Learning from GCSE coursework
Summary of Research Results

This study was a small-scale, collaborative inquiry by a team of university and teacher researchers. The broad aim of the research was to explore the potential of GCSE coursework as a framework for learning. As originally envisaged (SEC, 1985), one of the purposes of coursework within the GCSE was to promote and give value to the ‘softer’, less tangible transferable skills such as critical thinking, creativity and independent learning (CCI).

Within the broad aim of the research, specific objectives were to investigate:
1. The extent to which the original qualities attributed to coursework are achieved in current practice.
2. The extent to which coursework contributes to the development of skills associated with independent learning, critical thinking and creativity.
3. The influence of the demands of assessment upon students’ learning.

Qualitative data were collected through in-depth interviews with students, parents and teachers in six case study schools.

The findings showed that the skills of CCI are valued and recognised by teachers, parents and students and that they think that coursework has an important role in giving students an opportunity to develop and demonstrate them. It was also evident that these skills have a role in producing good quality coursework. However, evidence from all three groups clearly indicated that such process skills are of secondary importance to the goal of achieving a GCSE grade for coursework. Getting ‘marks in the bank’ (students), constraints from assessment criteria (teachers), pressure from accountability e.g. league tables (teachers), all promote the importance of maximising students’ grades. Increasingly such high stakes factors influence the practice of completing coursework to the extent where the promotion of CCI is of a second order and importance. Whilst the status quo is not likely to change in the short term, the study suggests that it is appropriate to consider redressing the balance so that greater attention is given to the process of coursework, not only as an end in itself, but also in enhancing the product. Six major themes were identified:

| Theme |
|-----------------
| **Objective 1** |
| 1. Teachers, students and parents agreed that a significant outcome from coursework was students’ improved ability to initiate tasks and assume responsibility for their own work. This independence, in turn, engendered motivation for learning and positive feelings about the value of coursework. Coursework was also valued because different skills were assessed through coursework tasks. |
| 2. Teachers’ and students’ constructs of creativity differed considerably, and dominant views were identified. Conceptions of creativity were: creativity-as-problem-solving (teachers), and creativity-as-individual-expression (students). Key issues emerged around conceptions of the role of the individual vs. interaction and support; and scaffolding, transfer and application vs. expressiveness and freedom. |
| 3. Teachers’ expectations of critical thinking focus on extending prior knowledge and experience, encouraging students to test out and apply new knowledge, and promoting learner responsibility through reflection and evaluation. Few students associate these features with success in coursework. |
| 4. In coursework students engage in a hybrid learning experience in which autonomy in the organisation of the individual learning process is mediated and constricted by teachers and their interpretations of a heavily prescribed coursework and assessment framework. |
5. With the exception of high ability students the locus of control for carrying out coursework lies largely with teachers. Teachers thought that low ability students do not achieve their potential but achieve more than they would without the support from teachers. In contrast high ability students may achieve their potential but can be limited by ceilings imposed by the criteria or the ways teachers interpret them.

6. Assessment drives the learning process and over-rides practically every other aspect of curriculum, learning and teaching. Teachers assume that students will perceive the demands of learning and assessment in the same way that they do. In fact, students tend not to understand what the assessment criteria actually require from them.

Implications

1. It is evident that CCI have a role in producing good quality coursework. The research suggests that there has been a recent shift in the way that teachers and students play the assessment game at GCSE, i.e. ‘boxing clever’. At the inception of the GCSE, coursework was perceived to enhance the validity of the assessment process. Now teachers have learned the rules of the game and are aiming to maximise pupils’ attainment. As a consequence the coursework element of the GCSE is losing its discriminatory function. The irony is that this does not detract from the esteem in which it is held by teachers, students and parents. It fulfils the original aspirations of enhancing opportunities for student learning, and is deemed to be both authentic and fair in the assessment framework.

2. There is a mismatch between teachers’ strategies for communicating coursework requirements effectively and students’ understanding of this. In particular, teacher feedback does not consistently match the weaknesses identified in students’ work. Teachers believe they are clear in terms of their expectations for completing coursework and communicating this to their students. However, ‘telling students’ is not sufficient. Students could be helped by teachers modelling their expectations of doing coursework, by the provision of examples of good and poor coursework and of involving students in such discussions.

3. The key to independent learning is finding the critical balance between support and autonomy for each student. Awareness of good practice, and reflections on learning do not feature as strongly in student-talk as in teacher-talk. More encouragement for students to consider these issues should be incorporated into teachers’ practice.

4. The research showed teachers benefit from the opportunity to discuss learning through coursework at an intellectual level allowing them to focus on broader, philosophical and professional perspectives rather than the day to day practicalities of managing the process. Discussions within and across departments proved to be a catalyst for improving practice.

5. GCSE coursework is typically viewed as an evolutionary rather than a revolutionary change to learning practices. Substantial change in learning approaches of students of all abilities tends not to occur, although the significance, value and intensification of current approaches are recognised, particularly in the amount of time now spent on coursework. Although students can recognise that coursework fosters creative exchanges of ideas, these benefits tend not be transferred readily to other learning situations. In contrast to current political thinking (i.e. NACCCE (DfEE, 1999)) the study shows the development and demonstration of CCI does not require the abandonment of existing approaches to learning, or replacement by new ones.
Parent Semi-structured Interview

Thank you for agreeing to talk to me. I am one of a group of researchers from the University of Bath working with teachers from across the local area to find out about the ways students learn from doing GCSE coursework. We want to talk to you about what you think about your child's coursework in English and geography, some examples from your child's experience, and how coursework might support or constrain independent learning, critical thinking and creativity within students.

Before we start the interview, I want to reassure you that anything you say to me, now or in the future, will be treated as confidential. There are no right or wrong answers. It is what you think that is important. We will use your ideas to build up a picture of what parents feel about coursework overall, but no parents, students or teachers from your child's school nor anyone else will know what you said and we will not use your name or the school's name in any reports we write.

Introduction

□ Can you start by telling me what coursework your child is doing (has done) in English and Geography? [ideas about %]

□ Do you know what the coursework is about?

□ Have you any other experience of coursework? [eg other children] Did you do coursework at school?

Framing

□ How does your son/daughter do their coursework? [checklist: talking with parents, talking with other pupils, using library reference material, a plan …]

□ Have your son/daughter's work patterns changed since they started doing coursework?

□ How much time <is/should be> spent at home and school on coursework?

□ What <advice/structure> does the school offer to support your son/daughter in doing their coursework?

□ What choices does the school offer your son/daughter in doing their coursework?

Support

□ Have you been involved in your child's coursework? How is this? (How does your expertise help in coursework?)

□ To what extent do you feel able to help with your child's coursework? Do they ask for your help about anything in particular? Can you give me some examples?

□ To what extent does feedback inform your child's coursework? Can you give me some examples?

□ What <support/information> have you had from the school about your child's coursework? Where else do they go for help with their coursework?
**Assessment**
- Do you read your child's coursework?
- Can you tell if your child has done a good piece of coursework? And/or
- What do you think gets your child a high mark in coursework?

**Learning styles**
- What opportunities does coursework provide for your son/daughter's learning? [motivating?]
- Has the coursework provided any particular challenges for them?
- If we ignore the content of the coursework for the moment, what things has your son/daughter learnt how to do by doing coursework?
- Does coursework suit the way your son/daughter learns?

**Purpose/Value/worth**
- Can you give me an example of when they find coursework enjoyable / not enjoyable?
- Which aspects of coursework are of benefit to your child? What are the drawbacks of coursework?
- Why do you think the school wants your son/daughter has to do coursework? Do you think it helps your son/daughter's learning? [Does their response relate to communication skills, initiating tasks, assuming responsibility, creativity and critical thinking, reliability of assessment?]
- Do you agree with what the school says coursework is for?
- Do you think other parents think the same as you?

**Transferable skills**
- Do you think their experience of coursework has helped them in other areas? [e.g. subjects, confidence, …]
- Have they learnt anything from doing coursework that they could use in their life outside school?

**Examples of further exploratory questions (at discretion of interviewer)**
- To what extent do the assessment criteria support the opportunities for students to demonstrate independent learning, critical thinking, creativity?
- To what extent do the assessment criteria constrain the opportunities for students to demonstrate independent learning, critical thinking, creativity?
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<thead>
<tr>
<th>Section</th>
<th>Question</th>
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<tr>
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<td>Can you start by telling me what coursework your child is doing (has done) in English and Geography? [ideas about %]</td>
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<tr>
<td>Introduction P 12</td>
<td>Do you know what the coursework is about?</td>
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<tr>
<td>Introduction P 13</td>
<td>Have you any other experience of coursework? [eg other children] Did you do coursework at school?</td>
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<tr>
<td>Framing P 21</td>
<td>How does your son/daughter do their coursework? [checklist: talking with parents, talking with other pupils, using library reference material, a plan …]</td>
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<td>What choices does the school offer your son/daughter in doing their coursework?</td>
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<tr>
<td>Support P 31</td>
<td>Have you been involved in your child's coursework? How is this? (How does your expertise help in coursework?)</td>
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<td>To what extent do you feel able to help with your child's coursework? Do they ask for your help about anything in particular? Can you give me some examples?</td>
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<td>Can you tell if your child has done a good piece of coursework? And/Of</td>
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<td>Assessment P 43</td>
<td>What do you think gets your child a high mark in coursework?</td>
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<td>Learning styles P 51</td>
<td>What opportunities does coursework provide for your son/daughter's learning? [motivating?]</td>
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<td>Transferable skills P 81</td>
<td>Do you think their experience of coursework has helped them in other areas? [e.g. subjects, confidence, …]</td>
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<td>Have they learnt anything from doing coursework that they could use in their life outside school?</td>
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Learning from GCSE Coursework

Student Semi-structured Interview 1

Thank you for agreeing to talk to me. A group of us is working with <teacher> in your school to find out about the ways students learn from doing GCSE coursework. We want to talk to you about what you think about doing coursework in English and geography and how you go about it. If you agree, we would like to talk to you again in Year 11. There are no right or wrong answers. It is what you think that is important.

Anything you say to us, now or in the future, will be confidential. We will use your ideas to build up a picture of what students feel about coursework overall, but no teachers from your school nor anyone else will know what you said and we will not use your name or the school's name in any reports we write.

NB: check coursework timing and procedures for each subject before interview. Check agreement for SSSI 2.

Introduction
At the moment, you are doing some GCSE coursework in English and geography. Tell me about the coursework for each subject.
How have you gone about it? How is it organised?
Other probes e.g. topics, how did you start, get ideas, find out about things … Which resources have you used so far?

Framing
How much choice do you think you had in the coursework you have done so far?
Give me an example of when you had to choose.
Note: is the response about topic, organisation, data, timescale, presentation …?

Support
Can you give me an example of when you have got stuck with your coursework and what you did to sort it out?
Who helped you? What kind of help did they give you?

Assessment
How can you tell if a piece of coursework is any good before you hand it in?
Is this the same for English and geography, or different?
Do you know how to do well in coursework? Can you tell me what you have to do to get high marks?

Learning styles
Is there any difference in the way you do coursework and the rest of your work?
What about the ways you do coursework and homework - are they the same or different?
Do you think you are learning anything different by doing coursework? Can you tell me what this is?
Has learning how to do your coursework helped you with any of the rest of your English and geography course?

Purpose
Why do you think coursework is part of your GCSE?
Does everybody in your English and geography group think the same as you?
Note: is response about CIC, communication skills, initiating tasks, assuming responsibility, reliability of assessment?
<table>
<thead>
<tr>
<th>Value/worth</th>
<th>What do you think you will achieve by doing this piece of &lt;English/geog&gt; coursework?</th>
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<p>| Transferable skills | Are you learning anything from doing your coursework that you could use in other subjects or in your life outside school? |</p>
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<td>How have you gone about it? How is it organised?</td>
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Learning from GCSE Coursework

Student Semi-structured Interview 2

Thank you for agreeing to talk to me again. You will remember that we are trying to find out about the ways in which students learn from GCSE coursework. Today I'd like you to tell me about some of the pieces of coursework which you have completed for English and geography. There are no right or wrong answers. It is what you think that is important.

Remember that anything you say to me will be confidential. We will use your ideas to build up a picture of what students feel about coursework overall, but no teachers from your school nor anyone else will know what you said and we will not use your name or the school's name in any reports we write.

- **Introduction**
  - Did you enjoy doing these pieces of coursework? Why was this? why not?
  - Is this piece of coursework your best piece? Were there other things you wanted to include but didn't?
  - Did you get to write what you wanted to write? How much do you feel this is your own work?
  - Were there things about doing coursework which you were unhappy about? Didn’t like or thought was a waste of time? Too difficult or too easy? Too much or too little?

- **Support**
  - Tell me about the ways in which you tackled this coursework. (how did you start? get new ideas? find out about things? talk to your teacher? choose the way you present ideas?)

- **Assessment**
  - What did other people in your group do to get higher marks than you?
  - If you were to do it again, what would you now do to improve the mark you got for your coursework?
  - Have your ideas about how to do well in coursework changed?
  - Do you think that you got a fair mark for your coursework?

- **Learning / Learning styles**
  - Is there anything else you would have liked to have done with the coursework? (more info, more care, different presentation, different medium?)
  - Would you have preferred to have been assessed by talking about your coursework rather than writing it? Why?
  - Do you think you have learned anything more/ different from doing these particular pieces of coursework? Can you tell me what this is?

- **Purpose**
  - Why do you think coursework was part of your GCSE?

- **Value/worth**
  - Apart from the grade/mark, what have you got of doing this coursework which will help you or will be important to you in the future?
  - What skills do you think you have developed by doing coursework?

- **Transferable skills**
  - Have you learned anything from these pieces of coursework that you could use in other subjects or in your life outside school?

- **Constructs**
  - Some people think that coursework is about pupils being independent learners.
  - What do you think it means to be an independent learner?
  - Has coursework helped you to become an independent learner?
Some people think that coursework is about pupils being creative.

□ What do you think it means to be creative?
□ Has coursework given you opportunities to show your creativity?
□ Examples?

Some people think that coursework is about pupils thinking critically.

□ What do you think it means to think critically?
□ Has coursework helped you to think critically?
□ Examples?

Thank you!
Introduction S2 11
Did you enjoy doing these pieces of coursework? Why was this? why not?

Introduction S2 12
Is this piece of coursework your best piece? Were there other things you wanted to include but didn’t?

Introduction S2 13
Did you get to write what you wanted to write? How much do you feel this is your own work?

Introduction S2 14
Were there things about doing coursework which you were unhappy about? Didn’t like or thought was a waste of time? Too difficult or too easy? Too much or too little?

Support S2 31
Tell me about the ways in which you tackled this coursework. (how did you start? get new ideas? find out about things? talk to your teacher? choose the way you present ideas?)

Assessment S2 41
What did other people in your group do to get higher marks than you?

Assessment S2 42
If you were to do it again, what would you now do to improve the mark you got for your coursework?

Assessment S2 43
Have your ideas about how to do well in coursework changed?

Assessment S2 44
Do you think that you got a fair mark for your coursework?

Learning styles S2 51
Is there anything else you would have liked to have done with the coursework? (more info, more care, different presentation, different medium?)

Learning styles S2 52
Would you have preferred to have been assessed by talking about your coursework rather than writing it? Why?

Learning styles S2 53
Do you think you have learned anything more/different from doing these particular pieces of coursework? Can you tell me what this is?

Purpose S2 61
Why do you think coursework was part of your GCSE?

Valueworth S2 71
Apart from the grade/mark, what have you got of doing this coursework which will help you or will be important to you in the future?

Valueworth S2 72
What skills do you think you have developed by doing coursework?

Transferable skills S2 81
Have you learned anything from these pieces of coursework that you could use in other subjects or in your life outside school?

Constructs S2 81
Some people think that coursework is about pupils being independent learners. What do you think it means to be an independent learner?

Constructs S2 82
Has coursework helped you to become an independent learner?

Constructs S2 83
Examples?

Constructs S2 84
Some people think that coursework is about pupils being creative. What do you think it means to be creative?

Constructs S2 85
Has coursework given you opportunities to show your creativity?

Constructs S2 86
Examples?

Constructs S2 87
Some people think that coursework is about pupils thinking critically. What do you think it means to think critically?

Constructs S2 88
Has coursework helped you to think critically?

Constructs S2 89
Examples?

Miscellaneous S2 91
Miscellaneous comments that merit a section! e.g. extended example not covered above, other comments about CCI not covered by questions above, etc.
Learning from GCSE
Coursework

Teacher Semi-structured Interview

Thank you for agreeing to talk to me. I am working with a group of teachers from across the local area with researchers from the University of Bath to find out about the ways students learn from doing GCSE coursework. We are talking with students, parents and teachers. For this discussion, we would like to focus on the following themes: how you feel about written and oral coursework, how the teaching of coursework is organised, examples of supporting student's learning in coursework, assessment criteria for coursework, the value and purpose of coursework, how coursework relates to independent learning, critical thinking and creativity, and the relationship between coursework and learning in school and outside of school. As we talk, it may also help to distinguish between your own personal viewpoint and those of your department or colleagues.

Before we start our discussion, I want to reassure you that anything you say to me, now or in the future, will be treated as confidential. We will use your ideas to build up a picture of what teachers feel about coursework overall, but no teachers from this school nor anyone else will know what you said and we will not use your name or the school's name in any reports we write. We will tape our discussion and transcribe it as a record of our discussion. If you would like a copy of the transcript, we can make one available to you.

Introduction

☐ Do you look forward to students doing coursework in your subject?

☐ Can you give me an example of good practice in coursework? For example, a success story, something that gives you a good feeling about coursework?

[How do you go about teaching it?]

☐ Other probes e.g. why? Are there opportunities for promoting creativity, critical thinking and independent learning?

Framing

☐ How is the teaching of coursework organised by teachers in this department?

[Individually, departmentally? Impact on independent learning, critical thinking, creativity? Drawbacks, benefits?]

☐ What are the strongest influences on how you teach coursework? [oral and written]

[Other influences, e.g. organisation …]

☐ In your opinion, and in relation to your experience of teaching GCSE coursework, what has changed and what hasn’t in teaching GCSE coursework?

[Impact of changes on teaching and learning styles and outcomes, assessment, independent learning, critical thinking, creativity?]

☐ How much choice do you give students in the coursework they have done so far? Give me an example of when you gave them a choice. Note: is the response about topic, organisation, data, timescale, presentation …?

Support

☐ What sorts of things do students have difficulty with in doing coursework?

☐ What kinds of <support/feedback> do you give pupils with their coursework?
Can you give me some recent examples of when you have helped students who have got stuck with their coursework and what you did to help them make progress?

Assessment

How do students know how to do well in coursework? Can they tell you what they have to do to get better marks? What might they say?

This question is in two parts. Firstly, do you think the assessment criteria for coursework **support** the opportunities for students to demonstrate independent learning, critical thinking, creativity? Can you give me some examples?

Secondly, do you think the assessment criteria for coursework **constrain** the opportunities for students to demonstrate independent learning, critical thinking, creativity? Can you give me some examples?

Learning styles

In what ways do the learning experiences in coursework differ from students' other classroom experience? [oral/written coursework?]

Do you think they are learning anything different by doing coursework? Can you tell me what this is?

Value/worth

What opportunities does coursework present for students' learning? [oral/written coursework?]

Which aspects of coursework are of benefit to students' learning? What skills do you think they will get by doing coursework?

*Note: Is response about CIC, communication skills, initiating tasks, assuming responsibility, reliability of assessment?*

Can you give me an example of when students find coursework enjoyable?

Are your students learning anything from doing coursework that they could use in other subjects or in their lives outside school?

Transferable skills

What are the strengths and limitations of coursework?

How would you like to see coursework being developed in the future?

Is there anything else you'd like to say about creativity, critical thinking and independent learning?

Thank you
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction T 11</strong></td>
<td>Do you look forward to students doing coursework in your subject?</td>
</tr>
<tr>
<td><strong>Introduction T 12</strong></td>
<td>Can you give me an example of good practice in coursework? For example, a success story, something that gives you a good feeling about coursework? [How do you go about teaching it?]</td>
</tr>
<tr>
<td><strong>Introduction T 13</strong></td>
<td>Other probes e.g. why? Are there opportunities for promoting creativity, critical thinking and independent learning?</td>
</tr>
<tr>
<td><strong>Framing T 21</strong></td>
<td>How is the teaching of coursework organised by teachers in this department? [Individually, departmentally? Impact on independent learning, critical thinking, creativity? Drawbacks, benefits?]</td>
</tr>
<tr>
<td><strong>Framing T 22</strong></td>
<td>What are the strongest influences on how you teach coursework? [oral and written] [Other influences, e.g. organisation ...]</td>
</tr>
<tr>
<td><strong>Framing T 23</strong></td>
<td>In your opinion, and in relation to your experience of teaching GCSE coursework, what has changed and what hasn’t in teaching GCSE coursework? [Impact of changes on teaching and learning styles and outcomes, assessment, independent learning, critical thinking, creativity?]</td>
</tr>
<tr>
<td><strong>Framing T 24</strong></td>
<td>How much choice do you give students in the coursework they have done so far? Give me an example of when you gave them a choice. Note: is the response about topic, organisation, data, timescale, presentation ...?</td>
</tr>
<tr>
<td><strong>Support T 31</strong></td>
<td>What sorts of things do students have difficulty with in doing coursework?</td>
</tr>
<tr>
<td><strong>Support T 32</strong></td>
<td>What kinds of &lt;support/feedback&gt; do you give pupils with their coursework?</td>
</tr>
<tr>
<td><strong>Support T 33</strong></td>
<td>Can you give me some recent examples of when you have helped students who have got stuck with their coursework and what you did to help them make progress?</td>
</tr>
<tr>
<td><strong>Assessment T 41</strong></td>
<td>How do students know how to do well in coursework? Can they tell you what they have to do to get better marks? What might they say?</td>
</tr>
<tr>
<td><strong>Assessment T 42</strong></td>
<td>This question is in two parts. Firstly, do you think the assessment criteria for coursework support the opportunities for students to demonstrate independent learning, critical thinking, creativity? Can you give me some examples?</td>
</tr>
<tr>
<td><strong>Assessment T 43</strong></td>
<td>Secondly, do you think the assessment criteria for coursework constrain the opportunities for students to demonstrate independent learning, critical thinking, creativity? Can you give me □ some examples?</td>
</tr>
<tr>
<td><strong>Learning styles T 51</strong></td>
<td>In what ways do the learning experiences in coursework differ from students’ other classroom experience? [oral/written coursework?]</td>
</tr>
<tr>
<td><strong>Learning styles T 52</strong></td>
<td>Do you think they are learning anything different by doing coursework? Can you tell me what this is?</td>
</tr>
<tr>
<td><strong>Purpose T 61</strong></td>
<td>What opportunities does coursework present for students' learning? [oral/written coursework?]</td>
</tr>
<tr>
<td><strong>Purpose T 62</strong></td>
<td>Which aspects of coursework are of benefit to students' learning? What skills do you think they will get by doing coursework? Note: is response about CIC, communication skills, initiating tasks, assuming responsibility, reliability of assessment?□</td>
</tr>
<tr>
<td><strong>Valueworth T 71</strong></td>
<td>Can you give me an example of when students find coursework enjoyable?</td>
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<td><strong>Valueworth T 72</strong></td>
<td>Are your students learning anything from doing coursework that they could use in other subjects or in their lives outside school?</td>
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<tr>
<td><strong>Transferable skills T 81</strong></td>
<td>What are the strengths and limitations of coursework?</td>
</tr>
<tr>
<td><strong>Transferable skills T 82</strong></td>
<td>How would you like to see coursework being developed in the future?</td>
</tr>
<tr>
<td><strong>Miscellaneous T 91</strong></td>
<td>Miscellaneous comments that merit a section! e.g. extended example not covered above, other comments about CCI not covered by questions above, etc.</td>
</tr>
<tr>
<td><strong>Miscellaneous T 101</strong></td>
<td>Is there anything else you'd like to say about creativity, critical thinking and independent learning?</td>
</tr>
<tr>
<td><strong>Miscellaneous T 102</strong></td>
<td>Is there anything else you'd like to say about coursework? [oral/written coursework?]</td>
</tr>
</tbody>
</table>
Learning from GCSE Coursework

Focus sheet

These are the questions we would like to cover during our discussion. Please add anything else you feel is important to our discussion at this stage.

1. Based on your experience, can you illustrate what you think the purposes of GCSE coursework are, and the opportunities it offers, in terms of learning?

2. Can you provide examples of the above that explore the relationship between coursework and learning?

3. What did your colleagues say about the three constructs - independent learning, critical thinking and creativity? Did they provide examples or evidence for their views?

4. How do your views relate to those of your colleagues? Can you give any examples or evidence of the three constructs?

5. In your view, what questions should we be asking of pupils, parents and teachers when we come to interview them about learning through GCSE coursework?