

Delegate Booklet

Course Title: **Getting Ready to Teach the  
Pearson Edexcel International GCSE Human  
Biology (9-1) (4HB1)**

**Course Code: 16IBAS18**

## About this event

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**Course Title: Getting Ready to Teach the Pearson Edexcel International GCSE Human Biology (9-1) (4HB1)**

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## Aims and Objectives of the event

Consider the structure, content and assessment of this qualification, and the support available to guide you through these changes

Consider the key changes from 4HB0

Explore possible teaching and delivery strategies for the new qualification

Have the opportunity to network, discuss best practice, take away resources to help with your planning and delivery, and share ideas with other teachers

Learn about the introduction of the new 9–1 grading scale.

## Agenda

Time	Item
9.30 – 10.00	Welcome Tea & Coffee
10.00	Agenda & Introductions
10.15 – 11.00	Introductory questions with brief discussion of responses Group discussion of teaching strategies to overcome difficult subject matter
11.00 – 11.15	Overview of new model of assessment, including new 9 to 1 grading model
11.15 – 11.30	BREAK
11.30 – 12.45	New Specification content and changes.
12.45 – 1.45	LUNCH
1.45 – 2.30	New and retained question types within assessment model
2.30 – 3.00	Practical and mathematical skills
3.00 – 3.30	Supporting Learning
3.30	Plenary: questions and Feedback

## Introductory Activity: January 2017 questions

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### Purpose:

- To achieve early interaction of delegates with presenter
  - Understanding of why some questions cause difficulties for many candidates
  - to discuss possible teaching strategies to improve candidates' understanding
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### Task 1

Question 1 for January 2017, Paper 1. Why do you think this question was not well-answered e.g.

- 1 The question was too long for a multiple choice question.
- 2 Students are confused with the term concentration.
- 3 Students don't understand the effect of concentration on the water potential of a solution.
- 4 Other reason.

Question 3 for January 2017, Paper 2. Why do you think this question was not well-answered e.g.

- 1 Students had no experience of practical work.
- 2 Unfamiliar experiment.
- 3 Other reason.

### Activity 1: Strategies for dealing with difficult subject content

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- Understanding of why some questions cause difficulties for many candidates
- To discuss possible teaching strategies to improve candidates' understanding

#### Task

- a task taken from iGCSE Human Biology Paper 1, Q8 (January 2017)
  - b looking at common misconceptions by candidates
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## Activity 2: Using SAMs to teach new topic areas

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- Understanding of why some questions cause difficulties for many candidates
- To discuss possible teaching strategies to improve candidates' understanding
- Understand how mark schemes work

### Task

- a task taken from iGCSE Human Biology Paper 2, Q4 (SAMs)
- b develop a mark scheme for this question

### Activity 3: Design an Investigation Applying the CORMS Rules

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**Purpose:**

- To look at the type of investigations candidates may be asked to design
  - Application of CORMS rules to a suggested mark scheme
  - Application of mark scheme to answers
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**Task 1**

- a. Task provided on slide 33
- b. Delegates produce own CORMS mark scheme
- c. CORMS mark scheme provided at slide 34 for marking student's answers
- d. Apply mark scheme to two sample responses

Sample responses are provided on subsequent slides

#### Activity 4: Design a mark scheme and apply it to sample answers for a mini essay 1

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##### Purpose:

- consider mini essay type of question
- consider a suitable mark scheme
- apply mark scheme to two answers

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##### Task

- a essay title provided at slide 38
- b delegates produce a mark scheme each
- c mark scheme provided at slide 39
- d discussion and comparison of mark schemes
- e apply agreed mark scheme

How many marks should this be awarded for answer 1 using mark scheme on slide?

2 marks for points 1 and 8 .

Point 2 and point 9 can't be awarded as there is no mention of the lower concentration.

How many marks should this be awarded 2 using mark scheme on slide?

Points 1 and 2 can be awarded as these are the reverse points to the ones in the scheme.  
Following on points 7, 9, 10, 8 and 5 in that order, but not 6



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## Activity 5: Design a mark scheme and apply it to sample answers for a mini essay 2

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### Purpose:

- consider mini essay type of question
- consider a suitable mark scheme
- apply mark scheme to two answers

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### Task

- a essay title provided at slide 42
- b delegates produce a mark scheme each
- c mark scheme provided at slide 43
- d discussion and comparison of mark schemes
- e apply agreed mark scheme

How many marks should this be awarded for answer 1 using mark scheme on slide?

This appears to be worth marking points 1 and 5. We would not normally award a mark for a reference to 'amount' as it is not clear what this means. Taking in of more oxygen and giving out of more carbon dioxide is not the same as exercise using more oxygen and producing more carbon dioxide. The candidate gets marking point 5 for this for an awareness that more air is exchanged.

How many marks should this be awarded 2 using mark scheme on slide?

This candidate scores marking point 1, marking point 4 and marking point 6. He also scores marking point 5 and marking point 8.

## PERSONAL LEARNING

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**Things to do:**

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**Things to avoid**

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**Your ideas:**