

# OCR GCSE in English teachers' handbook

This guide is designed to accompany the OCR GCSE English, English Language and English Language and Literature specifications for teaching from September 2010.



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# Introduction

OCR is offering new GCSEs in English, English Language and English Literature for first teaching in September 2010.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher's Handbook plays a secondary role to the specifications themselves. The GCSE English, English Language and English Literature specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher's Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

# Subject specific guidance

## A Teacher's guide to written controlled assessment in GCSE English, English Language and English Literature

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### Introduction

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The new specification will see the introduction of Controlled Assessment to replace course work. Controlled Assessment is coursework completed in a supervised environment or classroom. In English and English Language controlled assessment will be worth 60% of a candidate's final mark and in English Literature it will account for 25% of a candidate's final mark.

### Combinations of Study

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From September 2010 candidates must study **either GCSE English or GCSE English Language and English Literature**. Centres who decide that candidates will not be taking English Literature can only enter candidates for **GCSE English**. Where candidates are being dual entered the only combination that allows some overlap of Controlled Assessment is taking **GCSE English Language and GCSE English Literature**.

**14 – 16 year olds must study EITHER:**

**GCSE English    OR    GCSE English Language and GCSE English Literature**

- **NOT GCSE English/GCSE English Language**
- **NOT GCSE English/GCSE English Literature.**

### The breakdown of units

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From September 2010 there will be Controlled Assessment units in GCSE English; GCSE English Language and GCSE English Literature.

**For GCSE English** there will be **two** written units carried out under controlled conditions. These will be a unit to assess a response to **three literary texts** and a unit to assess **imaginative writing**. These two units will carry a total weighting of **40%** of the final mark. There will also be **three Speaking and Listening** tasks assessed under controlled conditions and these will carry a total weighting of **20%** of the final mark. This will mean that for GCSE English units carried out under controlled conditions will carry a total of **60%** of the final mark.

**For GCSE English Language** there will be **one** written unit carried out under controlled conditions. This will be a unit to assess a response to **one** literary text and also to assess **imaginative writing**. This unit will carry a total weighting of **30%** of the final mark. There will also be **four Speaking and Listening** tasks, assessed under controlled conditions. One of these tasks will be a response to studying the use of spoken language. These tasks will carry a total weighting of **30%** of the final mark. This will mean that for GCSE English Language units carried out under controlled conditions will carry a total weighting of **60%** of the final mark.

**For GCSE English Literature** there will be **one** written unit carried out under controlled conditions. This will be a unit to assess a response to **one** Shakespeare play linked to a film version and to assess a response to **one** poet. This task will carry a total weighting of **25%** of the final mark. This will mean that for GCSE English Literature the unit carried out under controlled conditions will carry a total weighting of **25%** of the final mark.

**The weightings for Controlled Assessment would therefore look like this:**

**GCSE English: Total 60%**

- A641 Reading Literary Texts 20%
- A642 Imaginative Writing 20%
- A643 Speaking and Listening 20%

**GCSE English Language: Total 60%**

- A651 Extended Literary Texts & Imaginative Writing 30%
- A652 Speaking, Listening & Spoken Language 30%

**GCSE English Literature: Total 25%**

- A661 Literary Heritage & Linked texts 25%

# A summary of the Controlled Assessment Units

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## GCSE English

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### GCSE English Unit A641: Reading Literary Texts

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**This unit will count for 40 marks or 20% of the final mark.**

Candidates will be expected to read and respond to **three** texts. One from Drama, one from Prose or Literary non-fiction and one from Poetry. These 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).

Candidates will be expected to meet the following assessment objectives:

- Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of the language variation
- Evaluate ways in which texts may be interpreted differently according to the perspective of the reader
- Understand how texts from the Literary heritage have been influential and significant over time
- Explore how texts from different cultures and traditions may reflect or influence values and assumptions.

#### **The set texts:**

- **Drama**

Romeo & Juliet (LH)

Julius Caesar (LH)

- **Poetry**

Wilfred Owen (LH)

Carol-Ann Duffy (DCTC)

Benjamin Zephaniah (DCTC)

- **Prose**

Pride & Prejudice (LH)

The Withered Arm & other Wessex Tales (LH)

Of Mice and Men (DCTC)

Tsotsi (DCTC)

- **Literary Non-Fiction**

Notes from a Small Island (DCTC)

The Kindness of Strangers (DCTC)

## A642: GCSE English Unit 2: Imaginative writing

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**This unit will count for 40 marks or 20% of the final mark.**

Candidates will be expected to complete **one** linked task from the following areas: Text development, Media.

Candidates will be expected to meet the following assessment objectives:

- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes
- Adapt form to a range of styles and genres.

## GCSE English Language

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### A651: GCSE English Language Unit 1: Extended Literary Text and Imaginative writing

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**This unit will count for 60 marks or 30% of the final mark.**

#### **Extended Literary text**

Candidates will be expected to respond to **one** text from a choice of prose, drama, poetry or literary non-fiction and complete **two** continuous writing responses.

#### **Imaginative writing**

Candidates will be expected to produce **two** linked, continuous imaginative writing responses.

They will be expected to

- Choose content and adapt style and language to a range of forms, media, contexts, audiences and purposes
- Adapt form to a range of styles and genres.

### **The set texts**

- **Drama**

Romeo & Juliet

Julius Caesar

- **Poetry**

Wilfred Owen

Simon Armitage

Carol-Ann Duffy

Benjamin Zephaniah

- **Prose**

Pride & Prejudice

The Withered Arm and other Wessex tales

Of Mice and Men

Tsotsi

- **Literary Non-Fiction**

Notes from a small island

The Kindness of Strangers



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

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**This unit will count for 40 marks or 25% of the final mark.**

#### **Shakespeare and film**

Candidates will be expected to answer **one** question on the Shakespeare text studied and the film version.

#### **Poetry**

Candidates will be expected to study **one** poet from a choice of six and complete one comparative task linking two poems they have studied.

#### **The set texts:**

- **Shakespeare**

Macbeth

Romeo & Juliet

Merchant of Venice

Julius Caesar

- **Poetry**

Robert Browning

Geoffrey Chaucer

Thomas Hardy

Wilfred Owen

Christina Rossetti

Shakespeare's sonnets

### GCSE English

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#### Unit A641: Reading Literary Texts

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**Teachers are reminded that tasks set by OCR will be replaced each year.**

#### Requirements

Candidates are required to study and respond to **three** tasks from a choice of tasks and texts. Candidates need to respond to **one** task on a play by Shakespeare and two others: **one** on prose or literary non-fiction and **one** on poetry. These latter two tasks must include study of both a text from the Literary Heritage (Listed above as LH) and a text from a different culture or tradition (DCTC). Candidates must show an understanding of texts in their social, cultural and historical contexts

#### Preparation and timing

##### Introduction

Introduction to the task (teacher led) : **1 to 1.5 hours**

This will include the choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

##### Preparation and research time

This will be organised by individual teachers. Time allowed about **40 hours**.

In the preparation stage, a low level of control is required, which means that the candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates can also work in collaboration during this stage.

Teachers are advised to consult the “**Guide to Controlled Assessment**”, for guidance on how to complete and present the final piece of work.

During the preparation phase candidates can be given support and guidance. Teachers can explain the task, advise on how the task could be approached, advise on resources and alert candidates to key things that must be included in the final piece.

Research materials and reference to any other source material must be acknowledged appropriately. (see “**Use of resources**” in the **Guide to Controlled Assessment**).

##### The final piece

There will be a maximum of **6 hours** allowed for the production of **three responses** to a range of text types. The recommended word length is up to **3000 words**.

During the production of the final piece of work, candidates are not allowed access to dictionaries or thesauri and to grammar and spell check programs.

The guidelines for the supervision, presentation, marking, moderating of the final piece can all be found in the “**Guide to Controlled Assessment.**”

## Unit A642: Imaginative writing

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### Requirements

Candidates are required to respond to **one** exercise, completing **two** linked tasks.

Candidates can choose from the following two areas:

#### 1 Text development

OR

#### 2 Media

Each area contains a core task and a choice of three linked tasks.

Candidates should be able to write accurately and fluently

- choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- adapting form to a range of styles and genres.

### Preparation and research time

This will be organised by individual teachers. Time allowed: about **20 hours**.

The guidance offered above remains the same for this unit.

### The final piece

There will be a maximum of **4 hours** allowed for the production of **two** linked writing responses. The recommended word length is up to **1200 words**.

**Guidelines for supervision, marking, presentation and moderation of the final piece can be found in the “Guide to Controlled Assessment”.**

### A651: GCSE English Language Unit 1: Extended Literary Text and Imaginative writing

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This Controlled Assessment unit is available in both January and June. It consists of two sections:

**Section A:** a response to an extended literary text

And

**Section B:** a response to imaginative writing.

#### Section A

Candidates are required to study and respond to **one** task from a choice of prose, drama, poetry or literary non-fiction tasks. The tasks encourage candidates to respond and study the texts in their entirety.

Candidates should be able to:

- understand how meaning is constructed through words, sentences and whole texts, recognising the effects of language choices and patterns
- evaluate the ways in which the texts may be interpreted differently according to the perspective of the reader.
- Explore language variation and how it varies according to audience and reader.

#### Section B

Candidates are required to respond to **one** exercise, completing **two** linked tasks.

Candidates can choose from the following two tasks:

- 1) Personal and Imaginative writing.

**OR**

- 2) Prose fiction.

Each exercise contains a core task and a choice of three linked tasks.

## Introduction

Introduction to the task (teacher led) **1 to 1.5 hours.**

## Preparation and research time

This will be organised by individual teachers.

Time allowed	<b>Section A</b>	<b>about 25 hours</b>
	<b>Section B</b>	<b>about 15 hours</b>

## The final piece

For **Section A** there will be a maximum of **4 hours** allowed for one response to a text. Candidates will be expected to write up to **1600 words.**

For **Section B** there will be a maximum of **4 hours** allowed for two linked activities. Candidates will be expected to write up to **1200 words.**

During the production of the final piece of work, candidates are not allowed access to dictionaries or thesauri and to grammar and spell check programs.

The guidelines for the supervision, presentation, marking, moderating of the final piece can all be found in the **“Guide to Controlled Assessment.”**

## GCSE English Literature

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

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#### Requirements:

#### Shakespeare and film

Candidates will be expected to answer **one** question on the Shakespeare text studied linked to the film version.

#### Poetry

Candidates will be expected to study **one** poet from a choice of six and complete one comparative task linking two poems they have studied.

## Introduction

Introduction to the task (teacher led) **1 to 2 hours.**

## **Preparation and research time**

This will be organised by individual teachers.

Time allowed:

### **Preparation 16 – 20 hours**

Under informal supervision, the use of resources is not tightly prescribed and group work is permitted. Effectively this will cover the normal teaching of the texts concerned.

### **Research 4 – 6 hours**

In the preparation stage, a low level of control is required, which means that the candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates can also work in collaboration during this stage.

Teachers are advised to consult the “**Guide to Controlled Assessment**”, for guidance on how to complete and present the final piece of work.

During the preparation phase candidates can be given support and guidance. Teachers can explain the task, advise on how the task could be approached, advise on resources and alert candidates to key things that must be included in the final piece.

Research materials and reference to any other source material must be acknowledged appropriately. (see “**Use of resources**” in the **Guide to Controlled Assessment**).

### **The final piece**

Candidates will need to produce **two** extended pieces of work as a response to the set tasks under formal supervision.

Each task should take up to **3 hours** and write up to **1000 words**.

Candidates should have clean, unannotated copies of texts during the assessment period. Internet and e mail access is not permitted.

The guidelines for the supervision, presentation, marking, moderating of the final piece can all be found in the “**Guide to Controlled Assessment**.”

# Resources & Other forms of Support

In order to help you implement the new GCSE English, English Language and English Literature Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support for new specifications with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR.

## Publisher partners

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We work in close collaboration with our three publisher partners; Hodder Education, Heinemann and Oxford University Press to ensure you have access to quality materials, written by experts, when you need it. The publisher partnerships are not exclusive (see Approved Publications below). All OCR endorsed resources undergo our thorough quality assurance process to ensure match to the specification.

Oxford University Press is the publisher partner for OCR GCSE English, English Language and English Literature.



Oxford University Press is producing the following resources for OCR GCSE English, English Language and English Literature for first teaching in September 2010.

### GCSE English for OCR Student Book

John Reynolds, Liz Ekstein, Nicola Ashton, Jane Blackburn, Joanne Irving, Mel Peeling

ISBN: 9780198329442

Published: April 2010

### GCSE English Language for OCR Student Book

Chris Barcock, Mel Peeling, Christine Smith, Alison Ross, Liz Hanton

ISBN: 9780198329466

Published: April 2010

### GCSE English Literature for OCR Student Book

Donald Coleman, Annie Fox, Angela Topping, Carmel Waldron, Garrett O'Doherty

ISBN: 9780198329459

Published: April 2010

Access GCSE English for OCR Student Book  
ISBN: 9780198329473  
Published: June 2010

Access GCSE English Language for OCR Student Book  
ISBN: 9780198329497  
Published: January 2011

Access GCSE English Literature for OCR Student Book  
ISBN: 9780198329480  
Published: January 2011

GCSE English for OCR Teacher Guide  
ISBN: 9780198329503  
Published: June 2010

GCSE English Language for OCR Teacher Guide  
ISBN: 9780198329527  
Published: June 2010

GCSE English Literature for OCR Teacher Guide  
ISBN: 9780198329510  
Published: June 2010

GCSE English for OCR OxBox CD-ROM  
ISBN: 9780198329534

## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.

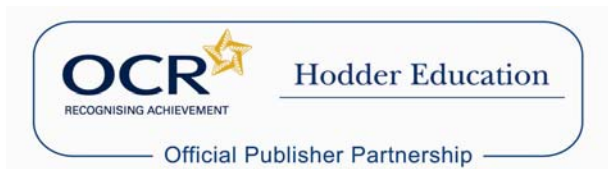




## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its 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. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## OCR Training

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Visit [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) to obtain further details of the training we have to offer for this qualification and to search for your nearest event.

## Community

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The OCR community is a place where you can collaborate with your colleagues around subjects and discuss education and assessments.

Visit <http://social.ocr.org.uk/>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

We're developing a wide range of resources to ensure there is support for you at every stage of your preparation for the new GCSE English 2010 specifications. In developing the support, we are talking to teachers and other key stakeholders to make sure we are offering you the most practical help we can. Below, you will find a brief guide to the support that will be available for you.

	Support	Description	Availability
Support materials	<b>Specimen assessment materials (SAMs)</b>	Available now for final specifications. SAMs include mark schemes. If you'd benefit from additional assessment material for mocks and tests plus centre information, these resources are for you.	Available now
	<b>Specimen assessment materials (controlled)</b>	A sample task for each controlled assessment unit, produced by senior examiners to illustrate the type and style of task that will be set.	Available now
	<b>Guide to controlled assessment</b>	This handy booklet provides you with detailed information on how to manage controlled assessment, including information on how to plan it, guidance on task marking and on downloading tasks from Interchange, plus frequently asked questions.	Available now
	<b>Guide to curriculum planning for English</b>	This outlines some of the possible pathways that could be followed in a school, and includes choices to meet learners' interests, aptitudes and needs, including guidance around why each route might suit a particular school.	Summer 2010
	<b>Teachers' handbook</b>	A helpful guide to accompany the specification, this includes subject-specific guidance, information about functionality within GCSE, an overview of our support and frequently asked questions.	Available now
	<b>Sample schemes of work and lesson plans</b>	With their practical examples, these useful booklets for each unit provide a starting point for you to enhance and produce your own tailored materials. They have suggestions for teaching hours, teaching and homework activities and possible resources.	Available now
	<b>Candidate-style answers</b>	These responses to SAM questions have been produced by OCR senior examiners, to help you gain an understanding of what the examiners are looking for in 'medium' and 'high' banded responses. This resource is designed to help you support your students in developing their exam technique.	Available now
	<b>Options evening leaflet/Parent's Guide</b>	Use our free downloadable resources to explain a qualification and promote your subject. You'll find subject-specific leaflets for students that contain key information, while the Parent's Guide offers an insight into modern qualifications.	Summer 2010

Support materials	<b>Poetry Anthology</b>	An easy-to-use collection of the set text poetry used in the specification. You can teach from the anthology and your learners can annotate meaning. You won't have to find and re-produce the poems as we'll have done it for you.	Summer 2010
	<b>Controlled assessment consultancy</b>	This free and highly responsive email service will enable you to receive expert advice from senior members of the examining team on delivering controlled assessment and on task setting in particular. (We regret we can't comment on live work.)	September 2010
	<b>Endorsed publisher partner materials</b>	We're working closely with our publisher partners to ensure effective delivery of endorsed materials when you need them. These exciting new materials, all endorsed by OCR and tailored to our new specifications, include student text books, teacher guides and associated electronic resources (CD-ROMs and/or web based) linked to the core texts.	Available now
Support services	<b>Active Results</b>	This is a free results service to help you review the performance of individual candidates or a whole school. Developed specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information. It also provides a breakdown of results by question and topic.	Summer 2010
	<b>Past papers</b>	Why not look at our free range of past papers? Not only are they ideal for use in the classroom, but they also enable you to map legacy GCSE English papers to new specifications. There's also other assessment material for mocks and tests plus centre information.	Spring 2010
Admin services	<b>Interchange</b>	This free, secure website for centres offers a variety of services for Exams Officers and teachers. These range from enabling you to carry out day-to-day administrative functions online quickly and efficiently, to accessing Active Results, our results analysis portal. It's updated daily, so it's always the most accurate way to view any of your exam-related information.	Available now
Training	<b>Free INSET</b>	Come to one of our events to hear about the changes and the exciting new specifications we'll be offering, to meet fellow teachers and to ask any questions. Choose from half and full day events – all free until December 2010. Find out more at <a href="http://www.ocr.org.uk/training">www.ocr.org.uk/training</a>	Available now
	<b>CPD</b>	Develop your skills and increase your knowledge and understanding with our comprehensive range of training opportunities, designed to support you if you're delivering our specifications. You'll find more information at <a href="http://www.ocr.org.uk/training">www.ocr.org.uk/training</a> .	From September 2010



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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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