

OCR Entry Level Certificate in English R392 teachers' handbook

July 2010



Contents

Contents	2
1. Introduction	3
2. Curriculum guidance	5
3. Subject specific guidance	6
4. Resources	12
5. Guidance on downloading internally assessed tasks from Interchange	13

1. Introduction

1.1 What is the purpose of this handbook?

Our Entry Level English qualification has been redesigned for first teaching in September 2010. It links with the new GCSEs in English and English Language, enabling us to offer you a coherent package for you and your students.

This is a stimulating and accessible specification which aims to engage students and build their confidence to proceed to further qualifications.

The purpose of the handbook is to offer guidance on the different elements of the course.

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

1.2 Overview of OCR Entry Level Certificate in English

Entry Level Certificate in English (R392)

Component 1 <i>Speaking and Listening</i> Internal Assessment 40% of Entry Level Certificate in English 40 marks	Two tasks Set by Teachers Discussion Role Play
---	--

+

Component 2 <i>Reading</i> Internal Assessment 20% of Entry Level Certificate in English 20 marks	One task From a bank of tasks set by OCR Understanding
--	---

+

Component 3 <i>Writing</i> Internal Assessment 40% of Entry Level Certificate in English 40 marks	Two tasks Set by Teachers Informative Writing Imaginative Writing
--	---

2. Curriculum guidance

Our Entry Level Certificate in English specification has been developed alongside the new GCSEs in English and English Language. This means that we can offer a coherent package of English qualifications for you and your students.

The specification has been written with a wide range of users in mind. It is chiefly targeted at students in schools who are below the level of GCSE or who will not easily achieve a secure grade. Some will not be entered for GCSE: others will be double entered for GCSE and also for Entry Level English.

Some candidates will be mature students who are learning to read or whose effective use of English is limited. The examination is also suitable for some students from abroad in sixth form colleges and further education institutes who are in the early stages of learning English and whose teachers want them to follow a GCSE style approach. You are reminded that the examination is restricted to a standard which is equivalent to the first three levels of the National Curriculum.

The course has been designed to be flexible, accessible and relevant and to enable students to progress at their own pace. They can then be entered for assessment when they are ready.

Our Entry Level Certificate in English exists as a qualification in its own right but it can also build confidence and be the gateway to further qualifications. It is directly linked to the new GCSEs in English and English Language and would allow for a natural progression to a higher level of study.

The Entry Level could be run alongside GCSE English or GCSE English Language. The Speaking and Listening tasks are based on role-play and group work and provide good preparation for drama-focused and group activities at GCSE level. The Writing tasks centre on informative and imaginative styles and this leads on directly to the requirements for GCSE. The Reading tasks help prepare candidates to understand and interpret texts and to make inferences from them again providing a good basis for progress to GCSE level.

Candidates can be prepared for the course either in separate classes or whilst they attend GCSE or other classes. The flexibility of the course and the elements tested in the Reading Paper mean that work done in other classes, for instance English, English Literature, Media Studies and Drama, can easily be made relevant. Depending on the way lessons are organised, some candidates could take mainstream English with a GCSE set and extra English as an option. For example, the specific needs of candidates entered for Entry Level English could be met in a designated lesson or lessons, regularly or at a fixed time in the course. It has never been assumed that candidates need to be taught in a separate group. There will have to be some specific teaching, but not before Year 11 and maybe not until a month or two before the tasks are taken. It is likely that Speaking and Listening tasks will be very similar for both GCSE and Entry Level English. For Writing, we would expect tasks to be appropriate to the range of ability tested in Entry Level English. Tasks would at least have to be tailored to meet the requirements of the specification. Provided that you are used to differentiated work in your classroom, this should not be a problem.

3. Subject specific guidance

The new OCR Entry Level in English is tested entirely through internal assessment. OCR will set a bank of tasks for Reading whilst teachers will set their own tasks for Writing and for Speaking and Listening.

Teachers will mark the tasks and submit a sample of work to OCR for moderation.

Component 1: Speaking and Listening makes up 40% of the qualification.

There are **two** tasks set by teachers: discussion and role-play (telephone call).

Discussion

One task: this could be a planning exercise, a discussion of an issue of local or national interest or of the particular interests of a group of candidates or it could derive from a literary source which candidates have been studying.

Teachers are very familiar with this area of assessment.

Thorough preparation is vital for a successful discussion activity. Students need to be comfortable with each other and have a clear understanding of what they are being asked to do.

A key element is the ability to listen to the discussion, respond relevantly to other speakers and even lead the discussion in new directions. Whilst this may well be largely the preserve of Level 3 candidates, students at all levels of ability discuss a variety of matters with each other successfully on a daily basis in order to get through their daily lives and it may be useful to start at this level of interaction and build confidence from there.

It might be possible to link the two tasks required for speaking and listening by using a discussion leading to a telephone call or vice versa. This would allow students to focus closely on a particular area of interest. For instance, a discussion of a local planning issue might lead to a role-play call with one student as local resident trying to get information from the company/council involved.

If a candidate finds group work uncomfortable for whatever reason, it is possible for the discussion to take place just between the teacher and student.

Teachers are free to set whatever tasks they choose as long as they are suitable to the students and enable them to meet the assessment criteria. In general, the best examples of discussion we hear are those based on issues close to the students' hearts or about subjects where they share a common expertise.

Some possible activities are indicated below.

Using Vocational Education as a Starting Point

Activities may be based on vocational work with the co-operation of tutors and other staff involved with vocational programmes. Candidates may:

- arrange and attend mock interviews set up in the classroom (role playing both interviewers and interviewees); this is a useful and authentic way of giving opportunities to use Standard English
- discuss and draw up codes of health and safety in the classroom/school
- discuss anecdotes of work experience and opinions on the worth of their experiences
- take part in discussions with adult visitors to the school (such as the police, representatives of industry, local councillors).

Using Media Studies as a Starting Point

Activities based on media may prove stimulating for some candidates. Here are some examples:

- design a page of a school newspaper/publication (IT or handwritten) : discuss headlines, pictures to use, simple reports to write, interviews to transcribe, letters to include (such a project might be adapted for use in the writing folder)
- In the News: Newscasts - on the spot descriptions - interviews
- Desert Island Discs
- talk about photos: what you can see; what you can guess about people in the photo; how well a photo fits a news story
- save the whale! (or anything else): work in pairs or groups of three to design a striking poster promoting a cause
- work in pairs to make a storyboard.

Using Literature as a Stimulus

Speaking and Listening coursework assignments are an excellent means of allowing candidates to make a response to their experiences of literature in the classroom. They can, for example:

- discuss what they like and dislike about characters and their reactions to what happens to them

- role play a discussion between two characters, or an interview for radio or television
- discuss and prepare a reading of a poem
- discuss and decide on a design and copy for a book jacket, Ceefax/Teletext page or Web site:
- work on a poem that has had some of the more powerful descriptive words blanked out. Discuss which of their own words to include and why.
- discuss alternative endings to a story or a play

Role Play (Telephone Call)

One task: this is a call between two candidates or between a teacher and a candidate if that is felt to be most appropriate. It may be work related, requesting or complaining about a service or arranging a visit or excursion.

The designation of a telephone call as the Role Play task will prepare students for the role play and real life situation elements of GCSE in addition to helping their confidence in daily living.

Teachers are free to set whatever tasks they choose as long as they are suitable to the students and enable them to meet the assessment criteria. Again, the best examples are likely to derive from issues close to the students' hearts or about subjects where they share a common expertise.

Some possible activities are indicated below.

Using Vocational Education as a Starting Point

Candidates may:

- use the telephone to get information, to arrange interviews, etc.; also to deal with customer enquiries and complaints

Using Media Studies as a Starting Point

Candidates may:

- telephone a radio station to take part in a discussion or competition, one candidate could take the part of the presenter
- telephone a newspaper to complain about an article, to place an advertisement, request a copy of a photograph

There is a bank of past papers for the previous Entry Level Certificate in English (3911):

components 3 and 5) with discussion and telephone call tasks which can be adapted for this specification.

Component 2: Reading makes up 20% of the qualification. There is **one** task from a bank of tasks set by OCR testing understanding.

The Reading Paper consists of one passage of approximately 250 words followed by a series of questions to which candidates give written answers in the spaces provided. The questions test candidates understanding of the passage, of how the writer uses language and their ability to infer meaning from the passage. Teachers should draw candidates' attention to the allocation of marks for each question and the relationship of the space provided to the expected length of their answers.

The task should be taken in a classroom and conducted by the candidates' own teacher. The teacher may be assisted by other teachers or by classroom assistants who must follow this guidance.

The Paper will normally be completed in not more than 35 minutes, but teachers may use their discretion as to the timing, depending on the needs of individual candidates.

The Passage

Teachers should introduce the passage by reading out the title and the lines printed in italics. They may also read out any proper names that may not readily be recognised.

Most candidates will read the passage quietly, unaided. However, candidates working at Level 1 will normally need assistance, and teachers will find it more appropriate to get them to read the passage aloud. Candidates working at the lower end of Level 2 may also be advised to read the passage out loud and to receive occasional help to ensure that they understand what they read.

The Questions

Teachers may read out any question to any candidate. Whatever the amount of help given to a candidate, teachers must on no account supply an answer to a question or indicate which of a candidate's suggestions is correct.

Legibility

Since this is not a test of writing, teachers are free to write down answers at the candidate's dictation. Where a word is illegible, teachers should supply a readable version. If necessary, a candidate may be asked to identify the word. These facilities are for candidates at all levels and there is no deduction of marks.

Marking

Teachers should award marks only according to the mark scheme. This is to ensure that all teachers mark to the same standard.

Candidates are not expected to use the same words as those given in the mark scheme. Teachers should make judgements as to whether candidates have grasped the gist of the answer sufficiently for a mark to be given.

Assistance

Candidates working at Level 1 will complete the whole paper in collaboration with the teacher who will help them understand situations and tasks, and with the reading of the passage. The maximum mark that may be awarded is 6. However, if the candidate responds unexpectedly well to this amount of help, a maximum mark of 7 may be awarded.

Candidates working at Level 2 will receive occasional help with understanding tasks and occasional words and meanings in the passage. The maximum mark that may be awarded is 13. However, if the candidate responds unexpectedly well to this amount of help, a maximum mark of 14 may be awarded,

Candidates working at Level 3 will work independently.

Preparation

A variety of tasks will provide good preparation for the Reading Paper and they could lead to or involve Speaking and Listening tasks and Writing tasks.

For instance, candidates could read leaflets / information issued by the local council about recycling. Their understanding could then be assessed by:

Speaking and Listening tasks:

- Discuss issues about recycling, why it is important, what they feel about recycling provisions in their area and what could be improved.
- Role-play a telephone conversation between a council official/councillor/MP and an resident/constituent angry about the inadequate recycling provision in their area.

Writing tasks:

- Informative writing - A letter to the local council complaining about the inadequacy of recycling provision and suggesting improvements
- Imaginative writing – a story about The Great Wheelie-Bin Thief of Wolverhampton

Many of examples set out in the OCR support material can be adapted in similar ways to provide a coherent and inter-related course allowing candidates to focus on particular common interests.

Component 3: Writing makes up 40% of the qualification.

There are **two** tasks set by teachers: informative writing and imaginative writing.

Informative Writing encompasses a variety of formats and could be a personal statement, a letter of complaint or a piece of writing that expresses opinion, a leaflet about a cause or advertising a film, play, concert or a new product.

A key issue to bear in mind, particularly in creating a leaflet is that there needs to be a sufficiently substantial text to enable the candidate to be assessed according to the descriptors in the specification. So, for instance, a leaflet about a film would need to contain not only title/cinema/time but a description of the film's content and/or a range of critical views.

Imaginative Writing is self-evident but it does not need to be a whole story. It could be the opening of the story, setting the scene or introducing a character, creating an atmosphere, describing a particular setting.

Candidates may plan their writing in collaboration with each other and with the teacher who may:

- discuss topics, themes and ideas;
- consider who the writing is for and appropriate ways of organising it;
- help with planning.

In addition the teacher may remind candidates about all relevant features of their writing and offer reassurance as necessary. Work should not be corrected as candidates write. Teachers should, however, indicate on the script words with which they have given assistance.

Candidates working at Level 3 should be able to plan and write independently.

There is a bank of past papers for the previous Entry Level Certificate in English (3911: component 4) with writing tasks which can be adapted for this specification.

Marking, Moderation and General Administration

Teachers mark their candidates work according to the mark descriptors for Speaking and Listening and for Writing and the mark scheme for the Reading Paper.

A sample of candidates work should be sent to the OCR moderator as indicated in the specification.

Full details of these issues and administrative matters are to be found in the specification.

4. Resources

The OCR specification and specimen assessment materials along with support materials are to found on the OCR website using the following link:

http://www.ocr.org.uk/qualifications/type/el_2010/english/english/index.html

There is an Entry Level English e-community offering resources, support and the opportunity to discuss issues with other teachers delivering the Entry Level course. You can join the community at:

http://community.ocr.org.uk/lists/listinfo/entry_level_english

5. Guidance on downloading internally assessed tasks from Interchange

Before you start

Internal assessment materials will be available to download from OCR Interchange from June 2009. In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement.

This can be downloaded from the OCR website at <http://www.ocr.org.uk/interchange>

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor/Teacher' Interchange role to access the internal assessment materials. Your Interchange Centre Administrator can assign this for you.

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
© OCR 2010 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.



FS 27093