

## Questions to consider in light of the AI for English GCSE / GCE

### With / about your team:

Does everyone understand what the advanced information is and what it means?

Now you know which form of writing your students will be asked to produce, do your team have a really clear and shared understanding of what this type of writing looks like? If not, can you use relevant sample materials provided by your exam board?

Now you know which genres of writing your students will be asked to analyse, does everyone have a shared understanding of key features to identify and analyse? Again, can you explore sample materials your board has produced?

Now you know which Act / lines of poems / group of poems your students are going to be presented with in the exam, does everyone have a really clear understanding of the most revealing moments in these and how they link to the remainder of the play / poem?

Have you got any really strong practitioners in the areas mentioned on the advanced information (certain poems / texts / styles of writing) who could present a masterclass to the rest of the team? Could this be recorded and used via teams with parents / students?

Are there any past papers that cover the areas mentioned in the advance information? Is there any useful information in these mark schemes and examiner's reports that will inform planning?

How will you check your students' competency in the areas given in the advanced information. For example, how will you check their understanding of Act One and how will you plan to address any misconceptions? It could be worth using some low stakes quizzing to find out their knowledge gaps?

### With your students

Do they understand the advanced information and what this does and does not mean for them? For example, do they understand that they still need to have a really good knowledge of the whole text and not just one certain Act?

Would your students benefit from a guide to revising in light of this information. Might they be tempted to not revise key elements of their study that are still crucial to showing a depth of understanding?

### With your parents

Do they understand the advanced information and the limitations of this. What does it mean and what does it not mean for their child and their revision?

Do they need the same information around how to revise in light of the advanced information so they can support their child and help avoid costly revision omissions?

### With your line manager / RSL

How best can you now use the time you have? Do you need to revisit long / medium term plans? If students are set, will the approach be the same for all groups?

How will mock exams and the way they are carried out and assessed reflect the advanced information?

### Where to find the information

AQA: <https://www.aqa.org.uk/2022-exam-changes>

Edexcel: <https://qualifications.pearson.com/en/campaigns/summer-2022-support.html>

OCR: <https://ocr.org.uk/qualifications/2022-advance-information/>

### Useful PiXL resources

Exam papers and mark schemes that explore questions that have used the specified genres of texts and tested the specified forms of writing.

[PiXL Knowledge](#) resources can help with retrieval practice such as low stakes quizzing and brain dumps. These should help to identify knowledge gaps.

[PiXL Thinking Hard](#) templates can be used as a basis for a revision guide that encourages students to look at the wider texts and not just a specific Act or certain lines of a poem.

We know that you will be finding the time to read through all the advanced information for the specifications you deliver at both Key Stage 4 and Key Stage 5. We appreciate that there will be much to consider about where you are best to focus some of your exam preparation before the Summer exam series. We also recognise that many of your previous resources and plans will need adaptations overall and at question level.

We have put together some possible questions and considerations for you in these subjects. We've included links to the exam board websites along with some leadership questions and some PiXL resources that may be of use to you and your students. We will continue to update your school leaders via our conferences. Do reach out via [admin@pixl.org.uk](mailto:admin@pixl.org.uk) if you have any particular queries and we can collate an FAQ document.

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