

English Hub School networks

GCSE English Language

Spring 2017



Contents

Session slides	3
Key Stage 3: the wasted years?	13
Progress checking and tracking through Year 7, 8 and 9	19
Introduction	20
Key Stage 3 assessments for Year 7, 8 and 9	21
How the Key Stage 3 assessments build familiarity with GCSE	22
Key Stage 3 assessments: ideas to get you started	22
Marking your Key Stage 3 assessments	23
Analysing your Key Stage 3 assessments	24
Alternatively: Step Up to English in Key Stage 3	27
Step Up to English specification at a glance	28
A Year 9 student response	30

Session slides

English Hub School networks GCSE English Language

Transition assessments KS3-KS4

Spring 2017

GCSE English specifications

Objectives

- Review lessons from the national GCSE mock. Consider opportunities for targeted intervention.
- Discuss the report, *KS3 'The Wasted Years?'*, available here: bit.ly/1K62kss.
- Explore KS3 assessment 'good practice' in context of KS4 transition. Discuss options available.
- Track progression in GCSE English Language AO2. Understand how this could improve delivery across KS3 and KS4.

Points from our national GCSE mock

4

Copyright © AQA and its licensors. All rights reserved.



Points from our national GCSE mock

Data outcomes at whole qualification level

- Scale of entry as statistically significant
- Caveats about differences between the data set and entries in summer 2017
- Opportunity (at centre-level) to rank order raw marks
- Consideration of potential percentile divisions

Slide 5



(1 of 2) GCSE mock assessments: intervention

This data is from early January 2017. At question paper level

- Mean mark for Paper 1 is 40
- Mean mark for Paper 2 is 37

In the top 50% of students: no discernible difference in raw marks achieved between Paper 1 and Paper 2.

Slide 6



(2 of 2) GCSE mock assessments: intervention

This data is from early January 2017.

In the bottom 50% of students: lower total marks achieved on Paper 2 compared to total marks for Paper 1.

Hypotheses?

Slide 7



National GCSE mock: data outcomes

Question	Total mark available	Mean mark scored
1.1 AO1	4	3.72
1.2 AO2	8	3.84
1.3 AO2	8	3.28
1.4 AO4	20	8.60
1.5 AO5	24	12.24
1.5 AO6	16	8.16
2.1 AO1	4	3.32
2.2 AO1	8	3.84
2.3 AO2	12	5.40
2.4 AO3	16	6.08
2.5 AO5	24	11.04
2.5 AO6	16	7.68

Slide 8



National GCSE mock: intervention

Discussion

- Which questions seem to offer most immediate scope for short term intervention?
- Which questions offer more medium to longer term improvement opportunities?
- What strategies for intervention have you implemented in your school/college?

Slide 9

Copyright © AQA and its licensors. All rights reserved.



GCSE mock assessments: intervention

Making targeted use of marked responses with students by question and by level of response

- What is missing at a level below?
- What is present at a level above?

Making targeted use of KS3 assessment papers by question

- Model
- Try
- Apply approach

Slide 10



Making a difference

11

Copyright © AQA and its licensors. All rights reserved.



Making a difference

If two students have an average KS2 score of 24-29, why might one achieve a higher grade at GCSE than the other?

- Motivation?
- Amount and nature of wider reading and literacy development?
- Performance on exam day?
- Impact KS4 teaching?
- Demand of KS3 and progress tracking to inform targeted intervention?

12

Copyright © AQA and its licensors. All rights reserved.



(1 of 2) Findings of KS3: *the wasted years?*

- Insufficient work with partner primary schools to understand students' prior learning.
- Systems and procedures to assess and monitor students' progress not as well developed in KS4.
- Recent changes to examination entry, e.g. move to linear assessment, not yet affecting KS3 curriculum.

(2 of 2) Findings of KS3: *the wasted years?*

- Limited evidence of moderation to ensure accuracy of assessment.
- Removal of levels is a key challenge and cause of uncertainty.

Recommendations of KS3: *the wasted years?*

- Make KS3 a higher priority.
- Ensure high quality teaching that prepares students for more challenging study at KS4.
- Make systems and procedures for assessing and monitoring students' progress in KS3 more robust.
- Have literacy (and numeracy) strategies that ensure students build on attainment in KS2.

Implications of *KS3: the wasted years?*

Ofsted will

- Make sure that inspections focus even more sharply on the progress made by KS3 students
- Report more robustly on how schools ensure that all students make the best possible start to their secondary education

16

Copyright © AQA and its licensors. All rights reserved.



Discussion points

- What principles should KS3 assessment **ideally** provide, for both teachers and students?
- What does assessment (and provision) at KS3 look like in your centre?
- Are there areas for improvement based on the recommendations?

17

Copyright © AQA and its licensors. All rights reserved.



KS3 assessment packs

18

Copyright © AQA and its licensors. All rights reserved.



KS3 assessment packs

- Three assessment packs per year group for flexibility, comprising a Paper 1, a Paper 2 and mark schemes.
- Free packs downloadable via Secure Key Materials (aqa.org.uk/e-aqa).

19

Copyright © AQA and its licensors. All rights reserved.



Purpose of these resources:

- To introduce skills development and familiarity with GCSE paper formats
- To promote targeted teaching and learning strategies as a lead-in to developing skills and time management strategies that can benefit students in KS4
- Opportunity to track progress at formative and summative level
- To add to the evidence base for groups of students, and help inform intervention

20

Copyright © AQA and its licensors. All rights reserved.



Support for KS3 marking:

Find marking support at aqa.org.uk/eaga. Navigate to 'Secure Key Materials'.

You'll find

- Selected marked and annotated student responses
- Explanation of standards for each question, handy for departmental training or standardising meetings.

21

Copyright © AQA and its licensors. All rights reserved.



KS3 progress checking and tracking:

Start at page 19 of your booklet.

- Choose an assessment aspect from
 - Use of the papers
 - How to apply the standard
 - Processing data
- Report back to the group.
- Discuss how this might support:
 - Progress tracking
 - Intervention strategies
 - Curriculum planning
 - Teaching and learning ideas

A Y9 student's response:

See page 30 of your session booklet. This Year 9 student was awarded a mark in level 3.

- What aspects of learning are relatively secure by this end point in KS3?
- What aspects of learning can be developed in KS4 to achieve a mark in level 4?

Assessing structure:

See p4 and p5 of the new *Further Insights* resource.

- How might this help clarify the scope of the question?

See p7 and p9.

- How might this support learning in both KS3 and KS4?

An alternative: Step up to English

25

Copyright © AQA and its licensors. All rights reserved.



An alternative: Step up to English

Discover at aqa.org.uk/5970

- Functions as an entry level qualification or a progress checking opportunity
- Entries increasing each series – approx 2,000 students in 2016
- Appeals to a wide range of student needs
- Complimentary route for students needing more reassurance or more supported approaches to assessment

26

Copyright © AQA and its licensors. All rights reserved.





Any questions?

27

Copyright © AQA and its licensors. All rights reserved.

Key Stage 3: the wasted years?

Key Stage 3: the wasted years?

This extract is lifted directly from Ofsted's *Key Stage 3: the wasted years?*, available in full here: bit.ly/1K62kss. Ofsted ref 150106, September 2015.

This contains public sector information licensed under the Open Government License v.3.0.

Executive summary

The importance of a good start to a pupil's secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school's high expectations for behaviour and conduct, and they have a clear understanding of pupils' achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies, for example in stressing the importance of reading often and widely.

In his Annual Report 2013/14, Her Majesty's Chief Inspector reported that primary schools had continued to improve but the performance of secondary schools had stalled.¹ The report noted that one of the major contributory factors to this was that, too often, the transition from primary to secondary school was poorly handled. Consequently, the gains made by pupils at primary school were not embedded and developed at Key Stage 3.

As a result, the Chief Inspector commissioned this survey to look at the effectiveness of Key Stage 3 in more detail. It takes into account the findings from:

- approximately 1,600 routine section 5 inspections carried out between September 2013 and March 2015
- 318 monitoring inspections carried out between September 2014 and March 2015
- 55 routine section 5 inspections in June and July 2015 that provided additional evidence on teaching and learning in modern foreign languages (MFL), history and geography at Key Stage 3 – the English Baccalaureate (EBacc) subjects with the fewest number of pupils entered^{2 3}
- 100 interviews with senior leaders
- 10,942 questionnaire responses from pupils in Years 7 to 9
- 14 good practice visits.

¹ The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2013/14, Ofsted, December 2014; www.gov.uk/government/collections/ofsted-annual-report-201314

² The English Baccalaureate (EBacc) is a secondary school performance measure that shows the proportion of pupils who achieve grades A* to C in English, mathematics, two sciences, a foreign language and history or geography at GCSE level; www.gov.uk/government/publications/english-baccalaureate-ebacc. Data source Department for Education (2014). Statistical first release: Provisional GCSE and equivalent results in England: 2013 to 2014. Retrieved from:

www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014.

³ Lesson observation was derived from 51 of the 55 inspections and student responses from 39 of the 55

Overall, the survey found that, while pupils generally had the opportunity to study a broad range of subjects throughout Key Stage 3, in too many schools the quality of teaching and the rate of pupils' progress and achievement were not good enough.

Inspectors reported concerns about Key Stage 3 in one in five of the routine inspections analysed, particularly in relation to the slow progress made in English and mathematics and the lack of challenge for the most able pupils.

Inspectors observed MFL, history and geography lessons at Key Stage 3 in 51 routine inspections carried out during June and July 2015. Inspectors reported significant weaknesses in all three subjects. Too often, inspectors found teaching that failed to challenge and engage pupils. Additionally, low-level disruption in some of these lessons, particularly in MFL, had a detrimental impact on the pupils' learning. Achievement was not good enough in just under half of the MFL classes observed, two-fifths of the history classes and one third of the geography classes.

It is no surprise, therefore, that there is low take-up in these subjects at GCSE. Some pupils told inspectors that they were not taking these EBacc subjects at Key Stage 4 because they did not enjoy them or had found them difficult at Key Stage 3, particularly MFL. A small number made an explicit link between their choices and the quality of teaching that they had received at Key Stage 3. This is a serious concern given the government's ambition for all pupils starting Year 7 in September 2015 to take the EBacc subjects when they reach their GCSEs in 2020.⁴ Improving the Key Stage 3 provision in these subjects will be crucial to raising the EBacc success rate in the coming years.

The weaknesses in teaching and pupil progress identified by inspectors reflect the lack of priority given to Key Stage 3 by many secondary school leaders. The majority of leaders spoken to as part of this survey said that they staffed Key Stages 4 and 5 before Key Stage 3. As a result, some Key Stage 3 classes were split between more than one teacher or were taught by non-specialists.⁵

The status of Key Stage 3 as the poor relation to other key stages was exemplified in the way schools monitored and assessed pupils' progress. Inspectors found that too many secondary schools did not work effectively with partner primary schools to understand pupils' prior learning and ensure that they built on this during Key Stage 3. Worryingly, some secondary leaders simply accepted that pupils would repeat what they had already done in primary school during the early part of Key Stage 3, particularly in Year 7.

In addition, half of the pupils surveyed said that their homework never, or only some of the time, helped them to make progress. Inspectors found that, too often, homework did not consolidate or extend pupils' learning.

It was evident that some school leaders did not use the pupil premium effectively in Key Stage 3 to ensure that gaps between disadvantaged pupils and their peers continued to close on transition to secondary school. Instead, any additional support was typically focused on intervention activities in Key Stage 4, which often sought to compensate for ineffective practice in the earlier years of secondary education.

⁴ Policy paper: English Baccalaureate (EBacc), Department for Education, June 2015; www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc

⁵ A 'non-specialist' is defined as a teacher who does not have that subject as part of their undergraduate or teaching qualification.

In general, careers education, information, advice and guidance (CEIAG) was particularly sparse in Year 8 and improved only slightly in Year 9. In schools that offered it, CEIAG typically focused on option choices for Key Stage 4 but lacked any advice on the GCSEs required for different careers.

Nevertheless, inspectors also found examples of good practice. In the best secondary schools, leaders set the right culture and ethos to create the kind of orderly, purposeful learning environment that is the bedrock for successful learning. Teachers had a comprehensive understanding of pupils' prior learning, gained through well-established ways of working with their partner primary schools. As a result, they were able to ensure that they built on this at Key Stage 3. The headteachers in these schools made Key Stage 3 a high priority for all staff, pupils and parents. In order for secondary schools to continue to improve, this good practice needs to become the norm.

Key findings

- The Key Stage 3 curriculum in the schools surveyed is generally broad and balanced. Almost all schools offer the full range of Key Stage 3 national curriculum subjects. Most senior leaders reported that they allocate around two fifths of curriculum time to core subjects.
- Inspection evidence highlights weaknesses in Key Stage 3. From September 2014 to March 2015, one in five inspection reports identified Key Stage 3 as an area for improvement. Where weaknesses are identified, these concerns are typically around the leadership, challenge for pupils and quality of teaching.
- Too frequently, teaching in MFL, history and geography at Key Stage 3 does not lead to good levels of achievement. Evidence from 51 routine inspections chosen randomly in the summer term 2015 indicates that in just under half of the classes observed in MFL, approximately two fifths in history and one third in geography, achievement was not good enough. In these lessons, pupils were not challenged or engaged sufficiently. Low-level disruption was a key detractor from the pupils' learning, particularly in MFL.
- Key Stage 3 is not a high priority for many secondary school leaders in timetabling, assessment and monitoring of pupils' progress. Eighty five per cent of senior leaders interviewed said that they staff Key Stages 4 and 5 before Key Stage 3. Key Stage 3 is given lower priority, where classes are more often split between more than one teacher or where pupils are taught by non-specialists.
- Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school. While this affects all pupils, it can have a particularly detrimental effect on the progress and engagement of the most able.
- Many secondary schools do not build sufficiently on pupils' prior learning. Many of the senior leaders interviewed said that they do not do this well enough and accepted that some pupils would repeat some of what they had done in Key Stage 2.⁶ Pupil responses indicate that repeating work is more of an issue in mathematics and English than in the foundation subjects.

⁶ This type of repetition is distinct from the 'mastery' approach, which is studying the same topic or concept but in greater depth. It develops deep and comprehensive knowledge, skills and understanding; a command of a subject.

-
- Some school leaders are not using the pupil premium funding effectively to close gaps quickly in Key Stage 3. Inspection evidence and senior leaders' comments indicate that this is another area where Key Stage 4 often takes priority.
 - Developing pupils' literacy skills in Key Stage 3 is a high priority in many schools. This same level of priority is not evident for numeracy. The headteachers we spoke to were able to explain how they were improving literacy at Key Stage 3 but only a quarter could do the same for numeracy. This is reflected in inspection evidence, for example from monitoring inspections, where Her Majesty's Inspectors reported improvements in literacy nearly three times more than they did numeracy.
 - Homework is not consistently providing the opportunities for pupils to consolidate or extend their learning in Key Stage 3. Approximately half of the pupils who responded to the online questionnaire said that their homework never, or only some of the time, helps them to make progress.
 - Careers education, information, advice and guidance (CEIAG) in Key Stage 3 is not good enough. In the Year 8 questionnaire, 45% of pupils said that they either received no CEIAG or that what they had received was insufficient. In Year 9, 37% of pupils responded in the same way.

Recommendations

Secondary school leaders should:

- Make Key Stage 3 a higher priority in all aspects of school planning, monitoring and evaluation.
- Ensure that not only is the curriculum offer at Key Stage 3 broad and balanced, but that teaching is of high quality and prepares pupils for more challenging subsequent study at Key Stages 4 and 5.
- Ensure that transition from Key Stage 2 to 3 focuses as much on pupils' academic needs as it does on their pastoral needs.
- Create better cross-phase partnerships with primary schools to ensure that Key Stage 3 teachers build on pupils' prior knowledge, understanding and skills
- Make sure that systems and procedures for assessing and monitoring pupils' progress in Key Stage 3 are robust.
- Focus on the needs of disadvantaged pupils in Key Stage 3, including the most able, in order to close the achievement gap as quickly as possible
- Evaluate the quality and effectiveness of homework in Key Stage 3 to ensure that it helps pupils to make good progress.
- Guarantee that pupils have access to timely and high quality careers education, information, advice and guidance from Year 8 onwards⁷.
- Have literacy and numeracy strategies that ensure that pupils build on their prior attainment in Key Stage 2 in these crucial areas.

⁷ Schools have a legal duty to secure independent careers guidance for all pupils in Years 8 to 13. The statutory guidance that underpins this duty can be found at: www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools.

Ofsted will:

- Make sure that inspections focus even more sharply on the progress made by Key Stage 3 pupils.
- Report more robustly on how schools ensure that all pupils make the best possible start to their secondary education.

Progress checking and tracking through Year 7, 8 and 9

Progress checking and tracking through Year 7, 8 and 9

Introduction

We're keen to support progress checking and tracking through Year 7, 8, and 9 to achieve a strong transition in to GCSE English. This resource outlines your options, and the advantages of using AQA assessments with younger learners.

Overview of options

We've created a selection of suitable **Key Stage 3 assessment materials**.

Alternatively our **Step Up to English** qualification, while designed to develop literacy in Key Stage 4, could be the right route for your Key Stage 3 learners too.

Key Stage 3 assessments	Step Up to English
<ul style="list-style-type: none">• Use source materials to suit the reading interests of students in Key Stage 3.• Offer insight into how students might perform on similar text genres and time periods.• Allow tracking of progress year-on-year towards GCSE potential. <p>Access for free from Secure Key Materials on aqa.org.uk/log-in</p> <p>There is a fixed bank of nine assessment packs (one per term, per year group).</p>	<ul style="list-style-type: none">• Rewards students with a certificate, and build their confidence.• Introduces students to the GCSE assessment objectives in a more teacher-guided format. <p>This is a chargeable qualification available in January and June.</p> <p>The bank of 5 assessment units and materials will be updated by one piece per year.</p>

Key Stage 3 assessments for Year 7, 8 and 9

Aims:

- to introduce skills development and familiarity with GCSE paper formats
- to promote targeted teaching and learning strategies as a lead-in to developing skills and time management strategies that can benefit students in Key Stage 4
- to provide opportunity to track progress at formative and summative level
- to add to the evidence base for groups of students, helping to inform intervention.

Assessment pack	Contents
1	Y7: <i>The Boy in the Striped Pyjamas</i> and beauty pageants Y8: <i>Boy and dogs</i> Y9: <i>Carrie's War</i> and child labour
2	Y7: <i>The Fire Eaters</i> and street musicians. Two versions are available, a 'pure' version and a 'differentiated' version with additional support and scaffolding. Y8: <i>Kes</i> and child prisoners Y9: <i>Propping Up the Line</i> and ghost hunters
3	Y7: <i>Don't Ask Jack</i> and hot-air balloon flights. Two versions are available, a 'pure' version and a 'differentiated' version with additional support and scaffolding. Y8: <i>Pick Your Poison</i> and zoos Y9: <i>White Fang</i> and animal welfare

'Pure' or 'differentiated'?

To provide for different abilities, particularly in Year 7, we've produced a choice of papers in packs 2 and 3 with additional support and scaffolding.

'Pure' choice	'Differentiated' choice
A paper with no additional scaffolding. Use if your main aims are to: <ul style="list-style-type: none"> • track progress year-on-year • introduce students to GCSE-style exams. 	A paper with additional scaffolding and prompts. Use if your main aim is to provide a stepping-stone towards GCSE-style exams.

How the Key Stage 3 assessments build familiarity with GCSE

Reading

- Reading Assessment Objectives (AOs) are assessed in the same order, with the same weighting as our GCSE exams.
- Reading questions show the degrees of consistency used for questions at GCSE.

Writing

- Paper 1 writing tasks demonstrate the combinations of question type for assessing narrative and descriptive tasks.
- Paper 2 writing tasks demonstrate the range of forms and purposes as set out in the 'Further Insights' resource available here: bit.ly/2mccjJZ.

In the assessment packs

- 5 tasks assess 'writing to argue' for or against a statement.
- 2 tasks assess 'writing to explain' a point of view in relation to a statement.
- 1 task assesses 'writing to persuade' in relation to a statement.
- 1 task assesses 'writing to advise' in relation to a statement.

Key Stage 3 assessments: ideas to get you started

Integrate with schemes of work as 'mini tasks'

Paper topics and themes were selected to appeal to a range of ages, abilities and tastes. You can extract specific questions for assessment, homework or lesson activities.

Use for ongoing formative assessment

Each question assesses a single assessment objective, and the order and format reflects our GCSE English Language exams. This provides an opportunity to record, track and measure student performance on particular questions over a series of assessments, and potentially from year to year. When considered over a number of assessments, the patterns that emerge could add to the evidence base used to develop targeted intervention and personalised learning programmes, as well inform feedback to students and parents. For example:

- for individual students as an aspect of progress when taken alongside broader aspects of their learning
- for groups of students within a class
- for particular classes within a cohort.

Where schools have started this process, this will allow you to determine:

- how within a class, some students are more secure in their achievement on certain questions than others, allowing for peer to peer support and targeted intervention to improve learning
- how within a cohort, some classes are more secure in their achievement on certain questions than others, allowing for sharing of best practice with colleagues in a department.

Use for summative assessment

Mix and match assessment packs based on summative assessment needs.

- Assess progress at the end of a year with one of the three packs and be creative with topics or source materials.
- Assess a year group termly, using all three packs across the year.
- Use the packs for an older year group with more able learners, use packs for a younger year group with the less able.

Marking your Key Stage 3 assessments

The same principles of design and progression apply across our Key Stage 3 assessment packs and GCSE mark schemes. Note these key points

- The levels of response and indicative standards are not reinterpreting the standards for a particular year group.
- The wording of indicative standards is not in the ‘guise’ of a Year 7 student for example, nor is it applicable to say: ‘a top level of response for a Year 7 student differs from a top level of response for a Year 8 student – rather the indicative standards set the same expectation.
- Indicative standards are aligned to GCSE standards in this way in order to allow for year on year measures of progress.
- They can help to indicate the extent to which a group of students is making progress to a particular Assessment Objective, question type, or summative outcome.

If a student is **in level 4 of a mark scheme** in Year 7, 8 and 9, they are meeting that standard for level 4 of a mark scheme at GCSE. This means fewer students in Year 7 than in Year 9 are likely to meet that standard, for example.

Additional support includes:

- more detailed and extended indicative standards content in the mark schemes in order to explore ways that students might approach the questions
- a *Standards Comparison Chart* which sets out, side by side, the indicative standard for every level of response across all currently available Key Stage 3 papers and GCSE specimen papers to help confirm the parity and comparability of standards
- a selection of responses written by Year 9 students under exam conditions, and marked and annotated by senior examiners.
- supporting slides expanding on how marks have been allocated.

To access these, visit: [aqa.org.uk/log-in](https://www.aqa.org.uk/log-in) and navigate to ‘English Language (new specification)’ then ‘Key Stage 3 Test Packs’.



Analysing your Key Stage 3 assessments

Centres recording results question-by-question, at individual and class level over time can gain insights in to:

- which questions are being completed more and less successfully
- what progress students and groups have made compared to others

Rank order of raw marks

Each paper is marked out of 80, giving a total of 160 raw marks per student. Enter these into a spreadsheet and rank from high to low:

- highlight the selection and click 'Data'
- then 'sort'
- then select your column and order 'largest to smallest'.

It is then possible to plot each student's progress at raw mark level to see if over time, a student or group of students is on an upward or downward trajectory in-line with their anticipated or projected progress.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1	P1_Q1	P1_Q2	P1_Q3	P1_Q4	P1_Q5_A05	P1_Q5_A06	P2_Q1	P2_Q2	P2_Q3	P2_Q4	P2_Q5_A05	P2_Q5_A06	P1_TOT	P2_TOT	TOTAL	Rank on TOTAL													
2	4	8	8	19	22	15	3	8	11	15	24	14	76	75	151	1													
3	4	7	7	18	22	14	4	8	12	14	20	14	72	72	144	2													
4	4	7	8	15	21	14	4	6	10	14	22	15	69	71	140	3													
5	4	8	7	18	20	15	4	8	10	12	22	12	72	68	140	3													
6	4	7	6	17	21	14	4	7	10	13	21	14	69	69	138	5													
7	4	7	6	15	21	14	3	6	12	14	21	14	67	70	137	6													
8	4	8	6	17	23	11	3	7	10	14	21	12	69	67	136	7													
9	4	8	8	19	12	12	5	8	9	14	23	14	63	71	134	8													
10	4	4	5	13	22	15	4	7	10	13	21	15	63	70	133	9													
11	4	8	6	15	18	12	2	8	12	13	22	13	63	70	133	9													
12	4	8	6	16	21	14	3	6	12	12	18	12	69	63	132	11													
13	4	6	5	15	21	14	4	5	10	13	21	14	65	67	132	11													
14	4	8	7	18	20	14	2	8	8	13	16	14	71	61	132	11													
15	4	7	8	14	18	12	4	8	11	9	22	14	63	68	131	14													
16	4	7	7	14	21	13	3	8	12	7	21	13	66	64	130	15													
17	4	6	7	16	21	14	4	7	9	10	18	14	68	62	130	15													
18	4	8	7	12	19	13	3	7	10	12	21	14	63	67	130	15													
19	4	7	7	14	22	14	3	4	8	12	20	14	68	61	129	18													
20	4	6	7	12	22	13	4	6	11	11	20	12	64	64	128	19													
21	4	7	7	14	17	12	3	8	12	10	20	14	61	67	128	19													
22	4	8	8	15	18	12	0	8	9	14	18	14	65	63	128	19													
23	4	6	8	12	20	15	4	7	10	10	19	14	65	63	128	19													
24	4	8	6	16	13	9	3	8	11	13	24	12	56	71	127	23													
25	4	6	7	16	22	14	4	7	4	9	21	13	69	58	127	23													
26	4	5	6	16	19	13	3	7	7	12	19	14	63	62	125	25													
27	4	7	7	17	19	14	3	7	10	7	15	15	68	57	125	25													
28	4	8	8	15	22	12	4	7	11	0	21	13	69	56	125	25													
29	4	8	6	16	24	14	2	5	8	9	16	12	72	52	124	28													
30	4	8	8	14	15	15	4	8	11	10	13	14	64	60	124	28													
31	3	6	5	14	21	12	3	7	10	12	19	11	61	62	123	30													
32	4	8	4	9	17	12	4	8	10	14	20	13	54	69	123	30													

Average score per question (column highlighted) will be shown in the bottom right hand corner.

You could calibrate averages by question, student, and by teaching groups. You could even establish percentiles, and work on averages within those.

Colour-coding to chart progress

Colour coding may offer an immediate visual cue:

- green for students significantly above average for the question.
- red for students significantly below average for the question.

	1.1 AO 1	1.2 AO 2	1.3 AO 2	1.4 AO 4	1.5 AO 5	1.5 AO 6	P1 tot al	21 AO 1	2.2 AO 2	2.3 AO 2	2.4 AO 3	2.5 AO 5	2.5 AO 6	P2 tot al	P1 + P2 total
Stu 1	4	5	5	7	12	6	39	3	4	4	5	10	8	34	73
Stu 2	3	4	4	8	10	5	34	4	3	5	3	9	7	31	65
etc							0							0	0
							0							0	0
							0							0	0
							0							0	0
							0							0	0
							0							0	0
							0							0	0
							0							0	0

Visualise student distribution

To easily identify possible changes over time, add marks from a paper 1 and paper 2, rank them, and present as a 'bell-shape' curve.

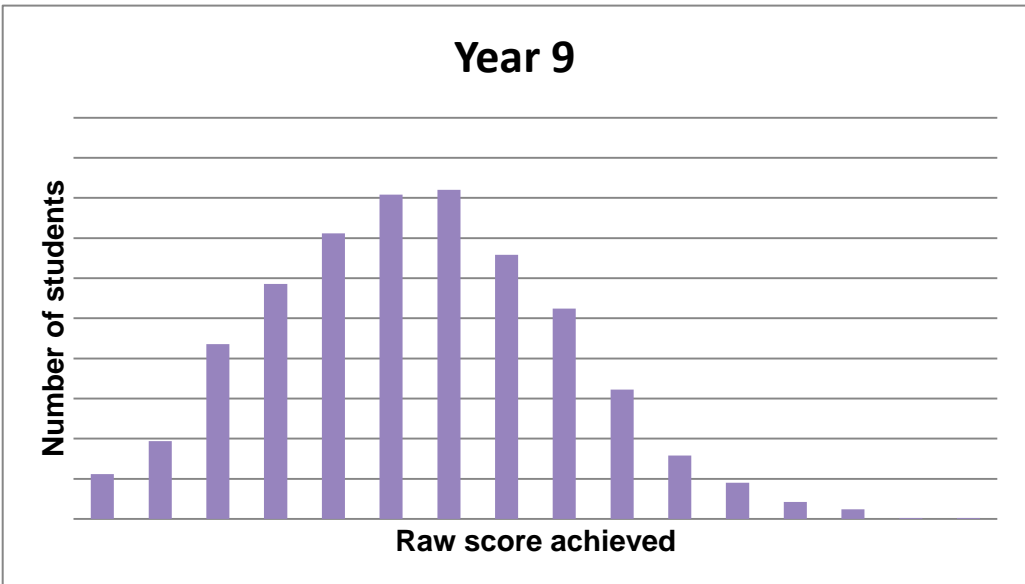
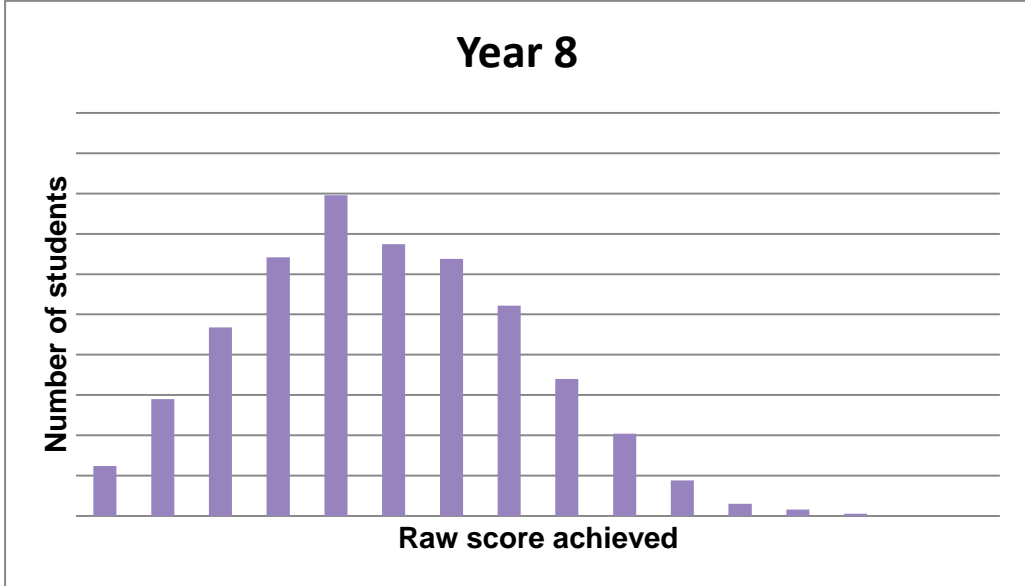
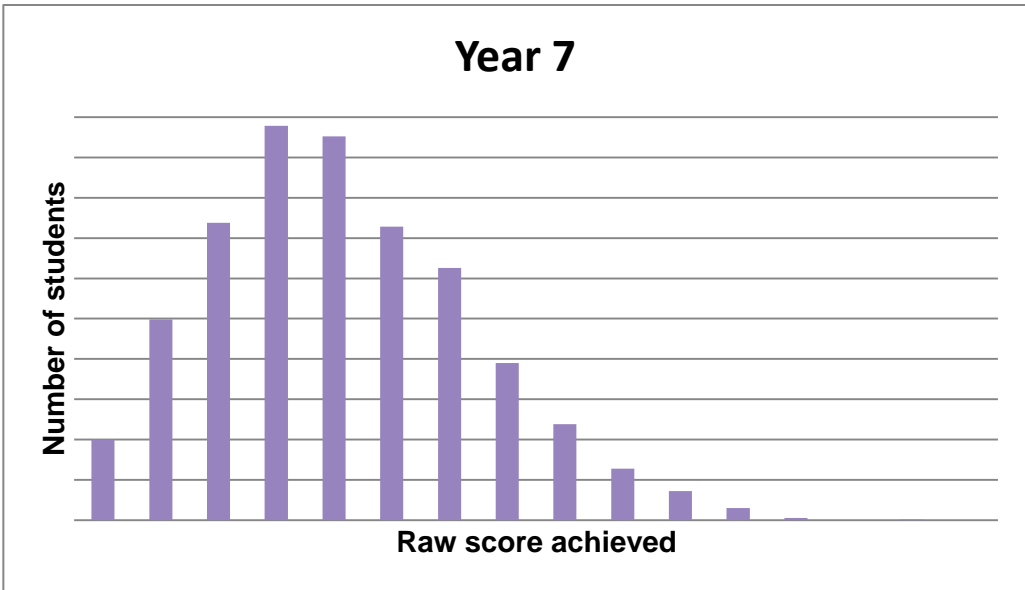
See examples overleaf.

Drawing conclusions

What a change over time may indicate

- In the early stages of Key Stage 3, the distribution is skewed to the left because more students achieve marks in lower bands.
- In the later stages of Key Stage 3, the distribution has moved right because more students are achieving marks in higher bands.

If this distribution is achieved by the same class or cohort over a three year period, it can be a progress indicator.



Alternatively: Step Up to English in Key Stage 3

Suitable for any age, Step Up to English is a chargeable Entry Level Certificate that bridges the demand gap between Key Stage 3 and GCSE.

It assesses Entry 1, Entry 2 and Entry 3, and as a standalone qualification can offer a confidence boost for students looking to develop these skills needed for GCSE progression:

- reading and understanding a range of texts
- writing clearly, coherently and accurately using a range of vocabulary and sentence structures.

It can be tailored to students' needs through two options:

Silver Step	Entry 1 and 2 students
Gold Step	Entry 3 students looking to progress to GCSE.

Clear progression markers and GCSE-ready descriptors make it easier to identify students ready to attempt GCSE English Language.

Each step has two components, and five externally-set tasks for each. These appeal to different interests so you can pick one that best suits your students.

Access

The qualification is chargeable, but access to the assessment papers is free.

Download throughout the year from [aqa.org.uk/log-in](https://www.aqa.org.uk/log-in). Navigate to 'Other', then 'Entry Level Certificates (ELC)', then 'Step Up To English (New Specification 5970)'.



Step Up to English specification at a glance

Silver step

Component 1: Literacy topics	+	Component 2; Creative reading and writing
<p>What's assessed:</p> <p>Spoken language task</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback <p>Reading tasks</p> <p>Three transactional texts</p> <p>Writing task</p> <p>Transactional writing</p>		<p>What's assessed:</p> <p>Section A Reading</p> <p>Two literary texts</p> <p>Section B Writing</p> <p>Creative writing</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete and submit two topics • Externally set non-exam assessment¹: up to 1 hour and 30 minutes • 60 marks per topic, 120 marks per component • 50% of Step up to English 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete one paper • Externally set non-exam assessment⁴: up to 1 hour and 30 minutes • 60 marks • 50% of Step up to English
<p>Tasks</p> <p>Spoken language² (12 marks)</p> <p>One task</p> <p>Reading³ (24 marks)</p> <ul style="list-style-type: none"> • Three linked reading tasks • Short form questions <p>Writing (24 marks)</p> <p>One longer form writing task</p>		<p>Tasks</p> <p>Reading⁵ (30 marks)</p> <ul style="list-style-type: none"> • Two linked texts • Short form questions <p>Writing (30 marks)</p> <p>One longer form writing task</p>
<p>Notes</p> <p>Component 1 is 'transactional' in nature</p> <p>¹ A more engaging and supportive form of assessment</p> <p>² Speech is an ideal starting point for building skills to tackle reading and writing</p> <p>³ The reading sources are taken from real life contexts, ie emails, webpages, letters etc</p>		<p>Notes</p> <p>Component 2 is 'literary' in nature</p> <p>⁴ Can be taken in one, or broken down as needed</p> <p>⁵ Literary or literary non-fiction reading tasks</p>

Step Up to English specification at a glance

Gold step

Component 1: Literacy topics	+	Component 2; Creative reading and writing
<p>What's assessed:</p> <p>Spoken language task</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback <p>Reading tasks</p> <p>Three transactional texts</p> <p>Writing task</p> <p>Transactional writing</p>		<p>What's assessed:</p> <p>Section A Reading</p> <p>Two literary texts (from 19th④, 20th, 21st century)</p> <p>Section B Writing</p> <p>Creative writing</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete and submit two topics • Externally set non-exam assessment ①: up to 1 hour and 30 minutes • 60 marks per topic, 120 marks per component • 50% of Step up to English 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete one paper • Externally set non-exam assessment⑤: up to 1 hour and 30 minutes • 60 marks • 50% of Step up to English
<p>Tasks</p> <p>Spoken language② (12 marks)</p> <p>One task</p> <p>Reading③ (24 marks)</p> <ul style="list-style-type: none"> • Three linked reading tasks • Short form questions <p>Writing (24 marks)</p> <p>One extended writing task</p>		<p>Tasks</p> <p>Reading (30 marks)</p> <ul style="list-style-type: none"> • Two linked texts • Short form questions <p>Writing (30 marks)</p> <p>One extended writing task</p>
<p>Notes</p> <p>Component 1 is 'transactional' in nature</p> <p>① A more engaging and supportive form of assessment</p> <p>② Speech is an ideal starting point for building skills to tackle reading and writing</p> <p>③ The reading sources are taken from real life contexts, ie emails, webpages, letters etc</p>		<p>Notes</p> <p>Component 2 is 'literary' in nature</p> <p>④ Introduces 19thC texts supportively and accessibly: breaks 19thC texts into chunks and uses true/false and table completions</p> <p>⑤ Can be taken in one go, or broken down as needed</p>

A Year 9 student response

A Year 9 student response

This has been removed due to restrictions on use of student responses. Responses are still available on our secure logged-in area, [aqa.org.uk/log-in](https://www.aqa.org.uk/log-in)

Log in, and navigate to: *Secure Key Materials, English Language (new specification), Key Stage 3 Test Packs, and Annotated scripts.*

A Year 9 student response

This has been removed due to restrictions on use of student responses. Responses are still available on our secure logged-in area, [aqa.org.uk/log-in](https://www.aqa.org.uk/log-in)

Log in, and navigate to: *Secure Key Materials, English Language (new specification), Key Stage 3 Test Packs, and Annotated scripts.*

Notes

Notes

Contact Us

T: 0161 953 7504

E: english-gcse@aqa.org.uk

@: AQAEnglish

aqa.org.uk/english