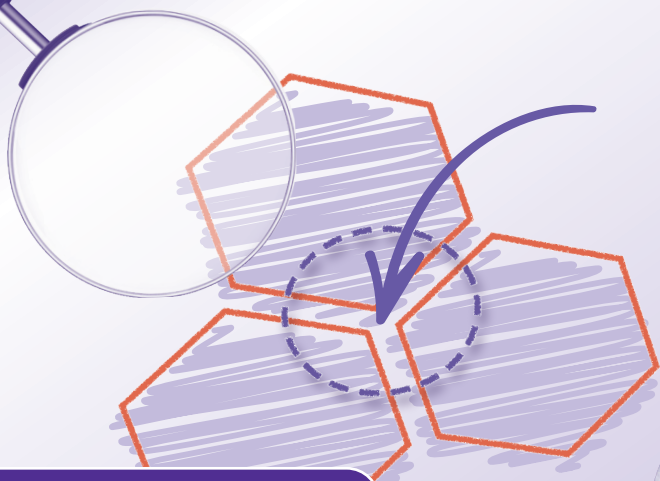


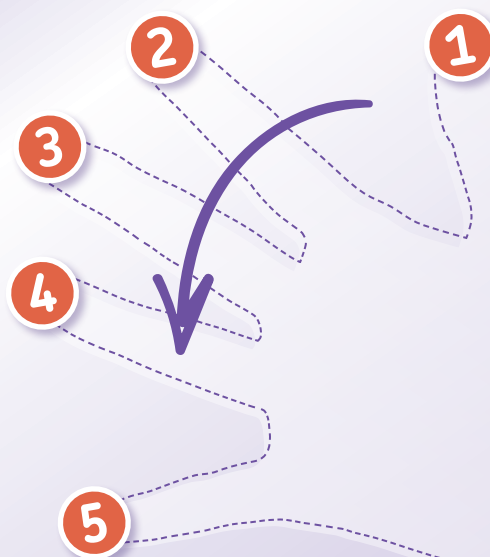
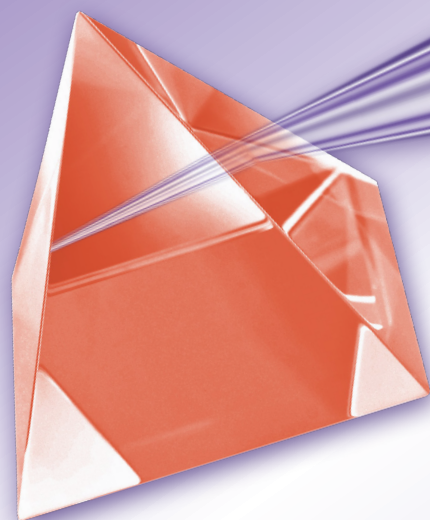
# GCSE English Literature Focus on:

A03

Build on your students'  
assessment performance  
using our self-guided,  
modular training pack



Activities  
Booklet





---

## Contents

Contents	Page
Activity 1: Defining context	4
Activity 2: Reconsidering context	6
Activity 3: Applying AO3	7
Activity 4: Ideas-led approach in action	9
Activity 5: A shift in perspective	11
Activity 6: Abstract images as a 'way in' to texts	14
Activity 7: Intelligent backwards planning	15
Post-session reflection	16

---

# Activity 1: Defining context

Respond to the following questions. Bearing in mind the statements in the mark scheme regarding AO3, think about your own experience of teaching AO3.

What do you understand AO3 to be assessing?

How do you approach AO3 when teaching a literature text?

How do you model  
AO3 in responses to  
texts?

How do your students  
perform in terms of  
AO3 when  
responding to texts?

---

# Activity 2: Reconsidering context

Bearing in mind what has been covered so far, consider and respond to the following questions.

Have your ideas about what AO3 is assessing changed? Has the way you may approach AO3 when teaching a literature text altered/been corroborated?

Has any of the information so far been new or surprising?

# Activity 3: Applying A03

Please turn to page 7 of the *Handouts booklet*. In light of the information about AO3, and alongside the AO3 mark scheme below, consider how AO3 has been addressed in each student response.

## AO3 mark scheme

Level	AO3 Show understanding of the relationships between texts and the contexts in which they were written
<b>Level 6</b> Convincing, critical analysis and exploration	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
<b>Level 5</b> Thoughtful, developed consideration	Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
<b>Level 4</b> Clear understanding	Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
<b>Level 3</b> Explained, structured comments	Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task
<b>Level 2</b> Supported, relevant comments	Some awareness of implicit ideas/contextual factors
<b>Level 1</b> Simple, explicit comments	Simple comment on explicit ideas/contextual factors

How has AO3 been considered in each response?	Response 1	
	Response 2	

---

# Activity 4: Ideas-led approach in action

In light of the information about AO3 and an ideas-led approach, read the five student responses provided beginning on page 11 the *Handouts booklet* to gain more of an understanding of how a focus on the question helps students to address AO3. Each response is annotated in order that it is possible to see where the examiner awarded marks for AO3.

Make key notes on each below before exploring the commentaries provided to you on page 31 of the *Handouts booklet*.

## Student response 1: *An Inspector Calls*

--

## Student response 2: *The Strange Case of Dr Jekyll and Mr Hyde*

--

---

Student response 3: *The Tempest*

Student response 4: Power and Conflict poetry

Student response 5: *Macbeth*

---

# Activity 5: A shift in perspective

Look at the extract on page 33 of the *Handout booklet* and consider the following questions.

What happens in the extract?

Who is directly or indirectly involved?

What different perspectives are offered?

---

Where does this extract fit in the play as a whole?

How does it link to the rest of the play?

How does this connect with details elsewhere? (This could be linked to historical information in addition to the ideas/aspects of the wider text.)

---

Do we need to consider any contextual ideas/information here? (in order to gain a fuller, richer understanding of the play)

---

# Activity 6: Abstract images as a ‘way in’ to texts

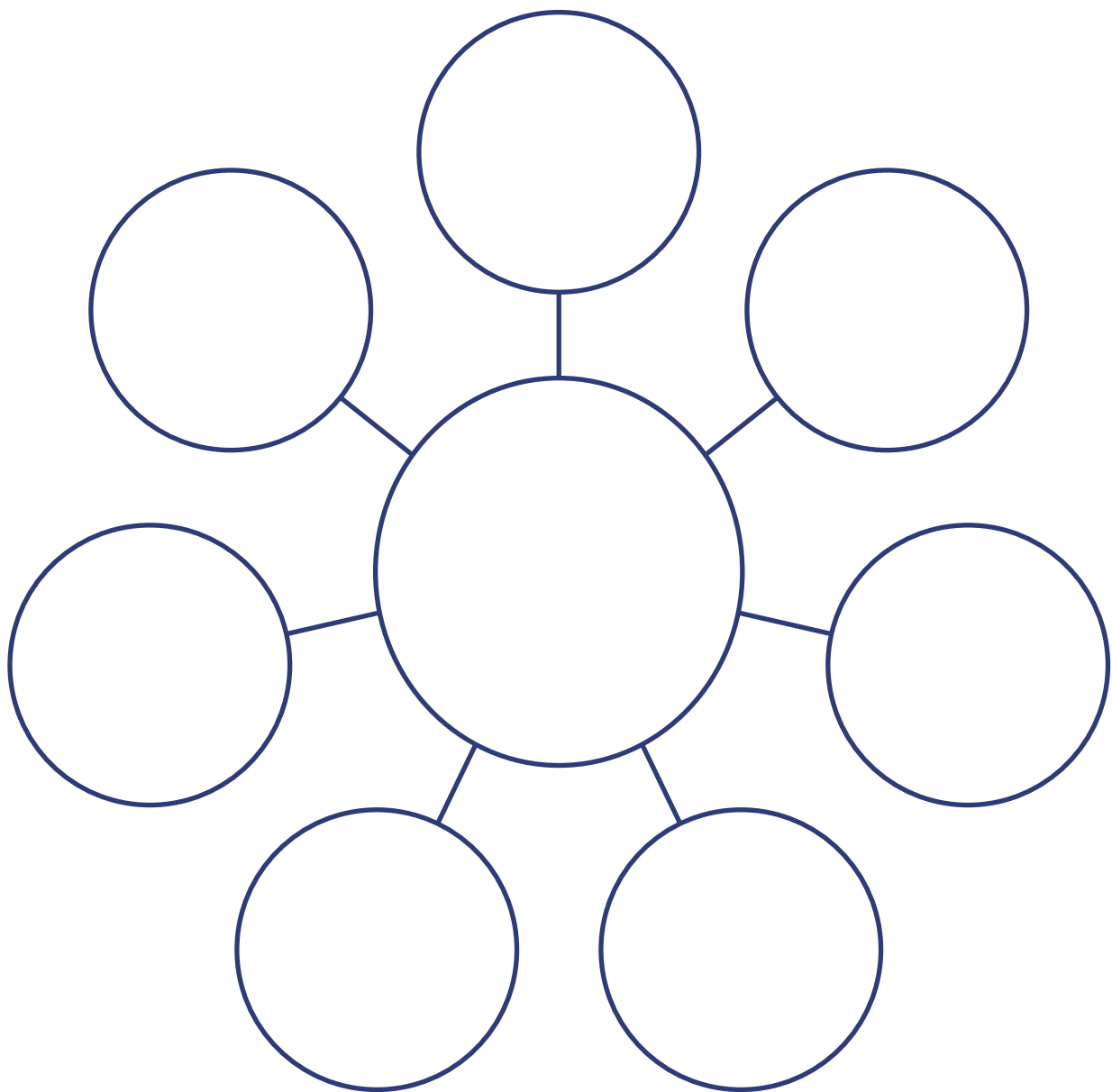
Use the image provided in the presentation as a ‘way in’ to reading texts. If being delivered in a group environment, your deliverer will provide instructions on how to complete this task.

Like	Dislike
Patterns	Puzzles

---

# Activity 7: Intelligent backwards planning

Using the diagram on the presentation slide as an example, choose one of the texts studied at Key Stage 4 in your setting and consider the knowledge, ideas and allusions it may be necessary to understand in order for the student to engage with the text fully.



# Post-session reflection

Reflecting on what you've covered during the course of this training session, evaluate the comments you made beforehand and whether anything has changed.

- Has your level of confidence improved in certain aspects?
- Where knowledge was secure, has it been consolidated?
- Which areas still need further consideration?
- Make a pledge to yourself and write down at least one action you will take forward.

Key Stage	Feeling more confident about...	Still need to focus on...
Key Stage 3		
Key Stage 4		
Next steps:		

---

## Notes

---

## Contact us

**T:** 0161 953 7504

**E:** [english-gcse@aca.org.uk](mailto:english-gcse@aca.org.uk)

[aca.org.uk](http://aca.org.uk)