

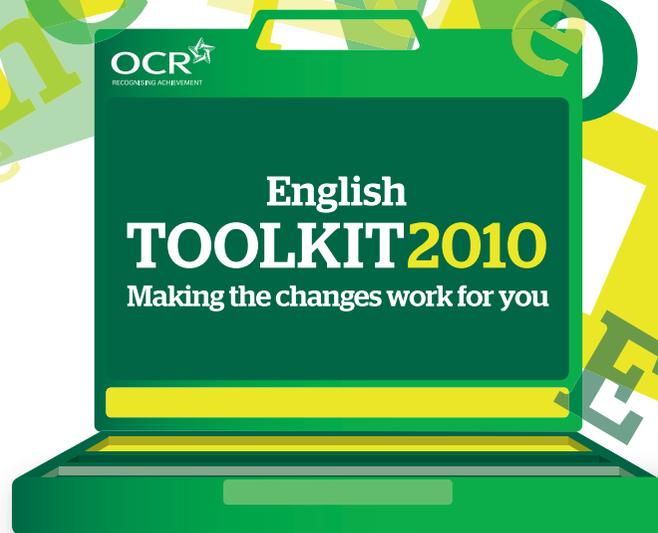
**GCSE English Suite - ACCREDITED**

## **SUMMARY BROCHURE**

Our new specifications will help you bring your passion and the wonderful power of English to your learners' lives.

**DECEMBER 2009**

[www.ocr.org.uk/english/gcse2010](http://www.ocr.org.uk/english/gcse2010)





## Contents

Introducing the <b>GCSE English Suite</b>	3
Course summary for <b>GCSE English</b>	4
What stays the same, what changes?	5
Course summary for <b>GCSE English Language</b>	6
Course summary for <b>GCSE English Literature</b>	8
What stays the same, what changes?	9
Set texts for all three specifications	10
Controlled assessment FAQs	12
Supporting you all the way	13
Publisher support for you	14
INSET training – designed for you	14
Functional skills – equip your learners for life	15
Introducing OCR	15
Next steps – your checklist	16
Need more help?	16

### IMPORTANT NOTICE

GCSE English is not available in Wales. Please contact our regional office for further details on 02920 537810.

The latest version of this brochure will always be available at [www.ocr.org.uk/english/gcse2010](http://www.ocr.org.uk/english/gcse2010)

## Introducing the GCSE English Suite

From September 2010, learners beginning a new course of GCSE English will need to be working towards the new specifications.

There are four main changes to the English GCSEs:

- 1) The introduction by all awarding bodies of a third GCSE: **GCSE English Language**
- 2) The introduction of **Spoken Language** in GCSE English Language
- 3) The introduction of **linked texts** in English Literature
- 4) The replacement of coursework with **controlled assessment**

This means that, from September 2010, there will be **three GCSE English specifications**: GCSE English, GCSE English Language and GCSE English Literature.

GCSE English must be taken on its own. In order for centres to achieve performance table points, learners taking GCSE English Language must also be entered for GCSE English Literature.

We've already involved thousands of English teachers and consulted with key stakeholders in the English teaching community throughout the development process to date. We've done this so that our new GCSE English specifications, support materials and publisher resources will provide you with everything you need to teach our new GCSEs with confidence.

### We've listened to you ...

Among many things, in response to your feedback we have reviewed set texts, made the specifications simpler and easier to understand and are producing extra support and guidance for controlled assessment.

You and your learners can benefit from our GCSE English specifications because:

- They've been built with **teachers in mind**, using a clear and easy-to-understand format making them straightforward to deliver.
- They have a **flexible structure** giving you the ability to teach the qualification in linear or modular formats and move learners from one course to another should you need to as they develop.
- **Set texts have been chosen by you** and include a good range for different types of learners and teachers too!
- **Clear and sensible approach to assessment** means that exam papers and requirements are clearly presented and sensibly structured. There is also a good range of controlled assessment tasks accompanied by lots of support and guidance.

## Making 2010 GCSE changes easier for you

We want to make it as easy as possible for you to manage the changes to the new GCSEs. To minimise disruption, we will:

- Make available a range of GCSE English, English Language and English Literature support materials, which are designed to save you time in preparing to teach our specifications – including specimen assessment materials and a Guide to controlled assessment
- Tailor our publisher resources to our new specifications and make them available way ahead of first teaching
- Keep you fully up to date. Look out for our termly English update *The Word*, and check in online at [www.ocr.org.uk/english/gcse2010](http://www.ocr.org.uk/english/gcse2010)





## Course summary for GCSE English

The strengths of our English specification are:

- The **co-teachability** between English and English Language and the common exam between the two.
- The generic tasks offered in the Unit 641: Reading Literary Texts allow you to **choose your own texts**.
- The accessibility of the foundation questions in the one exam unit in English and English Language.
- The easy progression from KS3 to KS4.

- Learners study a total of **three** texts from a set text list chosen by teachers, or choose their own texts and choose the generic tasks on offer, meaning you can be confident that the range and suitability of texts on offer will help engage your learners as well as giving them the best opportunity to shine.
- Four mandatory units, one examined and three controlled assessment, mean this specification is most suitable for learners who do not favour exams.

Unit title and description	Set texts	Assessment and duration	Weighting
<p><b>A641: GCSE English Unit 1: Reading Literary Texts</b></p> <ul style="list-style-type: none"> <li>- Study and respond to <b>three</b> texts. One from Drama, one from Prose or Literary Non-fiction and one from Poetry. The latter two tasks must include a study of both a text from the English, Welsh or Irish Literary Heritage (LH) and a text from a Different Culture or Tradition/Contemporary (DCTC). Centres can choose their own texts by selecting controlled assessment tasks set around a theme.</li> <li>- Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation.</li> <li>- Evaluate ways in which texts may be interpreted differently according to the perspective of the reader.</li> <li>- Understand how texts from the Literary Heritage have been influential and significant over time.</li> <li>- Explore how texts from different cultures and traditions may reflect or influence values and assumptions.</li> </ul>	<p><b>Drama:</b> Romeo and Juliet (LH); Julius Caesar (LH)  <b>Poetry:</b> Wilfred Owen (LH); Carol-Ann Duffy (DCTC); Benjamin Zephaniah (DCTC)  <b>Prose:</b> Pride and Prejudice (LH); The Withered Arm and other Wessex Tales (LH); Of Mice and Men (DCTC); Tsotsi (DCTC)  <b>Literary Non-fiction:</b> Notes from a Small Island (DCTC); The Kindness of Strangers (DCTC)</p>	<p>Controlled assessment 40 marks</p>	<p>20%</p>
<p><b>A642: GCSE English Unit 2: Imaginative Writing</b></p> <ul style="list-style-type: none"> <li>- Produce two linked, continuous, imaginative writing responses, around one of the following areas; <ul style="list-style-type: none"> <li>• Text development</li> <li>• Media</li> </ul> </li> <li>- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes.</li> <li>- Adapt form to a range of styles and genres.</li> </ul>		<p>Controlled assessment 40 marks</p>	<p>20%</p>
<p><b>A643: GCSE English Unit 3: Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Three scenarios – one must be in a real-life context beyond the classroom.</li> <li>- Engage in speaking and listening activities in a variety of formal and informal contexts.</li> <li>- Present and listen to information and ideas.</li> <li>- Respond appropriately to the questions and views of others.</li> <li>- Adapt talk to situation and audience, using Standard English where appropriate.</li> <li>- Select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.</li> </ul>		<p>Controlled assessment 40 marks</p>	<p>20%</p>
<p><b>A644: GCSE English Unit 4: Information and Ideas</b></p> <p>The examination consists of two sections:</p> <p><b>Section A: Non-fiction and Media</b></p> <ul style="list-style-type: none"> <li>- Exam based on the reading of previously unseen material – one non-fiction and one media piece.</li> <li>- Show understanding of how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation.</li> <li>- Evaluate the ways in which texts may be interpreted.</li> </ul> <p><b>Section B: Writing Information and Ideas</b></p> <ul style="list-style-type: none"> <li>- Produce a piece of continuous writing on a topic broadly linked to the reading material provided.</li> <li>- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes.</li> <li>- Adapt form to a range of styles and genres.</li> </ul>		<p>Examination 2 hours 80 marks</p>	<p>40%</p>

## GCSE English: What stays the same, what changes?

### Assessment Objectives

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

- **AO1** Demonstrate the ability to communicate clearly and purposefully.
- **AO2** Demonstrate the ability to read and understand texts and select appropriate material.
- **AO3** Demonstrate the ability to write clearly, effectively and imaginatively.

	What stays the same?	What changes?
Structure	<ul style="list-style-type: none"> <li>• Modular and linear options</li> <li>• Higher and Foundation Tier for examined unit</li> </ul>	<ul style="list-style-type: none"> <li>• Four mandatory unit qualification</li> <li>• Unit weightings have changed</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Study of three texts (drama, poetry and prose) for the coursework equivalent</li> <li>• Study of a text from the English, Welsh or Irish heritage, a play by Shakespeare and a text from a different culture or tradition</li> <li>• Anthology supplied by OCR</li> <li>• Response to authentic unseen non-fiction and media texts in the examined paper</li> <li>• The opportunity for informative and imaginative writing</li> <li>• The three speaking and listening assessment contexts remain the same</li> <li>• Speaking and listening DVD</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction of controlled assessment – tasks set by OCR. The range of tasks include those centred around text or theme</li> <li>• Some texts have changed</li> <li>• Writing triplets have been removed</li> <li>• One of the speaking and listening scenarios must be taken from outside of the classroom</li> <li>• Thematic tasks – centres can choose own texts</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• January and June assessments</li> </ul>	<ul style="list-style-type: none"> <li>• One examined unit</li> <li>• Three units controlled assessment. One of these will be Speaking and Listening</li> <li>• Total examination time is 2 hours</li> </ul>



## Course summary for GCSE English Language

This is a **new** specification that's being introduced by all awarding bodies. It is designed to be taken alongside English Literature which is 75% exam assessed and requires learners to study six texts. 80–90% of the content is co-teachable alongside English, with the main differences between the two being:

- Introduction of Spoken Language which makes up 10% of the course
- Unit weighting
- Learners study **one** text instead of three in unit one from a set text list or those texts chosen by you, meaning you can be confident that the range and suitability of texts on offer will help engage your learners as well as giving them the best opportunity to shine.

Other features include:

- The co-teachability between English and English Language and the common exam between the two.
- The generic tasks offered in the Extended Literary Texts allow centres to choose their own texts.
- The accessibility of the foundation questions in the one exam unit in English and English Language.
- The link between the Spoken Language study and Speaking and Listening activities for the former.
- The easy progression from KS3 to KS4.

Unit title and description	Set texts	Assessment and duration	Weighting
<p><b>A651: GCSE English Language Unit 1: Extended Literary Text and Imaginative Writing</b>  <b>Extended Literary Text</b></p> <ul style="list-style-type: none"> <li>- Response to one text from a choice of prose, drama, poetry or literary non-fiction.</li> <li>- One continuous writing response.</li> </ul> <p><b>Imaginative Writing</b></p> <ul style="list-style-type: none"> <li>- Produce two linked, continuous, imaginative writing responses, around one of the following areas;               <ul style="list-style-type: none"> <li>• Personal and imaginative writing</li> <li>• Prose fiction</li> </ul> </li> <li>- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes.</li> <li>- Adapt form to a range of styles and genres.</li> </ul>	<p><b>Drama:</b> Romeo and Juliet; Julius Caesar.  <b>Poetry:</b> Wilfred Owen; Simon Armitage; Carol-Ann Duffy; Benjamin Zephaniah.  <b>Prose:</b> Pride and Prejudice; The Withered Arm and other Wessex Tales; Of Mice and Men; Tsotsi.  <b>Literary Non-fiction:</b> Notes from a Small Island; The Kindness of Strangers</p>	<p>Controlled assessment 60 marks</p>	<p>30%</p>
<p><b>A652: GCSE English Language Unit 2: Speaking, Listening and Spoken Language</b>          This unit is divided into 2 sections:</p> <p><b>Section A: Speaking and Listening (40 marks in total)</b></p> <ul style="list-style-type: none"> <li>- A drama-focused activity, a group activity and an individual extended contribution.</li> <li>- One activity must be a real-life context in and beyond the classroom.</li> </ul> <p><b>Section B: Spoken Language (20 marks in total)</b></p> <ul style="list-style-type: none"> <li>- One written response to studying use of spoken language.</li> <li>- Functionality is assessed in this unit: 10%.</li> </ul>		<p>Controlled assessment 60 marks</p>	<p>30%</p>
<p><b>A653: GCSE English Language Unit 3: Information and ideas</b>          The examination consists of two sections:</p> <p><b>Section A: Non-fiction and Media</b></p> <ul style="list-style-type: none"> <li>- Exam based on the reading of previously unseen material – one non-fiction and one media piece.</li> <li>- Show understanding of how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation.</li> <li>- Evaluate the ways in which texts may be interpreted.</li> </ul> <p><b>Section B: Writing Information and Ideas</b></p> <ul style="list-style-type: none"> <li>- Produce a piece of continuous writing on a topic broadly linked to the reading material provided.</li> <li>- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes.</li> <li>- Adapt form to a range of styles and genres.</li> </ul>		<p>Examination 2 hours 80 marks</p>	<p>40%</p>

## Assessment Objectives

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

- **AO1** Communicate clearly and purposefully, listen and respond to speakers' ideas and perspectives, interact with others, shaping meanings through suggestions, comments and questions.
- **AO2** Understand variations in spoken language, explaining why language changes in relation to contexts. Evaluate the impact of spoken language choices in their own and others' use.
- **AO3** Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate. Develop and sustain interpretations of writers' ideas and perspectives. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence.
- **AO4** Write to communicate clearly, effectively and imaginatively. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.



## Course summary for GCSE English Literature

- The Shakespeare and film or live performance or audio Linked Text Unit.
- The need to only compare two poems in the Literary Heritage Linked Texts Unit.
- The choice between the unseen/anthology poetry question in literature.
- The updating of Literary Heritage to allow texts such as Lord of the Flies etc.
- Learners can be entered for a mixture of foundation and higher tier papers.
- Learners study a total of **six** texts.

### Unit title and description

#### A661: GCSE English Literature Unit 1: Literary Heritage Linked Texts

##### Shakespeare and Film:

- Candidates answer one question on the Shakespeare text studied linked to a film, audio version, or live performance.

##### Poetry:

- Candidates study one poet from a choice of six.
- Candidates answer one comparative question linking **two** poems they have studied by the same poet.

#### A662: GCSE English Literature Unit 2: Modern Drama

- Candidates study one of six modern drama texts.
- Candidates answer one passage-based question or one essay question.

#### A663: GCSE English Literature Unit 3: Prose from Different Cultures

- Candidates study one of six texts from different cultures.
- Candidates answer one passage-based question or one essay question.

#### A664: GCSE English Literature Unit 4: Literary Heritage Prose and Contemporary Poetry

##### Literary Heritage Prose

- Candidates study one from six Literary Heritage Prose texts.
- Candidates answer one passage-based question or one essay question.

##### Contemporary Poetry .

- Candidates study one poet from a choice of six anthologised poets from the Poetry Anthology or study for the contemporary unseen poem.
- Candidates answer one question on a poem by the poet of their choice or respond to an unseen poem.

### Set texts

**Shakespeare:** Macbeth; Romeo and Juliet; Merchant of Venice; Julius Caesar.  
**Poetry:** Robert Browning; Geoffrey Chaucer; Thomas Hardy; Wilfred Owen; Christina Rossetti; Shakespeare's Sonnets.

**Modern Drama:** An Inspector Calls; Journey's End; Educating Rita; The History Boys; A View from The Bridge; Hobson's Choice.

**Prose from Different Cultures:** Of Mice and Men; To Kill a Mockingbird; Paddy Clarke Ha Ha Ha; Anita and Me; Tsotsi; The Joy Luck Club.

**Literary Heritage:** Pride and Prejudice; The Strange Case of Dr Jekyll and Mr Hyde; Silas Marner; Animal Farm; Lord of the Flies; The Withered Arm and other Wessex Tales.

**Contemporary Poetry:** Simon Armitage; Gillian Clarke; Wendy Cope; Carol-Ann Duffy; Seamus Heaney; Benjamin Zephaniah.

### Assessment and duration

Controlled assessment  
40 marks

Examination  
45 minutes  
40 marks

Examination  
45 minutes  
40 marks

Examination  
1 hour 30 minutes  
80 marks

### Weighting

25%  
Shakespeare  
and Film 10%  
Poetry 15%

25%

25%

25%  
Literary  
Heritage Prose  
15%  
Contemporary  
Poetry 10%

## GCSE English Literature: What stays the same, what changes?

### Assessment Objectives

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

- **AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
- **AO2** Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
- **AO3** Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.
- **AO4** Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

	What stays the same?	What changes?
Structure	<ul style="list-style-type: none"> <li>• Modular and linear options</li> <li>• Three examined units</li> <li>• Higher and Foundation Tier for three examined units</li> </ul>	<ul style="list-style-type: none"> <li>• Four mandatory unit qualification with single route through specification</li> <li>• Unit weightings have changed</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Unit A661: Study of Prose, Poetry and Drama. Controlled assessment contains the study of Shakespeare and poetry previously covered in coursework.</li> <li>• Unit A662: Study of Modern Drama</li> <li>• Unit A663: Study of Different Cultures. Contains social, cultural, historical elements previously covered in both examination and coursework</li> <li>• Unit A664: Study of Literary Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Unit A661: Includes linking of Shakespeare to film/audio/live performance. Poems from the same poet can be linked</li> <li>• Unit A662: Set texts revised</li> <li>• Unit A663: Opening Worlds collection no longer included</li> <li>• Unit A664: Literary Heritage is no longer defined as pre-1914</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• January and June assessments</li> <li>• Ratio of examined units to coursework broadly the same</li> </ul>	<ul style="list-style-type: none"> <li>• Three units examined 75%</li> <li>• One controlled assessment unit of 25%</li> <li>• Total examination time 3 hours</li> <li>• The terminal rule has been changed. Learners must take at least 40% of the overall assessment in the same series they enter for certification.</li> </ul>



## Set Texts: GCSE English, GCSE English Language and GCSE English Literature

The OCR set texts have been chosen by teachers working across our three specifications. They have been chosen to make it easier for you to move your learners between courses without them having to start new set text study. Please refer to pages 4, 6 and 8 for full course details. In addition in English and English Language, teachers can choose their own texts and choose controlled assessment tasks around a theme.

Text List	English	English Language	English Literature
	Learners study <b>three</b> texts. One text from Literary Heritage, one text from Different Cultures, one text from either Poetry, Contemporary Poetry, Literary Heritage Prose or Literary Non-fiction.	Learners study <b>one</b> text from choice below.	Learners study <b>six</b> texts. Choose one text from each section below.
<b>Literary Heritage:</b>			
Macbeth <b>New</b>			Unit 1: Literary Heritage Linked Texts
Romeo and Juliet	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 1: Literary Heritage Linked Texts
Merchant of Venice <b>New</b>			Unit 1: Literary Heritage Linked Texts
Julius Caesar <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 1: Literary Heritage Linked Texts
<b>Poetry:</b>			
Thomas Hardy <b>New</b>			Unit 1: Literary Heritage Linked Texts
Robert Browning <b>New</b>			Unit 1: Literary Heritage Linked Texts
Shakespeare's Sonnets <b>New</b>			Unit 1: Literary Heritage Linked Texts
Geoffrey Chaucer <b>New</b>			Unit 1: Literary Heritage Linked Texts
Wilfred Owen <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 1: Literary Heritage Linked Texts
Christina Rossetti <b>New</b>			Unit 1: Literary Heritage Linked Texts
<b>Contemporary Poetry:</b>			
Simon Armitage <b>New</b>		Unit 1: Extended Literary Texts and Imaginative Writing	Unit 4: Literary Heritage Prose and Contemporary Poetry
Gillian Clarke <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
Seamus Heaney <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
Carol-Ann Duffy <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 4: Literary Heritage Prose and Contemporary Poetry
Wendy Cope <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
Benjamin Zephaniah <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 4: Literary Heritage Prose and Contemporary Poetry

<b>Text List</b>	<b>English</b> Learners study three texts	<b>English Language</b> Learners study one text	<b>English Literature</b> Learners study six texts
<b>Modern Drama:</b>			
An Inspector Calls <b>New</b>			Unit 2: Modern Drama
Journey's End			Unit 2: Modern Drama
Educating Rita <b>New</b>			Unit 2: Modern Drama
The History Boys <b>New</b>			Unit 2: Modern Drama
A View from The Bridge <b>New</b>			Unit 2: Modern Drama
Hobson's Choice <b>New</b>			Unit 2: Modern Drama
<b>Prose from Different Cultures:</b>			
Of Mice and Men <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 3: Prose from Different Cultures
To Kill a Mockingbird <b>New</b>			Unit 3: Prose from Different Cultures
The Joy Luck Club <b>New</b>			Unit 3: Prose from Different Cultures
Tsotsi <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 3: Prose from Different Cultures
Paddy Clarke Ha Ha Ha <b>New</b>			Unit 3: Prose from Different Cultures
Anita and Me <b>New</b>			Unit 3: Prose from Different Cultures
<b>Literary Heritage Prose:</b>			
Pride and Prejudice <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 4: Literary Heritage Prose and Contemporary Poetry
The Strange Case of Dr Jekyll and Mr Hyde <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
Silas Marner			Unit 4: Literary Heritage Prose and Contemporary Poetry
Animal Farm <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
Lord of the Flies <b>New</b>			Unit 4: Literary Heritage Prose and Contemporary Poetry
The Withered Arm and other Wessex Tales <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	Unit 4: Literary Heritage Prose and Contemporary Poetry
<b>Literary Non Fiction:</b>			
Notes from a Small Island <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	
The Kindness of Strangers <b>New</b>	Unit 1: Reading Literary Texts	Unit 1: Extended Literary Texts and Imaginative Writing	



## Controlled assessment FAQs

### What is controlled assessment?

Controlled assessment is coursework in a supervised environment or classroom and will be replacing traditional coursework in English GCSEs from September 2010 under different levels of control. Controlled assessment has been introduced by Ofqual to address some of the issues raised in coursework reviews, such as plagiarism.

### How much will controlled assessment be worth?

In English and English Language, controlled assessment will be worth 60% of a candidate's final mark. In English Literature, it will account for 25% of a candidate's final mark.

### Why is controlled assessment being introduced by Ofqual?

There are a number of reasons. Firstly, it gives learners the opportunity to produce an original response without the drawbacks of 'over-preparation'. It also allows greater control, while still allowing you more freedom than is offered in examined units. Your centre decides when your learners do the assessment, and you can contextualise tasks to meet your own learners' needs.

Another advantage is that you can be confident that work is authentic, which will mean improved reliability and validity.

### Who sets the task?

This is done by awarding bodies, except for speaking and listening, where guidance will be offered. Tasks will change every year, and will be released in the late spring to allow you to prepare for teaching them in the following academic year. Texts will remain in place for longer periods. We've consulted widely with you on the range of controlled assessment

tasks to ensure there is an appropriate range for a variety of learners and to help limit the resource implications of annually changing tasks on your department.

### How much time will controlled assessment take?

Different tasks will have different amounts of time allocated to them, and centres will be informed about these by the awarding body. You'll be advised of the amount of time you should spend preparing learners for each task, as well as a set time limit for completion of the final response after formal teaching has stopped.

Although the time for completing the final response will be set, centres can decide when this time is allocated, and how to split the time. For example if four hours are allowed, you may wish to have learners use this as one session, or split the time up throughout several different sessions (e.g. four one-hour sessions). This allows centres to work controlled assessment around their existing timetables.

### When can I do controlled assessment?

The task can be completed in Years 9, 10 or 11, but you must make sure that you do the correct task for that year. You can complete the task at any point in the academic year, provided that you meet the deadline for submission.

### How will it be supervised?

The final response to the task must be closely supervised, either by the class teacher or another supervisor. It's up to you whether you wish to use your classrooms or make other arrangements. If you choose to divide the allowed time between several sessions, centres must ensure that all work is handed in at the end of each session and held securely. Learners will be able to take their notes, references and plans, but no draft or part already written into the sessions, although

teachers must not comment or give feedback on the work while it is being completed.

### Can learners word process their final responses?

Yes, if facilities exist for them to do this securely. Internet access must be disconnected and work must be stored securely so that the learner cannot access it between sessions. The same supervision rules apply as above.

### How will controlled assessment responses be marked?

Teachers will mark it, much as they do now, using mark schemes supplied by the awarding body. We will provide extensive support for the tasks that are set in that year. Work will then be moderated by the awarding body.

### Can I access ongoing support?

Rest assured that we will provide extensive guidance on controlled assessment at all stages of the process. We will also help centres in specific tasks that are being set for a particular year.

### When can I see some controlled assessment tasks?

Some specimen controlled assessment tasks are now available on our website as part of the specimen material available for the new specification.

## Supporting you all the way

We recognise that the introduction of the new Assessment Objectives, functional elements and controlled assessment will bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts so that we can make the changes work for you. The support will be designed to save you time while you prepare for and teach our new specifications. In response to what you have told us we will be offering detailed guidance on controlled assessment curriculum planning and key topics such as the teaching of poetry.

## An even better service

You can look forward to new and improved services and resources such as:

**Active Results** – analyse your learners' results in greater detail with our new, free online results analysis software.

- It makes richer and more granular data available to centres including question-level data from e-marking and e-testing.
- It links candidate data from OCR (grades, marks, question level) with national data already available to your centre (prior attainment and contextual data for learners).
- It enables you to identify the strengths and weaknesses of individual learners and your centre's cohort as a whole within specific qualifications.

This service will be available from first exam series. For more information, go to

[www.ocr.org.uk/interchange/active\\_results.html](http://www.ocr.org.uk/interchange/active_results.html)

**A dedicated telephone helpline** – now you can call our dedicated and trained support team if you have any queries relating to GCSE English qualifications on **0300 500 1564**. It's available 8.00am – 5.30pm, Monday – Friday.

On top of this, our core support services will also include:

- FREE INSET training
- FREE poetry anthology *Reflections* – easy-to-use one-stop collection of the set text poetry used in our specifications includes a CD-ROM
- Poetry DVD – provides creative approaches to teaching of poetry
- Schemes of work and lesson plans
- Teacher's handbook
- Specimen assessment materials including mark schemes
- Candidate style answers
- Guide to controlled assessment
- Specimen controlled assessment material
- Guide to curriculum planning
- Endorsed publisher partner resources
- e-communities – online forum where you can communicate with other subject specialists to share knowledge, resources, views and ideas
- Interchange – a completely secure, free website that helps you and your exams officer save time on administrative tasks at examination time
- Virtual toolkit - build your own English toolkit at [www.english.myocronline.co.uk](http://www.english.myocronline.co.uk)
- Controlled assessment consultancy
- e-alert updates – keep up to date by email. Register online at [www.ocr.org.uk/2010signup](http://www.ocr.org.uk/2010signup)





## Publisher support for you



OCR and Oxford University Press are working together to offer you the simplest route through the 2010 GCSE changes, making sure they work for your learners. The flexible package of resources from OUP will be available in summer 2010.

Your feedback will be central to the new specifications and resources – designed by teachers to enhance your creativity and expertise.

GCSE English for OCR Evaluation Pack  
978 019 832940 4      £15.00

GCSE English Literature for OCR Evaluation Pack  
978 019 832941 1      £15.00

GCSE English Language for OCR Evaluation Pack  
978 019 832942 8      £15.00

For more information and publication dates, please visit [www.ocr.org.uk/gcse2010](http://www.ocr.org.uk/gcse2010), select your subject and choose *Published resources* from the menu on the right.

## INSET training – designed for you

Available from January 2010, our **FREE** GCSE English *Get Started* events will include useful information about our new specifications direct from the experts. Designed to help smooth the path to the 2010 changes, they'll also provide you with an opportunity to speak face-to-face with our team.

## Get Started – planning for first teaching September 2010

This **FREE** full day course will give you essential advice and practical support to help you effectively deliver our new GCSE specifications in English, English Language and English Literature.

It will:

- Offer expert advice on preparing candidates for the external assessment
- Review exemplar candidate work
- Consider the assessment of candidates with the review of sample assessment materials
- Explain the administrative procedures for controlled assessment
- Review the support and resources available from OCR, including: schemes of work, lesson plans, candidate style answers and controlled assessment advice, along with the details of how functional skills elements have been embedded in our specifications.

For our full list of course dates, times and locations and to **book your free place**, please visit [www.oceventbooker.org.uk](http://www.oceventbooker.org.uk) using course ref. **OENH2**. An online booking will be confirmed instantly.

## Get Ready – introducing our new specifications

A small number of **FREE** half-day *Get Ready* courses will run until March 2010. They're designed for you if you're a teacher of English, no matter which awarding body you're currently with.

For our full list of course dates, times and locations and to **book your free place**, please visit [www.oceventbooker.org.uk](http://www.oceventbooker.org.uk) using course ref. **OENH1**. An online booking will be confirmed instantly.

To find out about other ways to book, please visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training) or email [training@ocr.org.uk](mailto:training@ocr.org.uk).

To get the most out of our training, you may want to familiarise yourself with all three accredited English specifications beforehand. You can download them at [www.ocr.org.uk/2010](http://www.ocr.org.uk/2010).



## Functional skills – equip your learners for life

Functional skills are practical skills in Maths, English and ICT that help learners get the most out of work, education and everyday life.

### Standalone qualification

With functionality embedded into our new GCSE English specifications for first teaching from September 2010, your learners will be on their way to becoming equipped with the necessary skills to successfully complete OCR's standalone Functional Skills English assessment should they so wish.

Functional Skills English is recognised as a standalone qualification worth 23 points at Level 2.

Our support materials for the new GCSEs will incorporate aspects of functionality and will signpost exit points to show teachers when learners are ready to sit the standalone assessment.

Furthermore, from 2011 the government is committed to introducing a new measure within the new school report card, so achieving functional skills will have a direct impact on the overall indicators of your school's performance.

## Positive support for our approach to assessment

As we've moved into the third year of a very successful functional skills pilot, we're delighted that Ofqual has published qualification and subject criteria in all three subjects that show very strong support for our pilot's assessment approach. In particular, we welcome how it enables learners to demonstrate their skills in what are recognised to be 'real life contexts'.

The criteria support the assessment model we've adopted throughout our functional skills pilot; for example each assessment must be designed to assess a single level. We use open-ended, task-based assessments to draw out young people's independent thinking skills and apply them in different settings.

Full implementation of the new functional skills qualifications will begin in September 2010. To be one of the first to see our new specifications when they're released, sign up with us for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates).

## Introducing OCR

We're a leading UK awarding body, providing an exciting range of qualifications to meet the needs of learners of all ages and abilities.

We want to help you make the most of your passion for your subject and believe in developing specifications that help you bring it to life, so learners are more likely to engage with it and achieve more. We listen to and learn from you in order to help us improve our qualifications and support services, and to make sure you and your learners get as much as possible from our qualifications.

You'll receive full support when you're teaching our qualifications. You can enjoy free training events, and choose from a useful selection of teaching materials and resources – all written for you by expert developers to make working with us easier and more rewarding.

## Next steps - your checklist

We hope we've whetted your appetite to find out more about our new GCSE English specifications. Our range of support services will certainly help you to do just that. Why not check them out today.

- Bookmark [www.ocr.org.uk/english/gcse2010](http://www.ocr.org.uk/english/gcse2010)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/2010signup](http://www.ocr.org.uk/2010signup)
- Book your FREE INSET training place online at [www.ocr.org.uk/eventbooker](http://www.ocr.org.uk/eventbooker)
- Find out about controlled assessment support
- Switch to OCR and apply to be an OCR approved centre at [www.ocr.org.uk/switch](http://www.ocr.org.uk/switch)
- Learn more about Active Results and watch a short video at [www.ocr.org.uk/interchange/active\\_results.html](http://www.ocr.org.uk/interchange/active_results.html)
- Join our e-community at [www.ocrcommunity.org.uk/english](http://www.ocrcommunity.org.uk/english)

### And don't forget...

- Send in your completed Expression of Interest (EOI) form
- Letting us know about your intention to offer our new GCSEs will help us ensure that we have the right level of support in place to meet your needs – and it's now even easier to do! Simply fill in the enclosed EOI form and return it in the pre-paid envelope or fax back your form to 024 76 851633.

## Need more help?

Our aim is to assist you however we can.

As well as giving you a toolkit of support services and resources to pick and choose from, we're also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

Here's how to contact us for specialist advice:

**By phone:** 0300 500 1564

**By email:** [english@ocr.org.uk](mailto:english@ocr.org.uk)

**By fax:** 024 76 851633

**By post:** Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ



[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

#### Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

#### General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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