

# F I N A L

This brochure covers three specifications:

- Drama
- Expressive Arts
- Music



## GCSE

### Drama, Expressive Arts and Music

Our modern, fun and engaging specifications offer the flexibility to adapt the courses to both you and your learners' strengths and interests whilst emphasising learning through doing. All these enjoyable practical-based qualifications provide progression to higher education.

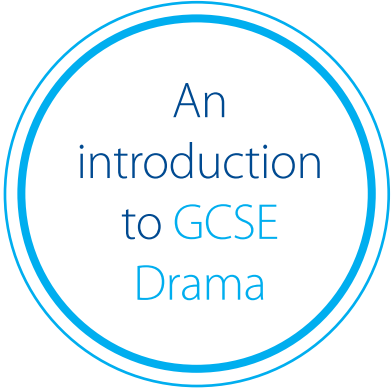
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An  
introduction  
to GCSE  
Drama

This course is an enjoyable and practical approach to Drama, with the emphasis on learning through doing. It allows your learners to improve their performance skills, by creating their own work and preparing existing texts for performance.

Further benefits to you and your learners:

- Manageable and engaging assessment tasks to deliver and take, therefore motivating learners.
- The choice of working individually, in pairs or in a group of up to six for all units, providing learners with the opportunity to work as a team.
- Centres can choose their own text and stimulus material and contextualise the controlled assessment tasks to best suit their specific circumstances.
- Additional options to work in the roles of designer, deviser and director, as well as performer. So learners become multi-skilled, which gives them the opportunity for progression to further education.

### Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Drama specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Drama.
- Provide a range of Drama support materials, including schemes of work and sample assessment materials.
- Make our Drama publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Drama.



## Course summary for GCSE Drama

We've summarised the course details and the assessment objectives for GCSE Drama.

Unit title and description	Assessment and duration	Weighting
<b>Unit A581: From Page to Stage</b> • Explore how a published text is animated and brought to life for an audience.	• Controlled assessment (10 hours) stemming from workshops. • Assessed on performance and working record. • Moderated by postal moderation.	30%
<b>Unit A582: Drama in the Making</b> • Explore the key principles and concepts of devising a piece of drama from stimulus material.	• Controlled assessment (10 hours) stemming from workshops. • Assessed on presentation and working record. • Moderated by postal moderation.	30%
<b>Unit A583: From Concept to Creation</b> • Realisation test. • Explore the roles of deviser, designer, director and performer (devised) or performer (text extract), and realise a brief for one of these roles.	• 10-hour practical examination. • Choice of four briefs that form the starting point for the creation of a performance or presentation. • Examined externally by visiting examiner.	40%

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Drama. Learners are expected to demonstrate the following in the context of the content described:

- AO1** • Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.
- AO2** • Apply practical skills to communicate in performance.
- AO3** • Analyse and evaluate their own work and that of others, using appropriate terminology.

## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Drama are changing, and which will stay the same.

### What changes?

### What stays the same?

#### Structure

- The specification is now unitised.
- Learners can take units at the end of the first year and re-sit units.
- Flexible order of delivery.

- The three-unit structure is comparable to the three-component structure of the old specification.
- Centres can still deliver this course in a linear fashion.
- Centres can still teach all the content of the course (units) before delivering assessments.

#### Content

- In Unit A581 learners deliver a text extract, not improvisation based on the text.
- In Unit A583 (practical examination) there are more options for learner outcome.

- The principles of the areas of study that form the underpinning content are maintained.
- Learners still work with text and stimulus material.

#### Assessment

- Coursework now becomes controlled assessment but still maintains flexibility.
- No written paper. All learners do a practical examination which incorporates options previously found in the written paper.
- Process of postal moderation easier to administer than setting up a live moderation session.
- Option to work individually or in pairs or in groups in all units.
- Learners working record now replaces portfolio evidence.

- Every centre will still be visited by an assessor from OCR.
- The familiar marking bands ('Accomplished' to 'Limited') are maintained.
- A form of the realisation test remains, but now there are additional options to work in the roles of designer, deviser and director, as well as performer.
- Learners can still present evidence in a variety of formats for all units, but now there are even more options for presenting ideas for assessment.



## An introduction to GCSE Expressive Arts

This course provides a practical approach to Expressive Arts so your learners can demonstrate their skills through a variety of different forms such as presentations, performances, artefacts and exhibitions, which means the outcome can be linked to their learning needs.

Further benefits for you and your learners:

- The specification is unitised, allowing you the flexibility to deliver the course in any order so you can match your teaching to your learners' learning style.
- Easy-to-use, teacher-friendly marking criteria that inform and support learning with manageable procedures for controlled assessment.
- Ease of use and reduced administration burden as all units can be assessed/moderated on one day by the popular visiting assessor service.
- Offers your learners the choice to work individually, in a pair, or in a group, which provides learners with the opportunity to work as a team.

### Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Expressive Arts specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Expressive Arts.
- Provide a range of Expressive Arts support materials, including schemes of work and sample assessment materials.
- Make our Expressive Arts publisher resources – tailored to the new specification – available way ahead of when you first start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Expressive Arts.





We've summarised the course details and the assessment objectives for GCSE Expressive Arts

Unit title and description	Assessment including duration	Weighting
<p><b>Unit A691: Working in Response to the Study of Artworks by Practitioners</b></p> <ul style="list-style-type: none"> <li>The unit encompasses all visual, language, media and performance arts and provides opportunities to work across traditionally separate disciplines.</li> <li>Learners will contribute work in at least two art forms from: Art and Design; Music; Drama; Dance; and Creative Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Controlled assessment.</li> <li>Assessed on outcome working in at least two art forms and a portfolio.</li> <li>Visiting moderation.</li> </ul>	30%
<p><b>Unit A692: Working in Response to a Stimulus</b></p> <ul style="list-style-type: none"> <li>This unit assesses learners' knowledge and understanding of the Expressive Arts process as they respond to a contextualised starting point, explore the Areas of Study and how they impact upon their ideas, and consider the influence of the ideas, intention, skills and techniques of existing practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>Controlled assessment.</li> <li>Assessed on outcome working in at least two art forms and a portfolio.</li> <li>Visiting moderation.</li> </ul>	30%
<p><b>Unit A693: Working in Response to a Commission in a Community Context</b></p> <ul style="list-style-type: none"> <li>Learners develop a response to one of ten set commissions for a chosen community.</li> </ul>	<ul style="list-style-type: none"> <li>12-hour practical examination.</li> <li>Assessed on outcome working in at least three art forms and a portfolio.</li> <li>Examined externally by a visiting examiner.</li> </ul>	40%

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Expressive Arts.

Learners are expected to demonstrate the following in the context of the content described:

- AO1** • Recall, select, use and communicate their knowledge and understanding of the work of practitioners and the connections between their works, demonstrating and understanding of contextual influences.
- AO2** • Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses.
- AO3** • Communicate ideas through chosen art forms, applying knowledge and understanding of how art forms relate and interact with each other, using relevant skills, techniques and compositional elements.
- AO4** • Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience.

## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Expressive Arts are changing, and which will stay the same.

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>• The specification is now unitised.</li> <li>• Learners can now take units at the end of the first year and can re-take units.</li> <li>• Order of delivery is flexible.</li> </ul>	<ul style="list-style-type: none"> <li>• The three-unit structure is comparable to the three-component structure of the old specification.</li> <li>• Centres can still deliver this course in a linear fashion if desired.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The focus of Unit A691 is now on the study of artworks by practitioners to inform ideas for realisation.</li> <li>• Commissions are now the starting point in the practical examination.</li> </ul>	<ul style="list-style-type: none"> <li>• The principles of the areas of study that form the underpinning content are maintained.</li> <li>• The specification maintains the five art forms learners can work in, using a variety of forms for outcome including still and moving image.</li> <li>• The focus is still on a practical outcome.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Coursework now becomes controlled assessment, but flexibility in assessment is maintained.</li> <li>• Assessment objectives still test the learner's ability to explore and develop, communicate and evaluate.</li> <li>• Learners will produce a complete final outcome for Units A691 and A692 as well as Unit A693.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are still assessed via outcome and portfolio evidence.</li> <li>• Every centre will still be visited by an assessor from OCR who will moderate and examine at the same time.</li> <li>• The recognised marking structure is kept for consistency ('Accomplished' to 'Limited').</li> <li>• The practical examination remains, but there is now greater emphasis on the commission.</li> </ul>



## An introduction to GCSE Music

This is an exciting specification which has a wide range of instrumental choices and which, in addition to traditional activities, now includes beatboxing, DJ-ing and sequencing – making it more appealing for both you and your learners.

Some further benefits for you and your learners are reduced administration through the electronic submission of controlled assessments and it provides a good basis for a smoother transition to A Level and further studies.

### Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE Music specification. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching Music.
- Provide a range of Music support materials, including schemes of work and sample assessment materials.
- Make our Music publisher resources – tailored to the new specification – available way ahead of when you start teaching the new specification.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at [www.GCSEchanges.com](http://www.GCSEchanges.com)

We've involved teachers throughout the development process, so the new specification, support materials and schemes of work should provide everything you need to teach our GCSE Music.





We've summarised the course details and the assessment objectives for GCSE Music

Unit title and description	Assessment including duration	Weighting
<b>B351: Integrated Tasks</b> • A performance, a composition and a commentary, all related to Area of Study 1.	Controlled assessment	30%
<b>B352: Practical Portfolio</b> • A second performance or realisation, a second composition and a log.	Controlled assessment	30%
<b>B353: Creative Task</b> • A practical examination drawing on understanding gained from all areas of study, in which learners develop a short piece, based on a stimulus, and communicate it.	Practical examination 45 minutes	15%
<b>B354: Listening Examination</b> • A written paper, with CD, assessing knowledge and understanding of Areas of Study 2, 3 and 4.	Written examination 1 hour 30 minutes	25%

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Music. Learners are expected to demonstrate the following in the context of the content described:

- AO1** • Performing/realising with technical control, expression and interpretation.
- AO2** • Creating and developing musical ideas with technical control and coherence.
- AO3** • Analysing and evaluating music using musical terminology.

The areas of study are:

- Area of Study 1 My Music
- Area of Study 2 Shared Music
- Area of Study 3 Dance Music
- Area of Study 4 Descriptive Music

## What changes, and what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE Music are changing, and which will stay the same.

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Now unitised.</li> <li>• Now four units rather than three components, and more opportunities to take the units over the two-year course.</li> <li>• Examinations for Units B353 and B352 can be taken in June.</li> <li>• Examinations for Units B353 and B354 can be taken in January or June.</li> <li>• All units can be retaken once.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit B354 is directly equivalent to the old Component 3.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Includes beatboxing, rapping, DJ-ing, dance music and sequencing.</li> <li>• Two new stimuli to choose from in Unit B353: a sequence of events and a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Many aspects of the content are recognisable from the old specification, providing continuity.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Unit B353 is externally assessed (old Component 2 was internally assessed).</li> <li>• Units B351 and B352 are controlled assessment (Component 1 was coursework).</li> <li>• Electronic submission of controlled assessments is encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit B354 remains exactly the same as the old Component 3.</li> </ul>



## Controlled assessment – your questions answered

### What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- More straightforward marking – for most subjects, learners are provided with worksheets to submit their work on
- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

### How will controlled assessment be introduced?

Controlled assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

### How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first teaching of controlled assessment until you get used to the new way of working.

### What is controlled assessment?

Controlled assessment is coursework in a supervised environment/classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

### Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed all units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

### Who will set the tasks of the controlled assessment for Drama, Expressive Arts and Music and will I still need to mark it?

#### For GCSE Drama specification, controlled assessment means:

- **Task setting** – The criteria and parameters for setting the task are defined by OCR, but centres can choose their own text and stimulus material and can contextualise the tasks to best suit their specific circumstances.
- **Task taking** – The key parameters are defined by OCR while maintaining flexibility for centres.
- **Task marking** – All controlled assessment units will be marked by the centre assessor(s), using OCR marking grids and guidance, and will be moderated by the OCR-appointed Moderator in the form of postal moderation.

#### For GCSE Expressive Arts, controlled assessment means:

- **Task setting** – The criteria and parameters for setting the task are defined by OCR, but centres can choose their own stimulus material and can contextualise the task to best suit their specific circumstances, interests and strengths
- **Task taking** – The key parameters are defined by OCR while maintaining flexibility for centres.
- **Task marking** – Both controlled assessment units will be marked by the centre assessor(s), using OCR marking grids and guidelines, and will be moderated by the OCR-appointed Moderator by visiting the centre.

#### For GCSE Music, controlled assessment means:

- **Task setting** – OCR will assume a limited level of control in relation to the setting of tasks and the OCR-set tasks should be used.
- **Task taking** – A medium level of control is assumed and the task taking parameters will be defined for several key controls and the remainder will be set by centres.
- **Task marking** – All controlled assessed units will be marked by the centre assessor using the OCR marking grids and guidance and then moderated by the OCR-appointed Moderator.

### **How long do I need to keep the controlled assessment for?**

This will be governed by the Awarding Bodies Joint Council for Qualifications' (JCQ) regulations when they are published, please visit [www.jcq.org.uk](http://www.jcq.org.uk) for more information. It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

### **When can controlled assessment start – in Year 9, 10 or 11 for GCSE Drama, Expressive Arts and Music?**

Controlled assessment can start in Year 9, 10 or 11. However it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the Drama, Expressive Arts and Music qualification you will be teaching before planning assessment schedules.

### **When can learners start researching for the controlled assessment and do they need to keep their notes?**

Tasks will be made available on 'Interchange', our free secure website, from June of the previous year of assessment to May of the year of assessment. The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners.

Learners should keep their notes to help them as preparation for controlled assessment. The notes will not be required for moderation.

### **Can we submit learners for exams in any exam session now?**

Yes, but you need to be aware of the 40% terminal assessment rule, which is detailed in the specification.

### **If learners are entered for re-sits, which marks are considered? Latest or highest?**

Learners can re-sit each unit once and can count the highest mark.



## Flexible assessment

Assessment for the new GCSEs in Drama, Expressive Arts and Music has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners. A unitised structure also gives you the flexibility to teach short and full courses at the same time.

### Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



## Support for GCSE Drama, Expressive Arts and Music teachers

We offer a range of Drama, Expressive Arts and Music support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for the new specifications, and to support you while teaching them.

Our Drama, Expressive Arts and Music support materials and events include:

- **FREE** INSET training sessions
- Schemes of work that you can customise
- Endorsed publisher partner resources
- Access to teacher and examiner networks both online and in print
- An extensive past-papers service
- Lesson plans
- Posters and card visuals
- Teacher planner.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates.

For more information on our support, visit [www.ocr.org.uk](http://www.ocr.org.uk)



## INSET Training

Our **FREE** Drama, Expressive Arts and Music *Get Ready* and *Get Started* events give you a taste of the new specifications direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training)

### *Get Ready* – introducing the new specification

This course will help you find out about the new Drama, Expressive Arts and Music specifications, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specifications.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specification for GCSE Drama, Expressive Arts and Music. There are separate courses for GCSE Drama, Expressive Arts and Music.

The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available from us
- A summary of the benefits of choosing our new GCSE Drama, Expressive Arts and Music specifications.

SEE THINGS DIFFERENTLY...



SEE THINGS DIFFERENTLY...



## INSET Training

*Get Started –*  
towards successful delivery of the new specification

This course will help you, whether you are a new and experienced or centre assessors who will be teaching this Drama, Expressive Arts and Music specifications.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to the OCR GCSE in Drama, Expressive Arts and Music. There are separate courses for GCSE Drama, Expressive Arts and Music.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learner portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





We endorse a range of publisher materials to provide quality support for centres delivering our qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.



### GCSE Drama

We're working with publisher partner Hodder Education to provide further resources to support your teaching of the new specification

Hodder Education will be publishing a brand new student's book and a teacher support website for this specification. These new resources will provide students with full support in the preparation of pieces of controlled assessment for their commentaries/portfolios as well as plenty of exemplar examination material.

Resource	Format	Samples available from	ISBN No.
OCR Drama for GCSE Student's Book	Paperback	September 2008	978 0340 98340 9
OCR Drama for GCSE Teacher Support Website	Website	Spring 2009	978 0340 98339 3

To find the latest information on published resources, please visit:  
[www.ocr.org.uk/drama/newgcse](http://www.ocr.org.uk/drama/newgcse) and select 'Published resources' from the right-hand menu.

### GCSE Expressive Arts

Hodder Education will be publishing a student and teacher support website for the new GCSE specification from OCR. These new resources will support all of the specification's five art forms and will provide exemplar portfolio pieces and examination responses.

Resource	Format	Samples available from	ISBN No.
OCR Expressive Arts for GCSE Teacher's Resource	Website	September 2008	978 0340 98507 6

To find the latest information on published resources, please visit:  
[www.ocr.org.uk/expressivearts/newgcse](http://www.ocr.org.uk/expressivearts/newgcse) and select 'Published resources' from the right-hand menu.

### GCSE Music

We're also working with Rhinegold Publishing to ensure you have OCR endorsed resources to support you through the GCSE Music specification.

To find the latest information on published resources, please visit:  
[www.ocr.org.uk/music/newgcse](http://www.ocr.org.uk/music/newgcse) and select 'Published resources' from the right-hand menu.

## Why choose OCR?

### Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

### Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. And because we listen to schools and colleges that teach our specifications, we can improve and update qualifications continually, ensuring you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work you can download, and lesson plans drawn up by teachers who teach the specification.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers. Please see page 15 for more information.

### Other qualifications

You may be interested to know about some of our other Drama, Expressive Arts and Music related qualifications:

- Entry Level Certificate in Drama
- A Level Performance Studies
- A Level Music
- Certificate/Diploma in iMedia – Levels 1, 2 and 3
- OCR Nationals in Applied Art, Design and Media – Level 1
- OCR Nationals in Media – Levels 2 and 3
- GCSE Media Studies
- A Level Media Studies



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**www.ocr.org.uk**  
OCR customer contact centre

**Vocational qualifications**

Telephone: 024 76 851509  
Facsimile: 024 76 421944  
Email: vocational.qualifications@ocr.org.uk

**General Qualifications**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: general.qualifications@ocr.org.uk

**OCR**

1 Hills Road, Cambridge CB1 2EU  
Telephone 01223 552552  
Facsimile 01223 553377

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