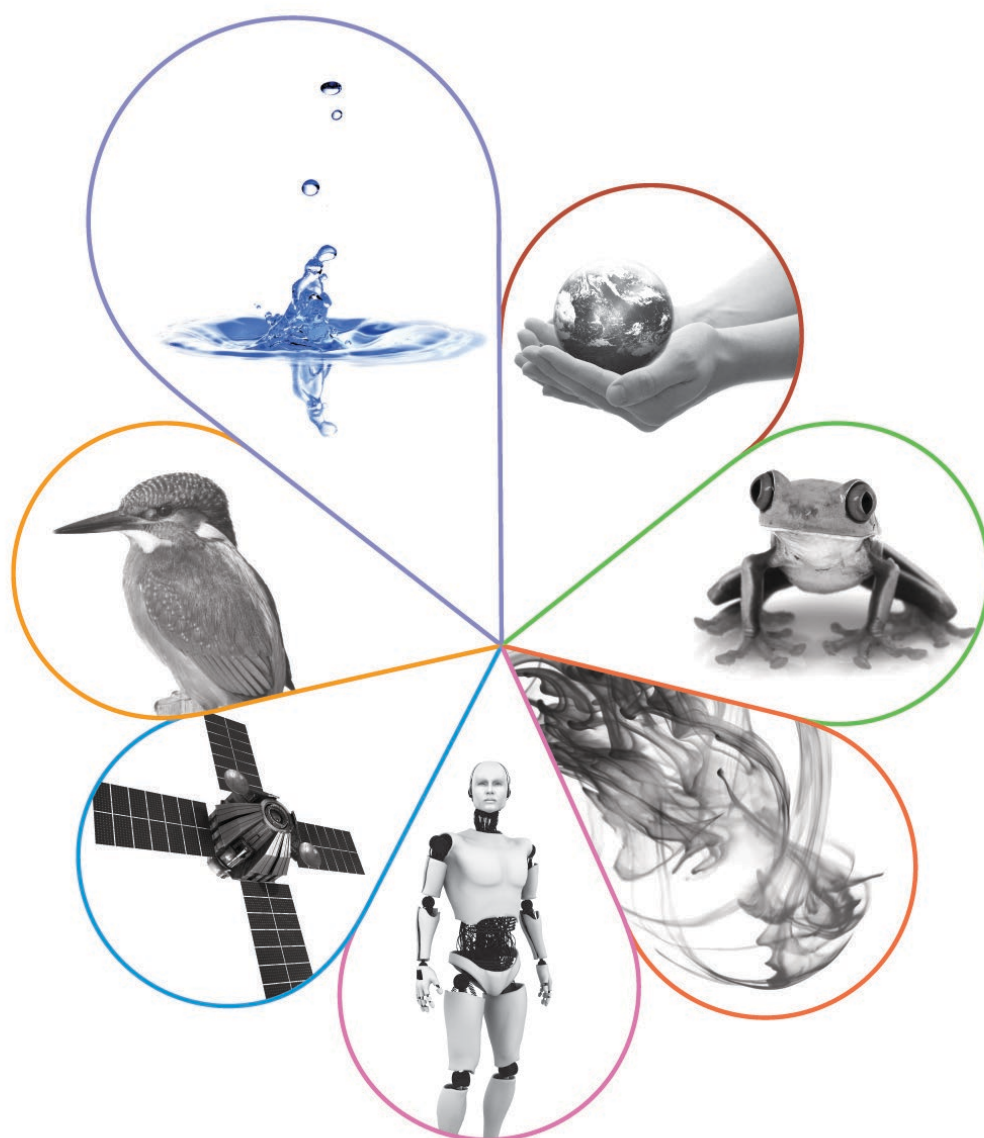# GCSE
SCIENCE

Virtual communities

Facilitation pack

Published: Spring 2023

The content of this training course contains no reference to future exam content as far as we know at the time of production.

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About this resource

We know that your time is limited, so we've designed this resource to make it easy for you to share what you've learned from our virtual community event.

This resource will enable you to deliver your own CPD session for your colleagues and it includes activities and resources linked to the virtual community topics to:
- remind you of the topics covered during the event so you can brief colleagues or run a similar session with your team
- provide follow on activities and discussion areas for you and your team so the content can be taken further and applied or embedded in your school or college.

Resources available
- A copy of the PowerPoint from the meeting with notes for the presenter.
- Follow on pathways showing the topics covered during the meeting and ways to develop them.
- A pre and post meeting confidence check questionnaire to benchmark confidence of colleagues around the topic of your session.

We hope this gives you the opportunity to make the most of the time you invested in attending the event.

Follow-on pathways

This section takes topics, discussion or activities from the virtual communities meeting and provides suggestions of areas for development and follow-on activities you can do with your colleagues.

Activity 1: extended open prose vs 'extended response' questions

- Example 7 (Resources booklet page 12) is an 'explain' question.
- It is worth 5 marks, and therefore not an 'extended response' question.
- But it is worth a significant number of marks.

As a group, discuss:

- Would you expect a student to tackle this question any differently from a similar question worth 6 marks (and so **potentially** one of the dreaded 'extended response' questions)?
- How could you support a student in answering longer answer questions, regardless of whether they're perceived as 'extended response'?

Activity 2: understanding the generic levels descriptors

Look at the example generic levels descriptors (Resources booklet pages 14–15).

As a group, discuss how you could use these to help students understand the requirements of the command words.

Activity 3: Applying levels of response mark schemes

Examples 9 and 10 are marked on levels of response mark schemes.

Individually or as a group:

- Use the mark scheme to decide which level each student's response falls into.
- How did your thoughts compare with those of the examiners in the commentaries?

Activity 4: Understanding features of good written responses

Look at the student responses for examples 11–21 (Resources booklet pages 30–49).
Some of these questions are points marked, some are levels marked.

As a group discuss:

- Are there features of these responses that are common to the award of full marks, regardless of whether they are points or levels marked?
- How could you use example responses to support students in answering extended prose questions?

Health checks

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

Before the meeting

Objective	Rating	Reasons/notes
Objective 1: I understand the criteria for assessing extended response questions		
Objective 2: I understand how to apply a levels of response mark scheme		
Objective 3: I understand ideas of good practice in writing extended prose responses		
Objective 4: I know how to use exam questions to model good practice for my students		

After the meeting

Objective	Rating	Reasons/notes
Objective 1: I understand the criteria for assessing extended response questions		
Objective 2: I understand how to apply a levels of response mark scheme		
Objective 3: I understand ideas of good practice in writing extended prose responses		
Objective 4: I know how to use exam questions to model good practice for my students		

Planning for the future

Questions for consideration

- What areas have you identified as strengths using the confidence check?

- How might you develop these further?

- What areas have you identified as areas for development?

- How might you build confidence in these areas?

- How might some of the learning from the virtual communities/CPD session impact your department?

- What changes could you make based on outcomes of the CPD session?

Notes

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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