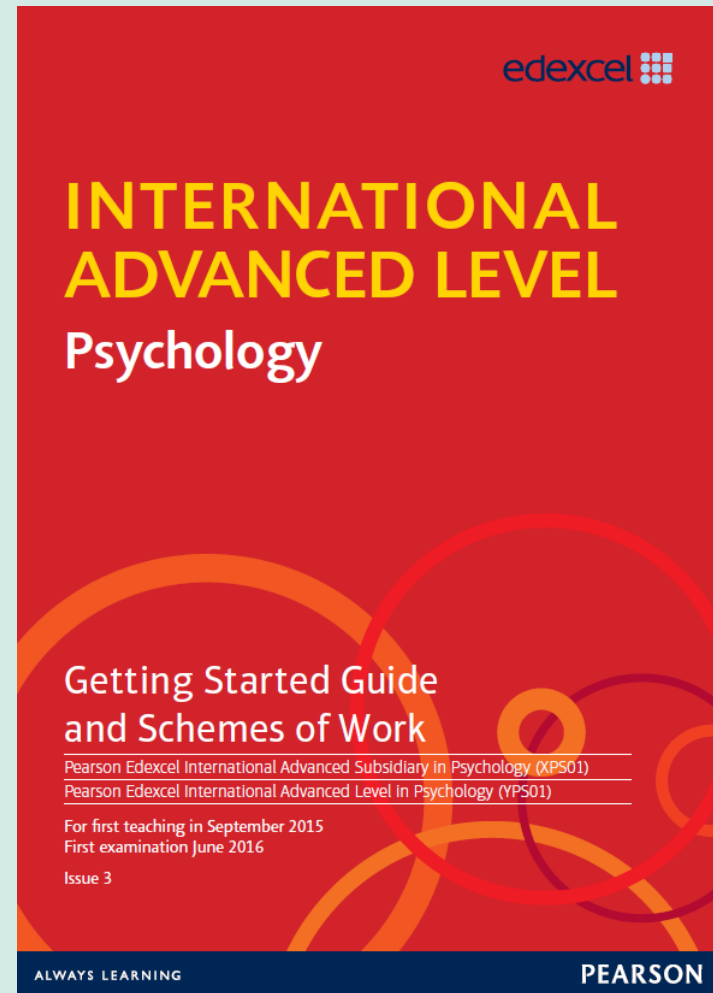


# Content: Pearson support

- Free component guides
- Free summary of studies guides



# Section three: Planning and delivery



# Timings: AS level

## IAS Units 1 and 2

Unit 1: Social and cognitive psychology		
Topic		Time (approx hours)
Topic A	Social psychology	35
Topic B	Cognitive psychology	25
	Two revision weeks	10
Total teaching time (hours)		60

Unit 2 Biological psychology, learning theories and development		
Topic		Time (approx hours)
Topic C	Biological psychology	50
Topic D	Learning theories and development	50
	Two revision weeks	10
Total teaching time (hours)		110

# Timings: A2 level

## IAL Units 3 and 4

Unit 3 Applications of Psychology		
Topic		Time (approx hours)
Topic E	Developmental psychology	30
Topic F or Topic G	Criminological or Health psychology	30
	Two revision weeks	10
Total teaching time (hours)		70

Unit 4 Clinical psychology and psychological skills		
Topic		Time (approx hours)
Topic H	Clinical psychology	45
Topic I	Psychological skills	35
	Two revision weeks	10
Total teaching time (hours)		90

# AS level:

## Possible delivery methods

### Topic-based approach

- Social first, Cognitive second, Biological third, Learning fourth
- Must be done if assessment is planned in January and Summer

### Skills-based approach

- Content and studies for all topics first, methods second, practical investigations third
- Can be done if assessment is planned only in Summer

# Planning / delivery: Support from Pearson

- Suggested Scheme of Work
- Suggested resources
- Taxonomy (command words)

**Getting started for teachers** **A**

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**SCHEME OF WORK**

Unit 1: Social and cognitive psychology  
Social Psychology

Content		
<b>Week 1</b>	<b>Introduction to psychology</b>	Understanding the nature of psychological investigation and building of knowledge.
<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>To build a general understanding of psychological approaches, theory/explanation and research studies, and how to use science to evaluate research and the building of scientific knowledge.</li> <li>Gain an understanding of ethical implications of psychological research with human participants.</li> </ul> <p><b>Suggested activities/resources:</b></p> <p>Students to consider the question 'what is a garden?' through discussing what types of people are interested in a garden; how they would see the garden; what they would be interested in and what tools they would use in the garden. This activity will help them understand that the psychological approaches take different perspectives and have different methodologies when building psychological knowledge. Students to build a brief account of the assumptions of the social, cognitive, biological and learning approaches and use them to understand a range of novel behaviour.</p> <p>Provide students with a brief account of psychological research and theory, asking students to identify which is theory and which research and to match them. This demonstrates how knowledge is built through evidence and how evidence can be used to support psychological explanations.</p> <p>Start to develop evaluation skills using De Bono's Six Thinking Hats to discuss the explanations and studies (<a href="https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983">https://www.tes.co.uk/teaching-resource/developing-thinking-strategies-de-bono-s-six-hats-6163983</a>). Introduce concepts of validity, generalisability, reliability, objectivity/subjectivity, credibility and ethics and get students to build a student evaluation toolkit.</p> <p>Students to develop a vocabulary book to identify key terms and supply definitions.</p> <p>Develop a student toolkit for evaluation of theory and research studies. Use the toolkit to revisit one study and one explanation that can be further evaluated. Laminiate the student toolkit for later use.</p> <p>Introduce students to the taxonomy. Display each injunction in the classroom and add the taxonomy with interpretation in the vocabulary book.</p> <p><b>Teaching points to note:</b></p> <p>Ensure students have a complete set of notes on the key assumptions of each of the four approaches and the student toolkit. These can be laminated and used throughout the course. Use the vocabulary books regularly when a new term is encountered. De Bono's Six Thinking Hats encourages students to be reflective learners and have the skills to evaluate and consider without fear of criticism. <a href="https://www.psycholion.co.uk/http://www.psycholion.org.uk/">https://www.psycholion.co.uk/http://www.psycholion.org.uk/</a> is a resource for teaching activities, worksheets, video clips, etc. Look to see if they are Edexcel relevant before use.</p>		

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**Getting started for teachers** **A**

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**Suggested resources**

**General Internet:**

<http://www.psycholion.org.uk>  
<http://www.psychoteacher.co.uk>  
<http://www.escs.co.uk/a-level/psychology>  
<http://www.simplypsychology.org/a-level-psychology.html>  
<http://www.resource.com>

\*All websites included here and throughout the scheme of work have been checked as active at publication, however the nature of online resources is that they can be removed or replaced by webhosting services and so it cannot be guaranteed that these sites will remain available throughout the life of the qualification.

**Resource mapping to the IAL Psychology topics:**

[http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specifications-and-sample-assessments/Resource\\_Mapping%20IAL\\_Psychology.pdf](http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specifications-and-sample-assessments/Resource_Mapping%20IAL_Psychology.pdf)

**Available textbooks (refer to the resource mapping document above)**

**Overall:**

GCE 2015 A level Psychology textbooks:  
 Christine Brain, Edexcel A Level Psychology, Hodder Education, Published 31st July 2015, ISBN-13: 978147835384  
 Covers the UK GCE A level, which is similar to the International A level in many ways

Karen Smith (Ed.) Edexcel AS/A Level Psychology 2015, Pearson Education Limited, Published 28th July 2015, ISBN-13: 9781447982463  
 Covers the UK GCE A level, which is similar to the International A level in many ways

**Developmental psychology**

Gilliland, Lam and O'Donnell, Prentice Hall, Published 6th June 2011, ISBN-13: 978-0273742623  
 Covers different areas such as general about developmental psychology, coverage of attachments and language development.

Harris and Butterworth, Psychology Press: Student edition, Published 18th April 2002, ISBN-13: 978-1841691923  
 Covers a general overview, Piaget, Vygotsky, Bowlby, stages of development, research in developmental psychology, cognitive development, language development

Whitebread, SAGE Publications Ltd, Published 30th November 2010, ISBN-13: 978-1412947138  
 Covers social and emotional development, play and learning, as well as learning and language.

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# Activity

- What are your concerns about planning and delivery and how can they be resolved?



# Section four: Assessment

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Pearson Edexcel International Advanced Level		Centre Number	Candidate Number
Thursday 11 October 2018			
Afternoon (Time: 1 hour 30 minutes)		Paper Reference WPS01/01	
Psychology International Advanced Subsidiary Paper 1: Social and Cognitive Psychology			
You do not need any other materials.		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.

**Information**

- The total mark for this paper is 64.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.
- The list of formulae and statistical tables are printed at the start of this paper.
- Candidates may use a calculator.

**Advice**

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

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Turn over >

Pearson



## Mark Scheme (Results)

October 2018

Pearson Edexcel International GCE  
In Psychology (WPS01 01)  
Paper 1: Social and Cognitive Psychology





# Assessment – opportunities

- Assessment can be modular or linear
- Assessment can be taken in two different sittings:
  1. June
  2. January
- Assessment began in summer 2016 (AS level) and summer 2017 (A2 level)

# Assessment overview: AS level

## Unit 1: Social and cognitive psychology

### Assessment overview

Students must answer all questions from three sections.

Section A: Social psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.

Section B: Cognitive psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question.

Section C: comprises one 12-mark extended open-response question on either social or cognitive psychology.

## Unit 2: Biological psychology, learning theories and development

### Assessment overview

Students must answer all questions from three sections.

Section A: Biological psychology, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.

Section B: Learning theories and development, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question.

Section C: comprises one 12-mark and one 16-mark extended open-response question. The 12-mark question covers either biological psychology or learning theories and development and the 16-mark question covers both biological psychology, and learning theories and development.

# Assessment overview: A2 level

## Unit 3: Applications of psychology

### Assessment overview

Students must answer all questions from Section A and all questions from a choice of two topic areas in Section B.

Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and two eight-mark extended open-response question. One eight-mark question focuses on developmental psychology and one eight-mark synoptic question is based on developmental psychology and issues from Units 1 and 2.

Section B: presents students with a choice of one from either criminological or health psychology. Each section totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions.

## Unit 4: Clinical psychology and psychological skills

### Assessment overview

Students must answer all questions from five sections.

Section A: Clinical psychology, totals 32 marks and comprises short-answer questions.

Section B: Clinical psychology, comprises one 16-mark extended open-response question.

Section C: Psychological skills, totals 20 marks and comprises short-answer questions drawing on research methods from other topic areas (except Topics F and G).

Section D: Psychological skills, comprises one eight-mark extended open-response question based on the analysis of a key question from other topic areas (except Topics F and G).

Section E: Psychological skills, comprises one 20-mark synoptic question based on issues and debates from other topic areas (except Topics F and G).

# Assessment – AOs

		% in IAS	% in IAL
<b>AO1</b>	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	35-40%	30-35%
<b>AO2</b>	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> <li>• in a theoretical context</li> <li>• in a practical context</li> <li>• when handling qualitative data</li> <li>• when handling quantitative data.</li> </ul>	30-35%	30-35%
<b>AO3</b>	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> <li>• make judgements and reach conclusions</li> <li>• develop and refine practical design and procedures.</li> </ul>	30-35%	35-40%

# Activity

- Look at the sample questions in your delegate booklet – what do you notice?



# Short answer sample questions

- **Explain** **one** factor that could affect conformity **(2)**
- **Describe** what is meant by the term 'normal distribution'. **(2)**
- **Explain**, using research evidence, **one** way the DSM has been tested for validity. **(2)**
- **State** what is meant by 'criminological psychology'. **(2)**
- **Explain** **two** strengths of using secondary data to research the effectiveness of drug treatments for individuals with schizophrenia. **(4)**
- **Describe** **one** similarity and one difference between RCTs and interviews when used to research drug treatments for schizophrenia. **(4)**
- **Compare** the function of neurotransmitters with one other biological explanation of schizophrenia. **(6)**

# Short answer sample questions overview

- Questions have single command words / taxonomy
- Short response questions typically 1 – 6 marks
- Assessed using points based marking
- Can assess a single AO or multiple AOs

# Extended answer sample questions

- **Assess** whether social power theory is a complete explanation of obedience. **(8)**
- **Assess** whether research into attachment can be considered scientific. **(8)**
- **Assess** whether anti-social personality disorder (ASPD) is a credible explanation of crime and anti-social behaviour. **(8)**
- **Evaluate** whether jury decision-making is objective. **(8)**
- **Assess** whether the role of hormones is a credible explanation for stress. **(8)**
- **Evaluate** psychological research into obedience. **(12)**
- **Evaluate** the classic study by Rosenhan (1973). **(16)**
- **Assess** the use of psychological knowledge in social control. **(20)**



# Extended answer sample questions overview

- Questions have single command words / taxonomy
- Extended response questions 8 – 20 marks
- Assess multiple AOs
- Assessed using levels based marking
- All of the levels based mark schemes are identical for the skills being assessed

# Possible strategies for helping learners with extended writing questions

1. Put sentences in a correct order
2. Identify and correct spelling and grammar errors
3. Write a paragraph/essay in their first language and then translate it into English later
4. Explain what the injunctions/command words mean and ask learners to create their own glossary of all the different command words
5. Give learners a paragraph with words missing and ask them to fill in the blanks
6. Give learners a set of reading to do prior to class so they can highlight any words/phrases they are unsure of in advance

# Research methods and maths

- Research methods will comprise 25-30% of the assessment
- The assessment of mathematical skills will include at least Level 2 mathematical skills as a minimum of 10% of the overall marks for this qualification.
- See appendix 7 (pages 67-69) for the mathematical skills

# Research methods and maths: Examples

- State the independent variable for this study. (1)
- Explain **one** strength and **one** weakness of the investigation conducted by Helena. (4)
- State **one** conclusion Helena could make using the results in Table 1. (1)
- Calculate the standard deviation for Condition B using Table 2 below. (4)
- Calculate, using the data in Table 1, the ratio for participants in Group B who had relapsed by four months compared to those who had not relapsed. (1)
- Justify, using the data in Table 1, whether the conclusion Jagdeep reached is accurate. (2)
- Determine, using the data in Table 1, whether combined therapy is more effective than drug treatments alone. (3)
- Identify the research design Charlotte used in her investigation. (1)

# Assessment – marking

- For short response questions a points-based mark scheme will be used
- For extended response questions a levels-based mark scheme will be used
- All of the levels-based mark schemes are identical for the skills being assessed

# Section five: Support

ResultsPlus

examWizard



# 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

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



- 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.**

# Your Subject Advisor

Irine Muhiuddin

Twitter: [@PearsonSciences](#)

[Email or live chat](#)

You can sign up for Irine's e-updates by completing this [online form](#)

We also have an online [community](#) especially for Science teachers.



# 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 examiners 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.

# Pearson International Schools Community

## Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
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ALWAYS LEARNING