

In-Service Teacher Training Pack

Assessment in IGCSE Chemistry 0620

Outline of Training Pack

SESSION NO.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
	Background preparation	<i>CIE PowerPoint presentation for Assessment in IGCSE Chemistry 0620</i>	<ul style="list-style-type: none"> • Equipment for giving a PowerPoint presentation • Copies of the current syllabus

SESSION NO.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
Session 1	Open the session	Slide 1 Assessment in IGCSE Chemistry 0620	
Session 1	Introduce yourself and explain the background and aims of the training	Slide 2 Introductions; Background; Aim of Training	
Session 1	Explain that Session 1 focuses on: <ul style="list-style-type: none"> • Syllabus aims • Syllabus structure • Assessment objectives • Formative assessment 	Slide 3 Outline of Session 1	
Session 1	The aims in teaching IGCSE Chemistry Slide 4 explains the usefulness, relevance and application of Chemistry. Slide 5 explains the development of skills relevant to chemistry e.g. practical skills, accuracy and precision Slide 6 explains the importance of communication skills: the idea of objectivity and the limitations of scientific knowledge	Slide 4 Aims of the syllabus (1): Relevance and application Slide 5 Aims of the syllabus (2): Practical skills Slide 6 Aims of the syllabus (3): Communication and objectivity	Copies of the current syllabus
Session 1	The structure of the syllabus Slide 7 explains the overall structure of the syllabus Slides 8, 9 and 10 give an overview of the curriculum content	Slide 7 Structure of the syllabus (1): Overall structure Slide 8 Structure of the syllabus (2): Overview of curriculum content	Copies of the current syllabus

		(1) Slides 9 & 10 Structure of the syllabus (3): Overview of curriculum content (2) Structure of the syllabus (4): Overview of curriculum content (2)	
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Session 1	Slide 11 explains the relationship between the core and the extended curriculum	Slide 11 Structure of the syllabus (5): Core and extended curriculum	Copies of the current syllabus Handout 1.9 <i>The structure of the syllabus</i>
Session 1	Assessment objectives Slide 12 explains the assessment objectives Slide 13 explains the overall scheme of assessment and the weighting of the papers Slide 14 explains the difference between Paper 2 and Paper 3 and provides guidance about entering candidates for the correct tier Slide 15 explains the three types of practical papers Slide 16 emphasises the importance of practical work	Slide 12 Assessment objectives (1): General assessment objectives Slide 13 Assessment objectives (2): The scheme of assessment Slide 14 Assessment objectives (3): Paper 2 and Paper 3 Slide 15 Assessment objectives (4): Practical assessment Slide 16 Assessment objectives (5): The importance of practical work	Copies of the current syllabus

	<p>Slide 17 emphasises the importance of practical work</p> <p>Slide 18 explains the practical Coursework paper and outlines the four strands that are examined</p> <p>Slide 19 explains the role of teachers in practical assessment</p>	<p>Slide 17 Assessment objectives (6): The importance of practical work</p> <p>Slide 18 Assessment objectives (7): Internally-assessed practical work</p> <p>Slide 19 Assessment objectives (8): The role of teachers in practical work</p>	
Session 1	<p>Formative assessment Slide 20 explains the difference between summative and formative assessment</p> <p>Slide 21 discusses the nature of formative assessment</p> <p>Slide 22 looks at the different ways of assessing progress in the classroom</p>	<p>Slide 20 Formative assessment (1): Formative and summative assessment</p> <p>Slide 21 Formative assessment (2): The nature of formative assessment</p> <p>Slide 22 Formative assessment (3): Ways of assessing progress</p>	Handout 1.19 <i>How much formative assessment do you do?</i>
Session 1	Closing Comments	Slide 23	
Session 2	Open the session	Slide 1 Assessment in IGCSE Chemistry 0620 – Session 2	
Session 2	Introduce yourself and explain the background and aims of the training	Slide 2 Introductions; Background; Aim of Training	
Session 2	<p>Explain that Session 2 focuses on:</p> <ul style="list-style-type: none"> • How question papers are set • The construction of questions • Grade descriptions 	Slide 3 Session 2 looks at:	

	<ul style="list-style-type: none"> Strategies for marking questions <p>How question papers are set Slides 4 & 5 describe how the assessment objectives are used in constructing a question paper</p> <p>Slides 6 & 7 describe how different levels of difficulty are arranged in a question paper.</p> <p>Slide 8 explains how mark schemes are related to grade descriptors as well as syllabus content and the importance of marks schemes in question setting.</p>	<p>Slides 4 & 5 How question papers are set (1): Using assessment objectives</p> <p>How question papers are set (2): Using assessment objectives</p> <p>Slides 6 & 7 How question papers are set (3): Levels of difficulty in question papers</p> <p>How question papers are set (4): Levels of difficulty</p> <p>Slide 8 How question papers are set (5): Mark schemes</p>	<p>Copies of the current syllabus Handout 2.3 <i>Which assessment objectives?</i></p>
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Session 2	Slide 9 describes the reason for setting contextual questions based on environmental, economic and technological considerations.	Slide 9 How question papers are set (6): Setting questions in context	
Session 2	<p>The construction of questions Slide 10 explains the command words used in chemistry questions</p> <p>Slide 11 highlights the difference between specific command words</p>	<p>Slide 10 The construction of questions (1): Command words</p> <p>Slide 11 The construction of questions (2): Analysing command words</p>	<p>Copies of the current syllabus</p> <p>Copies of the current syllabus Handout 2.8 <i>Command words - What answer do you expect?</i></p>
Session 2	<p>Grade descriptions Slide 12 explains the purpose of grade descriptions</p>	Slide 12	

	and the idea of positive achievement Slide 13 introduces the nature of the grade descriptions	Grade descriptions (1): Why have grade descriptions? Slide 13 Grade descriptions (2): Reading grade descriptions	Copies of the current syllabus
Session 2	Strategies for marking questions Slide 14 explains strategies for marking a question to obtain different levels of achievement Slide 15 describes problems involved in marking questions Slide 16 describes problems involved in marking equations	Slide 14 Strategies for marking questions (1): Setting levels for questions Slide 15 Strategies for marking questions (2): General strategies Slide 16 Strategies for marking questions (3): Marking equations	Handout 2.13 <i>Marking equations</i>

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Session 2	Slide 17 describes problems involved in marking closed questions involving more than one word Slide 18 describes problems involved in marking closed questions with dependent answers. Slide 19 describes problems involved in marking questions requiring explanations.	Slide 17 Strategies for marking questions (4): Multiple answer questions Slide 18 Strategies for marking questions (5): Dependent answers Slide 19 Strategies for marking questions (6): Questions involving longer explanations	Handout 2.16 <i>Questions involving longer explanations</i>
Session 2	<i>Extension/Homework material for completion outside the training</i>		

	<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>Creating a mark scheme Slide 20 explains various points relating to the construction of a mark scheme</p> <p>Slide 21 shows a question for which delegates have to make a mark scheme from scratch (1st example)</p> <p>Slide 22 explains how the mark scheme may be reviewed by looking at candidates' responses</p>	<p>Slide 20 Creating a mark scheme (1) General points</p> <p>Slide 21 Creating a mark scheme (2) Making a mark scheme</p> <p>Slide 22 Creating a mark scheme (3) Reviewing the mark scheme</p>	<p>Copies of the current syllabus Handout 2.18 <i>Creating a mark scheme</i></p> <p>Handout 2.19 <i>Reviewing the mark scheme</i></p>
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Session 2	Slides 23–25 show model answers for which delegates have made a mark scheme from scratch	<p>Slide 23 Creating a mark scheme (4): Suggested final mark scheme (1)</p> <p>Slide 24 Creating a mark scheme (5): Suggested final mark scheme (2)</p> <p>Slide 25 Creating a mark scheme (6): Suggested final mark scheme (3)</p>	
Session 2	Closing Comments	Slide 26	
Session 3	Open the session	<p>Slide 1 Resources in IGCSE Chemistry 0620 – Session 3</p>	

Session 3	Introduce yourself and explain the background and aims of the training	Slide 2 Introductions; Background; Aim of Training	
Session 3	Explain that Session 3 focuses on resources: <ul style="list-style-type: none"> Using mark schemes Using the Examiner Report Additional resources for IGCSE Chemistry 	Slide 3 Session 3 looks at:	
Session 3	Using mark schemes 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 mark sample questions from candidate scripts. <i>Note that this work may need to be completed outside the training session if time is short</i>	Slide 4 Using mark schemes (1): The importance of mark schemes Slide 5 Using mark schemes (2): Use with the Examiner Report Slide 6 Using mark schemes (3): Analysis of candidates' scripts	Scripts B, C, D and F Question Papers 2 and 3 (June 2003) and Paper 6 (June 2002) Handout 3.5(a) <i>Mark schemes</i> Handout 3.5(b) <i>Marking candidates' scripts</i>
Session 3	Using the Examiner Report Slide 7 explains the importance of the Examiner Report: <ul style="list-style-type: none"> Addresses common candidate misconceptions Highlights areas of weakness Provides feedback on candidate performance Slides 8 & 9 shows how the Examiner Report can be used to analyse candidates' answers Slide 10 explains how the use the Examiner Reports over a number of years and relates feedback to individual teaching aims	Slide 7 Using Examiner Reports (1): The importance of the Reports Slides 8 & 9 Using Examiner Reports (2): Analysis of contents Slide 10 Using Examiner Reports (3): Teaching aims and the Examiner Report	Handout 3.7 <i>Identifying student errors</i> Examiner Report for June 2003

Session 3	<p>Using additional resources Slide 11 explains that schemes of work include questions, tests and simulations. The test material may be tailored for individual use.</p> <p>Slide 12 explains the scope and purpose of the online tests</p> <p>Slide 13 suggests other resources that can be used in teaching of IGCSE Chemistry</p> <p>Slide 14 suggests other resources that can be used in teaching of IGCSE Chemistry</p>	<p>Slide 11 Using additional resources (1): Schemes of work and tests</p> <p>Slide 12 Using additional resources (2): Online test material</p> <p>Slide 13 Using additional resources (3): Other resources recommended by CIE</p> <p>Slide 14 Using additional resources (4): Other resources recommended by CIE</p>	
Session 3 and summing up of training	<p>Thanks for participating in the training Slide 15 thanks delegates for their interest and invites feedback via CIE</p>	<p>Slide 15 Summing up Thanks to delegates Answer any questions</p>	