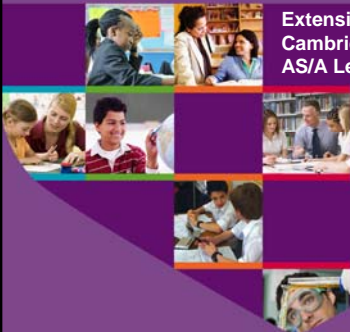


CAMBRIDGE
International Examinations
Learn • Discover • Achieve

Cambridge
Professional
Development

Extension Training - Day 2
Cambridge International
AS/A Level Biology (9700)



A

CAMBRIDGE
International Examinations
Learn • Discover • Achieve

Cambridge
Professional
Development

Session 1


Welcome and outline of the day.

CAMBRIDGE
International Examinations
Learn • Discover • Achieve

Cambridge
Professional
Development

Timetable

Day 2	
09:00 - 09:10	Welcome back
09:10 - 10:40	Practical session
10:40 - 11:00	Break
11:00 - 12:30	The assessment
12:30 - 13:30	Lunch
13:30 - 14:10	Using past assessment materials
14:10 - 14:50	Schemes of work
14:50 - 15:10	Break
15:10 - 15:50	Planning lessons
15:50 - 16:00	Close



Session 2 – the practical assessment

The objective of this session is to understand the requirements of Paper 3 and Paper 5 so that:

- you can support your learners to develop the necessary practical skills
- you have a good understanding of the standards required for learners to achieve a high grade in these papers.

Notes on Paper 3

- A time framework is stated in the exam for learners to follow.
- They must complete two or more questions, which will include microscope work.
- Some of the exam is set in an unfamiliar context.
- AO3 practical skills are assessed.

Notes on Paper 5

- Learners answer two or more questions
- The most successful candidates are those who have carried out a range of practical work as part of their course.
- Learners need to be familiar with the scientific method.
- Practical skills (see AO3) are assessed.

Activity 8 – laboratory exercise

- You have the opportunity to perform an experiment, taken from a past paper 3, question 1.
- 1 hour is allowed for this.
- After the hour we will come together as a group and study the mark scheme for this practical.
- During this process we will establish the required standard for the skills being tested.


Activity 8 – laboratory alternative


For the first part of the activity we will be looking at the questions for Paper 5 and how they are categorised.

- Work in pairs to complete the categorisation activity – the instructions are on your handout.
- Chose one category and devise a teaching activity that would help your learners develop this skill. We will then share these activities.

Understanding the mark scheme


In order to support your learners, it is important to understand the terminology and instructions in the mark scheme.


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Break


Please be back in 20 minutes.
Refreshments are available.


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Session 3 – assessment


The objective of this session is to understand the way that candidates are assessed.


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Activity 9 – marking candidate scripts


- Mark the scripts in accordance with the mark scheme or schemes provided
- Mark schemes for the written papers are incorporated with the questions and scripts.


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Activity 9 – feedback on marking


We will go through the marking for each of the scripts using the information on the marking feedback handout.


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Lunch

Please be back in 1 hour.

 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Session 4 – learning from past papers

The objective of this session is to learn how to use examiner reports to inform your teaching.

Activity 10 – analysing reports

Read the Principal Examiner Report and list the key points. These should inform your teaching and can be passed on to your learners.


Be prepared to share your findings when requested.


Common errors and misconceptions

The handout gives a list of common errors and misconceptions.

Activity 11 – using past paper materials


Discuss ways in which you could use past paper materials in your classroom.


 CAMBRIDGE
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Uses of assessment materials


- Lesson starter – then revisit as a plenary
- Group work for learners:
 - build a model answer
 - create a mark scheme
 - identify common errors from Principal Examiner reports
- Use as a formative or summative assessment


 CAMBRIDGE
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Session 5 – schemes of work


The objective of this session is to write a scheme of work for the topic, unit or section of the syllabus which was used yesterday.


 CAMBRIDGE
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Scheme of work example

An extract from the 9700 Biology scheme of work is in your delegate pack. We will now go through this.

 CAMBRIDGE
International Examinations
Learn • Discover • Achieve


 Cambridge
Professional
Development


Differentiation discussion

What is differentiation?

- the process by which differences are accommodated so that all learners in a group have the best possible chance of progressing.


How can we do this in the classroom?


 CAMBRIDGE
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Useful website

<http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

 CAMBRIDGE
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Break

Please be back in 20 minutes.
Refreshments are available.

Activity 12 – scheme of work

Using the template, build a SOW, making sure you include a selection of the following:


- initial, formative and summative assessment
- different teaching approaches
- learning resources and activities
- past assessment materials
- differentiation
- stretch and challenge
- sequencing
- bridging the gap


Session 6 – planning lessons

The objective of this session is to plan a lesson in detail based on the scheme of work started in Activity 11.

Planning lessons – structure


- Aims
- Learning Objectives – these must be shared with learners
- Starter, main and plenary if appropriate
- Assessment – initial, formative and summative


 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Activity 13 – planning a lesson in detail

Plan a single lesson in detail for a section of the syllabus of your choice.

 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Further professional development

- For more information about future courses please go to the training events calendar at www.cie.org.uk/events
- Professional Development Qualification programmes are available locally in approved Cambridge centres. Find details of these at www.cie.org.uk/pdq

 **CAMBRIDGE**
International Examinations
Learn • Discover • Achieve

 Cambridge
Professional
Development

Reminders – how to keep in touch


Customer services: info@cie.org.uk

Social Networks

 www.facebook.com/cie.org.uk

 @CIE_Education#cambridgetraining

 <http://linkd.in/cambridgeteacher>


CAMBRIDGE
International Examinations
Learn • Discover • Achieve

Cambridge
Professional
Development

Plenary

- Have all your questions on the post-it notes been addressed?
- Are there any questions that still need answers?


CAMBRIDGE
International Examinations
Learn • Discover • Achieve

Cambridge
Professional
Development



Thank you