



The *word*



Curriculum
planning



Pete
Postlethwaite
at NATE



Shakespeare
and
performance



Events and
support

The English world never sits still

Welcome to autumn edition of *The Word*. Since our last edition we have had a change of government, the first certification of the new GCE s with the A*, the NATE Conference and lots of preparation towards the first teaching of the new GCSE s in the three English specifications.

Education is in a state of flux at the present time and at OCR we are taking every opportunity to look at new qualifications in the English portfolio which could interest our schools. We are also looking at other possible qualifications at GCE level and have begun discussions with several university departments on what skills they would like to see an English undergraduate have on their first day at University. Discussions with both schools and universities will become an important part of specification development over the next few years.

2 We are delighted by the growing numbers taking our GCE English Literature qualification. The flexibility of textual choice and the opportunity for students to develop their own interests is clearly seen as a strength of this qualification. **Gemma Hewitt** and **Simon Fernandes** look at Unit F663 in this publication. This is seen as a challenging unit but work of the highest quality was evident in this summer session. There are rumours in government circles that GCEs may need to be redeveloped in the near future and with that in mind we will want to seek guidance from our schools on what sorts of qualification are required. It will also give us an opportunity to overhaul our present English Language and English Language/Literature GCEs as well.

The English GCSE team have been busy throughout the year visiting schools, meeting Local Advisors and stakeholders in preparation for the first teaching in September 2010. I have just returned from Northern Ireland where we have several new schools taking the OCR specification. It was a real pleasure to meet so many committed teachers, to watch some inspiring lessons and discuss both concerns and queries. Meeting departments, helping with curriculum planning and guiding centres through Controlled Assessment regulations have been an important part of the extensive support we want to give to teachers. **Charmaine Richards**

gives further ideas on curriculum planning in this edition. **Susan Mercer**, the National Curriculum Manager for English is in the process of setting up regional groups and meetings which we hope will give you the necessary support you need to deliver these specifications effectively and contact with fellow schools in your vicinity. We are particularly delighted to welcome a new seconded teacher to our team, **Amy Weaver** who will look at further ways of supporting our centres effectively.



The July NATE conference sponsored by OCR, was another opportunity to link with teachers. One of the highlights was Pete Postlethwaite's talk on Shakespeare and Performance. Pete spoke passionately about his love of Shakespeare and how as both an actor and film star he interpreted the Shakespearean text in his many performances and films. A shortened version of his presentation will shortly be on our website and will be a valuable teaching resource. In this respect he had identified the main focus of the new GCSE Literature unit, the need to use the original Shakespeare text as the base for the study and how the original text is interpreted by performers. **Andrew Bradford** looks at this unit in this publication. We have commissioned Film Education to produce a resource to support teachers in this unit and this is also now available on the OCR website.

The English world never sits still. Functional Skills in English and our Entry Level are also for first teaching in September 2010. By the time this edition reaches you the first term will be well underway, I hope the specifications you are teaching continue to excite you and your students.

Paul Dodd
Qualifications Group Manager

Curriculum planning for the new Englishes

The options for curriculum planning are expanding for Heads of Department due to the availability of both January and June sessions and the fact that controlled assessment can be used to fulfil the terminal rule*. With two specification options available as well (either English on its own, or the combined English Language and English Literature course), some may feel unsure about the best path to choose. One thing is for sure though; every school plans its course around its own unique set of requirements.

When beginning to plan it is always best to start at the end to ensure the terminal rule is being fulfilled and then work backwards from there. It is recommended that schools submit their controlled assessment units in the final session and fulfil the terminal rule this way. This means that students can take some exams after they have been prepared for that particular unit. Both English and English Language are made up of 60% controlled assessment with one crossover exam – A680 – Information and Ideas. Schools can enter students for this in the January session of Year 11. Students can then re-sit in the final June session if required and carry across their best mark on this exam. Or it may be decided to let students take the exam in the June of Year 10 and focus on the Literature exams in Year 11.

For Literature the controlled assessment is worth 25%, so students will be required to take at least one of the Literature exams in the final session. Schools could start with the Drama unit A662 in the first term of Year 10 and then enter students for the exam in the January when it is still fresh in their minds. Or they could take the same approach with the different cultures

unit A663 and then use either this text or one of the texts from the controlled assessment unit A661 as a crossover text to complete the Extended Literary Study task on English Language unit A651 to save time.

Some schools have decided to pursue early entry and have students complete the English Language in Year 10 and the English Literature in Year 11, which is feasible, although the text-heavy nature of the Year 11 course may not suit all students.

Another thing to bear in mind is that for the new specifications first certification is in June 2012, so for those following a two year course, the final session will have to be June 2012 the first time around. For early entry in the first year, JCQ have ruled that if a candidate does all units for one of the specifications by June 2011 they can certify in June 2012 without the terminal rule restriction. However, this only applies for this one session and after that the terminal rule will also apply for early entry.

A variety of exemplar curriculum plans can be found on the OCR website on the new specification pages, in the Planning for the English GCSEs document. Or feel free to contact the OCR team with any planning-related queries.

Happy planning!

Charmaine Richards

**The terminal rule for the new English specifications is that 40% of each qualification must be completed in the final session before certification.*



ring with her: what means this taciturnity
forbid my outside have not charm'd
de good view of me; indeed, so much
ure methought her eyes had lost he
did speak in starts distractedly.
ves me, sure; the cunning of her pass
s me in this churlish messenger.
of my lord's ring! why, he sent her
he man: if it be so, as 'tis,
ady, she were better love a dream.
se, I see, thou art a wickedness,
rein the pregnant enemy does much
easy is it for the proper-false
omen's waxen hearts to set their fo
s! our frailty is the cause, not we!
such as we are made of, such we be
w will this fadge? My master loves
d I, poor monster, fond as much on
d she, mistaken, seems to dote on
hat will become of this? As I am m
y state is desperate for my master's
s I am woman, now alas the day!
What thriftless sighs shall poor Oli
time! thou must untangle this, not

GCE A Level English Literature

This summer saw the first full-scale session of the new A Level specification, and hence the first major sitting of the A2 units.

In May, candidates submitted their 3000 word extended study essays for coursework unit F664, Texts in Time, which were applauded by the moderators who expressed themselves as 'impressed', 'privileged' and 'delighted' to read 'fascinating' and 'rewarding' work.

This was followed in June by the examination of F663: Drama and Poetry pre 1800. F663 is a demanding unit, with two thirds of the paper requiring candidates to write about dramatic texts. For Section A candidates study one of a choice of four plays. Othello has been by far the most popular choice for centres, but answers were seen on all of the plays, with *The Winter's Tale* the next most popular, followed by *Twelfth Night* and *Henry IV Part I*.

For Section B, candidates write on a pair of poetry and drama texts from a choice of four in each genre, giving their response to a thematic question. Through centre queries and INSET we were aware of some trepidation in centres about this part of the exam – mainly the concern from centres about choosing the most fruitful pair of texts. Therefore it was interesting for examiners to see that a wide choice of text pairs were written on; these have been elaborated on in the Principal Examiner's report on the unit. And the challenge of the task was met admirably by candidates on the day - examiners reported seeing answers of breathtaking originality and insight.

Finally, the introduction of the new A* rewarded excellent candidates at the top of the A grade band. The principal examiner commented in his report "*Encouragingly in a year when the A* grade makes its first appearance, a significant number of answers were outstanding for their perceptiveness, their coherence, and their ability to use the comparative discussion of texts as the catalyst for mature insights.*"

Gemma Hewitt
Simon Fernandes



The NATE Conference with Pete Postlethwaite

Guests at NATE's annual conference in July were given an unprecedented opportunity to spend an evening with one of this country's most respected actors, Pete Postlethwaite.

Embracing the linked texts in OCR's GCSE Literature and using his vast experience as both teacher and distinguished thespian, professionals from the English teaching community were treated to Pete's revelations of how a study of performance can enhance learning and enthusiasm for the writings of Shakespeare.

The theme for NATE's annual conference was providing guests with many ways in which English teaching can enable students to become active makers of meaning through reading, writing, speaking listening, acting, producing and thinking; and through the study of literature, language, media and drama.



"...remember how a young boy I taught in class described Shakespeare as a mystery, and how this simple statement inspired me in my approach to Shakespeare i.e. as fantastic mysteries and perhaps looking at the activity involved in the play rather than just the language."





Ingredients:

- Subject knowledge
- Teaching experience
- Management experience (optional but useful)
- Project management skills
- IT skills
- Confidence
- Positivity
- Enthusiasm

The recipe for a Seconded Teacher with OCR

Mix slowly for several years adding in all of the ingredients listed opposite at varying rates depending on your tastes; allow to settle and find a natural level in some sort of education related container. Dollop with a heavy teaching schedule, marking pile to rival the leaning tower of Pisa and paperwork requests. Shake up with interest in Education and other projects. Then pour out into the office environment of OCR to be cooled at an air conditioned, regulated temperature. Allow breathing space and time to investigate avenues of educational interest. And serve alongside interesting projects and positive friendly people. Will keep for one year.

I'm Amy Weaver and I'm a newly seconded teacher working for OCR in the Customer Support Division as a Support Materials Manager. My journey to OCR went something like the above, with a few twists and turns along the way. During my time at university, gaining a BA in English with Popular Culture (originally Drama), I was sure that one day I'd go on to be a primary school teacher. As the years of my degree flew by and my interest in English at a higher level deepened, I discovered that primary teaching wouldn't really push my subject interest buttons. I also didn't feel like I'd finished learning. In fact I don't think I ever will! I went on to study for an MA in Creative Writing, picking up on an area of interest I'd had for many years.

Following my MA and several suggestions from family that I should get a 'proper job' and stop being a student, I went on to gain a PGCE in Continuing Education, with a view to teaching at a sixth form or FE college.

I found myself teaching English and Drama at a prestigious sixth form college in Leicester and stayed there for five years. My determination and aspirations for further study never went away and I tried several times to start a PhD, only to be thwarted by workload and lack of money. My career took a dramatic change of direction as the Head of Performing Arts department went on maternity leave and I was appointed as the acting Head of Department for a year. It was a steep learning curve, but very enjoyable and I finally managed to apply for and start a PhD in Education Research. The year

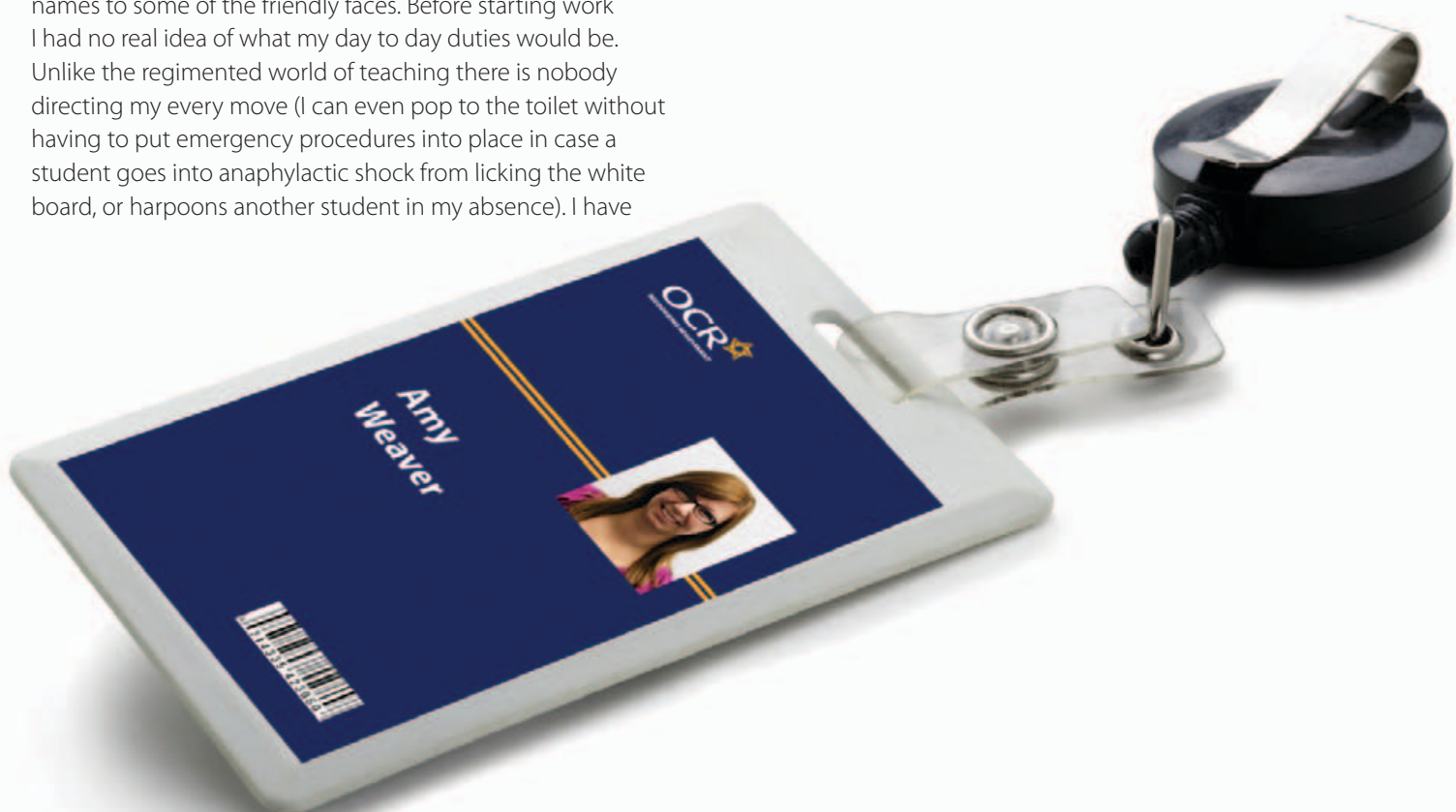
following my Head of Department foray, was an unpleasant thump back to reality. I found myself teaching more than a full-time timetable, drowning in marking and being paid far less. With less time my studies were more difficult and less enjoyable. I had started a PhD after all to further my interest in education and because, like most teachers, I am really interested in the theory of education. Around March 2010 I decided that something had to change, because I was missing out on time to research and see friends and family. I found an advert for OCR's seconded teacher programme and saw the glimpse of light at the end of the teaching tunnel.

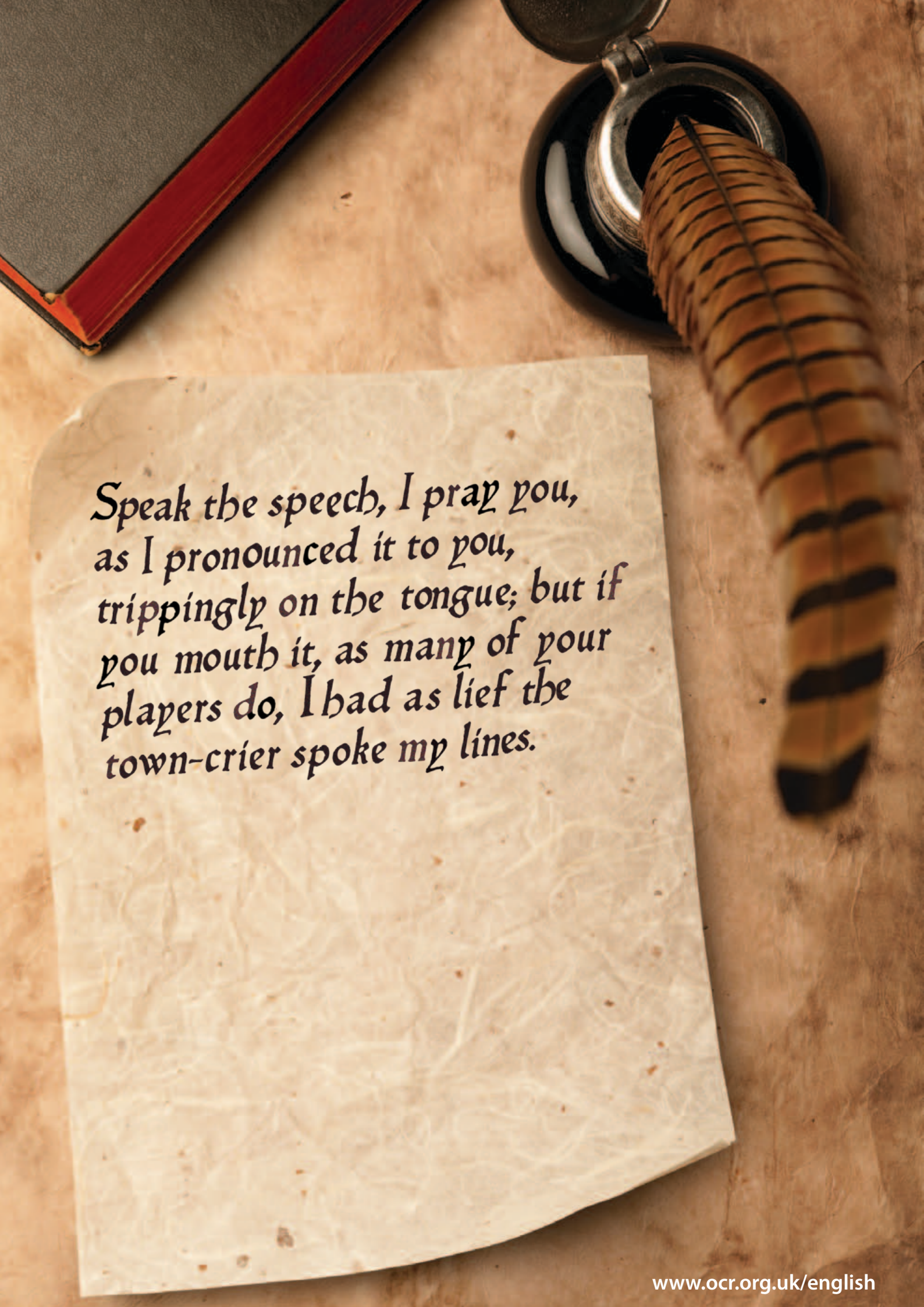
"As a seconded teacher, my role within OCR is to give the teacher's perspective to the exam board".

After almost two weeks of working for OCR I just about know my way around the Coventry building, I've chosen my favourite drink from the free machine and can put a few names to some of the friendly faces. Before starting work I had no real idea of what my day to day duties would be. Unlike the regimented world of teaching there is nobody directing my every move (I can even pop to the toilet without having to put emergency procedures into place in case a student goes into anaphylactic shock from licking the white board, or harpoons another student in my absence). I have

been given projects to work on, but it's up to me how best to direct my time to complete them, and I am able to suggest topics and guide my projects along areas of interest for me. For example my tasks include lots of research into the provision of support materials from OCR and other awarding bodies for GCSEs and GCEs, with particular focus on the controlled assessment that's been introduced. I'll be attending INSET training and moderation meetings throughout the year to speak to teachers about their support needs and hope to set up a focus group to aid this evaluation. I'm also helping to work towards a programme of events to mark the 450th anniversary of Shakespeare's birth in 2014. As a seconded teacher, my role within OCR is to give the teacher's perspective to the exam board and to cast a 'critical eye' over support materials and specifications. It's too early in the year to say what I will do once I leave OCR, but the year ahead is already shaping up to offer me plenty of opportunities for getting involved in interesting and valuable projects.

Amy Weaver



A top-down view of a wooden desk. In the upper right, a black inkwell holds a quill pen. To its left is a red book with a dark cover. In the center, a piece of aged parchment is laid out, featuring a handwritten passage in a black, calligraphic script. The parchment has a mottled, fibrous texture and some small brown spots. The background is a light-colored wooden surface with a visible grain.

Speak the speech, I pray you,
as I pronounced it to you,
trippingly on the tongue; but if
you mouth it, as many of your
players do, I had as lief the
town-crier spoke my lines.

Shakespeare and performance

Well, there's a shock - linking Shakespeare directly to a performed version of the text. That's what the new OCR GCSE English Literature does. Some have said it's dumbing down but Shakespeare wrote plays and he wrote them to be performed.

It is a fine and good thing to study Shakespeare's language and to appreciate the rich density and vigour of it but his phrases are turned to a purpose and intimately related to the action that goes with them. Too often we have seen responses which treat Shakespeare as a novelist and which ignore the theatricality of his work, its very essence. By linking to a performance, whether film, audio or live, we are trying to bring back the vividness and immediacy of the work. Teachers have always used film and live performance to enlighten the text but it has not been assessed before. This is the opportunity to get the fullest value from this method of teaching and restore the proper emphasis on the play as a performance. We hope this will enrich students experience of literature – the play's the thing wherein we'll catch the kids!

Andrew Bradford



Too often we have seen responses which treat Shakespeare as a novelist...

Forthcoming events and support

We're building on our wide range of resources to ensure there is support for you at every stage of your preparation and initial teaching of the new GCSE English 2010 specifications.



OCRs new Social Network

Our new social network site hit monitors and mobiles this September when we launched the latest in our online platforms for teachers.

We've developed a new online community for you; it's a new platform with a number of enhancements that will make it a lot easier to discuss the issues that matter to you.

Based on feedback you've given us, you're now able to discuss things instantly and no longer have to wait for us to moderate your comments. In addition, you can upload resources and share these with each other and on other social media websites.



You can **engage with teachers** – and with us – to share best practice offer guidance access a range of support materials such as lesson plans, presentations, videos and links to other helpful sites.

We hope to grow this community into a vibrant online space for you to talk about subjects, individual qualifications and broader discussions around the issues facing you as teachers.

Please register for the new community at <http://social.ocr.org.uk>, take a look around, comment on other people's posts, upload resources and enjoy your online space.

Events

Regional Support Meeting for GCSE 2010 English

During the autumn term we are developing GCSE Support Networks hosted by OCR schools across the UK from Newquay to Yorkshire, East Sussex to Staffordshire.

Led local OCR Examiners and Developers, with members of OCR's Qualification Team in attendance, the focus of these informal 'twilight' sessions during autumn 2010 will be Controlled Assessment and marking criteria.

An important part of the meeting will be the Q&A session – in addition to access to a local OCR representative, OCR GCSE English teachers will have a forum where issues and concerns can be shared and resolved in the company of colleagues and the opportunity to develop a network of like minded colleagues that can be accessed at any time.

As teachers share best practice during and between these meetings the OCR team will be on hand to offer personal help and assistance. Best practice can be identified and shared nationally as well as locally.

If you are interested in developing a Support Network in your part of the world please contact **Susan Mercer** on **07711 832798**.

Get ready and Get started Inset training

GCSE English 2010 Specifications (J350/J355/J360):
Get started – Successful first delivery

This training event is **FREE** until December 2010 and includes refreshments, lunch and course materials.

OCR GCSE English/English Language (J350/J355):
Get ahead – Successful delivery of the internally/externally assessed units

Book online at www.ocr.eventbooker.org.uk or alternatively telephone **024 7649 6398** and our training team will be happy to assist you to complete your online booking.

Support

Sign up to teach OCR to receive your free Poetry Anthologies

An easy-to-use collection of the set text poetry used in the specification. You can teach from the anthology and your learners can annotate meaning. You won't have to find and re-produce the poems as we'll have done if for you.

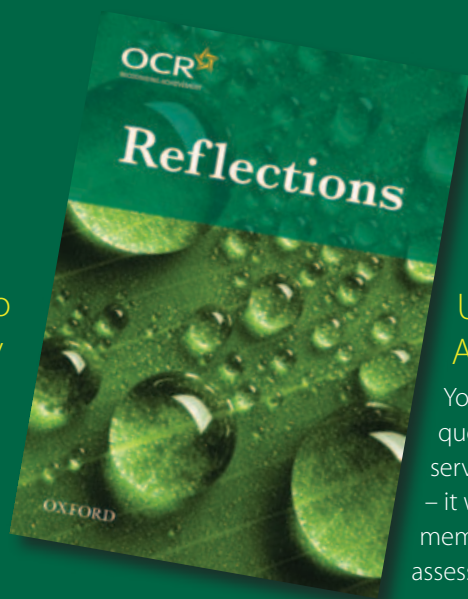
As soon as we know that you're delivering OCR specification you'll receive two copies of our free Poetry Anthology for each student – a working and clean copy.

You can contact us on **0300 500 1564** to place your order or sign up www.ocr.org.uk/qualifications/type/gcse_2010/eoi

Spoken Language Speaking and Listening DVDs

To support the delivery of Spoken Language assessment, the new aspect of all 2010 English Language specifications, OCR customers will receive a copy of an audio visual resource produced to guide them in the teaching and marking of Spoken Language and Speaking and Listening. Our resource contains two DVD's. The first provides the an introductory audio/visual presentation by our Principal Examiner for Speaking and Listening and offers guidance on the marking of student's Speaking and Listening tasks. The second is designed to stimulate and enthuse teachers and candidates alike by providing contemporary video examples and the accompanying transcripts of a range of accessible public speakers and topics including politicians, interviewers and presenters. From Barack Obama to Eddie Izzard, politics to comedy from Jenni Murray, to Jamie Oliver: Woman's Hour to cookery presentation. Additional resources are available at the OCR website where you can find helpful sample Spoken Language 'schemes of work and a lesson plan booklet' along with Candidate Style answers on the OCR website

www.ocr.org.uk/qualifications/type/gcse_2010/english/english_lang/documents



Unique to OCR is the free Controlled Assessment consultancy service

You don't have to wait for a network or an inset to raise a query relating to Controlled Assessment. Our consultancy service via email service is free and highly responsive – it will enable you to receive expert advice from senior members of the examining team on delivering controlled assessment and on task setting in particular. (We regret we can't comment on live work.) Follow the link below to access the guidelines and submission form www.ocr.org.uk/qualifications/type/gcse_2010/english/english_documents

Interchange and Active Results

This free, secure website for centres offers a variety of services for Exams Officers and teachers. These range from enabling you to carry out day-to-day administrative functions online quickly and efficiently – from downloading the Controlled Assessed Tasks, to accessing Active Results, our results analysis portal. It's updated daily, so it's always the most accurate way to view any of your exam related information.

Virtual visions

OCR has made this free resource as an additional creative complement to OCR's *Reflections* anthology. It is not anticipated that every poem will be taught using the ideas on the DVD, but that the content can be used to develop a debate around the poems and the techniques used for enrichment sessions where these might occur.



Functional Skills

Our new Functional Skills English is live for entries and assessment, with Entry Level materials now available on Interchange, and entry/assessment dates for Level 1 and 2 available at www.ocr.org.uk/functionalskills.

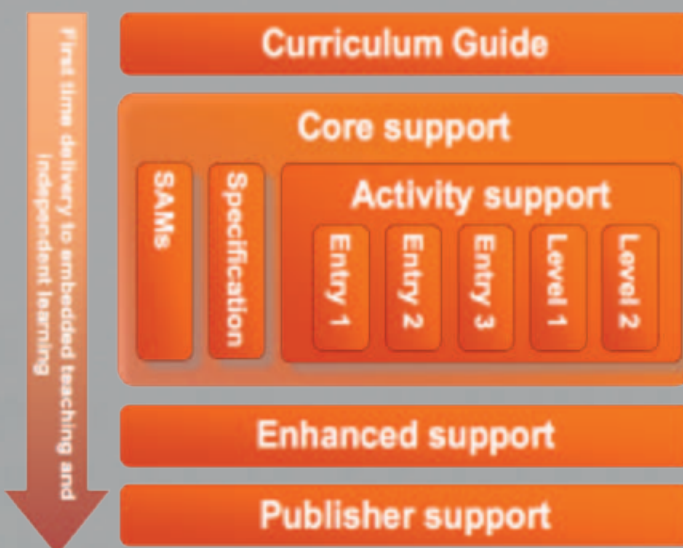
In addition, an extensive, free range of teaching and learning resources are available to help you plan for delivery, enhance existing teaching approaches and develop new approaches to delivery and embedding. GCSE resources available through our publisher partner OUP also highlight links to Functional skills, to help you embed delivery into existing teaching.

Free INSET training is also available through our event booker at www.ocr.org.uk/training, and includes *Get Ready* and *Get Started* courses

Why do Functional Skills?

Functional Skills, when taught alongside other subjects, helps enrich a learner's experience of English and develops Independent Learning. By teaching learners how to apply their English skills to a wide range of contexts, the learners are better able to make independent decisions about the best way to use their English skills, depending on the situation. Independent Learning, highly prized by both employers and Ofsted, is a natural outcome of effective Functional Skills teaching and our wide range of free resources helps you incorporate Functional Skills teaching into existing plans.

Centre support



ENGLISH



OCR Customer Contact Centre

General qualifications
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Email general.qualifications@ocr.org.uk

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