

teacher's handbook

Version 3 March 2010



GCSE

Expressive Arts

J367 – Full Award

This handbook is designed to accompany the OCR GCSE Expressive Arts specification for teaching from September 2009. This booklet contains the following support materials:

Subject specific guidance

Resource list

Publisher partner resources

Frequently asked questions

Other forms of support.

OCR GCSE
**EXPRESSIVE
ARTS**

www.ocr.org.uk/expressivearts/newgcse

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Introduction

OCR is offering new GCSEs for first teaching in September 2009.

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

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

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

The main changes are :

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

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

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

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. **The GCSE Expressive Arts Specification is the document on which assessment is based:** it specifies what content and skills need to be covered. At all times therefore, the Teacher 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.**

Resources

Resources for this qualification are as diverse as the artforms that may be used in its teaching. It is intended that individual centres will draw on resources suggested by their location, their background and their teaching strengths, allowing candidates access to a wide range of stimuli which can be re-visited as resources for future examination series.

Other forms of Support

In order to help you implement the new GCSE Expressive Arts Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

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

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Expressive Arts.



Hodder Education is producing the following resources for OCR GCSE Expressive Arts for first teaching in September 2009, which are available now.

OCR Expressive Arts for GCSE Teacher's Resource Website DVD-ROM
Christopher Reynolds
ISBN: 978 0340 98507 6
Published: 25/06/2010

Approved publications

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



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

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

OCR Training

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready...

An overview of new OCR specifications

Get Started...

For teachers preparing to deliver or already delivering OCR specifications

Get Ahead...

For teachers wanting to improve delivery and assessment of a current OCR specification

Lead the way...

To encourage creativity and innovation

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

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

Interchange

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

Frequently Asked Questions

Q What does the change from components to units mean?

A *This means that, unlike the old specification where candidates were entered for the whole qualification at the end of their course and in the same examination series, candidates can be entered for any of three units at any time and any order throughout the course, subject to a final certification requirement of 40%.*

Q Are re-sits available?

A *Yes – all the units may be re-taken once and the better mark will count towards final aggregation. All units will be available in each June series.*

Q Are any of the three new units comparable to any part of the old specification?

A *Yes – Units 1 and 2 (A691, A692) of the new specification are equivalent to Components 01 and 02, the coursework units, of the old specification. Unit 3 (A693) is equivalent to Component 03, the examined unit of the old specification.*

Q Is the assessment of the new course the same as the old one?

A *Essentially, yes. The new controlled assessment units, A691 and A692, are internally marked and externally moderated, just as the old coursework components, 01 and 02. The new Unit A693 is externally assessed by a visiting examiner, just as the old Component 03.*

Q What is new in the specification?

A *Very little of the content has changed, with the exception of the examined unit, A693, which now has commissions rather than starting points. This means that there must be a clear connection between the chosen commission and the realisation.*

Q What does the change to controlled assessment mean?

A *All work submitted for assessment in Units A691 and A692 will have to be done in the centre, under the supervision of the teacher/tutor. Recordings of performances will have to be made under the teacher's control.*

Q The learners really enjoyed using one of the practitioners in Unit A691. Can we use this practitioner again in Unit A692?

A: *No. Different practitioners must be used. Learners will be able to choose their practitioners from those studied in both units when they respond to the commission in Unit A693 so they will have the opportunity to use that practitioner again then.*

Q: Do the learners choose the practitioners?

A: *This is the teacher's responsibility and it is recommended the teacher chooses. Learners can of course choose additional practitioners, or a centre may set their course up in such a way that learner selection of practitioners follows the way the course is being taught.*

Q: If learners are working in a group, do they all have to do the same art forms?

A: *No. Each can contribute in different art forms as long as it is not contrived or the art forms do not appear as bolted on without any real connection with the outcome. It may be that learners have different talents and so it would be sensible to utilise these to the maximum in developing an outcome.*

Q: Can I do more than two practitioners in the coursework units?

A: *Yes, and also in the examination you can use as many as you like as long as you use a minimum of three.*

Q: How many art forms must I use in my realisation?

A: *In the coursework units you must use at least two artforms. In the examination you must use at least three. You can use more of course.*

Q: When using the practitioners to explore and understand the areas of study, do I have to use every area of study with each practitioner?

A: *No. As long as all the areas of study are covered across the three practitioners as a whole, the requirement is met. It is best to select areas of study that are best represented so that learners get strong examples to help their understanding.*

Q: Do I have to use new practitioners for Unit A693, the externally examined component?

A: *No. You may do if you want but it is fine to use any three or more of the six practitioners you have used in Units A691 and A692.*

Q: Can I do work at home and bring it in to add to my portfolio?

A: *No. Only work you complete under the supervision of your teacher can be used as assessed work. This does not mean you cannot carry out research at home.*

Q: We had a great time in the introduction to the course and learners had some wonderful ideas. Can we use this in our work for either of the coursework units?

A: *No. Controlled assessment rules mean that the material used in the coursework units must be new and not worked on before. It is like doing a test – albeit a rather long one.*

Q: In the past I have always used writing frames to help the weaker candidates. Can I still do this?

A: *No. They cannot be used at all.*

Q: Can we use photography or film as an art form?

A: *No. This is not a media course. Photographs and film can be used as part of the outcome, but the focus must be on the elements that make up the medium. It may be the dramatic construction of an event in a photo or a scene in a film; or it may be the artistic construction of a photo for effect; or it may be creative storytelling through the medium of animation or IT.*

Q: Can I use Q-base and other music making programmes?

A: *Yes. It is not the use of the programme that is important, it is how you use it to create your own work. The same applies to animation programmes. If all you do is use what is provided*

by the programme you are unlikely to achieve good marks. In the same way that a painter uses a brush, an actor a voice or a musician an instrument, so must you use the technology – as a tool for creativity.

www.ocr.org.uk

OCR customer contact centre

General qualifications

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