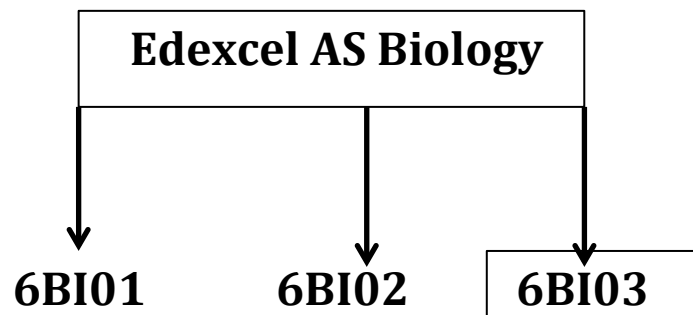


## Edexcel AS Biology (8BI01)



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| Unit 6BI03: Practical <i>Biology and Research Skills</i>   | Paper code: 6BI03                  |                                    |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
|--|------------------------------------|------------------------------------|-------------------------------|------------------------------------|----------|---|----|----------|---|----|----------|---|----|----------|---|----|----------|---|----|----------|---|----|----------|---|---|
| 1. Exam paper- Unit 6BI03: Practical biology and research skills<br>Internal assessment  | 10 % of<br>Advanced GCE<br>Biology |                                    |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| <p><b>Overview of content</b></p> <p>1. <b>Activity:</b> Students write a word processed report, either a record of a site of biological interest or a report of research into a biological topic. Student's practical skills are assessed against specification criteria.</p>   |                                    |                                    |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| <p><b>Overview of assessment</b></p> <p>1. Teachers mark the report according to the criteria laid by Pearson.</p> <p>2. The total number of marks is 40.</p> <p>3. Grades A–E are available.</p> <p>4. Grades assessment by year:</p> <table border="1" data-bbox="443 1048 1214 1368"> <thead> <tr> <th>Year</th> <th>Raw Marks to<br/>90 % UMS - A*</th> <th>Raw Marks to<br/>80 % UMS grade 'A'</th> </tr> </thead> <tbody> <tr> <td>Jun 2009</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2010</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2011</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2012</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2013</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2014</td> <td>-</td> <td>34</td> </tr> <tr> <td>Jun 2015</td> <td>?</td> <td>?</td> </tr> </tbody> </table> |                                    | Year                               | Raw Marks to<br>90 % UMS - A* | Raw Marks to<br>80 % UMS grade 'A' | Jun 2009 | - | 34 | Jun 2010 | - | 34 | Jun 2011 | - | 34 | Jun 2012 | - | 34 | Jun 2013 | - | 34 | Jun 2014 | - | 34 | Jun 2015 | ? | ? |
| Year   | Raw Marks to<br>90 % UMS - A*      | Raw Marks to<br>80 % UMS grade 'A' |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2009   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2010   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2011   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2012   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2013   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2014   | -                                  | 34                                 |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |
| Jun 2015   | ?                                  | ?                                  |                               |                                    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |    |          |   |   |

| Assessment criteria   | Level of response   | Mark range |
|---|---|------------|
| 1 Describe the biological methods and processes used in a chosen area of biology in the context of a problem or question identified during a visit made or issue researched (HSW 1, 2, 6) | Identify and describe a question or problem in an area of biology relevant to a visit made or issue researched.   | 0–4 marks  |
|   | Describe the biological methods and processes involved in producing data or solutions to problems or questions relevant to a visit made or issue researched.  | 0–4 marks  |
|   | Explain how the methods and processes used in the chosen area of biology are appropriate in terms of producing both valid and reliable data or effective solutions to address the problem or question identified using graphs, photos, diagrams and tables that are appropriate, relevant and integrated with the report. | 0–4 marks  |
| 2 Identify applications and implications of the biology encountered within the context of the visit or issue researched (HSW 9, 10)   | Identify two implications (ethical, social, economic or environmental) of the applied biology encountered within the context of the visit or issue researched.  | 0–4 marks  |
|   | Evaluate benefits and risks to humans, other organisms and the environment as appropriate of the implications of the applied biology being studied identified.  | 0–4 marks  |
|   | Discuss alternative views or solutions for implications of the biology encountered within the context of the visit or issue.  | 0–4 marks  |
| 3 Use information or arguments obtained from three or more sources (including at least one web-based and one not web-based) when researching the visit or issue (HSW 8, 11)               | Use information or arguments obtained from three or more sources (including at least one web-based and one not web-based) when researching the visit or issue. Clearly identify any quotes from sources.  | 0–4 marks  |
|   | Provide information about the source, author and date of three or more references used in the visit or issue report. Link references to the appropriate text in the visit or issue report.  | 0–4 marks  |
|   | Evaluate at least two references used in the report.  | 0–4 marks  |
| 4 Communicate clearly, concisely and logically with appropriate use of visuals (HSW 8)  | Spelling, punctuation and grammar are correct, and the presentation is logical and concise. There is good use of technical language. Visuals are present, but not necessarily referred to in the text.  | 0–4 marks  |
| <b>TOTAL NUMBER OF MARKS AVAILABLE</b>  |   | <b>40</b>  |

## How BioChem Tuition prepares their students for 6BI03: *Practical Biology and Research Skills?*

### Written Report

The report will broadly cover the following topics:

1. *Identify the biological problem*
2. *Try to come up with appropriate solution to the solution.*
3. *Consider the implication of their solutions.*
4. *Examine the benefits and risks of this solution,*
5. *Look at some alternative solution(s),*
6. *Critically look at and then use any source material,*
7. *Attempt to communicate their ideas effectively.*

BioChem has sourced exemplar materials of 6BI03 and prepared a step-by-step guide for students to follow to ensure that the assessment criteria are fully met (see below). We have copies of our student's work, which have been marked 'grade A'. Although confidential, we can draw on the experience of these reports to help students in 6CH03. Alongside, the feedback provided by examiners on the coursework is looked into thoroughly to ensure that the mistakes are avoided.

### Key Features:

- ✓ Step-by-step guide to a word-processed report.
- ✓ Provision of exemplar materials.
- ✓ Feedback on the written report and amendments to ensure that the assessment criteria is fully met.
- ✓ Experience of our student's work grade A e.g. The limpet population along rocky cliff changes with increasing distance/height from the seashore.