INTERNATIONAL

GCSE Plus

Outline scheme of work

For teaching from September 2018 onward

This scheme of work suggests possible teaching and learning activities for each section of the specification. There are far more activities suggested than it would be possible to teach. It is intended that teachers should select activities appropriate to their students and the curriculum time available. The first two columns summarise the specification references, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed. The resources column indicates resources commonly available to schools, and other references that may be helpful. The timings are only suggested, as are the possible T=teaching and learning activities. Resources are only given in brief and risk assessments should be carried out.

Outline:

Getting started

1.1 Intro to GCSE Plus, qualification requirements
1.2 Developing ideas into research questions
1.3 Planning and managing the work

Research skills

2.1 Resources, primary and secondary research
2.2 Taking a critical/ethical approach to research
2.3 Making best use of resources

Report writing

3.1 Producing an appropriately presented report, narrative versus evaluative report writing
3.2 Referencing, plagiarism and bibliographies
3.3 Conclusions, proofreading and editing

Review
4.1 Evaluating strengths and weaknesses of the work

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| Spec reference GCSE Plus | Summary of the specification content | Learning outcomes

What most students should be able to do | Suggested timing (lessons) | Possible teaching and learning activities | Resource | Students should: |
|---|---|---|---|---|---|---|
| **1. Getting started** | | | | | | |
| **1.1** | Introduction to GCSE Plus.

Accurately interpret the requirements of GCSE Plus. | Understand the nature and requirements of GCSE Plus in comparison to other qualifications, as well as the benefits. | 1 hour | **Teacher introduction to key features of GCSE Plus:**

• role of student
• role of teacher/supervisor (including function and importance of taught element)
• how GCSE Plus is assessed (Assessment Objectives and evidence required)
• GCSE Plus process
• Importance of *Project diary*
• Benefits of doing GCSE Plus.

Q and A: Discussion of the differences between GCSE study and GCSE Plus study. Students might be asked, in pairs, to come up with distinguishing ideas, and then the teacher uses slide 2 on the accompanying PowerPoint to | Link to specification on OxfordAQA GCSE Plus website: **oxfordaqaexams.org.uk/subjects/projects/ipq**

Slide 2 in accompanying PowerPoint.

Exemplar work from website. | Understand the uniqueness of the qualification.

Understand the difference between the type of study in GCSE and GCSE Plus.

Understand the importance of the *Project diary* and the taught element of GCSE Plus.

Understand the benefits of GCSE Plus. |

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				bring ideas together. Teacher shows students some GCSE Plus exemplars. Students can feed back what they think about them, or students could be asked to order them in terms of grade awarded, and feed back reasons for their choices. Q and A: Initial discussion, in small groups, of topics that students might be interested in exploring, in relation to the specified OxfordAQA GCSE subject. Students should be encouraged to think of more than one topic and preferably three.		
1.2	Developing ideas into research questions.	Understand the importance of selecting an appropriate topic area that fulfils selection criteria. Be aware of the	1-2 hours	**Generating topic ideas:** Teacher introduction – show students slide 3 on the accompanying PowerPoint – reasons for doing GCSE Plus – to get students thinking about	Slides 3, 4, 5 and 6 from accompanying PowerPoint. Further resources on getting started can be found in the 'Making	Explore a variety of topics they are interested in, be able to justify whether they meet selection criteria, and identify

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|---|---|---|---|---|---|---|
| | | importance of setting appropriate aims (this outcome is shared with the next lesson).

Be able to differentiate between titles that allow for an analytic/evaluative rather than a descriptive approach.

Be aware of the importance of producing work meeting the specification in terms of word count. | | their own ideas.

Students recall the topic ideas from the end of the previous lesson and identify their motivation.

Teacher outlines the scope of GCSE Plus – that topics must:

- expand upon an aspect of the specification content covered in the associated GCSE, or
- explore a topic not part of the associated GCSE but which is clearly an established area of the subject
- link to other subjects studied, but must be 'rooted' in the associated GCSE.

Discussion: in pairs/small groups students discuss their initial ideas, identifying whether their ideas fall outside the scope | a start' section of the Manchester University EPQ resources: **manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/** however, be aware that these are designed for A-level students. | suitable aims and objectives for their interest topics.

Be able to propose an evaluative working title for one of their interest topics. |

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				of GCSE Plus. **Turning topic ideas into research questions:** Teacher talks through slide 4 – from *Project diary*, with a focus on: • clarity and focus • timescale • available resources • word count • higher-order thinking skills. Student discussion in pairs/small groups about whether their topic ideas are suitable, given the criteria. Teacher talks through slides 5 and 6, to help focus on (a) what makes a good research question, and (b) the importance of getting the right degree of specificity in their research question. Students have some time to apply the information from slides		

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				5 and 6 to their own initial ideas.		
1.3	Planning and managing the work.	Appreciate the importance of planning a GCSE Plus in terms of content and time to meet the specification.	1 hour	**Setting relevant aims and objectives for the research question:** Teacher explains the distinction, using slides 7 and 8 of the accompanying PowerPoint. (Alternatively, aims and objectives could be taught as part of the previous lesson). **Discussion:** In pairs/small groups students discuss how they might structure their GCSE Plus in terms of aims and objectives. **Planning and management skills:** Introduction to planning of both content and time using a variety of planning tools eg basic action plans, planning sheets, Gantt charts, bar charts with start and finish dates and timeline, basic	Slides 7, 8 and 9 of accompanying PowerPoint. Further resources on aims and objectives and planning/ management techniques can be found at the following websites: erm.ecs.soton.ac.uk /theme4/aims_and_ objectives.html birmingham.ac.uk/D ocuments/students/ guide-to-academic-writing.pdf	Understand the need for planning the work and managing the process. Be able to select an appropriate planning tool.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
				timeline and task description etc. Section 2 of Birmingham University's '*Guide to academic writing*' is a good resource. **Task:** Show students slide 9 with some practice research questions, and ask them, in pairs, to practise setting appropriate aims and objectives for them, and then constructing initial plans for the work.		
2. Research skills						
2.1	Resources (places, people, media, books, internet, specific journals, etc). Primary and secondary research.	Understand where to locate different resources. Be aware of the many different sources that may be available. Understand the importance of record keeping of all resources identified.	1-2 hours	**Q and A:** Discuss resources that are available that may help to answer research questions. Use the Southampton University '*An academic guide to research*' resource (link in next column) to explore different ways to gather information. Often, a school's librarian will be	**southampton.ac.uk/ learnwithustransitio n/academic-skills- guides/index.page**	Understand different types of resources available to answer research questions. Identify some suitable sources to answer their GCSE Plus topic.

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		Understand the difference between secondary and primary research.		an excellent person to involve with this lesson. Ask them to deliver a short presentation on the resources available. Discuss importance of recording resources. Introduction to secondary and primary research. **Pair/group work**: Using a variety of topical questions to decide where secondary and/or primary research may be appropriate; class feedback and discussion on answers. **Individual work**: Students to identify type of research to be used for their practice research topic.	*Project diary* – students can use this to record resources identified.	Understand when to use primary and secondary research.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
2.2	Taking a critical approach to sources. Taking an ethical approach to research.	Understand the need to evaluate sources. Know how to evaluate sources. Understand the importance of adhering to ethical guidelines when conducting primary and secondary research.	1-2 hours	Introduction to source evaluation. Criteria to be considered when evaluating information: Who provided information? Is the author reliable? Why is the information provided? When was it last updated? Is the information objective? Is it relevant to the research topic? Is it corroborated by other research? The teacher may use slides 10-13 of the accompanying PowerPoint for further ideas regarding evaluating sources. **Individual work:** Students to examine own research and critically evaluate sources collected to date, recording this in the *Project diary*. **Q and A:** What is ethical approach to research? What guidelines need to be	Slides 10-13 of accompanying PowerPoint. Section 6 of Southampton University's '*Academic reading*' document can be useful here: **southampton.ac.uk/ learnwithustransitio n/academic-skills- guides/index.page** *Research ethics guidebook* **ethicsguidebook.ac .uk/secondary-**	Evaluate sources and be able to select appropriate sources to undertake their GCSE Plus. Be able to consider and apply ethical guidelines for own research.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
				adhered to when conducting primary research? Discussion of different forms of primary research eg interviews, surveys, questionnaires etc, their suitability, ethical dimension, validity with regard to sample size. What guidelines need to be adhered to when conducting secondary research? **Pair work:** Use example surveys and questionnaires, students to examine these for appropriateness and ethical dimension. **Individual work**: Examine resources identified for GCSE Plus and consider ethical implications of use of resources.	analysis-106	

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
2.3	Making the best use of resources.	Select information from sources effectively and efficiently. Make appropriate notes. Analyse information appropriately.	1 hour	**Q and A/class discussion**: What are good ways to use resources? What do we do once we have gathered a range of relevant resources? Use slides 14 and 15 to introduce some ideas about note-taking. Use the Manchester University PowerPoint on '*Smart reading*' (link in next column) to introduce key ideas of making the most of resources. Students practise taking notes from one of these resources.	Slides 14 and 15 of the accompanying PowerPoint. The '*Smart reading*' section of the University of Manchester website can be used: **manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/** Also, Southampton University's '*Academic reading*' guide can be used here: **southampton.ac.uk/learnwithustransition/academic-skills-guides/index.page** The Ofqual *Guide to using resources* is	Be able to use resources effectively by taking appropriate notes, keeping them organised and analysing information sufficiently.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
					also good for this (and previous) sections:webarchive.nationalarchives.gov.uk/+/http:/www.ofqual.gov.uk/files/2009-12-24-plagiarism-students.pdf	
3. Report writing						
3.1	Producing an appropriately presented report. Appreciating the difference between narrative and evaluative report writing.	Distinguish between different report formats depending on the research topic (eg scientific report vs humanities essay). Understand the importance of selecting appropriate academic writing style. Know the difference between descriptive, analytical, persuasive and	1-2 hours	How to plan your report writing using an example writing frame University of Birmingham. **Pair work:** University of Birmingham – *Research and study skills booklet, planning, structuring and writing an essay*, birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf courses.peoples-uni.org/mod/page/view.php?id=13942 *activity 2, planning*	University of Birmingham *Research and study skills booklet* birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf *Activity worksheet* 2 using *a writing frame* - people's Open Access Education Initiative courses.peoples-	Select appropriate format for GCSE Plus. Be able to use appropriate academic writing style. Be able to differentiate between different types of writing. Be able to practise

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		critical/evaluative writing. Recognise report writing that illustrates clear synthesis of information.		*structuring and writing essays.* Class feedback. **Class discussion:** What is academic language and style? **ncl.ac.uk/students/wdc/learning/language/** **Individual activity**: *Worksheet activity 2 – University of Manchester* complete worksheet. Explanation of the purpose of an introduction of an academic report. Explanation of the difference between descriptive, analytical, persuasive and critical writing. Introduction to practising writing critically - *How to practise writing critically* **courses.peoples-uni.org/mod/page/view.php?id**	**uni.org/mod/page/view.php?id=13942** University of Manchester PowerPoint, worksheets and teacher notes **manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/** University of Birmingham, *Guide to academic writing,* **birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf** Newcastle University Structure **ncl.ac.uk/students/wdc/learning/essays/writingreports/str**	writing critically.

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				=15525	ucture.htm Academic language and style ncl.ac.uk/students/wdc/learning/language/ Some good resources on writing analytically: University of Sydney sydney.edu.au/stuserv/learning_centre/help/analysing/an_distinguishTypes.shtml Newcastle university ncl.ac.uk/students/wdc/learning/academic/analytic.htm	
3.2	Formally acknowledged forms of referencing.	Define plagiarism. Understand implications of plagiarism and how to	1 hour	Introduction to plagiarism using different examples and/or slides 16-18 of accompanying	SLIDES 16-18 of accompanying PowerPoint.	Decide which formal form of referencing to use within their GCSE

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	Avoidance of plagiarism. How to produce a bibliography.	avoid it. Understand the importance of referencing and know how to acknowledge sources, images, tables, graphs etc used within a research project. Understand how to produce a bibliography.		PowerPoint. **Q and A:** Discussion of why plagiarism is unacceptable. **Pair work:** True/false activity - PowerPoint University of Manchester; University of Birmingham worksheets. Explanation of different types of formal referencing. **Pair work:** Activities from University of Birmingham: **birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf** Introduce how to write a bibliography, using the BBC Bitesize website: **bbc.co.uk/schools/gcsebitesize/dida/managing_projects/copyrightrev4.shtml**	Ofqual document: **dera.ioe.ac.uk/11162/7/2009-12-24-plagiarism-parents_Redacted.pdf** University of Manchester *Referencing not plagiarism ppt* and teacher notes: **manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources** University of Birmingham **birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf** Exercises on	Plus Know how to produce a bibliography.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
					avoiding plagiarism.	
3.3	Conclusion. Proofreading and editing (including an appreciation for word limit).	Appreciate the importance of a conclusion based on sound evidence. Understand the importance of proofreading and editing to comply to set word limit.	1 hour	**Explanation:** Of how arguments function using slides 19-24 of accompanying PowerPoint. **Task:** Students attempt to write their own, short arguments. **Pair work:** University of Birmingham - *worksheet essay structure check list conclusion handout* birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf *activity 2, planning structuring and writing essay.* **Feedback in class.** **Pair work/group work:** Proof reading exercise. **Class feedback:** Findings.	Slides 19-24 of accompanying PowerPoint. University of Birmingham - *essay structure checklist conclusion* birmingham.ac.uk/Documents/students/guide-to-academic-writing.pdf Southampton University's '*Guide to academic writing*' also could be used here, particularly section 6: oxfordaqaexams.org.uk/subjects/projects/ipq	Be able to conclude research topic based on sound evidence gathered.

Spec reference GCSE Plus	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities	Resource	Students should:
4. Review						
4.1	Evaluate outcomes by analysing the strengths and weaknesses of the organisation, research and the project.	Reflect critically on own performance throughout the process.	1 hour	Introduction to evaluation/review, using the relevant slides of the accompanying PowerPoint. Individual work: Students to reflect on process (organisation and research) and outcome (report) in terms of successes and failures. Students to consider possible (hypothetical) improvements and feedback to class. Students to record findings in *Progress diary*.	Slides 25-28 of the accompanying PowerPoint. Past/exemplar projects.	Reflect honestly and critically on own performance.

Get help and support

Visit our website for information, guidance, support and resources at

oxfordaqaexams.org.uk

You can contact the GCSE Plus team directly:

 E: gcseplus@oxfordaqaexams.org.uk