

**In-Service Teacher Training**

**Assessment in IGCSE Biology 0610**

**Outline of Training Pack**

SESSION NO.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
	<b>Background preparation</b>	<i>CIE PowerPoint presentation for Assessment in IGCSE Biology 0610</i>	<ul style="list-style-type: none"> <li>• Equipment for giving a PowerPoint presentation</li> <li>• Copies of the current syllabus</li> </ul>
SESSION NO.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
Session 1	<b>Open the session</b>	<b>Slide 1</b> Assessment in IGCSE Biology 0610	
Session 1	<b>Introduce yourself and explain the background and aims of the training</b>	<b>Slide 2</b> Introductions; Background; Aim of Training	
Session 1	<b>Explain that Session 1 focuses on:</b> <ul style="list-style-type: none"> <li>• Syllabus aims</li> <li>• Syllabus structure</li> <li>• Assessment objectives</li> <li>• Development of different skills</li> <li>• Difference between formative and summative assessment</li> </ul>	<b>Slide 3</b> Outline of Session 1	
Session 1	<b>The aims in teaching IGCSE Biology</b> Slide 4 explains the usefulness, relevance and application of Biology.  Slide 5 explains the development of skills relevant to Biology e.g. practical skills, enquiry and initiative  Slide 6 explains the importance of communication skills: the idea of objectivity and the limitations of scientific knowledge	<b>Slide 4</b> Aims of the syllabus (1): Relevance and application  <b>Slide 5</b> Aims of the syllabus (2): Practical skills  <b>Slide 6</b> Aims of the syllabus (3): Communication and objectivity	Copies of the current syllabus
Session 1	<b>The structure of the syllabus</b> Slide 7 explains the overall structure of the syllabus  Slides 8, 9 and 10 give an overview of the curriculum content	<b>Slide 7</b> Structure of the syllabus (1): Overall structure of curriculum content  <b>Slide 8</b> Structure of the syllabus (2):	Copies of the current syllabus

		<p>Overview of curriculum content (1)</p> <p><b>Slide 9</b> Structure of the syllabus (3): Overview of curriculum content (2)</p> <p><b>Slide 10</b> Structure of the syllabus (4): Overview of curriculum content (3)</p>	
Session 1	<p><b>Core and Supplement</b> Slide 11 explains the relationship between the core and the extended curriculum</p>	<p><b>Slide 11</b> Structure of the syllabus (5): Core and extended curriculum</p>	<p>Copies of the current syllabus Handout 1.10 <i>The structure of the syllabus</i></p>
Session 1	<p><b>Assessment objectives</b> Slide 12 explains the assessment objectives</p> <p>Slide 13 explains the overall scheme of assessment and the weighting of the papers</p> <p>Slide 14 explains the difference between Paper 2 and Paper 3 and provides guidance about entering candidates for the correct tier</p> <p>Slide 15 explains the three types of practical papers: Paper 4 Coursework; Paper 5 Practical Test; Paper 6 Alternative to Practical</p> <p>Slides 16 &amp; 17 emphasise the importance of practical work</p>	<p><b>Slide 12</b> Assessment objectives (1): General assessment objectives</p> <p><b>Slide 13</b> Assessment objectives (2): The scheme of assessment</p> <p><b>Slide 14</b> Assessment objectives (3): Paper 2 or Paper 3?</p> <p><b>Slide 15</b> Assessment objectives (4): Practical assessment</p> <p><b>Slides 16 &amp; 17</b> Assessment objectives (5): The importance of practical work</p>	<p>Copies of the current syllabus</p>

	<p>Slide 18 explains the practical Coursework paper and outlines the four strands that are examined</p> <p>Slides 19 - 20 explain the role of teachers in practical work</p>	<p><b>Slide 18</b> Assessment objectives (6): Coursework (Paper 4)</p> <p><b>Slides 19 - 20</b> Assessment objectives (7): The role of teachers in practical work</p>	
Session 1	<p><b>Formative assessment</b> Slide 21 explains the difference between summative and formative assessment</p> <p>Slides 22 &amp; 23 discusses the nature of formative assessment</p> <p>Slide 24 looks at the different ways of assessing progress in the classroom</p>	<p><b>Slide 21</b> Formative assessment (1): Formative and summative assessment</p> <p><b>Slides 22 &amp; 23</b> Formative assessment (2): The nature of formative assessment</p> <p><b>Slide 24</b> Formative assessment (3): Ways of assessing progress</p>	Handout 1.20 <i>How much formative assessment do you do?</i>
Session 1	<b>Closing Comments</b>	<b>Slide 25</b>	
Session 2	<b>Open the session</b>	<b>Slide 1</b> Assessment in IGCSE Biology 0610 – Session 2	
Session 2	<b>Introduce yourself and explain the background and aims of the training</b>	<b>Slide 2</b> Introductions; Background; Aim of Training	
Session 2	<p><b>Explain that Session 2 focuses on:</b></p> <ul style="list-style-type: none"> <li>• How question papers are set</li> <li>• The construction of questions</li> <li>• Grade descriptions</li> <li>• Strategies for marking questions</li> <li>• Analysis of candidates' scripts and creating mark schemes</li> </ul>	<b>Slide 3</b> Session 2 looks at:	

	<p><b>How question papers are set</b> Slide 4 describes how the assessment objectives are used in constructing a question paper</p> <p>Slide 5 describes how different levels of difficulty are arranged in a question paper</p> <p>Slide 6 shows an example of a question with 4 marks available</p> <p>Slide 7 explains how questions covering more than one area of the syllabus may be more difficult.</p> <p>Slide 8 provides an outline of when a mark scheme should be written</p>	<p><b>Slide 4</b> How question papers are set (1): Using assessment objectives</p> <p><b>Slide 5</b> How question papers are set (2): Levels of difficulty (1)</p> <p><b>Slide 6</b> How question papers are set (3): Levels of difficulty (2)</p> <p><b>Slide 7</b> How question papers are set (4): Levels of difficulty (3)</p> <p><b>Slide 8</b> How question papers are set (5): Mark schemes</p>	<p>Copies of the current syllabus Handout 2.3 <i>Which assessment objectives?</i></p>
Session 2	<p>Slide 9 describes the reason for setting contextual questions based on environmental, economic and technological considerations</p> <p>Slide 10 gives an example of a context-based question</p>	<p><b>Slide 9</b> How question papers are set (6): Setting questions in context</p> <p><b>Slide 10</b> How question papers are set (7): Setting questions in context</p>	
Session 2	<p><b>The construction of questions</b> Slide 11 explains the command words used in Biology questions</p> <p>Slide 12 highlights the difference between specific command words</p>	<p><b>Slide 11</b> The construction of questions (1): Command words</p> <p><b>Slide 12</b> The construction of questions (2): Analysing command words</p>	<p>Copies of the current syllabus</p> <p>Copies of the current syllabus Handout 2.11 <i>Command words - What answer do you expect?</i></p>

Session 2	<p><b>Grade descriptions</b> Slide 13 explains the purpose of grade descriptions and the idea of positive achievement</p> <p>Slide 14 introduces the nature of the grade descriptions</p>	<p><b>Slide 13</b> Grade descriptions (1): Why have grade descriptions?</p> <p><b>Slide 14</b> Grade descriptions (2): Reading grade descriptions</p>	Copies of the current syllabus
Session 2	<p><b>Strategies for marking questions</b> Slide 15 explains strategies for marking a question to obtain different levels of achievement</p> <p>Slide 16 describes problems involved in marking questions</p> <p>Slides 17&amp;18 describe how and why external examinations mark schemes may differ from those used in the classroom</p>	<p><b>Slide 15</b> Strategies for marking questions (1): Levels of marking</p> <p><b>Slide 16</b> Strategies for marking questions (2):</p> <p><b>Slides 17&amp;18</b> Strategies for marking questions (3):</p>	
Session 2	<p>Slides 19&amp;20 describes how a mark scheme works</p> <p>Slide 21 describes problems involved in marking closed questions with dependent answers</p> <p>Slide 22 describes problems involved in marking questions requiring explanations</p> <p>Slide 23 shows an example of a question with an extended mark scheme</p>	<p><b>Slides 19&amp;20</b> Strategies for marking questions (4): How a mark scheme works</p> <p><b>Slide 21</b> Strategies for marking questions (5): General strategies</p> <p><b>Slide 22</b> Strategies for marking questions (6): Extended mark schemes</p> <p><b>Slide 23</b> Strategies for marking questions (7): Extended mark schemes</p>	

	<p>Slide 24 shows an example the extended mark scheme for the question on the previous slide</p> <p>Slide 25 explains how incorrect dependent answers are dealt with</p>	<p><b>Slide 24</b> Strategies for marking questions (8): Extended mark schemes</p> <p><b>Slide 25</b> Strategies for marking questions (9): Dependent answers</p>	
Session 2	<p><b><i>Extension/Homework material for completion outside the training</i></b></p> <p><i>Important note: this is an extension activity to be completed outside the training session. Alternatively, you need to allow more time to deliver this part of Session 2 as part of the formal training session. You should allow at least two hours for these activities.</i></p> <p><b>Creating a mark scheme</b> Slide 26 explains various points relating to the construction of a mark scheme</p> <p>Slide 27 shows a question for which delegates have to make a mark scheme from scratch (first example)</p> <p>Slide 28 explains how the mark scheme may be reviewed by looking at candidates' responses</p> <p>Slide 29 asks delegates to compare the CIE mark scheme with their own</p> <p>Slide 30 highlights points to note in the mark scheme</p>	<p><b>Slide 26</b> Creating a mark scheme (1) General points</p> <p><b>Slide 27</b> Creating a mark scheme (2) Making a mark scheme</p> <p><b>Slide 28</b> Creating a mark scheme (3) Reviewing the mark scheme</p> <p><b>Slide 29</b> Creating a mark scheme (4) The final mark scheme (1)</p> <p><b>Slide 30</b> Creating a mark scheme (5) The final mark scheme (2)</p>	<p>Copies of the current syllabus Handout 2.24 <i>Creating a mark scheme</i></p> <p>Handout 2.25 <i>Reviewing the mark scheme</i></p> <p>Handout 2.26 <i>Reviewing a mark scheme (continued)</i></p>

Session 1	<b>Closing Comments</b>	<b>Slide 31</b>	
<b>SESSION NO.</b>	<b>DESCRIPTION OF SESSION</b>	<b>POWERPOINT SLIDES</b>	<b>OTHER RESOURCES REQUIRED</b>
Session 3	<b>Open the session</b>	<b>Slide 1</b> Resources in IGCSE Biology 0610 – Session 3	
Session 3	<b>Introduce yourself and explain the background and aims of the training</b>	<b>Slide 2</b> Introductions; Background; Aim of Training	
Session 3	<b>Explain that Session 3 focuses on resources:</b> <ul style="list-style-type: none"> <li>Using mark schemes</li> <li>Using the Examiner Reports</li> <li>Additional resources for IGCSE Biology</li> </ul>	<b>Slide 3</b> Session 3 looks at:	
Session 3	<b>Using mark schemes</b> Slide 4 explains the purpose of mark schemes  Slide 5 explains how the mark scheme should be used in tandem with Examiner Reports for best benefit  Slide 6 gives general instructions for marking scripts and gives delegates the opportunity of marking sample questions from candidate scripts.  <b><i>Note that this work may need to be completed outside the training session if time is short</i></b>	<b>Slide 4</b> Using mark schemes (1): The importance of mark schemes  <b>Slide 5</b> Using mark schemes (2): Use with the Examiner Report  <b>Slide 6</b> Using mark schemes (3): Analysis of candidates' scripts	Handouts 3.5(a), 3.5(b), Also Handout 3.5(c) after the tasks on the previous two Handouts have been completed.
Session 3	<b>Using the Examiner Reports</b> Slide 7 explains the importance of the Examiner Reports:	<b>Slide 7</b> Using Examiner Reports (1): The	

	<ul style="list-style-type: none"> <li>• Addresses common candidate misconceptions</li> <li>• Highlights areas of weakness</li> <li>• Provides feedback on candidate performance</li> </ul> <p>Slide 8 shows how the Examiner Reports can be used to analyse candidates' answers</p> <p>Slide 9 explains how to use the Examiner Reports over a number of years and relates feedback to individual teaching aims</p>	<p>importance of the Reports</p> <p><b>Slide 8</b> Using Examiner Reports (2): Analysis of contents</p> <p><b>Slide 9</b> Using Examiner Reports (3): Teaching aims and the Examiner Reports</p>	<p>Handout 6.3 <i>Identifying student errors</i> Examiner Report for June 2003</p>
Session 3	<p><b>Using additional resources</b> Slide 10 explains that schemes of work include questions, tests and simulations. The test material may be tailored for individual use.</p> <p>Slide 11 lists books, papers and text books for use with IGCSE Biology</p> <p>Slide 12 suggests other resources that can be used in teaching of IGCSE Biology</p>	<p><b>Slide 10</b> Additional resources (1): Schemes of work and tests</p> <p><b>Slide 11</b> Additional resources (2): Other resources recommended by CIE</p> <p><b>Slide 12</b> Additional resources (3): Other resources recommended by CIE</p>	
Session 3 and summing up of training	<p><b>Thanks for participating in the training</b> Slide 13 thanks delegates for their interest and invites feedback via CIE. Answer any questions before closing the session</p>	<p><b>Slide 13</b> Summing up Thanks to delegates</p>	