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GCSE English Literature Focus on:

'Extract to whole' questions

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 is designed to be facilitated by a Head of Department/Subject Leader of English, but these materials can also be used by individual teachers for self-delivered purposes.

This pack focuses on preparing students to answer the 'extract to whole' questions in GCSE English Literature. This applies most obviously to Paper 1, which assesses two set texts: Shakespeare and the 19th century novel. Both sections of the paper use the same assessment strategy: students are provided with an extract from the text and are required to relate this to at least one other aspect of the text (of their own choosing) in order to show evidence of their understanding of the whole novel/play. A similar approach can also be considered for Paper 2, Section B – students are presented with a named poem reprinted on the question paper and are required to compare it to one other poem (of their choosing) from the poetry cluster they have studied.

As it is a ‘closed book’ exam, students don’t have access to the poetry anthology. However, the printed poem, similar to the extract in Section A, could be the focus for some close textual analysis. Their choice of comparison poem acts as the ‘whole’, showing wider understanding of how the poets present the ‘big idea’ in the question. As such, the suggested teaching and learning approaches/activities in this pack could be applied accordingly to both parts of the exam.

During the course of the session, you and your colleagues will explore how 'extract to whole' questions in GCSE English Literature are assessed and consider implications for the classroom. This will include a closer look at:

- Assessment Objectives and the mark scheme
- examiner insights and feedback
- example student responses and examiner commentaries
- teaching ideas, strategies and activities to support students.

Before the session

- When delivering the session to your colleagues, ask each to complete the Pre-session reflection (page 10 in this booklet).
- Use these responses to tailor the training session to the needs of your colleagues. The Route map on page 9 will help you plan which activities to focus on in the session.
- If delivered to colleagues, each person should have a copy of the *Activities* and *Handouts* booklets.
- Please note that the activities are suggestions, and are applicable to any of the texts in the course; you may want to adapt particular activities to match the texts you teach and your students or context.

Running the session

- When delivering to your colleagues, establish why focusing on 'extract to whole' questions is beneficial to students and how these questions are assessed.
- There are a range of activities designed to develop your colleagues’ understanding and to generate professional discussions. These activities can also be used in the classroom with your students.

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- 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.

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Summary of activities

Activity 1: Introduction to 'extract to whole' questions

A useful starting point is to ask delegates to think about their current approaches to teaching 'extract to whole' questions. This activity encourages colleagues to consider any strengths and problems in their approaches, and to evaluate current practice.

Activity 2: Examples of the extract as a 'springboard'

This activity introduces colleagues to two example responses and asks them to think about how each student has used the extract to help them answer the question. Commentaries for the responses are available in the *Handouts booklet*, but it is advised that colleagues engage with the activity before looking at the examiner commentary provided.

Activity 3: Introduction to 'extract to whole' questions (reflection)

This is an opportunity to reflect on the information given so far, as well as what has been seen in the responses and to consider how this might alter or corroborate teaching of 'extract to whole'. The activity also provides the opportunity to consider and discuss any information which may be new or surprising.

Activity 4: References rather than quotations

This activity links with the theme of helping students to see how they can select references rather than rote learning quotations. There are two further example student responses and delegates are asked to read them and discuss the use of textual references from the extract and the play as a whole. This could be a good discussion point if working as a department or group.

Activity 5: An ideas-led approaches in action

Following discussion of how an ideas-based rather than methods-based approach can be helpful, this activity uses further example students responses to demonstrate how this approach can be used. Delegates have the opportunity to read and discuss these responses, considering how each student's focus on the question has had an effect on outcome.

Activity 6: The chronological approach

Using the exam questions provided, colleagues are invited to consider the 'big idea' in the question, selecting key moments from before the extract that links to the material provided.

Activity 7: The noticing approach

This activity is designed to help teachers consider alternative approaches to the question and to discuss how this might be helpful in the classroom.

Activity 8: Further sample student responses

This final activity invites colleagues to read and discuss four further student responses to questions from GCSE English Literature Paper 1 exams. These responses have been selected to highlight key elements of the whole course and demonstrate how different approaches may look in action.

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Further support on this subject

If your colleagues study different texts or would like to study further examples of ways that students approach ‘extract to whole’ questions, please refer to Centre Services. There are a variety of courses here, including Student response booklets, which cover a range of abilities and texts.

Course: Feedback on the exams (Autumn 2017)

- Student response 1: *Macbeth* (2 marks), A Christmas Carol (8 marks)
- Student response 2: *Romeo and Juliet* (11 marks), Frankenstein (12 marks)
- Student response 4: *Macbeth* (25 marks), Great Expectations (22 marks)
- Student response 5: *Romeo and Juliet* (30 marks), A Christmas Carol (30 marks)

Course: Stretching grade 4-5 (Spring 2018)

- Sample script 1: *Romeo and Juliet* (22 marks)
- Sample script 2: *Romeo and Juliet* (23 marks)
- Sample script 3: *The Tempest* (17 marks)
- Sample script 4: *Jekyll and Hyde* (20 marks)
- Sample script 3: *Frankenstein* (17 marks)

Course: Feedback on exams (Autumn 2018)

- Script 1, Paper 1: *Romeo and Juliet* (11 marks), *A Christmas Carol* (11 marks)
- Script 2, Paper 1: *Romeo and Juliet* (17 marks), *Jekyll and Hyde* (20 marks)
- Script 3, Paper 1: *The Tempest* (23 marks), *A Christmas Carol* (27 marks)
- Script 4, Paper 1: Macbeth (30 marks), *Frankenstein* (30 marks)

Course: Feedback on the exams (Autumn 2019)

- Student response 2: *A Christmas Carol* (20 marks)
- Student response 7: *Romeo and Juliet* (17 marks)
- Student response 8: *Macbeth* (30 marks)

Course: Reaching for grade 8/9 (Spring 2020)

- Student C: *The Sign of Four* 2017 (30 marks)
- Student D: *Macbeth* 2019 (24 marks)

Course: Stretching grade 4-5 (Spring 2020)

- Student A: *Macbeth* 2018 (22 marks)
- Student B: *Macbeth* 2019 (13 marks)
- Student D: *Jekyll and Hyde* 2018 (15 marks)

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Course: Fundamental Skills (Autumn 2020)

- Student B: *A Christmas Carol* 2018 (27 marks)
- Student C: *Macbeth 2019* (3 marks)
- Student D: *Macbeth 2019* (16 marks)
- Student E: *Macbeth 2019* (25 marks)
- Student J: *Macbeth 2019* (14 marks)

Mark scheme support: Example SAMs student responses (with annotations)

- Paper 1, Section A, Level 2: *Macbeth*
- Paper 1, Section A, Level 4: *Macbeth*
- Paper 1, Section B, Level 1: *Jekyll and Hyde*
- Paper 1, Section B, Level 5: *Jekyll and Hyde*

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‘Extract to whole’ route map

Area for development

Section 1: Introduction Slides 4-19

- Activity 1: Introduction to ‘extract to whole’ questions
- Links to assessment objectives and the exam
- Using the extract as a ‘springboard’
- Activity 2: Examples of the extract as a ‘springboard’
- Activity 3: Introduction to ‘extract to whole’ questions (reflection)

Section 2: Approaching the exam Slides 20-34

- References rather than quotations
- Activity 4: References rather than quotations
- Planning answers
- An ‘ideas-led’ approach
- Activity 5: An 'ideas-led' approach in action

Section 3: Structuring a response Slides 35-45

- The chronological approach
- Activity 6: The chronological approach
- The noticing approach
- Activity 7: The noticing approach
- ‘What, how and why’
- Activity 8: Further sample student responses

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Pre-session reflection

Grade the area of development statements according to your confidence where 0 is not confident at all and 5 is very confident.

Area of development	Grading 0-5	Reasons/notes
I am confident about how to prepare students for 'extract to whole' questions.		
I am confident that I can teach with a detailed focus on ways that students can tackle 'extract to whole' questions.		
I understand how students are assessed for their responses to 'extract to whole' questions, and what will be most helpful for them to learn and understand.		
I know what I need to do to help improve students' ability to respond appropriately to 'extract to whole' questions.		

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Notes

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