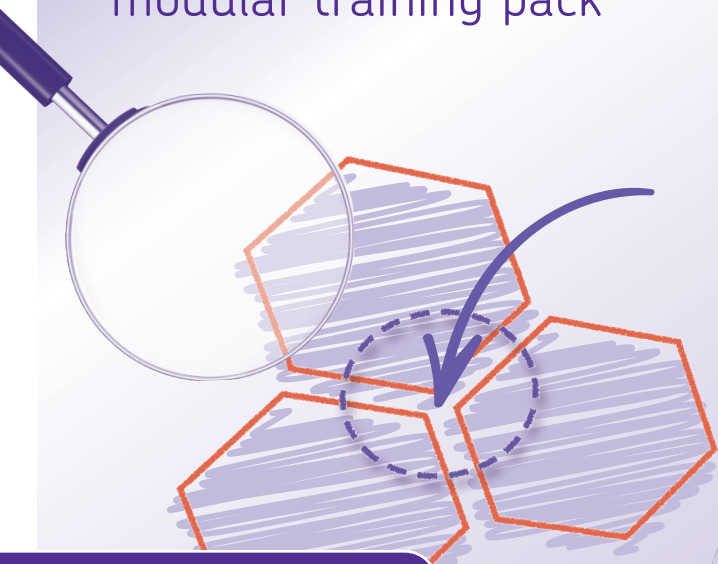


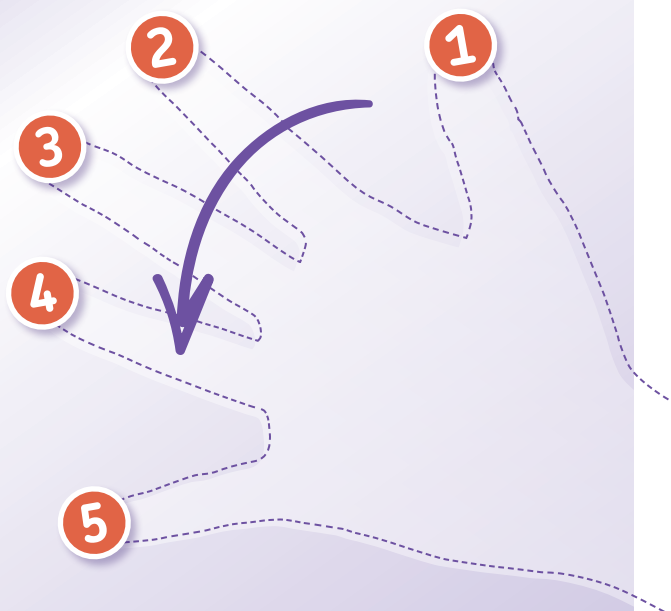
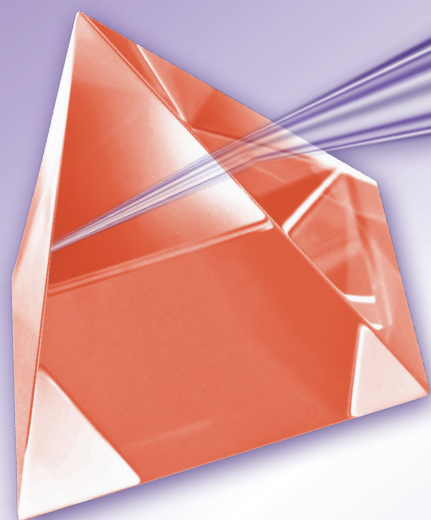
GCSE English Literature Focus on:

A03

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



Pre-reading
booklet



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Using this pack

This pack was initially designed to be used and delivered by a Head of Department/Subject Leader of English, but these materials can also be used by individual teachers for personal Continuing Professional Development (CPD). Pitched with new and experienced teachers in mind, these materials can be used flexibly and adapted accordingly using the Route map provided to you. You may choose to deliver the pack in the sequence provided, or to use the Pre-session reflection template and Route map to build a more bespoke session that focuses on the areas where further development or clarification for your colleagues (or you) would be most helpful.

We have incorporated content from our hub network meeting materials and other AQA resources in putting together this pack. It has been designed to support you and your teaching colleagues when preparing students to be assessed on AO3 in their GCSE English Literature exams.

During the course of the session, you will consider: what context means in terms of GCSE English Literature exams; how an ideas-led approach and a shift in perspective when planning the curriculum may be a helpful approach; and activities which can be used in the classroom to build knowledge, skills and confidence. The following will also be covered:

- Assessment Objectives and the mark scheme
- where AO3 is addressed in the question
- examiner insights and feedback
- example student responses
- teaching ideas, strategies and activities to support students.

Before the session

- Direct colleagues to each complete the Pre-session reflection (page 9 in this booklet).
- The responses to this could be used to tailor the training session to the needs of your colleagues. The Route map on page 8 will help you plan which activities to focus on in the session.
- Provide each participant with a copy of the *Activities* and *Handouts* booklets.

Running the session

- When delivering to your colleagues, establish the specific areas colleagues indicated they wanted to focus on.
- Explain that this session isn't an attempt to prescribe how to teach literature (in a broad sense) and instead focuses on clarifying AO3, and considering some teaching ideas to develop skills and strategies to support students in achieving this objective. Please also explain that while the final exam materials are referenced, this is also an opportunity to reflect on practice and pedagogy in addressing AO3 at Key Stage 3 and Key Stage 4.
- The presentation slides will guide you through the activities.
- The Post-session reflection should be completed at the end of the session.

After the session

- If the session is delivered in a group context, discuss how you can support each other to embed the learning in your teaching, or begin to think about future curriculum planning.
- Consider making a pledge: choose one thing from the session that you will try in the near future.

Summary of activities

Below is a brief overview of the activities which are provided in the *Activities booklet*. These summaries are written from the perspective of group delivery by a Head of Department/Subject Leader of English, but the activities can still be attempted when completing this pack on your own as part of your ongoing professional development.

Activity 1: Defining Context

Consider the comments in the mark scheme about AO3 and reflect on what this means in practical terms, and what you understand when considering AO3. Complete the questions in the *Activities booklet*. When delivering to a group, this could be a paired or small group activity.

Activity 2: Reconsidering Context

Having looked at information about AO3 in more detail in the presentation, use the questions in the *Activities booklet* to consider whether any of your ideas have changed or been corroborated, and whether any of the information is new or surprising. Again, this could be completed through group discussion or through personal reflection.

Activity 3: Applying AO3

In this activity, there is the opportunity to read two example responses and comment on how AO3 has been addressed in each. Commentaries for the responses are available in the *Handout booklet*. It is recommended colleagues engage with the activity before looking at the examiner commentary provided for consolidation purposes.

Activity 4: Ideas-led approach in action

A selection of example responses (to different texts) are provided. These have been selected as good examples to explore how students focus on the question (and therefore on AO3). These scripts are annotated so participants can see where the Assessment Objectives were credited and how marks were arrived at. Examiner commentaries and marks are available in the *Handout booklet* which can be considered after completing the activity. This activity can be completed in any way that would be most beneficial. If delivered to a group, scripts could be shared out, looked at collectively, selected for their marks or only specific sections looked at, for example.

Activity 5: A shift in perspective

This activity might assist in considering a slight shift in perspective when looking at texts, thinking about the text as an object in its own right and using exploratory language to reflect this. The *Handouts booklet* contains an extract from Macbeth. Colleagues should be asked to read through this extract and make notes on the key elements of the extract, prompted by the questions provided.

Should teachers decide to use this activity in the classroom, colleagues may choose to direct the students to notice something specific or to be more general in their investigations. The activity includes focused questions in the *Activities booklet* for colleagues to consider. These, again, could be used in the classroom to help students notice key ideas in the text.

Activity 6: Abstract images as a 'way in' to texts

An accessible starting point before exploring many literature texts is to use abstract art/images. Using images as a 'way in' to reading texts can give students confidence to trust their initial impressions and personal interpretations, which is something students can find quite difficult or intimidating. This approach allows them to form gentle initial understandings and learn that there is not necessarily a fixed or correct interpretation: to learn that they can and should trust their instincts. Using the example provided as an initial starting point for reading is based on an approach pioneered by Aidan Chambers and is designed to encourage students to develop their critical thinking about a literary poem. We have used a Picasso painting here for the purpose of illustrating how this activity works, but when using this with your students you may wish to source a different image relevant to the text/topic you're teaching.

Instructions on how to complete the activity are provided below.

- Ask students to use the four boxes provided.
- Show the students the selected image and direct them to 'read' the image as follows:

Reading	Key questions/consideration
First reading	<ul style="list-style-type: none">• Note down initial impressions in the 'like and dislike' boxes.• What is your initial reaction to this painting?• What do you notice first?• What do you think is being depicted?• How do you respond emotionally?• Look at the shapes, colour and form and note down what you like and dislike about it.
Second reading	<ul style="list-style-type: none">• Interrogate it further.• Do you see any patterns or contrasts?• What questions do you have or what is puzzling you?• What do you notice if you look a little closer?• Where does your gaze want to linger? <p>This helps the student to have an opinion and justify it in a structured way. It also makes it acceptable to have questions about meanings and not understand everything.</p>
Third reading	<ul style="list-style-type: none">• Finally, look at it as a whole for a third reading• What do you think the image means?• What do you think the artist is saying and why do you think that?• How does the image relate to your own experience/'schema'?• Does it remind you of any other paintings/artwork you've seen?• What's the big idea/universal significance?

These questions can be adapted to suit your students and discussed after each stage as you see fit. Encourage the students to share their views and celebrate the different interpretations that they provide. It is also worth considering that cultural literacy will have an impact on this exercise as students coming to the exercise with prior knowledge of Cubism (as an example using the provided image) will be able to view the art in a different way to those with limited knowledge of the subject.

Activity 7: Intelligent backwards planning

The session is concluded by considering how we can assist students in increasing cultural literacy and confidence in the ideas and allusions contained within texts through some 'intelligent backwards planning'. Using the diagram in the presentation 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, and what may be needed in terms of cultural literacy. This information could then be used to begin to consider how some of this knowledge could be embedded into the Key Stage 3 curriculum.

A03 route map

Area for development

For a grounding in how AQA defines context and students' performance of this skill

Section 1:
Defining context
Slides 5-13

Activity 1:
Defining context

Exploring what is meant by an 'ideas-led' approach

Reflections from the Chief Examiner

Activity 2:
Reconsidering context

Activity 3:
Applying A03

For understanding how A03 is assessed in the exam and signalled in questions

Section 2:
Links to assessment objectives and the exam
Slides 14-19

Big ideas (context) in questions

Activity 4:
Ideas-led approaches in action

For practical ideas/strategies to try with students

Section 3:
Supporting your students
Slides 20-40

A shift in perspective (including activity 5)

Developing your students' confidence (including activity 6)

Activities to support knowing the text well

Working with big ideas in the question

For considering implications for curriculum planning

Intelligent backwards planning
Slides 41-44 (including activity 7)

Pre-session reflection

Reflecting on your teaching experience, rate your current level of confidence in addressing AO3 in Key Stage 3 and Key Stage 4 by carefully considering the questions below.

- What do you understand about the term 'context' and the broader AO3 descriptor?
- What do you like or dislike about teaching students when addressing AO3?
- How confident do you feel approaching AO3 when teaching GCSE texts?
- How confident do you feel approaching AO3 when teaching KS3 texts?
- How confident do you feel modelling answers where AO3 is addressed?
- How do you feel your students perform when addressing AO3?

Key Stage	Confident – areas of strength/secure knowledge	Less confident – areas needing clarity/more support
3		
4		

Notes

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