GCSE (9–1) and A LEVEL

MOVING FROM MODULAR TO LINEAR QUALIFICATIONS

Teachers' Guide
2016

MOVING FROM MODULAR TO LINEAR QUALIFICATIONS

In transitioning to the newly reformed GCSEs and A levels for first teaching from 2015 onwards, as well as getting to grips with new specifications and sometimes new subject knowledge, there is also an impact on the way knowledge development and assessment opportunities are structured. The structure of all new GCSEs, AS and A levels is moving from a modular towards a linear course structure. The linear approach means that learners take all exams at the end of the course, which gives more time for teaching and learning.

We have produced this guide to support teachers who are moving from modular to linear qualifications. It is particularly aimed at teachers who teach GCSE and A Level. Following reforms announced by the UK government, both these qualifications are moving from a modular (or unitised) structure to a linear structure.

The trend towards linear qualifications is an exciting development for teachers and learners. Linear qualifications give teachers more freedom to plan the course and set the pace of study. This guide is designed to highlight things you will need to think about when moving from a modular course to a linear one, and suggests ways forward in planning, teaching and learning, and assessment.

CONTENTS

MODULAR AND LINEAR COURSES: WHAT ARE THE DIFFERENCES?

Organisation of content, concepts and skills

Modular	Linear
Content is divided into a number of self-contained units.	Content is viewed as a whole – there is a more holistic approach.
Content units have well-defined and precise boundaries.	Content will usually be divided into different sections but these will not be totally self-contained.
Content is divided into a number of bite-sized chunks with no links between different topics.	Links between content are emphasised and encouraged.
In many subjects, each unit focuses on a limited range of concepts and skills.	The key concepts and skills usually underpin the entire course.

Exams and resits

Modular	Linear
Learners can be examined on individual units during the course, in both in the first and second years of a two-year course, or even across a three year programme of study. Therefore, a learner could sit exams in different units on 3 different occasions.	Learners sit all the exams at the end of the course. (If there is coursework, it may be completed during the course but will not be externally assessed or moderated until the end of the course.)
Each unit exam tests only the content, concepts and skills in one unit.	All components of the specification are assessed at the end of the course. So each exam paper is likely to test a range of concepts and skills, and questions are likely to link topics from different parts of the course.
Some synoptic assessment is included, usually in a unit in the second year of the course. This is designed to help learners develop a holistic understanding of the subject, and retain content covered in the early units. Learners can resit individual units and many learners do this while they are completing later units. They are usually awarded the better mark achieved in the two sittings of that unit.	The synoptic element happens naturally because the key concepts and skills underpin the entire course. Learners cannot sit parts of the assessment during the course of their programme of study. However, they can resit the assessment in its entirety at a later date (and in some specific instances may be able to resit individual components).

IMPACT ON TEACHING AND LEARNING

Modular specifications

With modular specifications you had to make fewer decisions about the order to teach units and how much time to spend on each one. Modular specifications often provided a clear framework. The topics, concepts and skills for each unit were clearly defined and had to be covered by the time of the unit exams. This means that teaching and learning focussed on just one part of the course at a time. Thus what to teach, and when to teach it, was clear.

Some learners found the short-term goals set by modular examinations manageable and motivating. They only had to cope with a limited number of topics, concepts and skills at any one time. Knowing that there was always an exam not far away encouraged them to work hard and not let things drift.

Linear specifications

With linear specifications, you have greater freedom to plan the two-year course. You can choose the order of topics and set a pace of study that is appropriate for your learners. There is more teaching time available for a linear specification, because less time is taken up preparing for and taking externally set and marked examinations.

A linear specification also allows more time for learners to internalise and practise concepts, and build up their skills, before their external examinations. Research has found that many learners reach a higher standard at the end of a linear course than if they had studied a modular course.

Linear courses also encourage learners to refer to, and build on, knowledge that they have acquired early in the course, so that they arrive at the examination period with a much more holistic view of their subject. Modular courses, on the other hand, can make it more difficult for them to acquire a coherent picture of their subject, instead perceiving it as a series of disconnected fragments.

Many teachers say that, when teaching a linear specification, they notice a distinct change at some point during the course – often during the second term of the second year – when most learners seem to begin to see the subject holistically. This can be an exciting time for both learners and teachers.

It marks a moment when many learners take a significant step forwards in their understanding of the subject, and develop a much deeper appreciation of how various concepts link together. Their intrinsic abilities can show a dramatic improvement during this period. They begin to write much more perceptive answers to questions. They may find it easier to remember facts, because these are now seen as fitting neatly into an overall picture of the subject.

Linear specifications also bring coherence to assessment. The content, concepts and skills in the exam papers do not have to be isolated from each other, and learners may be able, where appropriate, to transfer knowledge, understanding and skills across these papers.

Key Benefits

The removal of modular exams has a significant impact on teaching and learning:

- teaching is not constantly interrupted by assessments at the end of short modules
- knowledge, understanding and skills can be developed over a longer period of time
- key concepts and skills can be taught and revisited throughout the course, and links made between topics, leading to deeper learning
- there is time to innovate and explore those interesting side-roads that are adjacent, but not necessarily central, to the specification content
- without constant pressure from modular exams, weaker learners are given time to develop and stronger learners can read around the subject, pursue their individual interests and develop their skills as independent learners. This increases learners' motivation and leads to deeper thinkers.

PLANNING AND TEACHING A LINEAR SPECIFICATION

Many teachers welcome this shift as an opportunity to take back control of teaching and learning. It allows you to use, and improve, your professional skills. Linear specifications also require that a more holistic approach is taken to course planning. The course needs to be thought about and planned as a whole. The relationship between different topics, regular revisiting of concepts and skills, and opportunities for formative assessment all need to be considered and planned.

Content

Planning content coverage for a linear specification is more complex than planning for a modular specification. With the modular approach, the unit content need not be revisited once the unit examination is taken. The planning for a linear specification needs to be more holistic. Because all the examinations are at the end of the course, no topic can be forgotten about at any stage of the course. In simple terms:

think about the best order to teach topics

include opportunities for revisiting topics

allow time for revision.

Linear specifications provide greater opportunities for all of these activities because less time is spent on preparing for and taking unit examinations. More time is available for more careful and thorough coverage of the course, and for encouraging deeper, and more joined-up, learning and thinking.

Sequence of topics

There are generally many different ways that the teaching of a subject could be organised. Although many teachers will decide to follow the sequence of content as it is set out in the specification, there is no need to do this. It is important to consider progression, so that 'easier' topics are covered earlier in the course, and 'more difficult' ones dealt with later. Topics that include knowledge and concepts that will be used in other topics should come early in the course. Many teachers find that they do not always get the order and timing exactly right when teaching a linear specification at first. Adjustments may need to be made during the course. After completing the course for the first time it is always a good idea to evaluate the order and timing and make necessary changes for subsequent cohorts. We make sure that plenty of support is available for OCR teachers during this process. There are usually opportunities to discuss planning with trainers and other OCR teachers at our training events, during webinars, at teacher networks, and on the subject-specific discussion forums online. We provide delivery guides, as well as having the Schemes of Work Builder tool available on our website for our GCSE, AS and A Level subjects that offer guidance on planning and sequencing of topics.

Concepts and skills

There are often key concepts and skills that underpin the entire linear specification. There will also be concepts and skills that are closely related to a particular topic and also relevant to other parts of the specification. Even when a concept or skill is related to only one topic, learners should be given opportunities to revisit it to enhance their understanding.

Careful thought needs to be given to the development of learners' understanding and skills across the two years. This is very different from planning for a modular specification where a particular skill or concept might be restricted to one unit. In a linear specification, the whole range of learners' skills and understanding need to be developed throughout the course. This might involve covering a particular skill when teaching a part of the content where that skill will not be assessed in the exam. For example, in a history exam, learners might not be required to analyse historical sources in questions about the period 1919 to 1939, but this skill should still be developed during the teaching of that topic. Otherwise, learners could go for months without any further development of the skill. Learners make progress in understanding and skills by being able to revisit them regularly and by having a reasonably long period of time to make progress. Linear specifications give learners two years to learn and develop and the entire two years should be used.

Helping learners to see the subject as a whole

In a linear specification, where all the content will be assessed at the end of the course, teaching and learning need to ensure that content covered early in the course remains in each learner's mind right up to the final examination period. There are several tactics that can help with this.

For example:

- You should constantly encourage learners to make links between the area of the subject that they are currently learning about, and topics covered earlier. This can be done in various ways, such as by oral questioning in class that starts from the current topic and leads learners back to earlier ones; or by setting tasks that ask learners to draw together ideas from past and current topics. This not only keeps earlier topics 'alive' in learners' minds, but also helps them to begin to see the subject as a whole.

- Some teachers like to plan their scheme of work as a 'spiral', where a topic is covered at a fairly simple level early in the course, and then revisited and dealt with at a higher level later on.

- Interim tests can revisit earlier topics. These tests can be quite short – perhaps a 10-question quick quiz on a topic covered one or two terms ago – or longer, more formal written assessments.

Schemes of work

The format of schemes of work will vary from centre to centre and between subjects, but give a useful representation of the structure and timing of the intended sequence of teaching and learning. Suggested patterns of teaching and learning have been provided in the co-teaching guides for AS and A level and posted on the OCR community pages.

On-going assessment

Modular specifications give learners short-term goals and regular feedback through the summative results of unit examinations. Linear assessment provides opportunities for longer-term development of understanding and skills without the distractions of unit examinations and the accompanying retakes, but progress needs to be monitored through regular formative assessment.

You can build opportunities for periodic assessment into the scheme of work, including:

- formal tests similar to the final examination papers
- diagnostic tests focussed on specific knowledge or understanding
- exercises focused on part of the content or a particular concept or skill
- contributions to group work or class debate
- ongoing Assessment for Learning giving formative feedback to students

You can create opportunities for peer and self-assessment. These assessments identify progress, areas of strength and areas that need development for a whole class or, more often, for individual learners. You can use them to inform future teaching and learning. They are also useful for identifying areas that need a special focus during later revision and they provide useful evidence for reports to parents and construction of profiles for individual learners.

Revisiting

Linear specifications also make revisiting topics possible. Learners' understanding of a topic is often improved enormously when they are given the opportunity to revisit that topic. This can be achieved in several ways:

- by approaching the topic through different issues and questions from those used when it was first covered
- by exploring its links with other topics in the specification
- by exploring it at a higher conceptual level.

Revisiting is especially important for topics covered in the first year of the course. Learners' level of understanding of a topic will often be fixed at the level they were operating at when they covered that topic. Once their conceptual understanding has developed, it is likely that a 'revisit' to a topic later in the course will develop a more sophisticated grasp of the topic. Additionally, given the synoptic nature of the terminal assessment, revisiting is essential in order to help learners make links between the different topics they cover in the linear course.

PREPARING FOR THE EXAMINATIONS

All OCR specifications outline the course content, and contain assessment objectives and the forms of assessment so you can see how the exams are structured. The specifications for each subject can be found on our website at www.ocr.org.uk

Revision

Taking all the examinations at the end of the course means that learners spend less time being formally assessed. It also means that time needs to be left towards the end of the course for revision.

Revision has a different purpose from 'revisiting'. Revisiting is for deepening and extending learners' knowledge and understanding. Revision is more about consolidating what learners already know and understand, and helping them to use this to fulfil the requirements of exams.

It is important that learners revise by applying their knowledge and understanding to exam questions rather than just trying to memorise their notes. The greatest weakness of learners' exam answers is often not their lack of knowledge, but their failure to use it relevantly. Learners should also become thoroughly familiar with the layout and organisation of the exam papers to minimise the danger of misinterpreting the instructions given in the question, such as answering both questions in an 'either…or' section. They should also be clear about the different types of questions that appear and the different requirements of these questions.

Learners should also be aware that assessment in linear specifications tends to be more holistic than in modular assessment. This means that they have to be ready to make links between different parts of the specification and to use their understanding and skills across a range of contexts.

Interim assessment

It is important that learners are given the experience of 'mock exams' – taking all, or nearly all the exam papers, in surroundings as close to the real exams as possible – at least in 'exam conditions'. In addition to the sample assessment material provided before the start of first teaching of new specifications, OCR also provides practice papers for many components – these can be found on Interchange, in the Past Paper section.

Past papers and examiner reports

Past papers, mark schemes and examiner reports are available on our website and the most recent papers are available on Interchange. These are very useful for mock exams, interim assessment and for obtaining detailed information on how an exam was marked, and how learners tended to perform on each question. Often the examiner will comment on how well learners coped with a question or will point out common errors.

Example candidate responses

Example candidate responses are available for most OCR AS and A Level subjects on the relevant subject pages. They contain examples of exam questions and candidates' answers at different levels of performance. They also include a commentary from an examiner on why an answer achieved the number of marks or band awarded. You can use the example candidate responses to help you guide your learners in how to write good answers in response to particular types of examination questions.

Read more about the opportunities and pitfalls in using past papers as your own Periodic Assessments in a blog from Neil Wade, one of OCR's Subject Specialists: http://www.cambridgeassessment.org.uk/insights/are-past-paper-questions-always-useful-neil-wade/

APPENDIX 1: THE ENGLISH SUITE

1A. GCSE (9–1) ENGLISH LANGUAGE (J351)

The move from modular to linear assessment in GCSE (9–1) English Language provides a greater opportunity for teachers to construct a course to suit the needs and interests of their learners. The focus on unseen texts and the removal of controlled assessment means that there is now more freedom in the types and range of texts that learners can engage with during the course. This presents a great opportunity to encourage wide reading, which will not only improve learners' knowledge and understanding of different texts, but also help to increase their enjoyment of reading, particularly if texts are chosen with engaging themes in mind. The removal of controlled assessment also means that there is more time to focus on developing reading, writing and spoken language skills so that learners feel confident and fully prepared for assessment at the end of the course.

Planning

The GCSE (9–1) English Language is flexible enough to suit three, two or one year linear delivery. We have produced various curriculum planners to support different delivery timescales:

- Three year delivery for both GCSE specifications
- Two year co-teachable delivery
- Two year thematic delivery
- One year delivery

GCSE (9–1) English Language builds on the knowledge and understanding gained at Key Stage 3 with increased focus on higher order skills such as comparison and evaluation. The skills, particularly for reading, work in a progressive fashion and can therefore be easily built upon during the course. These skills include:

- Understanding the information and ideas presented in texts
- Understanding how these ideas are conveyed – language and structural analysis
- Comparison
- Evaluation

The transition between Key Stage 3 and Key Stage 4 can also be made easier by the gradual introduction of different types of texts of increasing challenge.

In developing their writing skills, it is likely that most of the work will be building on what learners have been studying since Key Stage 2, particularly in terms of developing grammatical accuracy.

The OCR GCSE English Language 'Journeys' Delivery Guide provides some engaging activities to develop and consolidate reading and writing skills and build learner confidence.

There are many crossover opportunities between the GCSE (9–1) English Language and GCSE (9–1) English Literature specifications. As GCSE English Language has no set content, centres delivering both specifications may find it useful to structure the course based around their choice of Literature set texts. The reading and writing skills needed for GCSE English Language can then be developed through the study of these set texts, and complemented with additional 19th- 21st century non-fiction and literary texts.

The tables below provide some suggestions of how the GCSE English Language course could be structured around the study of the GCSE English Literature set texts.

GCSE English Literature J352 Component 1	GCSE English Language J351 Component 1
19th century prose (set text).	19th century non-fiction texts to contextualise the themes of Literature set text Comparison of 19th century non-fiction and 19th century prose fiction Sections of set text (e.g. opening chapters) can be treated as unseen before being studied in detail Analysis of language and structure Writing in different forms, for different audiences and purposes.

GCSE English Literature J352 Component 1	GCSE English Language J351 Component 2
Modern prose or drama (set text) Comparison of set text extract with a thematically linked unseen extract.	20th & 21st century prose fiction extracts linked to themes of Literature set text Comparison of thematically linked unseen texts (non-fiction and literary) Sections of the set text (e.g. opening chapters/ scenes) can be treated as unseen before being studied in detail Analysis of language and structure Writing in different forms, for different audiences and purposes Creative writing.
GCSE English Literature J352 Component 2 Chosen poetry cluster (set text) Shakespeare play (set text)	Analysis of language and structure Creative writing.

Teaching and learning

The GCSE English Language course should aim to build learners' confidence in engaging with a wide variety of unseen texts. With freedom to choose texts and themes that will appeal to specific groups of learners, it is possible to tackle this unseen requirement in a way that's manageable.

The use of unseen texts should develop not only reading skills, but writing skills too. The development of writing skills is most effective when it is contextualised in some way. For example, learners could produce a creative writing piece as a re-creation or extension of a text they have been studying. Throughout the course, learners should be encouraged to use the knowledge and understanding gained from wider reading to improve their own writing and to understand that the development of reading and writing skills are intrinsically linked.

Almost any text can be used to help develop learners' skills in preparation for assessment. A good starting point can be to use extracts of texts you'll be familiar with from previous teaching at GCSE Level (e.g. Of Mice and Men) to develop awareness of language choices and to use as the basis for comparison with a text which may feel more unfamiliar to the learner (e.g. in genre or historical period). Increasingly unfamiliar texts or texts of increased challenge can gradually be introduced across the course. Wider reading can also be encouraged with the use of reading lists which cater to different learners' interests.

A thematic approach can also help learners in tackling unseen texts. One area of the specification that learners are likely to find most challenging is getting to grips with 19th century non-fiction, as these texts are likely to be the least familiar to them both culturally and linguistically. Teachers may adopt a thematic approach looking, for example, at working conditions in the 19th century and in the modern world, using a 21st century non-fiction text. This kind of approach gives learners an anchorage in how they approach unseen texts, balancing what is familiar to them with what is likely to be least familiar. This can also be usefully linked to the learner's study of a 19th century novel in the GCSE English Literature course, helping to illuminate aspects of the context of the text.

By the end of the course learners should be familiar with a wide range of non-fiction and literary texts from the 19th-21st centuries.

Assessment

Learners will need to demonstrate the skills they have learnt throughout the course and apply these to the unseen texts within an exam context. We have produced additional Practice Papers, available via OCR Interchange so that centres can build in assessment opportunities at regular intervals throughout the course. This provides the opportunity for learners' progress to be tracked and measured.

The two GCSE (9–1) English Language exams provide an integrated focus. In each exam, the unseen texts are thematically linked and provide a foundation for the writing section. The use of unseen material allows learners to draw on analytical skills developed in both OCR GCSE (9–1) English Language and GCSE (9–1) English Literature.

Revision

Assessment preparation for GCSE (9–1) English Language will involve consolidation of the skills learners have developed throughout the course. It is important that learners understand what is required of them in the assessment and they may find it useful to consider the Assessment Objectives in terms of accessible 'skills checklists' that they can audit, develop and review throughout the course.

Teachers may also find it useful to go through the annotated sample assessment materials with learners to help them to understand the requirements and approaches to each question. These are available on the GCSE English Language webpage.

Other revision strategies include:

- Themed pointers based on the text pairings for each exam to aid comparison and exploration of texts

- group annotation of texts

- 'speed dating' activity - learners 'sell' responses to different texts

- Review knowledge of subject terminology

- Interactive revision using external resources, such as BBC Bitesize

- Review characteristics of different text types e.g. informative, persuasive.

1B. GCSE (9–1) ENGLISH LITERATURE (J352)

The move to linear assessment for reformed GCSE (9–1) English Literature courses means that you have greater opportunity and freedom to move away from 'teaching to the test' and to think about curriculum enrichment, for example, encouraging wider reading to enhance students' enjoyment of set texts. Underlying your course planning and preparation, is making sure that your students are confident and equipped for the final exams at the end of the two year course; outcomes are, of course, paramount, and we're committed to supporting you help your students achieve their potential in English. It's important for teachers and students alike to have clarity about the end goals, and, particularly in a linear model, to make sure that students stay motivated throughout the course.

Planning

We have a number of suggested schemes of work for you to use or adapt, building on both a discrete approach to teaching the new GCSE (9–1) English Literature course or alternatively taking a more integrated approach to combining key elements and skills of GCSE (9–1) English Language and English Literature courses. These can be found under GCSE English Literature subject page under 'Teaching and Learning Resources – Curriculum planners'.

Delivering the new GCSE (9–1) is a new process for all, and you may well find that after the first exam series in summer 2017, you want to re-visit your schemes of work as a team in order to review the order you approach the texts in, or to build in more focus on particular skills, or to develop further co-teachability opportunities with GCSE (9–1) English Language.

Teaching a linear course does lend itself to starting your planning by thinking about students' readiness at the end point, and working backwards, rather than just moving through the course in bite sized chunks, from one assessment to the next. There are a number of simple strategies that you might want to consider, as part of your curriculum planning:

Start with a modern text – modern prose or drama – this is an accessible, positive way in to teaching English Literature at GCSE level.

Cover the poetry content in two chunks i.e. 7 poems (from your chosen themed cluster from the OCR set text poetry anthology Towards a World Unknown) early in Year 10 and a further 8 later in Year 10 or early in Year 11, building on and linking to the 7 poems that were initially introduced. NB It doesn't have to be the case that you cover them in strict chronological order as they appear in the anthology, either, it might be more interesting to mix up the selection.

Use the 19th century novel as a springboard into exploring unseen 19th century non-fiction texts, by sourcing material which illuminates the context of or issues in your chosen novel. Starting by simply exploring the content of these extracts, focussing on comprehension, and then applying their understanding to the characters or themes being studied, will help students to build confidence with the language and style of these texts early on.

Key Stage 4 will very much be building on Key Stage 3 achievement, and many centres are choosing to introduce the Key Stage 4 curriculum either in the final term of Year 9 or even for the whole year. This could be through giving students a taste of a variety of 19th century texts and extracts, both fiction and non-fiction – OCR has a number of rich resources designed with co-teachability in mind – for example the GCSE English Delivery Guide based on Journeys or the OUP Student Books and Teacher Companion produced to specifically support teaching and learning of the new OCR GCSE (9–1) English Language course. See OUP OCR GCSE English resources

Teaching and learning

New for GCSE English Literature examinations from summer 2017, is the inclusion of unseen texts in the final exams, which need to feature in comparison questions (not necessarily one unseen text being compared with the other). Unique to OCR, students compare a studied text with an unseen text in the same genre in each exam, enabling fresh and personal connections to be made between an extract from their familiar, studied text and a thematically linked unseen text. This enables candidates to evaluate and respond critically to texts in a fresh and personal way and takes away the 'fear factor' of tackling a comparison task based entirely on unseen texts.

How to approach set texts

As mentioned above in the Planning section, it's useful to think about and map out the whole course before you begin teaching, rather than just moving from one text to the next. This gives you greater flexibility and opportunity to think about how and where to build in the key skills needed for the final exams, integral to covering all the set texts.

The move to closed text exams, and questions which require candidates to show understanding of and engagement with whole texts can seem daunting. We've developed a set of practical, creative tools to help support you, including:

- Introductory guides to new set texts e.g. DNA, Never Let Me Go

- Delivery guides focusing on what's new or what's changed e.g. Approaching unseen texts, Comparing texts

- An interactive, free digital poetry anthology at http://english.ocr.org.uk with teaching ideas and activities for all 45 poems included in the OCR set text poetry anthology *Towards a World Unknown*.

As mentioned before, there's lots of scope to encourage students to read more widely, to enhance their engagement with and enjoyment of the set texts. At the end of this appendix there are some ideas of a wide range of authors to get you started as you encourage students in their own reading.

How to effectively prepare students to work with unseen texts

Again, there are rich crossover opportunities with GCSE (9–1) English Language, given the new English Language end-of-course assessments are based entirely on unseen texts. *See earlier Planning and Teaching and learning sections.* Other practical, simple strategies you might consider:

•   OCR resource *Using modern unseen texts* includes a suggested framework for exploring stand-alone unseen extracts and pairing an unseen extract with a studied text, plus new unseen extracts for each of the set texts

•   Student sourced extracts around a theme e.g. use *I Wouldn't thank you for a Valentine* by Liz Lochhead as a starting point for ideas around romantic love – see activities in OCR digital poetry anthology at http://english.ocr.org.uk

•   Embedding unseens/comparison through different mediums e.g. using a picture or visual as a starting point and setting it to music – could be linked to a particular dramatic moment in a text.

Assessment

The focus in preparing learners for the final exams should be on skills-based learning through the study of a range of quality, literary texts. Reading critically and evaluatively, making connections across reading and analysing the impact of language, structure, form and presentation are all essential skills developed through this qualification. Preparing learners to respond to unseen texts and to use them comparatively in the assessment further encourages independent thought and analysis, enabling students of all abilities to build their confidence in responding to texts in a fresh and personal way and make connections, both explicit and implicit.

The reality of end-of-course exams means that you are likely to want to build in assessment opportunities at regular intervals. This could mean end of term or text assessments; many centres are planning for mocks at the end of Year 10 and again around Christmas time in Year 11. In order to support you in measuring progress in this way, as well as the published sample assessment materials, we've produced new practice papers which are securely stored on Interchange, making them ideal for mock exams. You can find these here: GCSE English Literature practice papers

Regular progress checks provide scope for intervention and support across the ability range, without students being under pressure to 'perform' in high stakes assessments en route.

It's a good idea to encourage and support student understanding of how they will be assessed at the end of the course, and to give them hands-on experience, e.g. by developing student friendly Assessment Objectives, marking and reviewing published candidate exemplars and examiner commentaries, available at GCSE English Literature subject page (under Teaching and Learning resources under Candidate exemplars). Learners will be keen to use the new style mark schemes themselves, too, and using them to support critiques of their peers' work is an easy way to achieve familiarity for them.

Mocks are a useful tool to mirror the stamina students will require for the final exams, while regular assessments during the course can be motivating for students, as well as highlighting where further work needs to be done or skills consolidated.

Revision

Revision is not the same as re-visiting or reflecting, it is about ensuring readiness for the final exams at the end of a linear course. OCR has a number of resources available to specifically support effective exam practice for the new GCSE English exams, developed by practising teachers.

There is a dedicated revision section in the http://english.ocr.org.uk designed to directly support students with practical activities and strategies to help them prepare for the poetry section of the final exam.

Other practical suggestions from teachers for revision include:

- Groups taking responsibility for summaries of plots/characters/relationships in set texts

- Developing quote banks for characters linked to themes

- Quizzes and competitions e.g. give the answer and work out the question

- Students sourcing extracts around a particular theme

- Active Shakespeare – groups tracking themes/plots and sub-plots, quick-fire key quotes.

Hyperlinks included in this document:

http://www.ocr.org.uk/qualifications/gcse-english-literature-j352-from-2015/

http://www.ocr.org.uk/Images/164038-journeys-delivery-guide.pdf

https://global.oup.com/education/content/secondary/series/ocr-gcse-english/?region=uk

http://www.ocr.org.uk/Images/208645-dna-delivery-guide.pdf

http://www.ocr.org.uk/Images/208646-never-let-me-go-delivery-guide.pdf

http://english.ocr.org.uk

https://interchange.ocr.org.uk/Downloads/English-Literature-J352-from-2015-practice-papers-and-mark-schemes.zip

Contemporary authors suitable for 14–16 year olds

The following list is NOT a list of authors from which unseen material will be drawn but a wide range of high quality authors whose work incorporates the kinds of themes and styles which will support students to extend their critical creative reading skills and develop their creative writing skills. This list could be sent home to help parents to support wider reading.

Aaaronvitch Ben	Atkinson Kate
Almond David	Beauman Sally
Banks Iain	Blackman Malorie
Bates HE	Brennan Maeve
Boyle John	Carter Angela
Chatwin Bruce	Dickens Monica
Conrad Joseph	Du Maurier Daphne
Dahl Roald	Dunmore Helen
Durrell Gerald	Fine Anne
Elton Ben	Gibbons Stella
Filer Nathan	Hall Radclyffe
Fleming Ian	Harris Joanne
Forster EM	Heller Zoe
Fowles John	Hill Susan
Golding William	Jones Sadie
Greene Graham	Joyce Rachel
Harding John	Levy Andrea
Hornby Nick	Lewycka Marina
Horowitz Anthony	Lively Penelope
Huxley Aldous	Lupton Rosamund
Kelman Stephen	Manning Olivia
Kipling Rudyard	Mantel Hilary
Lawrence DH	O'Farrell Maggie
Lee Laurie	Rendell Ruth
McEwan Ian	Rhys Jean
Nicholls David	Rosoff Meg
Orwell George	Smith Zadie
Pullman Philip	Spark Muriel
Rushdie Salman	Streatfield Noel
Swindells Robert	Tearne Roma
Torday Paul	Tremain Rose
Waugh Evelyn	Waters Sarah
Wells HG	Watson Winifred
Westall Robert	Winman Sarah
Wyndham John	Winterson Jeanette
	Woolf Virginia

1C. THE A LEVEL ENGLISH SPECIFICATIONS

Synopticity

The linear design of the new AS and A level specifications across the English suite enables a truly synoptic approach to study and assessment. The new English Literature AS and A level structures enables centres to select how they wish to deliver each component and to draw natural contextual, critical, thematic and stylistic links between texts taken from a range of historical periods and a range of literary genres. Because each component assesses against all AOs learners will consistently draw on a rich toolbox of interpretative skills, ensuring that they become increasingly competent in a range of interpretative models including: close-reading, critical reading and context-driven approaches. Similarly, in the new English Language and Literature AS and A level specifications, candidates develop a rich appreciation of how meaning is shaped within a range of fictional and non-fiction texts. The component assessments are designed to enable learners to apply a range of interpretative skills in a precise analysis of texts and to apply their knowledge of how meanings are shaped within in texts through creative writing tasks. Because of the final assessment structure of the specification, centres are able to weave the content and skills from each component into an integrated delivery model in order to support the cross-fertilisation of ideas. The English Language AS and A level specifications also provide excellent scope to move away from potentially limited unitised delivery. Instead an integrated, cross-component approach to studying the key concepts and theories that underpin language study can be adopted. Learners are likely to become more aware of the interconnectedness of language theories in relation to language usage amongst various groups. One could also argue that in seeing the links, learners will also become better equipped at reading the subtleties, developing nuanced insights into why certain groups use language in very different ways, and how much one's language use shapes identity, presentation and reception.

1D. GCE ENGLISH LANGUAGE AS (H070) AND A LEVEL (H470)

The move from a modular course where UMS marks are accumulated in 2 separate exam series to a linear course where there are only terminal exams does offer teachers more freedom to move away from the demands of constantly having to think of preparing students for exams and instead to think about wider curriculum study and enrichment. In a modular system, at least a term was given up in preparation for and sitting of summer AS exams. Now teachers have that time 'back', which reduces the pressure of covering content in a short amount of time and therefore gives more space to exploring concepts, improving skills and investigating linguistic areas that naturally appeal to students.

Underlying any course planning is the aim of preparing students to feel confident and prepared for the exams at the end of the two year course and this part of the guide is committed to helping you to suitably prepare your students.

Planning

You will find on the A level English Language webpage a number of 2 year course planners (http://www.ocr.org.uk/Images/177894-a-guide-to-co-teaching-the-ocr-a-and-as-level-english-language-specifications.pdf) to help you make decisions about the structuring of your course. However, these are very much assessment preparation driven. They offer routes through for teachers who have been required to offer a co-teachable approach (so some students could do both AS and A level English language).They reflect a traditionally modular approach to teaching, in that the unit titles reflect assessment topics/questions.

The majority of OCR English Language A level centres embarked on this approach in September 2015 because they were in a 'mixed economy' of modular and linear AS/A levels. But as more A levels become linear, and funding pressures increase, many centres are changing their offer and moving to offering linear A level courses separately from any AS provision which might be available. This gives an opportunity to re-visit schemes of work with colleagues in the department and team to re-order the way elements are taught, or to take a far more conceptual and integrated approach to the teaching of the examined topics.

For instance, one way to start could be through the topic of Language Change. This would seem odd in an assessment driven curriculum – it is the last question on the second exam at the end of the two year course, after all. OCR has a Delivery Guide already available for this topic (http://www.ocr.org.uk/Images/261590-language-change-delivery-guide.pdf) but rather than follow it as a step-by-step guide to teaching the topic, you might dip in and out of it. Start with the students' interest – ask the question 'can teachers/parents use modern slang?!!' You might dip into aspects of Language and Technology as part of this activity, and use the Delivery Guide which can be found at http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg009-language-and-technology/. You might then explore students' knowledge of basic grammar terms; you could use either the Topic Exploration Guide on approaching texts, or refer to the relevant section of the OUP book for OCR A level English Language. Through this approach, you can make sure the students understand grammar analysis and can identify subjects, objects, verbs, adverbials and complements and can also pick out nouns, verbs, adjectives, adverbs and prepositions with all the various sub-classes. Some of this work will be building on what students will probably have been learning about Grammar since Key Stage Two, some of this work will also be new to them.

Now having established an ability to analyse linguistic texts, student should be able to continue on a 'language change journey'. You could explore older texts, and the Delivery Guide on Language Change (http://www.ocr.org.uk/Images/261590-language-change-delivery-guide.pdf) has sections to help you – and then use the British Library 'Sounds' section https://www.bl.uk/subjects/sound to explore how oral traditions have changed. This could involve looking at regional dialects (there are plenty of examples in the British Library Sounds Familiar part of the website (https://www.bl.uk/learning/langlit/sounds/index.html), differences between the spoken and written word (there are lesson ideas for this in the Delivery Guide 'Introduction to Conversation which can be found at http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg004-introduction-to-conversation/ and then explore topics like language and gender (Delivery Guide available at http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg003-language-and-gender/) which can come alive for students when exploring the spoken word. The students should constantly be considering whether these areas have changed over time.

Then, after having explored how language has developed, you might want to return with your students to the modern world and think about where it might go in the future. Look at how language is used in Media Texts (the Delivery Guide on Multi-modality in linguistic texts gives some ideas about how to approach this http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg008-multimodality/as does the previously mentioned guide on Language and Technology http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg009-language-and-technology/). While looking at 'modern texts' you might ask your students to consider issues of who has power in the texts you are looking at and how this power is expressed, and Delivery Guides like http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg002-language-and-power/ can help here.

This will all take (at least) the first year of teaching, but you have now covered all the concepts of the course – bar one, Child Language Acquisition and that could be reserved for the 2nd year, along with the student's independent Language Investigation and Academic Poster.

Language and Change isn't the only place to start by any means. If you have a female only class, Language and Gender might seem an obvious place to start, tracking how female voices have changed over the years and whether they are different in writing and speaking. You could even end by reading some of Deborah Cameron's work on whether Language and Gender even exists!

Or you could start by looking at speech, and exploring these exploratory questions: What makes it different from the written word? Which mode exerts most power? How has speech evolved? Do men and women speak differently?

There are many different ways to make your way through a two year course, with the benefit of not having to constantly think about exams looming shortly.

Teaching and learning

For A level English Language, in addition to covering the course requirements, the focus is on building key skills and conceptual understanding to prepare the learner for the end of course exams. The full curriculum can be found at http://www.ocr.org.uk/Images/171195-specification-accredited-a-level-gce-english-language-h470.pdf . Students need to be prepared to:

- Analyse a text for key features of lexis and grammar

- Respond creatively to a language issue

- Explore differences between linked texts in different modes

- Consider what stage of language development a child might be at

- Analyse a multi-modal media text

- Examine language change

And as part of the non-examined assessment (NEA), complete their own independent investigation into language, on a topic of their own choice.

All the bullet pointed topics are found in the exam and all will include responding to unseen linguistic texts. Even the piece of creative writing (the second bullet point) responds to a previously unseen quote. Therefore, preparing students to study unseen texts is at the core of this qualification.

All the Delivery Guides on our website include 'real' linguistic texts and transcripts – or ideas of where to find them through web links. The more students practice on these texts, the better prepared they will be. This shouldn't mean lots of silent timed writing, however – there are many ways you could explore unseen texts in creative and engaging ways. For example, a different student could be asked to introduce an interesting linguistic text at the start of each lesson; you could put texts onto large pieces of paper for groups to annotate and display on the wall;, you could give texts out with missing words and ask students to fill in the gaps (the fascinating bit is the discussion/explanation of their choices, and then exploring what the 'right' answer was, and discussing any differences); the class could jigsaw different texts.

Creative writing is such a good vehicle as well. The excellent Delivery Guide on Topical Issues (http://www.ocr.org.uk/Images/258291-topic-issue-delivery-guide.pdf) explores different writing styles. Asking students to write in a particular style and then explain their choices is an excellent (and tried and tested) way of exploring lexical and syntactical choices through the use of genre conventions. It makes sense not to teach this skill discretely, but to integrate it with the other topics. For instance, in the course of teaching Language and Gender, ask students to create a style-based response to the utterance 'The English Language is biased against women'.

One of the really interesting aspects of the independent student language investigation is that they have to develop as independent learners. This doesn't happen magically overnight, but needs to be developed alongside the skills required to follow through a topic of interest for the student. The Delivery Guide about starting this work - http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg010a-setting-up-a-language-investigation/ - is full of ideas for developing the necessary skills. OCR also has guides about turning these Language Investigations into Academic Posters.

Teaching and learning

Assessment

Both of the exams and the NEA that form the new GCE in English Language are synoptic. Since the focus is on skills-based learning, synoptic assessment is integrated into the specification. Analysing the impact of language, understanding and employing the language levels, making connections across different texts and the impact of language, form and structure on a student's own writing are all essential skills developed in this qualification. The emphasis on responding to unseen linguistic texts means that a student should feel ready to understand the pivotal role language plays in modern society and perhaps more importantly, be aware of how to use this knowledge.

The reality of end-of-course exams means that a teacher would want to build in assessment opportunities at regular intervals. This could mean end of year or end of topic assessments. To help teachers there are the sample exam papers, and OCR have also published practice papers for the A level that are securely stored on Interchange. Additionally, as you approach the end of the first year of the course, there is another end of year (AS) mock you could use in the practice materials for GCE English Language (for instance at http://www.ocr.org.uk/Images/297308-as-component-01-exploring-language-practice-material.pdf).

It is a good idea to encourage and support student understanding of how they will be assessed at the end of the course throughout the course, and to give them hands-on-experience, e.g. by developing their own student friendly reading of Assessment Objectives, marking and reviewing indicative student work (such as those that can be found at http://www.ocr.org.uk/Images/269682-component-01-h070-indicative-candidate-answers.pdf) and when available, looking at exemplars and chief examiner's reports which will be found on the A level English language webpage http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/. This will enable students to be able to understand how the mark scheme works and what they would need to do to improve their own work.

Revision

Revision is not the same as re-visiting or reflecting. It is about ensuring readiness for the final exams at the end of a linear course. Obviously using practice papers and past papers when they are ready and looking at student exemplars all help. But as the course is synoptic in approach, continually looking at unseen texts of the standard and type that might come up in exams is always helpful.

Other ideas might include

- Using Quizlet (https://quizlet.com/) – students can design their own as well as respond to yours

- Students designing guides to answering different exam questions

- Designing useful phrases for comparison

- Finding interesting texts for analysis, both online and in language course books

- Use online resources like David Crystal's blog (http://david-crystal.blogspot.co.uk/) or the UCL Englicious site (https://www.ucl.ac.uk/ah/knowledge-transfer-enterprise/initiatives/englicious)

1E. ENGLISH LITERATURE AS (H072) AND A LEVEL (H472)

Planning

Teachers who are delivering both the AS and A level specification in tandem may find that their programme of study is more in line with those adopted for the legacy specification. The fact that learners will sit the AS exam half way through their A level journey necessitates that some content is delivered prior to others. Of course, this content will need to be revisited during the second year of study and will be reassessed at the end of the course. However, in many ways the AS course provides a useful structure for planning delivery for the full A level course, and, because the AS structure already focuses on literature from across historical periods and genres and all AOs are utilised within both the pre-1900 and post-1900 components, learners can still benefit from this integrated approach to delivery.

For example, the Shakespeare text can be explored through its historical contexts and critical reception, and this will inform approaches to studying the Post-1900 prose or drama text; the skills therefore transcend individual components. It is highly feasible to study the Shakespeare and the Post-1900 drama text simultaneously (in a split session approach), thereby fostering even deeper awareness of the dramatic characteristics of each play – how Shakespearean drama influences modern/contemporary drama, and how far dramatic traditions or conventions have changed. Concepts of narrative drivers, character types/functions, use of universal themes and dramatic/literary conventions are beautifully illustrated within Shakespeare's plays and this serves as a rich source to explore such aspects in post-1900 drama.

Similarly, the pre-1900 poetry text can be taught simultaneously with the post-1900 prose text, drawing out the historical movement of popular literary genre – from a preference for poetry to the advent of the novel and the elevation of prose. Drawing from the two drama texts already studied, exploring aspects of narrative can be a handy starting point to access the poetry and prose texts, drawing out comparisons between genre conventions and historical literary fashion or trends.
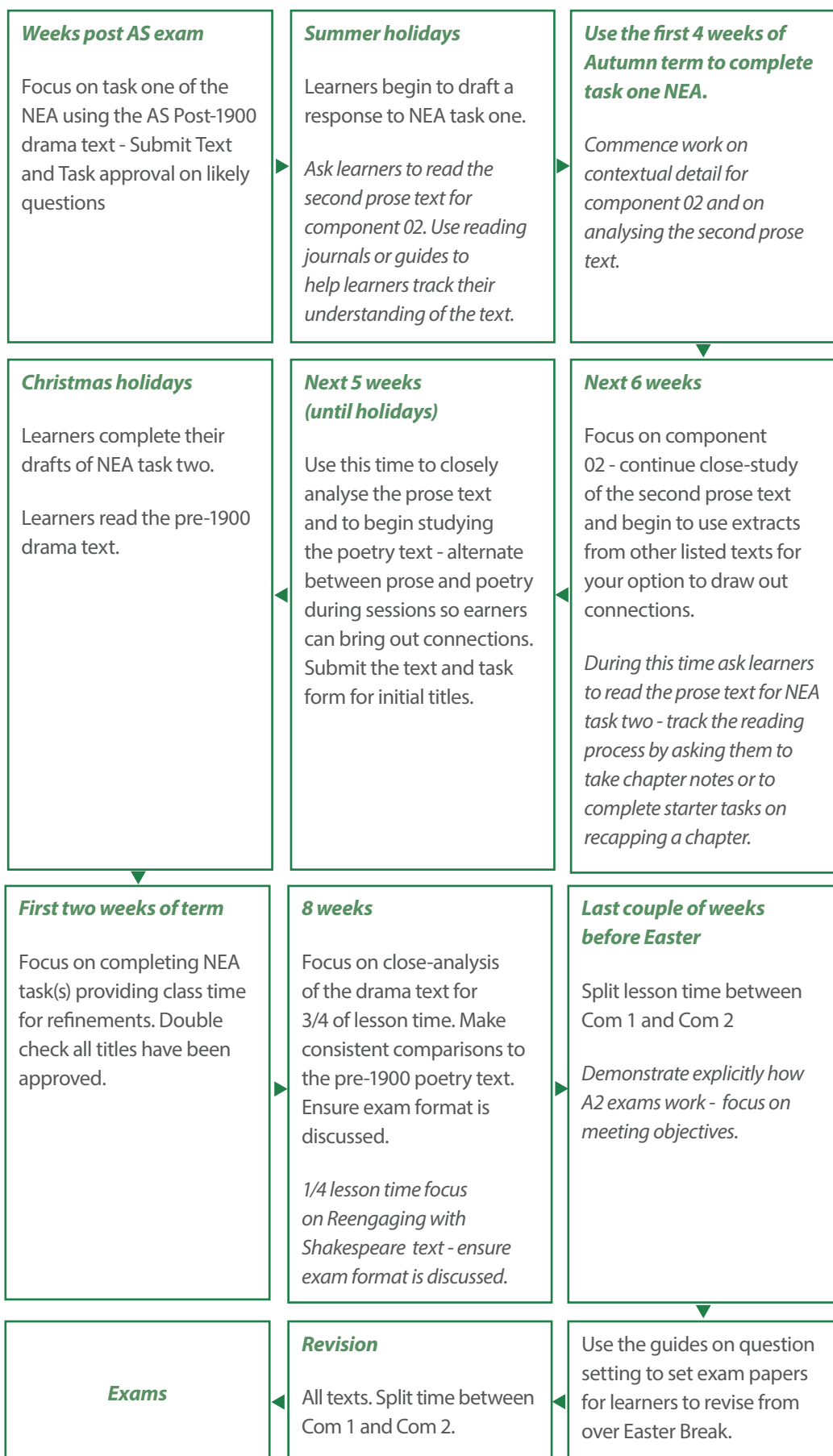
Of course this is only one approach to how you could plan your delivery of texts, so there are many other ways that you can sequence the delivery of texts to stimulate an appreciation of the connections between those texts. Some centres may wish to start with post-1900 texts, knowing their learners will find it more accessible to work with language and context more closely linked to their own. Some centres may wish to take a historical approach to texts – exploring how literary trends have emerged over time. The fact that each of the set texts is assessed separately within the AS exam, means that the order of delivery of the texts does not matter so much as to how skills and approaches to studying literature are developed across the programme of study.

After completion of the AS year, the new texts simply need to be linked to their partner text, so the pre-1900 drama text is explored through its connections to the pre-1900 poetry text and the second prose text is explored via its connections to the post-1900 text of the same topical focus. Furthermore, the texts chosen for the NEA tasks can also be linked to the thematic and socio-cultural contexts of the component 02 prose texts, and linked in terms of genre conventions to all the previous examples.

The two example calendars below may provide some insights into how to pick up the extra A level texts in the year after completing a coteachable model:

Example calendar – single teacher

Weeks post AS exam Focus on task one of the NEA using the AS Post-1900 drama text - Submit Text and Task approval on likely questions	**Summer holidays** Learners begin to draft a response to NEA task one. *Ask learners to read the second prose text for component 02. Use reading journals or guides to help learners track their understanding of the text.*	**Use the first 4 weeks of Autumn term to complete task one NEA.** *Commence work on contextual detail for component 02 and on analysing the second prose text.*
Christmas holidays Learners complete their drafts of NEA task two. Learners read the pre-1900 drama text.	**Next 5 weeks (until holidays)** Use this time to closely analyse the prose text and to begin studying the poetry text - alternate between prose and poetry during sessions so earners can bring out connections. Submit the text and task form for initial titles.	**Next 6 weeks** Focus on component 02 - continue close-study of the second prose text and begin to use extracts from other listed texts for your option to draw out connections. *During this time ask learners to read the prose text for NEA task two - track the reading process by asking them to take chapter notes or to complete starter tasks on recapping a chapter.*
First two weeks of term Focus on completing NEA task(s) providing class time for refinements. Double check all titles have been approved.	**8 weeks** Focus on close-analysis of the drama text for 3/4 of lesson time. Make consistent comparisons to the pre-1900 poetry text. Ensure exam format is discussed. *1/4 lesson time focus on Reengaging with Shakespeare text - ensure exam format is discussed.*	**Last couple of weeks before Easter** Split lesson time between Com 1 and Com 2 *Demonstrate explicitly how A2 exams work - focus on meeting objectives.*
Exams	**Revision** All texts. Split time between Com 1 and Com 2.	Use the guides on question setting to set exam papers for learners to revise from over Easter Break.

Example calendar – split teaching

Summer months
Use this time to focus on task one of NEA. You could use the AS drama text for this.

Ask learners to complete a draft / or have investigated and selected which text they wish to use for NEA task one.

Autumn term
Focus on completion of NEA task one within first 4-6 weeks.

Next part of term focus on NEA task two.

Christmas holidays
Complete second NEA task.

Undertake reading for the second Prose text for Com 2.

After Christmas
Focus on Com 2.

Make comparisons between the texts and focus on using extracts from other texts on the option list to practice the unseen aspect of the exam.

Summer months
Focus on introducing pre-1900 drama text. Invest in contexts, drawing out similarities between authors' styles/concerns etc in this and pre-1900 poetry text. Work on opening scenes - then set reading the remainder for summer holidays.

Autumn term
Focus on close-analysis of the pre-1900 drama text. Begin making comparisons to the Pre-1900 poetry text. Focus on exam structure and how to meet AOS.

After Christmas
3/4 of time re-engage with the Shakespeare text. Focus on exam structure and how to meet AOS.

Keep the Poetry and Drama in the loop with regular lessons / activities.

Easter and after
Both teachers focus on exam preparation during and after Easter - use question setting guide to set mock papers.

Those teachers who are teaching the A level specification only, perhaps have greater freedom in shaping their programme of study – determining which connections they wish to established between texts. For example, a component driven structure could be applied, where a teacher may choose to work their way through each component either in historical order or another order (for example following a structure that is likely to provide greater accessibility to learners). However, as there is perhaps more space/time for scope of delivery when only delivering the A level specification teachers may employ a cross component approach to delivery. They may adopt a similar approach as that outlined above – seeking links across genres and historical periods. However, it is important that texts that are assessed together are married up – for example the Pre-1900 poetry and drama texts and the component 02 texts.

There are a number of text-specific delivery guides and skills guides available on the English Literature subject page which can be used to help planning learning focuses for specific texts and to aid the development of key skills: http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/delivery-guide/

Teachers can also use our online Scheme of work builder to plan their delivery: http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/scheme-of-work/

Teaching and learning

Those preparing learners for the AS exams will likely find that this imposes some structure to their delivery. This does not mean, however, that teachers are forced to teach to the exam, but you may find that a tight focus on the set texts is necessary. However, by adopting the cross genre/cross component approach to delivery, you may well find that you are able to establish effective contextual links or indeed critical approaches across the four texts studied for AS examinations, and of course then the extra four texts that are studied for the A level specification. This may ultimately free up more time to invest in exploring a wider range of critical material, exposing learners to wider-reading of relevant literature and exploring more deeply the shaping influences or contexts of the texts.

Those delivering the A level specification only have considerable space to deliver the texts and as such this provides excellent scope for enhancement activity. For example, for component 02 centres may decide to deliver more than the minimum two prose texts, or may encourage learners to read more widely themselves. Some centres may choose to study parts of other Shakespeare texts to draw out connections with their set text. Centres may feel they have more scope to offer more choice to learners within the NEA text selection. Wider-reading and research can also be undertaken into the contexts that surround the text, and more time can be invested in engaging with denser critical essays, more nuanced literary theories, a greater array of performances or historical responses.

Regardless of whether the AS and A level are studied together or not, the focus of the second year of delivery is usefully placed on gaining greater competency in applying the AOs. The **AS to A level Transition guide** provides useful tips as to how to achieve this and can be found at: https://www.cpdhub.ocr.org.uk/DesktopDefault. aspx?e=eeefkacmhhpiblncfgpfbpepiopealdmcpjcegaconikpmnokm

(See pages 46-50)

Assessment

It is perhaps the case that many centres who have opted to deliver the AS specification, have done so partly because it provides an authentic exam experience for level three learners prior to sitting the high stakes A level exams. The AS, though in itself a discrete qualification, can function as a mid-point mock exam opportunity enabling learners to gain a formalised understanding of their progress. However, it is important to invest in regular formative assessment tasks to track learners' growing understanding of each text. This can initially be achieved via quizzes and tests, Q/A, discussions, and via traditional essay responses etc. However, it is important to introduce exam approaches early on during the AS year in order to ensure that learners are aware of the question formats in the exam for each of the texts studied and which AOs they should address their responses.

The Sample Assessment Material is available online to demonstrate how the papers and questions are structured:

Paper One: http://www.ocr.org.uk/Images/171435-unit-h072-1-shakespeare-and-poetry-pre-1900-h072-01-sample-assessment-materials.pdf

Paper Two: http://www.ocr.org.uk/Images/171434-unit-h072-2-drama-and-prose-post-1900-sample-assessment-materials.pdf

The **Annotated Sample Assessment Material guides** are also great resources to help learners understand how papers and questions are structured. These can be found in the '**Assessment Materials**' section of the subject page.

Those taking the A level specification only will have adequate time to provide multiple mock question or exam opportunities across the two years of study. This means that learners' progress can be precisely tracked. As a result of providing regular exam practice, class-room based activity, homework tasks, and all forms of formative assessment can be more tightly focused on areas where groups and individual learners require more support. Similarly, it is very important that learners are introduced early to the Sample Assessment Material:

Paper One: http://www.ocr.org.uk/Images/171432-unit-h472-1-drama-and-poetry-pre-1900-sample-assessment-materials.pdf

Paper Two: http://www.ocr.org.uk/Images/171433-unit-h472-2-comparative-and-contextual-study-sample-assessment-materials.pdf

There are a range of exemplar materials available for AS and A level specifications which provide excellent insights into what a response may look like and also to support peer and self-assessment activities. All of these can be found in the '**Candidate Exemplars**' section of the subject page.

Revision

Because there is scope to explore more material when only working towards the A level qualification, it is important that strategies are put in place to ensure all texts are fresh in learners' minds before the final exams. One way to achieve this is to ensure learners constantly re-visit texts. For example, while delivering the pre-1900 drama text, ensure links are consistently made to the pre-1900 poetry text. Ensure Shakespeare remains fresh in learners' mind by establishing constant links to contextual elements and critical interpretations. Ensure that connections are consistently made between the two prose texts for component two.

Utilise a range of resources to aid revision:

• Create reading books for all texts as you are studying them – summaries of chapters/acts/poems, questions that assess understanding of content and concepts, character development points, narrative arcs and key quotes can be charted through such resources.

• Connections/comparison tables/charts, where linked texts can be compared or all texts can be compared.

• Quotation tables (that also require learners to closely analyse language choices and significance of the reference)

• Create literary and historical context timelines

• Create genre characteristic factsheets

• Create key critical perspective factsheets for each text

• Create literary interpretative schools factsheets (Marxist, feminist, psychoanalytical etc.)

• Use seminars to enable wide-ranging discussion of the texts around a central concern (allow learners to draw out their own links)

• Identify sections of texts as focus points for discussion/close-analysis – cram full of annotations.

• Provide numerous unseen extracts and analyse closely – always use to draw out connections to their studied texts.

• Divide the Shakespeare text into key sections which you closely analyse as a group.

We have produced a guide for both the AS and A level exams which enables centres to see how to create authentic exam-style questions. This helps to ensure that in your own tests, learners are not only assessed on knowledge and skills but on their ability to apply these appropriately within exam contexts.

AS: http://www.ocr.org.uk/Images/290116-preparing-for-as-level-mock-exam-teacher-guide.pdf

A level: http://www.ocr.org.uk/Images/290117-preparing-for-a-level-mock-exam-teacher-guide.pdf

1F. GCE ENGLISH LANGUAGE AND LITERATURE (EMC)

The OCR English Language and Literature (EMC) AS and A level courses have been designed to be fully co-teachable, enabling teachers to deliver the AS independently or as the first year of two year A level course.

Both components of the AS course have equivalent elements in the full A Level: the study of poetry and prose fiction is based on the same set texts as for A Level, and the OCR/EMC anthology of non-fiction written and spoken texts is a set text for both groups of students.

More specific guidance on all of the combined elements is available in our co-teaching guide that also features a sample curriculum plan detailing how the course content can be effectively split over 1 or 2 years.

There is no set way to approach the course, as the approach a centre takes will be largely dependent on whether they are offering an AS level / A level course or the A level in isolation.   Offering the AS specification obviously necessitates that certain content is covered prior to others but as demonstrated above, the stipulated content does 'double up' for the A level exams making it co-teachable.

Teaching and learning

As with other linear courses the focus of the English Language and Literature course is the development of skills of analysis and knowledge and understanding of the studied texts. Central to the English Language and Literature course is the stylistic approach bringing literary and language analysis to texts and using a 'talkative' approach to analysing texts that leads to students deciding for themselves the best approach to the text(s) in question. The course aims to give students different ways of exploring texts, enabling them to make sensitive judgements on the texts whilst applying their knowledge to them.

A good way of introducing the course and marking the transition from KS4 to KS5 analysis is looking at ways of analysing texts drawn from literary and linguistic study. Examples will include:

• Narratology
• Rhetoric
• Dramatic technique / stagecraft
• Conversation analysis
• Stylistics
• Close reading

The obvious starting point for this is the anthology of texts which provides learners with a broad range of texts to apply their skills of analysis to. There needs to be some differentiation in the practice assessment tasks you might set for AS and A Level students, as AS students do not have to undertake unseen work in their examination. However, AS students could still benefit from the study of unseen texts in lessons to consolidate their skills of linguistic analysis.

Key concepts and ideas that learners can apply to the texts include (but are not limited to):

- Lexis (word class, morphology, phonology, graphology)

- Sentence Types and Functions/Syntax/Grammar

- Semantics and Pragmatics/Denotation and Connotation

- Attitudes and Values

- Literary and Non-Literary Texts

- Discourse/Genre

- Writing for a purpose

- Audiences

- Spoken Language and its differences from the written

The analytical skills learners will focus on during their work on the anthology can act as an effective lead in to the in-depth stylistic study and close analysis required from the study of the poetry, prose and drama (A level only) elements of the English Language and Literature course.

Another key aspect of the English Language and Literature specification is the idea of writing and reading informing each other, and the relationship between the two. As students develop their knowledge and understanding of texts and narrative through their study they should also be able to hone their writing skills, revealing through their own writing their study of narrative. This will prepare them for the creative writing aspects of the assessment as well as giving them further opportunity to consider the texts they have studied. Although this is perhaps more naturally applicable to A level and the 'reading as a writer, writing as a reader' examination, AS students will also benefit from this level of insight when studying the anthology texts in preparation for section B of the 'Non-fiction written and spoken texts' paper.

There are a wide range of support materials available on the OCR English website for the Language and Literature course including a range of delivery guides for all set prose, poetry and dram texts on the specification.

Assessment

Where centres are offering both qualifications, the AS will obviously be used as a measure of interim assessment half way through the two year course. Where centres are offering the A level only, additional practice papers are available securely via the OCR interchange website. This provides the opportunity for learners' progress to be precisely tracked and measured throughout the course.

 Synoptic assessment is embedded throughout the English Language and Literature specification as learners apply their knowledge of literary and linguistic concepts and methods (as appropriate) in a range of contexts. The non-examined assessment (NEA) Component 04 gives learners an opportunity to work independently, pursuing a particular interest and developing expertise that builds on study from elsewhere in the course. Both sections of component 04 are designed to be integrated with the examination components. Component 04 allows learners to apply their knowledge and skills synoptically, demonstrating the coherent learning that has taken place across the course as a whole.

Exam preparation

Preparation for exams is not just a case of revising set texts and reviewing past lesson content; it should be a discreet activity that is planned for the run up to the linear assessment of the course, which should encompass both the knowledge and skills required to approach the exams successfully.

It is important that steps are taken to ensure all exam texts are fresh in learners' minds prior to exams. This can be achieved throughout the course by re-visiting texts and undertaking practice assessments regularly to reinforce what will be expected of learners in the exam.

It is just as important that learners are aware of the skills that are required for each aspect of the examined components and are aware of the AO breakdown for each question / section of the exams. This will be helpful in terms of focus when responding to the questions and is best done when working through practice papers to clearly demonstrate what learners need to do for each question and how they should approach them on the day of the exam.

Other ideas for class revision aids could include:

- Comparison tables/charts where linked texts can be compared and links explored. This is particularly useful for the study of the anthology texts and the poetry collection.

- Regular use of unseen extracts to analyse in class either taken from set texts or for use with the non-fiction anthology (A level only)

- Creation of set texts fact sheets incorporating key quotation and analysis

- Creation of key critical perspective factsheets for each text

- Division of set texts into key sections for group analysis

- Peer teaching of set texts / exam skills and approaches

APPENDIX 2: MATHS

2A. GCSE MATHS – TRANSITION FROM MODULAR TO THE LINEAR COURSE

Legacy specifications

OCR has three legacy GCSE mathematics specifications, **GCSE Mathematics A (J562)**, **GCSE Mathematics B (J567)** and the **Linked Pair**. Of these, **GCSE Mathematics B (J567)** was designed and operated from its first teaching as a linear qualification and teachers who have been delivering this should already be familiar with a completely linear framework.

GCSE Mathematics A (J562) was developed as a modular qualification, with three separate units (each available at Foundation or Higher tier). Since summer 2014, this qualification has been assessed as a linear qualification (candidates must sit all three units in the same assessment series), however the content for the qualification has remained split across these three units, assessed in separate examinations. Teachers delivering this specification should hence be familiar with some aspects of a linear qualification, but may need to consider their approach to delivering content through the year.

The **Linked Pair** consists of two separate GCSEs, Applications of Mathematics (J925) and Methods in Mathematics (J926). There is content common across both these GCSEs, but some content unique to each. Each GCSE consists of two papers, with each examination assessing any content from that particular GCSE. As with J562, since summer 2014, candidates must sit both units for either GCSE in the same assessment series. Teachers delivering this specification should also be familiar with some aspects of delivering a linear qualification.

The new GCSE (9–1) mathematics

The new GCSE mathematics qualification (**GCSE (9–1) Mathematics (J560)**) is a completely linear qualification. Students sit three papers, which can be taken at either Foundation or Higher tier (with some exclusive content at Higher tier); any content for the tier can be assessed in any of three papers. All three papers must be sat in the same assessment series.

Paper 1	*Paper 2*	*Paper 3*
1 1/2 hour	1 1/2 hour	1 1/2 hour
Calculator	Non-calculator	Calculator
Grades 1–5	Grades 1–5	Grades 1–5
▲ *Overlap* ▼	▲ *Overlap* ▼	▲ *Overlap* ▼
Paper 4	*Paper 5*	*Paper 6*
1 1/2 hour	1 1/2 hour	1 1/2 hour
Calculator	Non-calculator	Calculator
Grades 4–9	Grades 4–9	Grades 4–9

Content is listed in the Specification in twelve separate sections, with three separate columns displaying the increasing demand for a particular item. Rather than delivering through entire sections, teachers would be encouraged to adopt a more 'spiral' method; here, content from the first column (headed 'Initial learning…') would be delivered at the start of the course, with topics from the second (headed 'Foundation tier…') being delivered later once the 'Initial learning…' column topics are secure with students. The third column (headed 'Higher tier…') is content for Higher tier students only and content from this column should be introduced once they are confident with that from the first two columns. This method means that content is revisited throughout the scheme of work, enhancing students' familiarity with and retention of the content, as well as ensuring students only meet more demanding aspects of a topic once they are properly secure in the underlying maths.

Sample page from the specification

GCSE (9–1) content Ref.	Subject content	Initial learning for this qualification will enable learners to...	Foundation tier learners should also be able to...	Higher tier learners should additionally be able to...	DfE Ref.
3.02	**Standard form**				
3.02a	Standard form	Interpret and order numbers expressed in standard form. Convert numbers to and from standard form. e.g. $1320 = 1.32 \times 10^3$ $0.00943 = 9.43 \times 10^{-3}$			N9
3.02b	Calculations with numbers in standard form				N9
3.03	**Exact calculations**				
3.03a	Exact calculations	Use fractions in exact calculations without a calculator.	Use multiples of π in exact calculations without a calculator.	Use surds in exact calculations without a calculator.	N2, N8
3.03b	Manipulating surds			Simplify expressions with surds, including rationalising denominators. e.g. $\sqrt{12} = 2\sqrt{3}$ $\dfrac{1}{\sqrt{3}} = \dfrac{\sqrt{3}}{3}$ $\dfrac{1}{\sqrt{3}+1} = \dfrac{\sqrt{3}-1}{2}$	N8

OCR has published a number of freely available sample Curriculum Planners (Schemes of Work) for the new GCSE (9–1) Mathematics (J560), available from the 'Curriculum Planners' section of http://www.ocr.org.uk/gcsemaths. These set out the qualification content for delivery over one, two or three year timeframes and include a number of links to topic resources. They have been published as MS Excel files, so they can be edited and adapted to fit individual delivery preferences.

Delivery Guides are also being published for the different sections of the specification. These include links to different resources broken down into three different sections, 'Curriculum Content', 'Thinking Conceptually' and 'Thinking Contextually'. The 'Thinking Conceptually' section has an introductory section covering approaches to teaching the content and potential misconceptions that should be addressed through teaching.

Assessment Objectives

The Assessment Objectives (AOs) for the new GCSE (9–1) qualification (listed in full on page 49 of the Specification) have a focus on synopticity and these should be borne in mind throughout content delivery. AO3.2 specifically states students should be able to 'make and use connections between different parts of mathematics' and this AO is required to be assessed in each assessment series. AO2.2 requires students to 'construct chains of reasoning to achieve a given result' and this may also draw in content from different topics in the specification. It is hence important that alongside standard content delivery, methods and examples of integrating different topics should be considered at every opportunity to best ensure student familiarity with such questions.

The Curriculum Planners mentioned above each include AO2 and AO3 suggestions underneath each individual section. These suggestions increasingly incorporating topics from earlier in the planner as time progresses, encouraging the idea that maths topics should be considered as interconnected at all times.

Resources from OCR

OCR has produced a variety of freely available resources for GCSE (9–1) Mathematics (J560), available from http://www.ocr.org.uk/gcsemaths. Along with the Specification, Delivery Guides and Curriculum Planners already mentioned, resources include full complete question papers (giving you and your students an indication of how GCSE (9–1) Mathematics assessment will look), Check In tests (short, highly focussed 10-question tests on a single topic, suitable for use as either a diagnostic at the start of a topic, or as end-of-topic tests), Lesson Elements, Mapping Guides and Transition Guides (showing how a particular topic differs in requirements between KS3 and KS4). For further information, please contact the OCR Maths Team at maths@ocr.org.uk, 01223 553998 or @OCR_Maths.

2B. AS AND A LEVEL MATHS AND FURTHER MATHS- TRANSITION FROM MODULAR TO THE LINEAR COURSE

Legacy specifications

OCR has two suites of legacy AS and A Level mathematics and further mathematics, and three legacy GCSE mathematics specifications, **Mathematics (3890-3892 and 7890-7892)** and **Mathematics MEI (3895-3898 and 7895-7892)** which offer extremely flexible modular curricula in mathematics, further mathematics, additional further mathematics and pure mathematics. We also have two standalone AS qualifications in **Quantitative Methods (H133)** and **Statistics (H132)**.

These modular specifications allow students to take individual units throughout their course, with large amounts of individual choice possible, and then to combine the results from those units to create complete qualifications. Many units can be potentially used for any of the available qualifications in a suite, allowing for optimisation of grades between mathematics and further mathematics in particular.

The new AS and A Levels in mathematics and further mathematics

We appreciate that one size doesn't fit all so we continue to offer two suites of qualifications in mathematics and further mathematics.

Mathematics A (H230 and H240) and **Further Mathematics A (H235 and H245)** are developed by OCR and build on our existing popular course. We've based the redevelopment of our current suite around an understanding of what works well in centres and have updated areas of content and assessment where stakeholders have identified that improvements could be made.

Mathematics B (MEI) (H630 and H640) and **Further Mathematics B (MEI) (H635 and H645)** have been developed in collaboration with Mathematics in Education and Industry, and are based on the existing suite of qualifications assessed by OCR. MEI is a long established, independent curriculum development body; this well-established partnership provides a firm foundation for curriculum and qualification development.

Our two standalone AS qualifications are being replaced by the new Core Mathematics level 3 qualifications **Quantitative Reasoning (H866)** and **Quantitative Problem Solving (H867)**.

All the new AS and A Levels in mathematics are completely linear qualifications, with all the assessment of understanding and knowledge across the whole specification in the exams at the end of the course.

The first exams for AS Level Mathematics, AS Level Further Mathematics and A Level Mathematics will be in June 2018, with the first exams for A Level Further Mathematics in June 2019. A Level Mathematics is available only one year after first teaching to allow for the cohort of students who study Mathematics and Further Mathematics in series rather than in parallel. Qualifications will be assessed in the summer only; there will be no exams in January.

The new AS Levels will be standalone qualifications in their own right. They will remain at their current standard. They will not count towards the final grade of an A Level and students may or may not take AS Level on the way to A Level. We have carefully designed our AS Levels to be able to be co-taught with the first year of the A Level and Further Mathematics has been designed to be taught in parallel with Mathematics, though series delivery is still suitable if you currently follow that pattern.

AS and A Level Mathematics have 100% fixed content, and include **both** Statistics and Mechanics. Both qualifications are approximately 2/3 Pure, 1/6 Statistics and 1/6 Mechanics, with the AS Level content a subset of the A Level content. There is no Decision Mathematics in AS or A Level Mathematics (although there will be some content in Discrete Mathematics in our Further Mathematics qualifications).

AS and A Level Further Mathematics have approx. 33 1/3% and 50% fixed Pure Core respectively, allowing the remainder of the course to cover optional content as designed by OCR and MEI.

Content structure

In our new A Level specifications the content is arranged by topic area and exemplifies the level of demand across two stages. The content is shown in two columns (Spec A) or in consecutive sections (Spec B), demonstrating the progression across each topic. When the A Level course is being co-taught with AS Level Mathematics the 'Stage 1' column/section indicates the common content between the two specifications and the 'Stage 2' column/section indicates content which is particular to the A Level specification.

Statements have a unique reference code. For ease of comparison, planning and co-teaching the 'Stage 1' content statements in all A Level specifications have the same reference codes as the same statements in the corresponding AS Level specification. The content in these statements is identical, but the exemplification may differ as appropriate to the level of the qualification. Note that the AS and A Level Further Mathematics specifications are designed to be teachable in parallel with the corresponding mathematics specification. This design is communicated through the 'stage 1' and 'stage 2' structure, though care will be needed when designing schemes of work to ensure that assumed knowledge, particularly for the applied and optional content, is covered in a sensible order.

Rather than delivering course content through entire sections, this encourages teachers to deliver a more spiral curriculum with content from the 'stage 1' column/section delivered at the start of the course and topics from the 'stage 2' column/section being delivered later. This method means that content is revisited throughout the scheme of work, enhancing students' familiarity and retention of the content, as well as ensuring that students only meet more demanding aspects of a topic once they are properly secure in the underlying maths.

OCR will publish a number of freely available sample Curriculum Planners (Schemes of Work) for the new specifications. These will set out the qualification content for delivery over one or two year timeframes and will include a number of links to topic resources. They will be published as MS Excel files, so they can be edited and adapted to fit individual delivery preferences.

Synoptic assessment and its effect on teaching and learning

Synoptic assessment allows learners to demonstrate the understanding they have acquired from the course as a whole, and their ability to integrate and apply that understanding. This level of understanding is needed for successful use of the knowledge and skills from this course in future life, work and study.

Every component or unit in these specifications will require learners to be able to apply all of the Overarching Themes, along with associated mathematical thinking and understanding. It is through this application of all of the Overarching Themes (potentially in any combination) to the content of any given component or unit and any assumed knowledge (potentially in any combination), that learners are given the opportunity to demonstrate their ability to draw together different areas of knowledge and/or understanding from across the full course of study for this qualification.

In all the examination papers, learners will be required to integrate and apply their understanding in order to address problems which require both breadth and depth of understanding in order to reach a satisfactory solution. Learners will be expected to reflect on and interpret solutions, drawing on their understanding of different aspects of the course. For example, when modelling they may be required to suggest possible refinements to a model used, or to comment on whether or not a given result is realistic in the given context.

For new ideas to be retained and added to students' understanding of the subject, it is important for the ideas to be embedded in wider concepts. Ideas learnt in isolation can lead to weaker overall understanding and a limited ability to apply ideas to new situations. Using real examples and representations can help to form bridges between the abstract and the concrete. In this respect, making sure to cover each of the overarching themes when covering each topic, will help to build proof, problem solving and modelling into the curriculum and help to demonstrate the application of the techniques being learnt. Practical work can be particularly powerful for adding a kinaesthetic dimension to students conceptual framework; using technology can also help both with the kinaesthetic aspect and with generalising, and visualising the relationships between mathematical objects, while the ability to offload computational aspects to the technology allows the focus of the pedagogy to be the concepts, their relationships and the links between them rather than any procedural difficulties. For example when investigating graphs of polynomials, using graphing software which incorporates sliders for the coefficients allows students not only to generate a very large number of graphs in a very short space of time, but also to see dynamically the effect of varying one or other of the coefficients on the number of intercepts or turning points.

When ideas have been well understood and can be used effectively in a variety of contexts, the challenge becomes to maintain that understanding over the long term. As with many other skills, without practice, levels of understanding will drop over time. Review and practice then becomes important in ensuring long-term and reliable competence. This review, including formative assessment tasks, needs to be spaced out through the course. When covering new topics, drawing on the links between that topic and previously covered topics, including problem solving tasks that bring together apparently disparate areas of the syllabus, will allow some of this review to happen naturally and enable students to see beyond each topic to its context within mathematics. This does require careful advanced planning, which will probably need to be refined through the life of the specification as your understanding of the topics deepens.

If you teach a class who are not going to take AS Level, but will all wait until the end of the course to take their A Level exams, then you have a great deal of freedom in the order in which you teach the content. It would be very tempting to simply reuse old schemes of work from the modular specification, but these will tend to visit topics in the order presented in the current units, missing potential links between content areas that are currently assessed separately, and will miss opportunities to cover the content more often, in a spiral fashion. In particular this approach may result in only covering the early topics at a relatively unsophisticated (AS) level of demand. In the new A Level specifications, all content areas could be assessed at any level of demand, so that current AS topics need revisiting in the later parts of the course to be integrated into the higher order thinking and deeper content knowledge of the students.

The use of mathematical articles, and in particular examples of applications in context, provides a good opportunity for an engaging and informative way to spiral back to previously covered content, while also seeing the connections with the real world and other areas of the content, and developing comprehension skills. Many such useful articles can be found online and are produced by the subject associations in their regular newsletters and magazines. We will also be producing and curating some suitable articles for this purpose which will be available free on our website.

Resources from OCR

OCR has produced some example resources for our AS and A Level Mathematics and Further Mathematics specifications, available from http://www.ocr.org.uk/alevelmaths. Along with the Specification, Delivery Guides and Curriculum Planners already mentioned, resources will include full complete question papers, Check In quizzes (short, highly focussed 10-question tests on a single topic, suitable for use as either a diagnostic at the start of a topic, as end-of-topic tests or as flipped formative assessment tasks), Lesson Elements and Mapping Guides.

For further information, please contact the OCR Maths Team at maths@ocr.org.uk, 01223 553998 or @OCR_Maths.

APPENDIX 3: SCIENCES

LINEARITY IN SCIENCE

The new OCR suites of A-level and GCSE sciences are all fully linear, with assessment of understanding and knowledge across the whole specification in the exams at the end of the course. All the science qualifications have at least one paper that explicitly assesses across the whole subject within the specification, with the possibility for synopticity throughout all papers, including those where content is split (e.g. Paper 1 and 2 in the A-level A specifications).

The sciences are full of unfamiliar and complex ideas that can be hard to understand and learn. Students' learning can be limited by their cognitive processes, including the capacity of their short-term memory, their ability to decode what is being taught and their ability to link this with their current conceptual understanding. All of this makes pedagogical content knowledge, i.e. the knowledge and skills of teaching specific subject content, a key part of effective teaching. CPD courses focussing specifically on this area of teaching are available from, for example, the Royal Society of Biology, Royal Society of Chemistry and Institute of Physics. OCR also produces Delivery Guides for each qualification that provide support to teachers, and are available on each qualification page.

The science specifications remain subdivided into topic areas, which are in themselves not necessarily synoptic. Initial teaching and learning may involve dealing with the topics in isolation, or within defined limits, before being used in conjunction with material from other topics, in unfamiliar contexts or in problem solving. The application of knowledge in unfamiliar contexts and methods of approach to problem solving may be identified and taught explicitly later in the course. This should help students tackle these types of questions in their assessments.

> ### Case study 1, A level sciences
>
> *Our centre has made the decision not to enter students for the AS exams, which gives us teaching time all the way through to the A-level exams in Year 13. Our aim is to teach the content of the specification by February half-term of the Upper Sixth. For the next half term we will concentrate on techniques for answering A-level questions, particularly those which have a synoptic content, before moving on to general revision from Easter to the exams. Our staff are sufficiently experienced to remember linear exams when they were previously used, particularly the idea that many students do not develop the full A-level competence or understanding until the middle of the Upper Sixth (Year 13). Our strategy allows us to help students to build their knowledge while delivering all the content, before building up to the more detailed open ended questions.*

Ideas for teaching and learning

The methods used to present new information can influence how easily it is learnt. For example, by using both auditory channels (talking about the ideas) and visual channels (written words and pictorial representations), students are engaging with the ideas through two learning pathways. Practical work and modelling activities can then additionally engage students kinaesthetically, helping embed the ideas more fully. Alongside expert explanations from the teacher, students can then engage with the resources individually, then in pairs/small groups and finally as a whole class, talking over their emerging understanding of the ideas, co-constructing their knowledge. Prior familiarisation with new ideas through flipped learning can also help.

> ### Case study 2, A level sciences
>
> *We have made great effort to incorporate the practical activities for the Practical Endorsement into our scheme of work. The college is also very keen to encourage independent study using flipped learning, or at least ideas based on that concept. Students are told in advance the activities which they will be working on for the next week and are expected to research these, being ready to contribute ideas to class discussion before moving on to carry out the practical activities. The motivation and understanding of the more able students has significantly improved, including their breadth of knowledge around the subject. As might be expected, there are groups of students who are less motivated, which can be a disadvantage for them as they are less prepared for practical activities. The gap between those who have engaged and those who have not appears more distinct, but hopefully this is increased capability of the more able, rather than a decrease in those who are not engaged.*

Integrating new ideas into current understanding

For new ideas to be retained and added to students' understanding of the subject, it is important for the ideas to be embedded in wider concepts (e.g. energy, forces, genetics). Ideas learnt in isolation can lead to weaker overall understanding and a limited ability to apply ideas to new situations. For example, many students will happily learn the law of conservation of mass, but then be unable to rationalise the 'loss' of mass in combustion reactions. The sciences have a wide range of abstract concepts that have to be tackled, and the relevance and links between these and the 'real' (macroscopic) world make the subjects challenging. Using real examples and representations can help to form bridges between the abstract and the concrete. Modelling and practical work are particularly powerful in this respect. For example, the ideas surrounding equilibrium can become more understandable when alternating addition of hydrochloric acid and water to a cobalt(II) ion solution leads to observable and explicable colour changes.

Once ideas have been understood sufficiently to have a hold in our memory, making links with existing personal knowledge and experience starts the process of embedding the understanding for the long term. Questioning can be central to this process as it helps expose both how the ideas have been learnt and how they have been linked with prior knowledge. Questioning can range from simple closed recall questions through to complex open-ended problems requiring use of the new knowledge to evaluate novel situations. Past-paper questions are commonly used, allowing many different forms of assessment – including self and peer assessment against mark schemes, and teacher assessment to allow formative feedback and dialogue, focusing on the processes the learners have used to answer the questions. Using expert modelling of how to answer the questions, both in the form of worked examples and by working through questions with the learners, can be very powerful in improving learning. Alternating between teacher-completion and student-completion of questions helps to reinforce these processes. As confidence and competence increases, scaffolding support in answering the questions can be reduced.

> ### *Case study 3, GCSE (9–1) Sciences*
>
> *We, like many centres, enter students for all of their Science GCSE examinations at the end of year 11. The result of this is that qualifications that were designed to be modular were treated in a more linear manner. Therefore these new linear Science GCSE courses with exams only available at the end of the course, are an improvement on the current situation. Our students will be able to consider scientific concepts more holistically and can make connections between topics and ideas. We have the freedom to teach the content in whatever order we choose, and to plan our Scheme of Work and rearrange the specification statements to suit our own style and preference. However, this also means that we have to consider how to prepare students for the vast amount of knowledge required for the Science qualifications, including students gaining and using the specific terminology that is vital to their success in the exams. We will obviously include regular formative assessment as part of our assessment policy. The end of topic quizzes provided by OCR will be useful in testing their knowledge of each topic and give us summative results for tracking. We will have to build in guidance and support on using that knowledge to solve problems and answer the more synoptic questions, such as those in the Specimen Assessment Materials. The practical work embedded in all the specifications can be used as a tool to teach students broadly and deeply, and we already do more than the minimum listed as a matter of course.*

Remembering new ideas

When ideas have been well understood and can be used effectively in a variety of contexts, the challenge becomes maintaining that understanding over the long term. As with many other skills, without practice, levels of understanding will drop over time. Review and practice then becomes important in ensuring long-term and reliable competence. Explicit summative assessment and practice points can be scheduled at increasing lengths of time from the initial learning – for example after 1 week, 2 weeks, 1 month and 3 months and 6 months. The assessment and practice clearly doesn't need to be as intense as during the initial learning period, and can fit nicely within start of lesson activities when new concepts related to the practiced ideas are being introduced. For example, a multiple-choice questions quiz followed by a more in-depth question to be solved in small groups. Careful thought and planning will be required to make this effective, and will undoubtedly improve year-on-year as the new courses bed-in to your centre. The Learning Scientists group have great articles on this type of spacing out, along with a range of case studies from different subjects.

The Learning Scientists have also released a set of "Learn to Study using…" posters which would be a valuable addition to all classrooms and staff rooms.

Revision, context and synopticity

Revision of key ideas and ensuring a synoptic understanding can be aided by use of interesting contexts – science is helpfully full of these. For example, consideration of the relatively simple substance ethanoic acid allows discussion of a broad range of chemistry, linking the key stands of organic, physical and inorganic together. For example, ethanoic acid takes part in many organic reactions, in addition to reaction with carbonates, oxides, metals etc. It is a weak acid allowing discussion of equilibrium, hydrogen-bonding and pH. As a pure chemical substance, we can consider molar mass, molecular, empirical and structural formulae, as well as pi and sigma bonding. Stimulus material is widely available on the internet, including the Molecule of the Month and Compound Interest websites.

Use of scientific review articles in teaching can also aid synoptic understanding along with scientific literacy. This is assessed explicitly in some specifications, for example the Salters Chemistry A-Level Paper 2, which uses an Advance Notice Article. Similarly the articles for Physics B (Advancing Physics) provide interesting stimulus material relevant to both A-level specifications, from which a wide range of physics topics can be identified for revision. At the end of the identification and review process, the written questions, or a selection from them, can be answered by the students.

Sources of review articles include the Biological Science, Chemistry and Physics Review Magazines published by Hodder Education. Other institutions provide similar articles such as the RSC Mole magazines. Such articles are generally 2-4 pages long, cover a range of scientific concepts and contexts, taking the student beyond the specification and explicitly linking concepts together.

Further reading

A general discussion on good quality planning.

Research on effective teaching and how textbooks support this.

Considerations from Bishop Wordsworth's School on moving to linear A-levels.

A Level reform guidance from the Association of Colleges.

Support from OCR

OCR has produced a variety of freely available resources all the science specifications at http://www.ocr.org.uk/science. Along with the Specification, Delivery Guides and lesson planning support, resources include Topic Exploration Pack (looking in depth at particular topics), topic quizzes and secure practice papers for use as mocks and end-of-year exams.

For further information and support, please contact the OCR Science Team at science@ocr.org.uk, 01223 553998 or @ocr_science.

APPENDIX 4: COMPUTER SCIENCE

TEACHING LINEAR QUALIFICATIONS IN COMPUTER SCIENCE

Introduction

In transitioning to the newly reformed GCSE and A level in Computer Science, as well as getting to grips with new specifications and sometimes new subject knowledge, there is also an impact on the way knowledge development and assessment opportunities are structured. The structure of all new GCSEs, AS and A levels is moving from a modular towards a linear course structure. The linear approach means that learners take all exams and Non-Exam Assessments (NEA) at the end of the course, which gives more time for teaching and learning.

The new OCR GCSE (9–1) in Computer Science and A Level in Computer Science are fully linear, with assessment of understanding and knowledge across the whole specification in the terminal exams. Both qualifications have at least one paper that explicitly assesses across the whole specification, with synopticity seen throughout all papers.

Moving from Modular to Linear

With modular specifications you had to make fewer decisions about the order to teach units and how much time to spend on each one. The bulk of the delivery time for the previous specification (J275) was spent on A452 and A453 with only 40% of the total marks on exams. In the new specification(s) there is only 20% NEA and so there needs to be a dramatic pedagogical shift to deal with the different assessment model and the move to Linear can be easily catered for in this shift of practice. This shift to Linear actually makes teaching the specification much more fluid, as you could use a didactic "chalk and talk" approach and cover the theory in steps as laid out in the specification, or you could adopt a "project based" approach and teach the specification using a relevant project/context that will naturally cover much of the theory in an engaging and practical fashion and this methodology truly reflects the nature of Linear assessment as the theory is not compartmentalised but learned in relation to real world use and in a context relevant to the learner. Both methods can work and can be used interchangeably to best suit learners' needs, but the linear nature allows for much more linking and cross pollination of topics with crossover content. In Computer Science there are many links between the different topics and these links should be emphasised and encouraged as this promotes a deeper understanding of the subject as a whole.

With linear specifications, you have greater freedom to plan the two-year course. You can choose the order of topics and set a pace of study that is appropriate for your learners. There is more teaching time available for a linear specification, because less time is taken up preparing for and taking externally set and marked examinations or preparing for and delivering controlled assessments.

Resources

Due to the relatively new widespread adoption of Computer Science and the rapid drive to up-skill the teachers of the subject there has been a lot of work in producing resources (CAS et al) and new teachers to the subject should appreciate that Computer Science is full of unfamiliar and complex ideas that can be challenging to understand and learn. CAS has many useful resources for both teacher and students and is fantastic resource for anyone new to the subject. Students' learning can be limited by their cognitive processes, including the capacity of their short-term memory, their ability to decode what is being taught and their ability to link this with their current conceptual understanding. All of this makes pedagogical content knowledge, i.e. the knowledge and skills of teaching specific subject content, a key part to effective teaching. In Computer Science this is compounded by other factors such as; no exposure to Computer Science in KS3 or in primary, non-specialists delivering KS3, historical ICT lessons that don't link to Computer Science and even a lack of the required tools or software.

Luckily in Computer Science we have a very tech savvy community and there are many digital tools to help learners (and teachers) better access the core content. For the previous specification we were lucky enough to have a MOOC (the resources are here) which allowed self-paced learning and also flipped learning. The MOOC for the new specification integrates flipped learning as well as blended learning by offering teaching/learning resources along with lesson plans and delivery/revision and many interactive resources that are auto marked and give instant feedback. These resources will include project based learning resources to help teachers deliver cross topic learning easily. The gained classroom time will allow a deeper understanding of the theory and lots more time to be spent on problem solving using the techniques in the specification on paper and in code. We are producing syntax and technique guides in all the major languages to help support this new pedagogy and give candidates the tools they need to succeed. With so much more of the content being examined it is important to deliver the content in a logical sequence and whilst this can be achieved in a number of ways there are certain topics that are better left to later such as: the System Security (1.6) topic which should be taught after the Networking units (1.4/5) and is also best looked at whilst studying the Ethical/Legal concerns (1.8).

Relevance

One key element when teaching this material is to make it relevant and engaging. For example, one topic based project will be about online piracy. This will cover: networking, protocols, storage, network hardware, DNS, encryption, security and most of the legal/moral concerns. This topic is something that most Computer Science students will be familiar with and is a fantastic vehicle for linking together lots of independently complex concepts into something tangible that they may have tinkered with. Hacking is another area that can be approached practically looking at the more benign aspects of penetration testing whilst letting the students actually "hack" something.   Once ideas have been understood sufficiently to have a hold in our memory, making links with existing personal knowledge and understanding starts the process of embedding the knowledge for the long term. Questioning can be central to this process as it helps expose both how the ideas have been learnt and how they have been linked with prior knowledge. Questioning can range from simple closed recall questions through to complex open-ended problems requiring use of the new knowledge to evaluate novel situations.

Revision, assessment and feedback

Past paper questions or end of topic quizzes should also be used, providing for many different forms of assessment – including self and peer assessment against mark schemes. This allows formative feedback and dialogue, focusing on the processes the learners have used to answer the questions. Critical to learning here is exposure to expert modelling of how to answer the questions. Alternating between teacher-completion and student-completion of questions helps reinforce these processes. As confidence and competence increases, scaffolding support in answering the questions can be reduced. The digital tools on the new MOOC can automate much of this process and will allow teachers to spend more time where it is needed. When ideas have been well understood and can be used effectively in a variety of contexts, the challenge becomes maintaining that understanding over the long term. As with many other skills, without practice, levels of understanding will drop over time. Review and practice then becomes important in ensuring long-term and reliable competence. Explicit summative assessment and practice points can be scheduled at increasing length of time from the initial learning – for example after 1 week, 2 weeks, 1 month and 3 months and 6 months. Using available end of unit tests for this purpose alongside mock papers, allows better exam preparedness. There are also many online revision tools such as MCQs, flash cards, videos, worksheets and exercises all of which are collated and linked to from the MOOC as we come across it.

Here are some useful tools that are ready now:

http://www.cambridgegcsecomputing.org/

http://www.codecademy.com

http://programarcadegames.com/

http://inventwithpython.com/

https://docs.python.org/devguide/

https://cscresources.wordpress.com/

http://interactivepython.org/courselib/static/thinkcspy/index.html

http://cscircles.cemc.uwaterloo.ca/

http://ss64.com/bash/

http://www.codebymath.com/index.php/welcome/lesson_menu

http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html

http://www.computerhope.com/jargon/a/appendsy.htm

APPENDIX 5: GEOGRAPHY

5A. MOVING FROM MODULAR TO LINEAR IN GCSE GEOGRAPHY

Linearity in geography

The content within GCSE geography is flexible and can be delivered in any order to best support learners over the two or three year period. In designing the course planning guides for GCSE geography A or GCSE geography B on our website we have demonstrated a number of approaches for organising the content. The specification was written to give teachers clear guidance on what needs to be delivered in terms of content and we have exemplified where appropriate by using the term 'such as' - our aim was to have no hidden content. Each bullet point and topic/theme within the specification can be tackled at a variety of depths dependent on learner ability and time available.

Across both GCSE specifications the number of case studies has been reduced however the case studies vary in their depth requirement; this can help learners in accessing the content and the volume of material to learn. With case studies being chosen from the 21st century, they have the potential to be more familiar and engaging to learners. Learners need to have two case studies from beyond the UK, helping them to have a greater understanding of content areas related to different country contexts.

Synopticity

Synopticity is important within the study of geography as it requires learners to draw information together from across their course of study and make connections between topic areas. Whilst this skill can seem challenging to both learners and teachers, it is something we do every day in geography and as a geographer. In many geography lessons teachers ask big questions to frame the lesson or series of lessons.

Fieldwork

The GCSE course has a requirement for two occasions of fieldwork which can take place at any time throughout the course. The inclusion of fieldwork within the geography course can provide a number of opportunities for learners, as it can bring content to life. In planning fieldwork teachers can build in opportunities to deliver the content 'in the field', and consolidate understanding of concepts and key terminology. Case studies can also be taught and developed in the field, especially within the Rivers, Coasts, Extreme weather, and Challenges and Opportunities for Cities content areas.

As part of the requirement for fieldwork, learners need to undertake both physical and human fieldwork. As mentioned previously this can be to consolidate their geographical learning, but it is also a chance for them to learn skills such as data collection techniques, sampling, observation and recording strategies out 'in the field'. The skills learners acquire throughout these fieldwork opportunities can ensure they are more confident, knowledgeable and independent in preparation for their investigation.

Fieldwork could be embedded and therefore 'drip fed' in smaller amounts over the course of study. Some teachers like to start a GCSE course with fieldwork to engage learners with the content and to teach some skills that learners will then continue to utilise throughout their course. Some of the 'softer' skills such as team work, peers supporting peers, group data collection and bonding outside of the school or college context can be invaluable to group dynamics. Teachers could take learners out for a much shorter period of time such as an hour or two during their regular lesson time to tackle specific skills in relation to content areas such as a placecheck or environmental quality survey or beach profiles, although this is of course highly dependent upon a centre's geographical location.

GCSE learners need to demonstrate their fieldwork skills during their examination. To ensure learners can transfer their understanding from the field into an examination context it could be helpful to build up a bank of questions for learners consolidate their understanding. These could come from the sample assessment papers for both GCSE A and GCSE B, looking across other exam boards and in time past papers. The fieldwork skills examined at GCSE come from page 15 (GCSE A) or page 19 (GCSE B) of the specification; as long as learners can access these throughout their fieldwork and then transfer this to their examination questions, they will be able to engage fully with the assessment. For either Geography GCSE specification, fieldwork can be tackled through an enquiry based approach, where learners understand what makes a good question to investigate, potential data collection techniques, how these can be presented and analysed. Learners should understand how to write a conclusion and evidence that can be included. Learners need to take a critical eye to the stages of their fieldwork and reflect on their methods, conclusions and knowledge throughout the enquiry process. Lots of these fieldwork skills can be practiced and embedded throughout key stage three and four and this will support learners who decide to embark upon AS Level geography, as they will have fieldwork questions in their assessment, and those doing A level geography who need to complete an Independent Investigation.

Embedding geographical skills

The GCSE specifications have a list of geographical skills which learners need to apply during their examinations. These skills should be included and mapped out within schemes of work and lesson plans so they can be contextualised for learners within the topic material. All of the examination papers have skills included and so learners will need to be able to use these skills to access the questions. It might be helpful to have lists of these skills on classroom walls and as teachers use the terminology through the course of study these terms will become very familiar to learners.

Revision strategies

Geography as a subject often has a considerable amount of content to learn especially including case studies, and this can be particularly challenging when the content is delivered over a two or three year course. This volume of information can be daunting for learners to 'get started' as they would need to start revising early to get through it all again.

Over the course of study could there be points of reflection and review built into department or teachers' planning to aid this process. This could be at the end of each topic with a short 'test' to check their understanding of the topic material. Prior to this topic assessment, learners could compile an A4 or A3 revision sheet with key information. These will build up over time and make their revision less daunting one or two years later.

Each week for homework, learners could have a go at questions from the sample assessment material and then peer mark them with the mark schemes. Learners could keep a log of their marks and make a list of areas for improvement. The earlier this starts in the academic course, the more it will aid learners contextualising what they have learnt. Perhaps the start of a lesson could be a short answer question which is tackled by learners in pairs or it is done as a timed activity to 'test' learner's knowledge and understanding of that part of the topic.

An end of year and mock exam helps learners to become familiar with whole papers, the layout, format and styles of questions, but most importantly timings in terms of writing their answers. Teachers could share learner answers and get them to peer mark and look at ways to tackle questions more directly, address the command terms etc. In this way, learners would become familiar over time with the expectations of examiners.

In attempting to make revision more fun and engaging, in which all learners participate and to promote good practice, learners could become 'experts' in particular topic areas, producing a PowerPoint, poster etc. which they could then present to their peers. The topic 'expert' could also sit in a Mastermind/hot seat type scenario and learners ask them questions - this encourages learners to engage with the content and areas they may or may not know on both sides. Deciding on appropriate activities to support embedding learning in a linear delivery model of course depends on your judgement of learner types; department planning and the time you have available to embed these activities in the course of your delivery.

5B. MOVING FROM MODULAR TO LINEAR IN GCE GEOGRAPHY

Linearity in geography

The content within A level geography is flexible and can be delivered in any order to best support learners over the two year period. In designing the curriculum planners on our website we have demonstrated a number of approaches for organising the content. Each topic within the specification was developed for approximately 40-45 hours of teaching and with seven topics to teach at A Level - this equates to approximately 315 hours. The guided learning hours for an A Level course are 360 in total, so there is sufficient time to build in fieldwork, the Independent Investigation and periods of content review to consolidate learners understanding.

Learners are also required to complete an Independent Investigation worth 20% of their total A level marks. This can be completed at any point over their course of study. The Independent Investigation will not however be marked and moderated until the end of the two year course.

The AS level within geography has been developed to be co-teachable with the A level, although it is a standalone qualification for the learner. Learners need to complete three topics within the AS level, which means these topics can be studied in some depth, in the same as they would be in preparation for the A level; the content is not differentiated between these two levels. The Landscape Systems and Changing Spaces; Making Places content has been selected as the most accessible topics for fieldwork, and there is progression for learners from their topics at GCSE. Depending on how departments want to deliver the content, there is one physical and one human topic which could be split between two teachers. Teachers could then take each topic and embed the fieldwork and geographical skills pertinent to that geographical content. Learners will then have a rich 'diet' of contextualised skills and this would hopefully prepare them more fully for the examination.

Synopticity

Synopticity is present in both the AS and A level geography and it is an important aspect of the study of geography. Synopticity requires learners to draw information together from across their course of study and make connections between topic areas. Whilst this skill can seem challenging to both learners and teachers, it is something we do every day in geography and as a geographer. In many geography lessons teachers ask big questions to frame the lesson or series of lessons. Although the topics are taught separately across the course of study, the questions in the examinations will link topics together and ask learners to make geographical connections. In tackling these questions learners could first answer as a simple sentence i.e. what is the potential answer? In breaking down the question, learners should identify the two topic areas they are being asked to make connections between and brainstorm what they know about them separately (these are potential A01 marks in the examination) and then look at how they are interconnected (these are potential A02 marks), go back to their first answer to the question and elaborate on this.

*Fieldwork and
the Independent
Investigation*

The A level course has a requirement of a minimum of four days of fieldwork which can take place at any time throughout the two year course. The inclusion of fieldwork within the geography course can provide a number of opportunities for learners, as it can bring content to life. In planning fieldwork teachers can build in opportunities to deliver the content 'in the field', consolidating understanding of concepts and key terminology. Case studies can also be taught and developed in the field especially within the Place, Coasts, Glacial, Dryland and Carbon content areas.

As part of the requirement for fieldwork, learners need to undertake physical and human fieldwork. As mentioned previously this can be to consolidate their geographical learning, but it is also a chance for them to learn skills such as data collection techniques, sampling, observation and recording strategies out 'in the field'. The skills learners acquire throughout these fieldwork opportunities can ensure they are more confident, knowledgeable and independent in preparation for their investigation.

The independent investigation enables learners to interrogate part of a topic and/or concept which is of particular interest to them. The emphasis on independence here begins with a learner deciding on a title and a route for their investigation. The teacher acts as guide and coach encouraging learners to think through their choices and to plan carefully, and this comes together through the proposal form. In navigating their way through this investigation, learners can support each other in discussing their methodologies and collecting their data as well as bouncing round geographical ideas pertinent to their topic area.

Through fieldwork and the independent investigation, learners can also engage with a range of technologies which can support and develop their skill base in preparation for university or the world of work. It could be that learners use Geographical Information Systems to provide a locational context and an ability to build up layers of information about an area based on their data. Learners could use GPS tools on their mobile phones to give them a spatial data and a context to their fieldwork location. Learners could write a questionnaire on survey monkey as an online tool.

Fieldwork could be undertaken at any point over the two year period; however this is dependent on whether centres are doing the AS and/or A level geography. Fieldwork could be embedded and therefore 'drip fed' in smaller amounts over the course of study. Some teachers like to start an AS or A level course with fieldwork to engage learners with the content and to teach some skills that learners will then continue to utilise throughout their course. Some of the 'softer' skills such as team work, peers supporting peers, group data collection and bonding outside of the school/college context can be invaluable to group dynamics. Teachers could take learners out for a much shorter period of time such as an hour or two during their regular lesson time to tackle specific skills in relation to content areas such as a placecheck or environmental quality survey or beach profiles, although this is of course highly dependent upon a centres geographical location.

For the AS level, learners need to demonstrate their fieldwork skills during their examination unlike the written report for the A level independent investigation. To ensure learners can transfer their understanding from the field into an examination context it could be helpful to build up a bank of questions for learners to consolidate their understanding, these could come from the sample assessment paper, GCSE questions, looking across other exam boards and in time past papers. The fieldwork skills examined at AS level come from page 36 of the specification. As long as learners can access these throughout their fieldwork and then transfer this to their examination questions they will be able to engage fully with the assessment.

*Embedding
geographical skills*

The AS and A Level specifications have a list of geographical skills which learners need to apply during their examinations. These skills should be included and mapped out within schemes of work and lesson plans so they can be contextualised for learners within the topic material. All of the examination papers have skills included and so learners will need to be able to use these skills to access the questions. It might be helpful to have lists of these skills on classroom walls and as teachers use the terminology through the course of study these terms become very familiar to learners.

Revision Strategies

Geography as a subject often has a considerable amount of content to learn especially including case studies and examples, and particularly over a two year A level course. This volume of information can be daunting for learners to 'get started' as they would need to start revising early to get through it all again.

Over the course of study could there be points of reflection and review built into department or teachers' planning to aid this process. This could be at the end of each topic with a short 'test' to check their understanding of the topic material. Prior to this topic assessment, learners could compile an A4 or A3 revision sheet with key information. These will build up over time and make their revision less daunting one or two years later.

Each week for homework, learners could have a bash at questions from the sample assessment material and then peer mark them with the mark schemes. Learners could keep a log of their marks and make a list of areas for improvement. The earlier this starts in the academic course, the more it will aid learners contextualising what they have learnt. Perhaps the start of a lesson could be a short answer question which is tackled by learners in pairs or it is done as a timed activity to 'test' learner's knowledge and understanding of that part of the topic.

For AS a 'mock exam' or at A Level a Year 12 end of year exam helps learners to become familiar with whole papers, the layout, format and styles of questions, but most importantly timings in terms of writing their answers. Teachers could share learner answers and get them to peer mark and look at ways to tackle questions more directly, address the command terms etc. In this way, learners would become familiar over time with the expectations of examiners.

In attempting to make revision more fun and engaging, in which all learners participate and to promote good practice, learners could become 'experts' in particular topic areas, producing a PowerPoint, poster etc. which they could then present to their peers. The topic 'expert' could also sit in a Mastermind/hot seat type scenario and learners ask them "questions" - this encourages learners to engage with the content and areas they may or may not know on both sides.

Deciding on appropriate activities to support embedding learning in a linear delivery model of course depends on your judgement of learner types; department planning and the time you have available to embed these activities in the course of your delivery.

APPENDIX 6: HISTORY

Since 2013, linear exams have been in place for GCSE History (first examined in 2015).

Despite the move to a linear course, history still retains a unitised structure, with the key difference being exams occurring at the end of the 2 (or 3) year course. Topics are still compartmentalised and as such a teaching programme would need to focus on the embedding of skills, rather than knowledge.

Delivering skills across the content

Use of sources and interpretations

Within the A Level, source skills appear primarily in unit 1. Delivering the content of units 2-4, however, should also embed and reinforce these skills to help prepare learners for the exam. In addition, the A Level coursework unit (Y100) also requires students to use and engage with primary and secondary sources. Analysing a historian's interpretation in any unit will provide learners with a full understanding of the skills that are needed and will support them when answering questions on unseen sources in their exams.

Answers should consider the provenance of the source; this might involve some or all of the following:

- Who wrote the source?

- When was the source written?

- Was the writer in a position to know?

- What is the tone or language of the source?

- What is the purpose of the source?

- What is the nature of the source?

Answers should also consider the content of the source:

- What is the view of the source about the issue in the question?

- How typical is the view of the source?

- What own knowledge do I have that supports the view in the source?

- What own knowledge do I have that challenges the view in the source?

In light of responses to these questions learners should be able to make a judgement about the source as to its utility. It is also important that candidates have a clear grasp of what the actual source is saying – what is its view about the issue in the question – and therefore it is worthwhile giving candidates plenty of practice at reading sources so that they are accustomed to understanding sources about the period they are studying. Using at least one source per lesson when covering this element of the course, and not seeing them as a bolt-on, is recommended.

Interpretations appear primarily in unit 3 (though on the AS they also appear in unit 2). Two passages will be set on one of the prescribed in-depth studies. The aim is that learners comprehend, analyse and evaluate ways in which the past has been interpreted by historians. They should show an understanding of the wider historical debate connected to the issues. They should use knowledge of specific individuals, events or developments in the themes. The requirement is to understand, by a study of the historical context, why it is possible for elements of the in depth study to be interpreted in different ways. There is no requirement to know the names of individual historians. If individual historians are mentioned then this is not in any way 'wrong', but the assessment will be based on the historical knowledge used to assess the identified interpretations, not on knowledge about the background of historians.

Essay skills

Essay skills appear in all three units of examined content at A Level. The underlying principles of good essay writing stay the same throughout the units, and in order to score well answers must focus on the question, analyse the issues and factors, support the argument with accurate, relevant and detailed material, before coming to a supported judgement about the issue in the question. There is a difference in the unit 3 essay, however. In this unit a thematic approach is required. A thematic essay looks at an overview of the whole period in question and takes a view of the changes and developments. It allows comparisons, and enables learners to pick out patterns and to see where the most significant turning points were.

The same advice for both types of response would apply equally to the GCSE. The key consideration for the teacher is to factor in time to revisit topics. When planning and preparing for the assessments, remember to bear in the mind the relevant weightings of each individual unit. These are listed below, and could usefully be used as a guide to help you plan the amount the time given to revision/revisiting time.

A Level History

Unit 1: 25%

Unit 2: 15%

Unit 3: 40%

Unit 4: Coursework unit

GCSE (9–1) History A: Explaining the Modern World

Period Study: 30%*

Non-British Depth Study: 25%

British Thematic Study: 20%

British Depth Study: 15%*

Study of the Historic Environment: 10%

GCSE (9–1) History B: Schools History Project

Thematic Study: 20%

British Depth Study: 20%

History Around Us: 20%*

Period Study: 20%

World Depth Study: 20%

NOTE – Both GCSEs contain an additional 5% SPAG marks. Location of SPAG is indicated with *

Useful links

http://www.hist.cam.ac.uk/prospective-undergrads/virtual-classroom/historical-sources-how

http://www.thenagain.info/Classes/Basics/UsingSources.html

http://www.nationalarchives.gov.uk/education/students/working-with-records/

http://www.bbc.co.uk/schools/gcsebitesize/history/examskills/sourcesincontextrev1.shtml

http://www.history.org.uk/secondary/categories/61/resource/2589

http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/teaching-interpretations-at-ks1/

http://www.historyresourcecupboard.co.uk/teaching-historical-interpretations/

http://www.open.edu/openlearn/history-the-arts/history/why-do-historians-disagree

http://www.lancaster.ac.uk/staff/haywardp/hist213/writing.htm

http://www.historytoday.com/robert-pearce/how-write-good-history-essay

A Level Only

Model 1

Requirements – Teachers x 2 – Teacher 1 = 60% teaching time, Teacher 2 = 40% teaching time

This model presupposes that the **coursework** question / topic is drawn from either British Depth or Non-British Depth studies and can be delivered running alongside its study at the teacher's discretion and is supervised by teacher 1.

		Teacher 1	Teacher 2
Year 1	Autumn Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Autumn Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
Year 2	Autumn Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Autumn Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 2	Revisit / Revision	Finish theme / Revision
	Summer Term 1	Revision / Exam	Revision / Exam

Model 2

Requirements – Teachers x 2 – Teacher 1 = 50% teaching time, Teacher 2 = 50% teaching time

This model presupposes that the **coursework** question / topic is drawn from either British Depth or Non-British Depth studies and can be delivered running alongside its study at the teacher's discretion. In this model, as opposed to **model 1**, the coursework is split between both teachers evenly, with the content coming from any topic, or learner's personal choice, within units 1 and 2, and teachers 1 and 2 taking equal responsibility for either its delivery or assessment.

		Teacher 1	Teacher 2
Year 1	Autumn Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Autumn Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
Year 2	Autumn Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Autumn Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 2	Non-British Depth - Unit Group 2	Revisit / Revision
	Summer Term 1	Revision / Exam	Revision / Exam

Model 3

Requirements – Teachers x 2 – Teacher 1 = 55% teaching time, Teacher 2 = 45% teaching time

This model presupposes that the **coursework** question / topic is drawn from a teacher directed topic.

		Teacher 1	Teacher 2
Year 1	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Spring Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Summer Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Summer Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
Year 2	Autumn Term 1	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Autumn Term 2	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Spring Term 1	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Spring Term 2	Non-British Depth - Unit Group 2	Revisit and revision British Depth and Enquiry
	Summer Term 1	Revision / Exam	Revision / Exam

Model 4

Requirements – Teachers x 3 – Teacher 1 = 40% teaching time, Teacher 2 = 25% teaching time, Teacher 3 = 35%

This model presupposes that the **coursework** question / topic is drawn from the non-British Depth Study.

		Teacher 1	Teacher 2	Teacher 3
Year 1	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Summer Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Summer Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
Year 2	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 2	Revisit and revision Theme	Revisit and revision British Depth and Enquiry	Revisit and revision non- British Depth
	Summer Term 1	Revision / Exam	Revision / Exam	Revision / Exam

APPENDIX 7: CLASSICAL LANGUAGES

7A: MOVING FROM MODULAR TO LINEAR IN GCSE (9–1) ANCIENT LANGUAGES

The new GCSE Ancient Languages qualifications (GCSE (9–1) Latin (J282) and GCSE (9–1) Classical Greek (J292)) are completely linear qualifications. These qualifications will continue to consist of Literature and Language papers, however all papers must now be taken at the end of the two year course of study. Students sit three papers, one language paper worth 50% of the qualification, and two papers worth 25% each which focus on literature or sources. These are untiered and all <u>must</u> be sat in the same assessment series.

Whilst material can be taught in any order, it is likely that most would want to cover the language requirements first before tackling the prescribed literature or sources. The required accidence and syntax is listed in the specifications, and the defined vocabulary list can be found on the OCR website.

Greek   http://www.ocr.org.uk/Images/220782-specification-accredited-gcse-classical-greek-j292-prescribed-sources-booklet.pdf

Latin   http://www.ocr.org.uk/Images/220796-specification-accredited-gcse-latin-j282-prescribed-sources-booklet.pdf

Beginning with the language component will support the delivery of the literature and sources. Skills learnt in this section can be refreshed through the delivery of the rest of the course, for example, in the Latin options J282/02-05 learners will be asked to translate a short passage of the set text from Latin into English and answer comprehension questions. The same is true of the classical Greek units J292/02-5. Sources and texts play a prominent role within the specification and regular refreshers in language will support the overall delivery of the qualification as well as providing a sound base from which learners could develop skills in other areas of the course. Reviewing and rehearsing, therefore, is important within a linear course and should be done at regular intervals, wherever it is appropriate. When planning and preparing for the assessments, remember to bear in the mind the relevant weightings of each individual topics. Language is worth 50% of the total qualification and regardless of optional choice for component 2, at least one of the chosen topics will require learners to undertaken a translation of text. You can also find some additional guidance about the language requirements on our website and also using the links below:

Greek   http://www.ocr.org.uk/Images/203138-preparing-for-the-new-gcse-language-requirements-teacher-instructions-.pdf

Latin   http://www.ocr.org.uk/Images/202946-preparing-for-the-new-gcse-language-requirements-activity.pdf

7B. MOVING FROM MODULAR TO LINEAR IN GCE ANCIENT LANGUAGES

The A Levels in Latin and Classical Greek will continue to consist of Literature and Language papers, now all to be taken at the end of the two year course of study. AS Levels in these languages are also available, and can be co-taught with the first year of the A Level.

A Level only

If learners are not being entered for the AS Level, then teachers have maximum flexibility with how they structure their teaching. It is likely that most would want to cover the language requirements first before tackling the prescribed literature. For the A Level exams learners will study a selection from each of the four text groups (details given in the specification pages 10 and 12); two prose and two verse. These can be taught in any order which best suits the learners, teacher and timetable. It might be that teachers wish to do all the prose texts in one 'block' followed by all the verse, vice versa, or alternate between the two.

Co-teaching AS and A Level

If some or all learners are being entered for AS Levels in Latin or Classical Greek then this qualification can be co-taught alongside the A Level, but may reduce the flexibility of teaching order in terms of the prescribed texts.

The accidence and syntax required for AS Level Component 01 – Language, Section A and the comprehension questions in Section B, is almost exactly the same as that required for the A level components, with only minor omissions. At AS Level there is also a Defined Vocabulary List, whereas at A Level there is no such list:

Greek   http://www.ocr.org.uk/Images/221509-as-level-gce-classical-greek-h044-defined-vocabulary-list.pdf

http://www.ocr.org.uk/Images/297475-as-level-gce-classical-greek-h044-defined-vocabulary-list.xlsx

Latin   http://www.ocr.org.uk/Images/221507-as-level-gce-latin-h043-defined-vocabulary-list.pdf

http://www.ocr.org.uk/Images/297474-as-level-gce-latin-h043-defined-vocabulary-list.xlsx

In terms of co-teachability it would be expected that teachers would cover the accidence, syntax, and vocabulary prescribed in the specification during the first (AS Level) year of teaching and then, during the second, work to deepen their students' knowledge and understanding through continued practice and use of their language skills to enable them to succeed at A Level standard. The development of a wider and more nuanced understanding of vocabulary, accidence and syntax should be a natural product of an extra year spent studying the language.

For the AS Level Literature paper (Component 02) learners will need to prepare two texts; one verse and one prose. These texts are chosen from Groups 1 and 3 of the A Level lists and can be examined at either AS or A Level. It is expected that in the first year the selection from Groups 1 and 3 will be studied, as these texts are relevant for both AS and A Level students. In the second year, the A Level only texts from Groups 2 and 4 can be taught. This does mean, however, that rather than being able to arrange the four A Level prescriptions in any order, the common AS and A Level texts (Groups 1 and 3) would need to be taught first.

At both levels students will be expected to translate an appropriate passage of unseen prose into English, but in addition at A Level they will also be expected to translate a passage of unseen verse, and scan two lines of verse. The translation of verse and scansion are skills which it may be appropriate, therefore, to teach in the second year of the A Level course.

At both levels there is the option to translate from English into the Ancient Language. At AS Level this would take the form of five sentences from English into the ancient language. At A Level students translate a more substantial amount of material, at least 100 words in length, using the full range of the linguistic knowledge expected at A Level. At both levels, translation into the Ancient Language is optional. Set against this option at AS Level is the opportunity for students to demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions, at A Level this understanding of an unseen passage will be demonstrated via comprehension, translation and questions on syntax and accidence.

In order to co-teach these courses many teachers will probably opt to teach the comparable options at both levels: i.e. translation into Classical Greek for both, or comprehension at AS level coupled with comprehension, translation and grammar questions at A Level.

When preparing students for these options, it could prove useful for all students to complete AS level style questions in the first year of teaching to provide a foundation from which to proceed to the more demanding A Level style questions. However, if teaching towards the comprehension (translation and grammar) questions, then you may wish to periodically remind eventual A Level candidates that they will have to do translation and grammar questions, unlike their AS Level classmates.

As with the GCSE, beginning with the language component will support the delivery of the literature and sources. Skills learnt in this section can be refreshed through the delivery of the rest of the course as learners will be required to translate passages into English.

As would be expected given the extra year of study, the A Level exam expects students to show more linguistic competence and complexity of thought than at AS Level. However, the skills tested and question types used at both levels are on the whole very similar.

Comprehension questions are present in all Literature exams. At AS Level these are worth a higher proportion of the marks than at A Level. There will also be set text translation questions at both levels. In terms of teaching, this means that both AS and A Level students can be prepared for these questions simultaneously, and preparation done in the first year will be highly relevant to those sitting their exams in the second.

At both AS and A Level, students will be expected to complete a question commenting on the effect created by a given passage, and also write an essay exploring broader themes and drawing on wider knowledge. However, these take a slightly different form at the two levels.

All students will benefit from exercises which focus on enabling them to analyse given passages and discuss specific uses of language, as these will help them to answer both AS 6 & 8 mark and A Level 15 mark questions successfully.

Likewise, all students will have to write an extended response putting forward a cogent line of reasoning and drawing upon their wider knowledge, regardless of whether they are constructing a 10 or 20 mark answer. Therefore lesson elements and tasks which focus on development of these skills would be appropriate for both levels.

For more information on co-teaching AS and A Level Ancient Language please see our co-teachabilty guide [here](#).