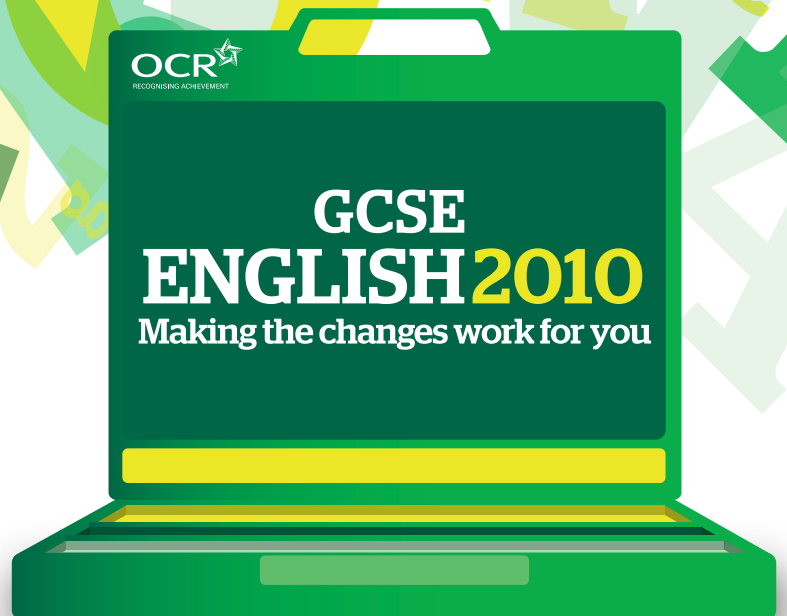


# OCR GCSE in English planning for the English GCSEs

This guide is designed to accompany  
the OCR GCSE English specification  
for teaching from September 2010.



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# 1. OCR English (J350), English Language (J355) and English Literature (J360) – Specification content

## 1.1 How to deliver the GCSE English specifications?

Below are some of the most common ways the specification will be used by schools. Please note that these are suggestions only and other routes are available.

The new OCR English/English Language/English Literature specifications are designed for co-teaching and to be compatible with each other as far as possible. The skills involved link with those required for Entry Level and will prepare students for 'A' Levels in English Language and Literature. They offer teachers flexibility of approach and candidates the opportunity to transfer between Specifications as convenient. The range of set texts available and the options provided by the various tasks in the controlled conditions units allow teachers to tailor their course to the individual requirements of different groups of students. The following planning models should not be seen as prescriptive, but as a guide as to how the different elements of the Specifications can be combined into a coherent and manageable teaching programme. Before beginning to plan the course teachers should have a clear understanding of the key requirements of each Specification; the following tables provide an at-a-glance summary of their key points.

## 1.2 Specification contents: English

Reading	Writing	Speaking & Listening
<b>Unit A641 (Controlled Assessment 20%)</b> <b>3 Texts:</b>  <b>1 Drama (Shakespeare)</b> <b>1 Poetry</b> <b>1 Prose or Literary Non-Fiction</b>  <b>(N.B. The Poetry and Prose/Literary Non-Fiction must cover the study of a text from the Literary Heritage (LH) and a text from a Different Culture or Tradition/Contemporary (DCTC).</b>  <b>For choice of texts see Specification Page 9.</b>  <b>Unit A644 (Examined Unit 20%)</b>  <b>Section A</b>  <b>Non-fiction and Media</b>  <b>2 unseen reading passages with questions testing understanding and evaluation.</b>	<b>Unit A642 (Controlled Assessment 20%)</b>  <b>Imaginative Writing</b>  <b>1 Linked Task from the following areas:</b> <b>Text Development, Media.</b>  <b>Unit A644 (Examined Unit 20%)</b>  <b>Section B</b>  <b>Writing: Information and Ideas</b> <b>Choice of 1 task from 2 options.</b>	<b>Unit A643 (Controlled Assessment 20%)</b>  <b>3 Scenarios – one must be a real-life context in and beyond the classroom.</b>

## 1.3 Specification contents: English Language

Reading	Writing	Speaking & Listening
<p><b>Unit A651 (Controlled Assessment 15%)</b> <b>Section A</b></p> <p>Extended response to 1 Literary text</p> <p>For choice of texts see Specification Pages 7-8.</p> <p><b>Unit A653 (Examined Unit 20%)</b></p> <p><b>Section A</b></p> <p><b>Non-fiction and Media</b></p> <p>2 unseen reading passages with questions testing understanding and evaluation.</p>	<p><b>Unit A651 (Controlled Assessment 15%)</b></p> <p><b>Imaginative Writing</b></p> <p>2 Linked continuous, imaginative Writing responses</p> <p><b>Unit A653 (Examined Unit 20%)</b></p> <p><b>Section B</b></p> <p><b>Writing: Information and Ideas</b> Choice of 1 task from 2 options.</p>	<p><b>Unit A643 (Controlled Assessment 30%)</b></p> <p><b>Section A</b></p> <p><b>3 Activities:</b></p> <p>1 Drama-focused 1 Group activity 1 Individual extended contribution (one of the above must be a real-life context in and beyond the classroom)</p> <p><b>Section B</b></p> <p>1 written response to the study of spoken language.</p>

## 1.4 Specification contents: English Literature

POETRY	PROSE	DRAMA
<p><b>Unit A661 (Controlled Assessment 15%)</b></p> <p><b>Section B</b></p> <p>1 Poet from the Literary Heritage</p> <p><b>Unit A664 (Examined Unit 10%)</b></p> <p><b>Section B</b></p> <p>1 Contemporary Poet/response to unseen poetry</p>	<p><b>Unit A663 (Examined Unit 25%)</b></p> <p>1 Text from Different Cultures</p> <p><b>Unit A664 (Examined Unit 15%)</b></p> <p>1 Text from Literary Heritage Prose</p>	<p><b>Unit A661 (Controlled Assessment 10%)</b></p> <p><b>Section A</b></p> <p>1 Shakespeare Text linked to study of film version</p> <p><b>Unit A662 (Examined Unit 25%)</b></p> <p>1 Modern Drama text</p>
For list of texts see Specification Page 9 (A661) & Page 12 (A664)	For list of texts see Specification Page 11 (A663) & Page 12 (A664)	For list of texts see Specification Page 9 (A661) & Page 10 (A662)

## 1.5 Specification contents: English Language and Literature side by side

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ENGLISH LANGUAGE	ENGLISH LITERATURE
<ul style="list-style-type: none"><li>• One response to a literary text*</li><li>• Two continuous writing pieces</li><li>• Three Speaking &amp; Listening activities</li><li>• One response to study of the use of spoken English</li><li>• Information &amp; Ideas exam: response to unseen media texts AND one piece of writing</li></ul>	<ul style="list-style-type: none"><li>• One Shakespeare &amp; film / audio / live performance response</li><li>• One comparison of two poems</li><li>• One Modern Drama text</li><li>• One Different cultures text*</li><li>• One Literary Heritage prose text</li><li>• One contemporary poet text OR unseen poetry option</li></ul>
*could be the same crossover text	

## 2. Delivery models for OCR GCSE English specifications

Following on is one model of how the course can be constructed to cover the three Specifications, keeping in mind the need to remain as flexible as possible. As stated above, this should in no way be seen as a definitive model. For example, depending on the size and capabilities of the cohort, the preferences of individual teachers and the availability of stock, it is highly unlikely that all English Departments would expect to teach exactly the same Literature texts to each group of students – or, if the decision was made to do this, it is unlikely to be practicable for the same text to be taught to all students at the same time. Similarly, the timing and administration of the Controlled Assessments are likely to be dependent on factors peculiar to individual centres and these must be taken into account when planning the course. Teachers, knowing the aptitude and ability of their students, should also decide for themselves how much time should be devoted to the more flexible elements of the course - preparation for the Examined Units in all Specifications and the various Speaking and Listening tasks – and when it is most appropriate to deal with these elements. Finally, all teachers should keep in mind the fact that the modular approach to the various units allows opportunity for candidates to re-take each unit once; that the Controlled Assessment tasks change annually and that the terminal rule states that ‘candidates must take at least 40% of the overall assessment in the same series they enter for the qualification certification’.

Here is what is likely to be a typical scenario. An English teacher begins the course in September of Year 10 with a group of middle ability students. At this stage (s)he is uncertain whether they will all be entered for English Language and English Literature or whether some will ultimately be entered for English only. (S)he decides to study the following texts/poets: *Romeo and Juliet* (LH); *Wilfred Owen* (LH); *Of Mice and Men* (DCTC); *Carol-Ann Duffy* (DCTC); *Educating Rita*; *Lord of the Flies* (DCTC). (S)he also intends to spend some time studying a range of contemporary poetry to allow students the option of responding to the unseen poetry task. This allows for the following common ground between the 3 specifications:

English	English Language	English Literature
Wilfred Owen	Wilfred Owen	Wilfred Owen
Of Mice and Men	Of Mice and Men	Of Mice and Men
Romeo and Juliet	Romeo and Juliet	Romeo and Juliet
*****	Carol-Ann Duffy/Unseen	Carol-Ann Duffy/Unseen *
*****	Educating Rita	Educating Rita*
*****	Lord of the Flies	Lord of the Flies*
Imaginative Writing	Imaginative Writing	*****
Information and Ideas	Information and Ideas	*****
Speaking and Listening	Speaking and Listening	*****
*****	Response to Spoken Language	*****

\*These texts will be assessed only through the English Literature Examined Units but their study will count towards the English Language qualification as well.

Working from the above table, the teacher can then begin to plan the course starting from the following principles:

For those students entering English Language and English Literature, Carol-Ann Duffy/Unseen Poetry, *Educating Rita* and *Lord of the Flies* will be assessed through external examinations taken in either January or June.

Information and ideas will be a unit common to students entered for either English or English Language and will also be assessed through an external examination taken in either January or June.

*Of Mice and Men* will be studied as the Extended Literary Text for English Language and will be assessed through Controlled Assessment (Section A Unit A651).

Wilfred Owen, *Of Mice and Men* and *Romeo and Juliet* will be studied for English and assessed through Controlled Assessment as Unit A641.

For candidates entered for English Language and English Literature *Romeo and Juliet* and Wilfred Owen will be assessed through Controlled Assessment as English Literature Unit A661.

Imaginative Writing will be assessed through Controlled Assessment as either English Unit A642 or English Language Unit A652 Section A.

Speaking and Listening opportunities will be provided throughout the course and will be assessed through Controlled Assessment at appropriate points for either English A643 or English Language A652 Section A.

The response to Spoken Language task (Section B English Language A652) is the only element of the Specification which is not common to either of the other Specifications.

N.B.: The two sections of A651, A652 and A661 do not have to be sat at the same time although they must be taken within the same Controlled Assessment period (June 1<sup>st</sup> - May 31<sup>st</sup>).

Although the actual assessment requirements for Imaginative Writing and Speaking and Listening differ slightly between English and English Language, the generic skills required are the same and so the necessary skills can be taught to candidates for both Specifications together.

With these considerations in mind, the most practicable approach to planning the course is to concentrate initially on the elements that are common to all three Specifications. The teacher decides to begin the course with a study of the poetry of Wilfred Owen in preparation for the Controlled Assessment units in English and also for the Literary Heritage Linked Texts Controlled Assessment Unit of English Literature. The teacher might also take this opportunity to do some more general work on poetry with the unseen poetry task (English Literature A664) in mind.

This Unit of work would then be followed by a detailed study of *Of Mice and Men*. This would prepare candidates for the Controlled Assessment Unit in English (A641); the Extended Literary Text task for English Language (A651) and also for the Prose from Different Cultures Examined Unit in English Literature (A663).

The final text to be studied in this first half of the course would be *Romeo and Juliet* in preparation for the Controlled Assessment in English and also for Controlled Assessment in English Literature.

In order to provide some variety to the study of Literary texts the teacher also plans for an ongoing preparation for the Imaginative Writing, Information and Ideas and Speaking and Listening units throughout the year.

By the end of the first year of the course, therefore, the students will have been prepared for the following Controlled Assessment units: A641 & A642 (English); A651 (English Language) and A661 (English Literature) and students can sit

these controlled assessment tasks at any point in the year starting from the release of the tasks in mid-May. The next decision to be made is at what stage the students should take the different Controlled Assessment tasks, keeping in mind that the assessments must be submitted for either January or the following June .

By this stage, the teacher should have a clearer idea of which students, if any, should be entered for English rather than English Language and English Literature so at this point our hypothetical school's English Department decides to reorganise the teaching groups for the following year in order to best accommodate those preparing for English Language and English Literature and those continuing with English only. This leads to the decision that English students will do the Imaginative Writing controlled assessment unit during June/July (focusing on the Text Development tasks) and those preparing for English Language will do the Extended Literary Study and Imaginative Writing Unit (A651) at the same time.

For the English Language/English Literature group the course continues in Year 11 with the study of Carol-Ann Duffy's poetry, linked with a more general study of contemporary poetry in preparation for the unseen task; they will also revisit *Romeo and Juliet* and Wilfred Owen in preparation for the English Literature Controlled Assessment unit to be done at the end of the first half-term of Year 11.

Also during this first term of Year 11 the teacher will be preparing the English Language/English Literature students for their final Controlled Assessment task A652 Section B Response to Spoken Language (for which they may have done some preliminary preparation during the preceding Summer holiday). There is then the option of this task being done either at the end of November (allowing for completion and submission of Unit A652 in January of Year 11) or for the task to be done at a convenient stage in the Spring Term. The second half of the Autumn Term of Year 11 and the remainder of the Spring Term will be devoted to the study of *Educating Rita* and *Lord of the Flies* with the final weeks of the course spent on preparing candidates for the Information and Ideas Examined Unit and revising for the English Literature Examined Units, all of which will be taken in June/July. This also allows the option for students to take the English Literature Modern Drama Examined Unit in the January session.

Students entered for the English Specification only will spend the first term of Year 11 preparing for the Controlled Assessment Unit A641 which they will do by the end of November. There would also be the option of entering students for the Controlled Conditions Speaking and Listening Unit for assessment in January. If this option is not taken, however, the Spring Term will allow completion of the Speaking and Listening Unit and also further preparation for the Information and Ideas Examined Unit. A further, important point to bear in mind is that the latter half of the Spring Term and the first half of the Summer Term (up to May 15<sup>th</sup>) will also allow the opportunity for candidates to re-take any or all of the Units for which they have already submitted work.

The Centre will, therefore, have followed the modular assessment route as follows:

Candidates for English will have completed Units A641 and A642 (40% of the course) by January of Year 11

Those taking English Language and English Literature will have completed Unit A651 of English Language (30% of the course) and Unit A661 of English Literature (25% of the course) at this point.

These students may also have taken the Modern Drama English Literature Examined Unit.

There is also the option that both sets of candidates could be entered for Speaking and Listening assessment at this stage (a further 20% of their course for English Students and 30% for those entering for English Language). If the English Language candidates are not entered for Speaking and Listening in January, they will complete the unit by Easter and their work will be submitted for moderation in June.

These students will take the remaining Examined Unit A653 in June.



English candidates will either have completed all their Controlled Assessment units leaving them only the Examined Unit in June, or they will still have to submit their Speaking and Listening tasks for moderation in June of Year 11.

Those taking English Literature will take the three Examined Units (A662, A663 and A664) in June of Year 11.

## 2.1 English Language and English Literature candidates

Terms	Unit of Work	Assessment
Year 10 Session 1	Wilfred Owen/General Poetry	
Session 2	Wilfred Owen/ Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	
Session 3	<i>Of Mice and Men</i>	
Session 4	<i>Of Mice and Men</i> / Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	
Session 5	<i>Romeo and Juliet</i>	
Session 6	<i>Romeo and Juliet</i> /Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	June/July A651
Year 11 Session 1	Carol-Ann Duffy/General Poetry/ <i>Romeo and Juliet</i> / <i>Wilfred Owen</i> revision	October A661
Session 2	Response to Spoken Language/ <i>Educating Rita</i>	November/December A652
Session 3	<i>Educating Rita</i> / <i>Lord of the Flies</i>	January A662
Session 4	<i>Lord of the Flies</i> / Speaking and Listening Activities	
Session 5	Literature Texts Revision/ Information and Ideas Exam Preparation	March/April A653
Session 6	Literature Texts Revision/ Information and Ideas Exam Preparation	June/July A662 A663 A664 A653

## 2.2 English

Terms	Unit of Work	Assessment
<b>Year 10</b> Session 1	General Poetry/Wilfred Owen	
Session 2	Wilfred Owen / Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	
Session 3	<i>Of Mice and Men</i>	
Session 4	<i>Of Mice and Men</i> / Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	
Session 5	<i>Romeo and Juliet</i>	
Session 6	<i>Romeo and Juliet</i> /Information and Ideas/ Speaking and Listening Activities/Imaginative Writing	June/July A642

<b>Year 11</b> Session 1	Preparation for Controlled Assessment Unit : Literary Texts/ Information and Ideas/ Speaking and Listening Activities	October/November A641
Session 2	Preparation for Controlled Assessment Unit : Literary Texts/ Information and Ideas/ Speaking and Listening Activities	November/December A643
Session 3	Information and Ideas/ Speaking and Listening Activities	
Session 4	Information and Ideas/ Speaking and Listening Activities/ Re-taking Controlled Assessment Units	March/April A643
Session 5	Information and Ideas Exam Preparation/ Re-taking Controlled Assessment Units	
Session 6	Information and Ideas Exam Preparation/ Re-taking Controlled Assessment Units (until mid-May)	June/July A644

#### English Language and English Literature Candidates

N.B : The above exemplar assumes the course is divided into half-term units beginning at the start of Year 10. It would be possible to allow extra teaching time by beginning the course in the final term of Year 9.

It is assumed that preparation and practice for the Examined Units in English, English Language and English Literature would be ongoing from when the appropriate units are first taught until the examination papers are taken.

# 3. Further planning options for English, Language and Literature

## 3.1 Planning for one, two or three years

ENGLISH – 2 years	ENGLISH LANGUAGE AND LITERATURE – 2 years
<p>Y10 Autumn - Linked Texts Drama and Poetry Spring - Prose and Contemporary Poetry Summer - Information and Ideas/Drama</p> <p>Y11 Autumn - Information &amp; Ideas/Prose Spring - Poetry/ Writing/Spoken Language/S&amp;L Summer - Revision and Retakes</p> <p>January Assessment – Information &amp; Ideas/Drama, Poetry, Prose</p> <p>June Assessment – Writing/S&amp;L/Retakes</p>	<p>Y10 Autumn - Linked Texts Drama and Poetry Spring - Prose and Contemporary Poetry Summer - Information and Ideas/Drama</p> <p>June Assessment – Linked Texts / Prose and Poetry</p> <p>Y11 Autumn - Information &amp; Ideas/Prose Spring - Poetry/Writing/Spoken Language Summer - Revision and Retakes</p> <p>January Assessment – Information &amp; Ideas/Prose &amp; Drama</p> <p>June Assessment – Poetry &amp; Writing/Spoken Language &amp; S&amp;L</p>

ENGLISH IN ONE YEAR	ENGLISH IN TWO YEARS
<p>Autumn Information &amp; Ideas/Drama/Poetry/S&amp;L Spring Information &amp; Ideas/Prose/Writing/S&amp;L Summer Revision/Examinations <i>January Assessment – Information &amp; Ideas</i> <i>June Assessment – Literary Texts/Writing/S&amp;L</i></p>	<p>Y10 Autumn S&amp;L/Drama/Imaginative Writing Spring S&amp;L/Prose/Imaginative Writing Summer S&amp;L/Poetry/Information &amp; Ideas</p> <p>Y11 Autumn Information &amp; Ideas/functional skills Spring S&amp;L/Poetry/Imaginative Writing Summer Revision &amp; Retakes January Assessment - Information &amp; Ideas June Assessment - Writing/Literary Texts/S&amp;L</p>

## ENGLISH LANGUAGE AND LITERATURE IN THREE YEARS

Y9 Information & Ideas / functional skills /S&L/ Linked Texts Drama and Poetry / Prose / Imaginative Writing

Y10 Drama /S&L/ Prose & Contemporary Poetry / Information & Ideas / Spoken Language

*January Assessment – Linked Texts Drama and Poetry*

*June Assessment – Prose & Contemporary Poetry, Prose, Drama*

Y11 Information & Ideas /S&L/ Poetry & Imaginative Writing / Spoken Language / Revision & Retakes

*January Assessment – Information & Ideas/Spoken Language*

*June Assessment – Poetry & Imaginative Writing/S&L*

### 3.2 Planning by theme

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- War - Non-Fiction Texts/Wilfred Owen/Journey's End
- Love / Relationships - Shakespeare's Sonnets/Imaginative Writing/S&L / *Of Mice and Men, Romeo and Juliet, Pride and Prejudice, Duffy / Educating Rita, An Inspector Calls, Hobson's Choice / Sonnets, Hardy*
- Environment – Non-Fiction & Media/Writing/S&L
- Childhood/Growing Up - *Romeo and Juliet / Duffy, Clarke, Heaney / Lord of the Flies*

### 3.3 Making links with imaginative writing

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Linking Imaginative Writing to Reading Literary Texts	Linking Imaginative Writing with Speaking and Listening and, for Language, Study of Spoken Language
<p>English: <i>Imaginative Writing</i> includes the option of Text Development where the core task utilises a text read, for example writing a story using two characters from the original text.</p>	<p><u>English</u> - activities can be based on the Literary texts, to the <i>Imaginative Writing</i> text development option (eg, interview between two characters or hot seating) or to the media option</p> <p><u>Language</u> - the <i>Speaking and Listening</i> activities can also be based on preparation for <i>Study of Spoken Language</i> or candidates can use what they have learned, eg study of the language of interviews, reality shows or public speakers, in their own speaking activities.</p> <p>They may use their <i>Imaginative Writing</i> Personal Writing as the basis for an individual talk or TV/Radio interview. The <i>Information and Ideas</i> examination paper can also provide stimulus for activities.</p>

### 3.4 Some possible entry options for English Language and Literature

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LINEAR	LINEAR	MODULAR
<p><b>June 2012 for both Language and Literature</b></p>	<p><b>Jan 2012 for Language</b> <b>June 2012 for Literature</b></p>	<p><b>June 2011 for Literature Controlled Assessment</b></p> <p><b>Jan 2012 for Language Controlled Assessment</b></p> <p><b>Jan 2012 for Literature Different cultures unit</b></p> <p><b>June 2012 for all other Lang /Lit exam units</b></p>

## 4. Fictional centre case studies

The following case studies have been written to exemplify possible routes into the specifications, depending on a school's circumstances:

### **Profile A – Sunny Vista Community College**

**State comprehensive. 24% of students get 5 A\*-C including Maths and English. National Challenge School.**

"Our centre is under real pressure to improve results, and so we enter our candidates early for English. This gives them a chance to re-take units in year 11, and means we have results at the end of year 10 which we can use. It also allows candidates to focus on one qualification at a time. Can I still do this with the new specifications?"

*In the first two years this will not be possible, as first certification is not until June 2012 and you would need to sit units at this point to fulfil the terminal rule requirements. After this, however, you could do English Language one year and English Literature the next. Please note, though, that English language would not count towards league tables until the students were entered for English Literature. You could enter students for both at the start of year 10, but just not sit any literature units until year 11.*

*Given that the same text can be taught for English Language and English Literature controlled assessment, though, you may want to consider doing both controlled assessments tasks on the same text and doing them around the same time so that the text is fresh in the candidate's head.*

*Students can re-sit units once before certification, and after this can re-enter for the qualification as many times as they like, re-taking units.*

*Please also remember that re-takes and terminal rules units can include controlled assessment now as well. We ask (so is it a rule that they're not allowed, or just a preference on our part?) that candidates do not re-do the same task, but could do the alternative task for that year or the new tasks the following year.*

### **Profile B – Lady Charlotte High School**

**Independent girls' school. 100% A\*-C, 84% A\*-A.**

"We are lucky to have a cohort of very able and enthusiastic candidates. Our centre values English very highly and prides itself not just on its high results, but on the scope of study we offer our candidates. We're worried that this specification seems to be moving away from centres like ours, and that it will be harder for our candidates to get the highest grades."

*There is opportunity to study a very wide range of texts on these specifications. For example, for English or English Language Controlled Assessment you could choose your own text/s to meet the demand of your candidates. For English you can also adopt a project approach to Controlled Assessment, answering the same generic question across three texts from our list or of your choice, allowing for really in depth analysis of a single topic.*

*In English Literature, candidates DO still have to study a whole Shakespeare play for controlled assessment, and show understanding of it in the context of a performed version. The poetry on offer offers a range of styles, and allows a really detailed exploration of the work of two poets (one heritage and one contemporary), rather than a light touch approach. Our range of prose texts allow for the study of many demanding texts, such as Pride and Prejudice, as well as a range of stretching modern drama texts including The History Boys and A View from the Bridge.*

*In 2009 OCR awarded 8% of its candidates with A\* grades – this percentage was higher than any other awarding body and, we are committed to maintaining standards in the new specifications.*

## **Profile C – Springfield City Academy**

**A city Academy. 74% A\*-C. 22% A\*-A.**

“We get good results, but it’s hard work. We need to keep the course lively and fast paced to keep our candidates engaged. At the moment we run the course as a linear programme. We’re interested in the possibilities of a modular course, but we’re worried about the logistics of it. We’re also worried as some of our candidates do two GCSEs and some do one, and we often don’t decide until year 11.

*The modular course offers lot of options. Remember that you need to do 40% at the end to meet the terminal rule, but this can be Controlled Assessment and/or exam. I know it can be difficult if different classes are sitting different units at different times, so you may want to come up with a timetable as a department of what you will do when. This should help make it less complicated and allow you to plan when you will complete controlled assessment and exams. You may also want to incorporate some time in year 11 to prepare candidates for any re-sits you might wish them to take. Remember, as long as the re-sit doesn’t form part of the terminal rule, the better mark will go forward.*

*There are lots of things you can do with your candidates that are the same for English Language and English. The examined unit is the same for both English and English Language, and counts towards either, so candidates could sit this before you make the final decision, and even re-sit it if you wanted to. You could also complete the speaking and listening controlled assessment. If you choose texts that cross over with English Language (and, if you like, the Literature) you could teach the same texts to the class at the same time, knowing that they might eventually do either the English or English Language and Literature tasks on the text. So you could have students sitting different questions on the same text at the same time.*

## **Profile D – St Ambrose Grammar School**

**Selective grammar school. 96% A\*-C, 66% A\*-A.**

“When the key stage three tests were scrapped, we moved to a three year key stage 4. We use this year to teach skills and to do some coursework. We then enter some of our candidates early in year 10 for English. How is this going to work for us, especially at the start?”

*We realise that the new specification change over does affect those students on three year key stage 4. This year (beginning September 2009) you may wish to start students on the 1900 (current) GCSE English spec. They could sit this at the end of year 10 (June 2011), and have an opportunity for re-sit in January 2012 if required. They could then do new Literature in year 11, certifying in June 2012. This combination of qualifications will only be allowed in this one session.*

*Following on from this, candidates could certify English Language and English Literature at different points, as long as they are entered for both. (So they could sit English Language fully at the end of year 10, and complete Literature in year 11). Candidates can also do Controlled Assessment in year 9, but you must enter it in that year because the tasks will change annually from September 2012. They can also do the unit again, choosing a different task, in a later year if required. They could also sit any examined unit in year 9, or could just be taught core skills or read set texts.*



## 5. Sample planning sheets

YEAR 10	ENGLISH LANGUAGE	ENGLISH LITERATURE
AUTUMN 1	Imaginative Writing task – A651	
AUTUMN 2		Drama – A662
JAN SESSION		Drama A662
SPRING 1	Extended Literary text task – A651 (crossover with Lit text – possibly diff cultures)	
SPRING 2		Lit Heritage Prose and Contemporary poetry – A664
SUMMER 1		Lit Heritage Prose and Contemporary poetry – A664
JUNE SESSION		A664 exam
SUMMER 2		Literary Heritage poetry task - A661

<b>YEAR 11</b>	<b>ENGLISH LANGUAGE</b>	<b>ENGLISH LITERATURE</b>
<b>AUTUMN 1</b>		Shakespeare and film task – A661
<b>AUTUMN 2</b>	Prepare for A653	Shakespeare and film task – A661
<b>JAN SESSION</b>	A653 exam	Re-sit A664?
<b>SPRING 1</b>	Spoken Language task – A652	
<b>SPRING 2</b>		Prose from Different Cultures – A663
<b>SUMMER 1</b>	Prepare for A653	Prose from Different Cultures – A663
<b>JUNE SESSION</b>	A653 re-sit? Submit A651 & A652	A663 exam Submit A661

## Two Year GCSE Planner- English Language/ Literature - Model 1

		Autumn 1	Autumn 2	Jan Module	Spring 1	Spring 2	Summer 1	June Module	Summer 2
<b>Year 10</b>	<b>Exam work</b>	Work on Information and Ideas Paper- <b>A653</b>	Look at 5 x Contemporary poems for Literature study or unseen- <b>A664</b>		Read and Study Literary Heritage Prose Text for Literature Exam- <b>A664</b>	Read and study Modern Drama Text – <b>A662</b>  Preparation for exam	Final preparation for Modern Drama Unit- <b>A662</b>	<b>Sit Lit Unit A662</b>	
	<b>Controlled Assessment</b>	Speaking and Listening Task One- <b>A652</b>  Read Shakespeare Text for study and begin watching variety of linked texts- <b>A651</b>	Work on Imaginative Writing skills – <b>A651</b>  Start work on Spoken Language Study- <b>A652</b>		Speaking and Listening Task Two- <b>A652</b>	Work on Imaginative Writing Skills- <b>A651</b>	Speaking and Listening Task Three - <b>A652</b>		Work on Shakespeare and Film Unit- <b>A661</b>  Prepare for and take Controlled Assessment task ( or sit task on return in Year 11 after student research)
		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
<b>Year 11</b>	<b>Exam work</b>	Work on Information and Ideas Paper- <b>A653</b>  Look at 5 x Contemporary poems for Literature study or unseen- <b>A664</b>	Look at final selection of contemporary poems for Literature or unseen- <b>A664</b>  Revision of Information and Ideas/ Literary Heritage Prose and Contemporary Poetry	<b>Sit Lang Unit A653</b>  <b>Sit Lit Unit A664</b>	Read and study Different Cultures Text- <b>A663</b>		Revise Different Cultures text for exam and other resit units <b>A663</b>	<b>Sit Lit Unit A663</b>  <b>resits</b>	
	<b>Controlled Assessment</b>	Complete Spoken Language study- <b>A652</b>  Take Controlled Assessment Task	Work on core Imaginative writing task- <b>A651</b>  Take Controlled Assessment Task for Task one of Imaginative Writing		Complete Controlled Assessment Task For Extended Literary Text Using Different Cultures text- <b>A651</b>	Read two poems or selection for Literary Heritage Poetry CA Task- <b>A661</b>  Take Controlled Assessment Task	Work on final core Imaginative writing task. Take controlled Assessment Task- <b>A651</b>  Final Speaking and Listening session – <b>A652</b>	<b>Enter all CA Units</b>	

This model allows resits within the terminal rule and using the different cultures text for the Extended literary text in English Language. There is a relatively straightforward transfer to English for this model.

## Two Year GCSE Planner- English Language and English Literature- Model 2

		Autumn 1	Autumn 2	Jan Module	Spring 1	Spring 2	Summer 1	June Module	Summer 2
<b>Year 10</b>	<b>Exam work</b>	Work on Information and Ideas Paper – <b>A653</b>	Read and study Modern Drama text for Literature Unit- <b>A662</b>			Look at contemporary poems for Literature study or unseen – <b>A664</b>			
	<b>Controlled Assessment</b>	Speaking and Listening Task One- <b>A652</b>	Work on Imaginative Writing Skills- <b>A651</b>		Read Shakespeare Text for study and view linked texts- <b>A661</b>  Take Controlled Assessment Task	Speaking and Listening Task Two- <b>A652</b>  Read two poems or selection for Literary Heritage Poetry CA Task – <b>A661</b> Take Controlled Assessment Task	Introductory work on Spoken Language Study- <b>A652</b>	<b>Enter Lit Unit A661</b>	Spoken Language study- <b>A652</b> and either complete Controlled Assessment Task or sit task on return in Year 11 after student research
		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
<b>Year 11</b>	<b>Exam work</b>	Look at final selection of contemporary poems for Literature or unseen – <b>A664</b>  Work on Information and Ideas paper- <b>A653</b>	Read and study Literary Heritage prose text – <b>A664</b>  Final revision for exam units taken in January	<b>Sit Lit Unit A664</b>  <b>Sit Lang Unit A653</b>	Read and study Different cultures text- <b>A663</b>		Revise for two Literature units – <b>A662/A663</b>	<b>Sit Lit Units A662 A663</b>  <b>Resits</b>	
	<b>Controlled Assessment</b>	Work on Imaginative writing unit – <b>A651</b>  Sit Imaginative writing Controlled Assessment tasks			Speaking and Listening Task Three- <b>A652</b>	Complete controlled Assessment task for Extended Literary Texts- <b>A651</b> using any of the texts studied or the generic tasks	Final Speaking and Listening Session- <b>A652</b>	<b>Enter Units A652 A651</b>	

This model spreads more of the work over the two years but still allows resits of one of the English Language and one of the English Literature units within the terminal rule.

## Two Year GCSE Planner- English - Model 3

		Autumn 1	Autumn 2	Jan Module	Spring 1	Spring 2	Summer 1	June Module	Summer 2
<b>Year 10</b>	<b>Exam work</b>	Work on Information and Ideas Paper – <b>A644</b>							
	<b>Controlled Assessment</b>	Speaking and Listening Task One- <b>A643</b>	Work on Imaginative Writing Skills- <b>A642</b>		Read Prose or Literary Non Fiction Text for study – <b>A641</b>	Speaking and Listening Task Two- <b>A643</b>	Read Shakespeare Text for study- <b>A641</b>		Complete Shakespeare Controlled Assessment task – <b>A641</b> ( or allow further research over holiday period and complete task on return in Year 11)
		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
<b>Year 11</b>	<b>Exam work</b>		Work on Information and Ideas Paper- <b>A644</b>  Final revision for exam unit taken in January	<b>Sit Lang Unit A644</b>			Revision for resits ( if necessary)	Resits	
	<b>Controlled Assessment</b>	Work on Imaginative Writing Controlled Assessment tasks- <b>A642.</b>  Sit Controlled Assessment Units- <b>A642</b>			Speaking and Listening Task Three- <b>A643</b>  Revisit Prose or Literary Non Fiction Text – <b>A641</b> and sit Controlled Assessment Task	Work on Poetry - <b>A641</b>  Sit Poetry Controlled Assessment task – <b>A641</b>	Final Speaking and Listening Session- <b>A643</b>  Tidy up Controlled Assessment work	<b>Enter all CA Units</b>	

This model is for English and allows a resit of the exam unit. .If the candidate transfers to the dual combination two of the texts could have been studied already .

## Two Year GCSE Planner-

		Autumn 1	Autumn 2	Jan Modul e	Spring 1	Spring 2	Summer 1	June Module	Summer 2
<b>Year 10</b>	Exam work								
	Controlled Assessment								
<b>Year 11</b>	Exam work								
	Controlled Assessment								

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