

# What's Happening to A Levels?

# Changes to A levels

- Four main changes
  - Reduction from six to four units for **most** subjects
  - Review of coursework
  - Stretch and Challenge
  - Synoptic Assessment

# Why the changes?

- Reduce amount of assessment for teachers and learners
- Reduce amount of internal marking for teachers
- Ensure reliability and fairness
- Help all young people maximise their potential
- Help universities differentiate between HE applicants

## Six to four units

- A levels will be made up of 4 units
- Following subjects remain 6 units

Biology, Chemistry, Electronics, Geology,  
Human Biology, Music, Physics

Science 3 units - (AS only)

# Review of coursework

- QCA have reviewed coursework element in all A levels
- It will only be included where it is best method of assessment for that subject

# Coursework will remain in

- Art (100%)
- Computing (15-40%)
- D & T (30-60%)
- English (15-40%)
- Home Economics (up to 30%)
- History (15-20%)
- ICT (15-40%)
- Media Studies (40-50%)
- Music (25-50%)
- Performance Studies (up to 40%)
- PE (30-50%)
- Sciences (20-30%)

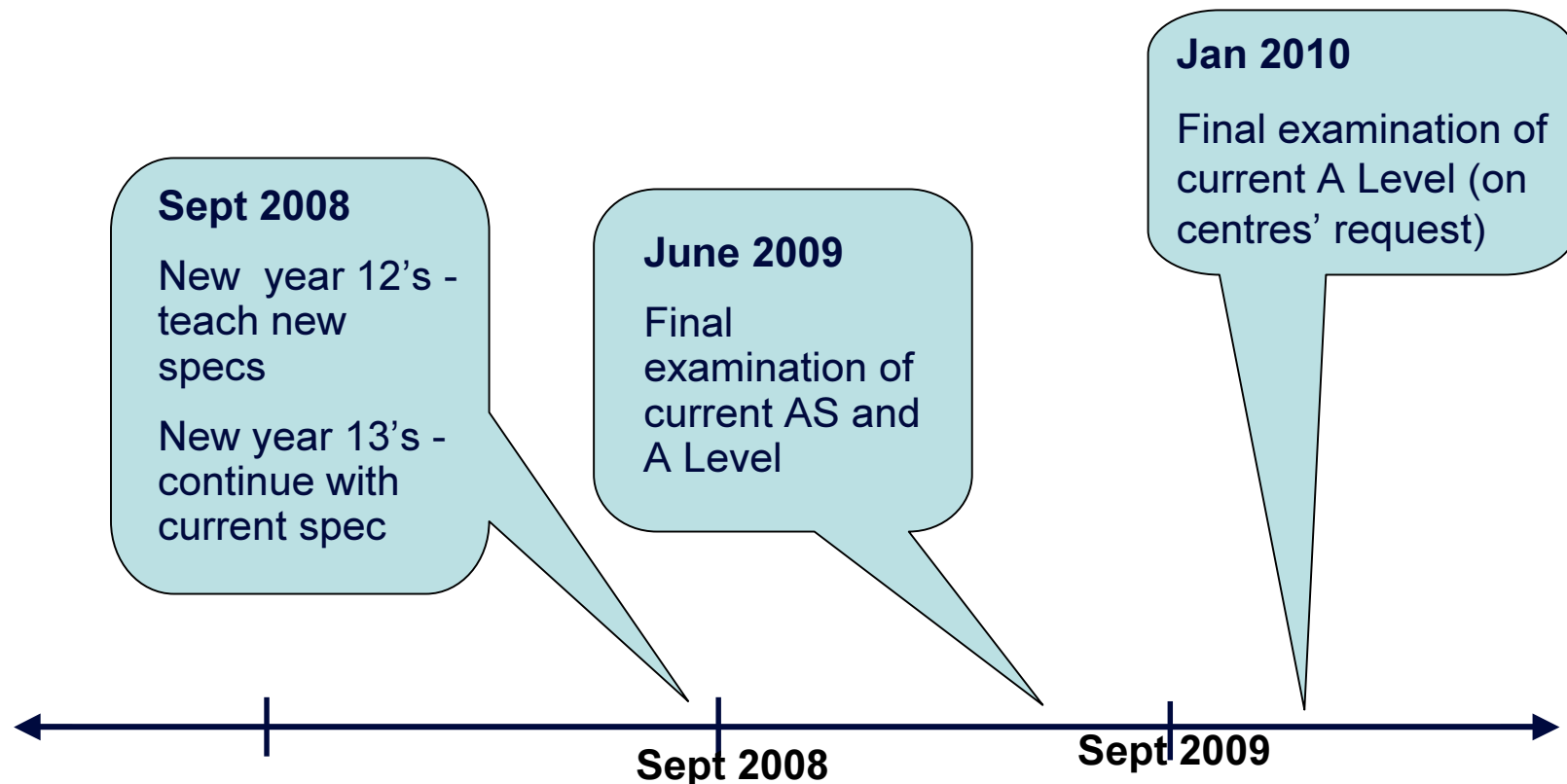
# Stretch and Challenge

- Stretch and Challenge will be included in all A2 units
- Reflected in the style of A2 exam questions
- Questions will be more open ended in style, providing candidates with opportunity for extended writing
- Intended to provide candidates with an opportunity to reach their fullest potential

# Review of Synoptic Assessment

- Synoptic Assessment explores connections between different levels and areas of subject
- It is a key feature of existing A2 units
- Reviewed in order to ensure that it is effective

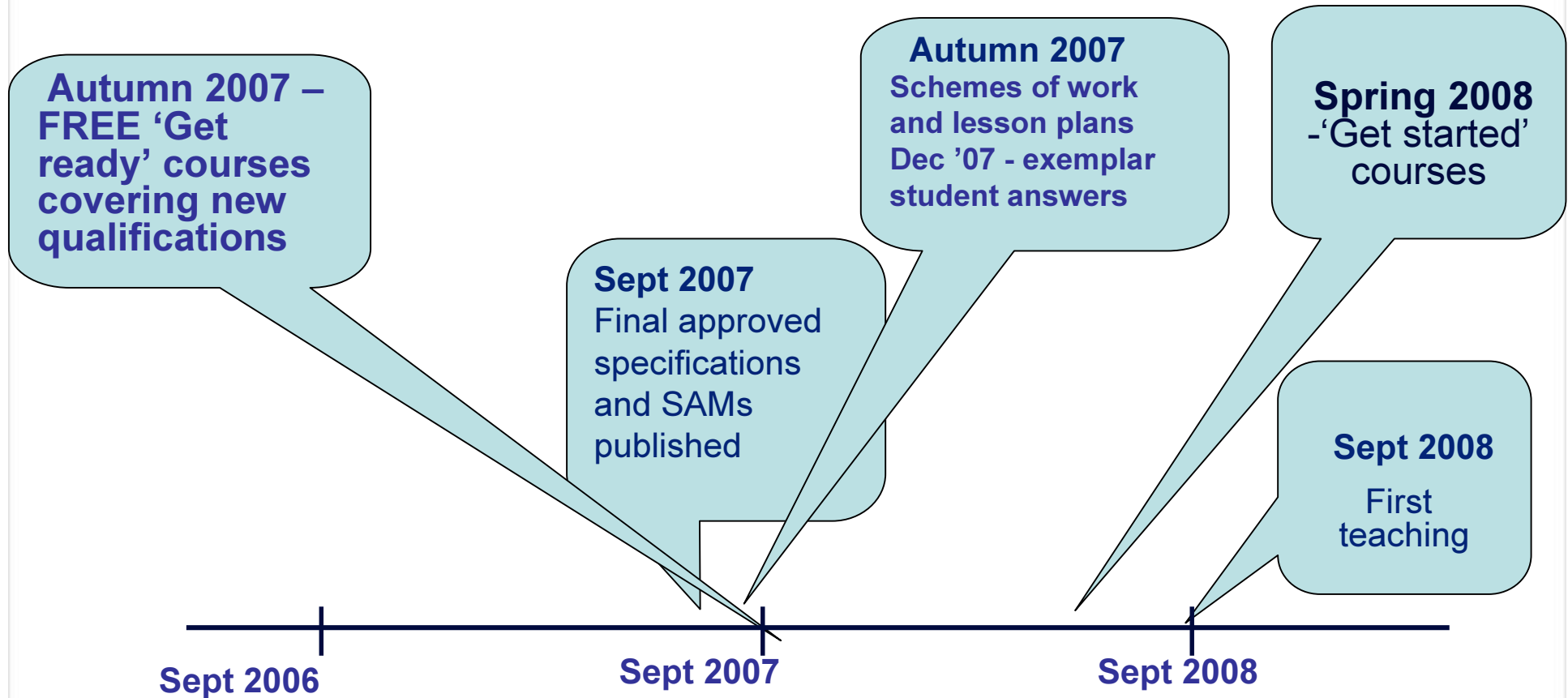
# Arrangements for current specifications



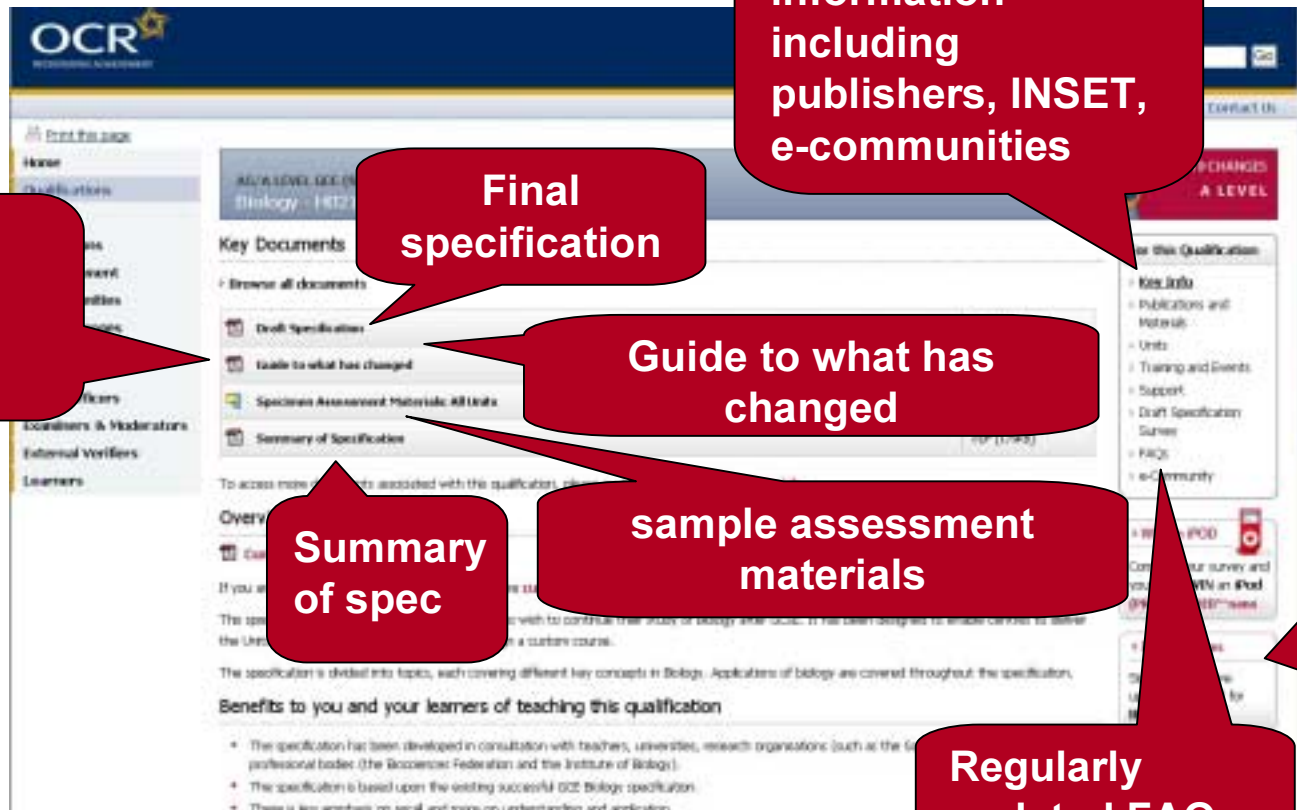
# Update on new specifications

- Most FINAL subject specifications and SAMs now available on OCR's website
- They have changed since initially being put on site – so double check for the latest
- Hard copy and CD Rom

# A Level timeline



# What information and guidance is available?



**SOW – coming soon**

**Final specification**

**A wealth of other information including publishers, INSET, e-communities**

**Guide to what has changed**

**Summary of spec**

**sample assessment materials**

**Regularly updated FAQs**

**Keep up to date - sign up for email updates**

# Publishing Partners

Heinemann from Harcourt

Hodder

Oxford University Press

# Publishing Partners

Heinemann

- Science and Mathematics
- History
- Social Sciences

# Publishing Partners

Hodder

- ICT and Computing
- Business, Leisure and Recreation
- Arts

# Publishing Partners

Oxford University Press

- English
- Modern Foreign Languages
- Classics

# Publishing Partners

Institute of Physics

- Physics B

## Our approach

The aim was to involve different teachers, from a number of centres, in the production of Support Materials for GCE. We felt it was important to pilot ‘**by teachers for teachers**’ approach in order to capture real life current teaching practices based around OCR’s revised specifications.

# OCR Support Material

- Schemes of work
- Lesson plans
- Sample assessment material
- Exemplar candidate work

# Example SOW


Religious Studies 3871: Philosophy of Religion: 2761			
Suggested teaching time	8hours	Topic	The Ontological argument (O.A)
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
The <b>Ontological Argument</b> from <b>Anselm</b> :	<ul style="list-style-type: none"> <li>Explore the concept of <b>'proof'</b>. How could you prove the existence of crocodiles, Santa Claus, love, God? Introduce how the O.A seeks to establish the existence of God (EOG). Revise the difference between <b>analytic</b> and <b>synthetic</b> language. Introduce the 2 categories a priori arguments and a postereriori arguments. Provide a bank of examples, students to put into categories.</li> </ul>	<ul style="list-style-type: none"> <li>Use props and images to stimulate discussion on proof.</li> <li>'The Puzzle of God', Peter Vardy</li> <li>'Thinkers Guide to God', Peter Vardy</li> <li>'Philosophy of Religion: Access to Philosophy', Peter Cole.</li> </ul>	<ul style="list-style-type: none"> <li>These texts can be used throughout the teaching of this topic.</li> </ul>
	<ul style="list-style-type: none"> <li>Anselm's first OA: break down into steps. Start with his definition. At each step, evaluate. Students could do this individually or in allocated groups.</li> </ul>	<ul style="list-style-type: none"> <li>Each step as a power point slide/OHT</li> <li><a href="http://www.philosophyofreligion.info/ontological.html">http://www.philosophyofreligion.info/ontological.html</a></li> <li><a href="http://www.faithnet.org.uk/A2%20Subjects/Philosophyofreligion/ontologicalargument.htm">http://www.faithnet.org.uk/A2%20Subjects/Philosophy ofreligion/ontologicalargument.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>The context of Anselm's writings must be set. <b>Proslogian</b>.</li> <li>Anselm's first meditation the Monologium sets the context of the OA.</li> </ul>
	<ul style="list-style-type: none"> <li>Pair up students: one student to recount Anselm's O.A from memory, the other to criticise it at each point. Anselm to reply with counter criticisms.</li> </ul>		<ul style="list-style-type: none"> <li>Video some of this work useful for revision purposes</li> </ul>

This column contains specific teaching activities. The activities suggested try to cater for teachers with different teaching styles and also cater for pupils from the full spectrum of abilities. The suggestions provide stimulus for teachers to adapt ideas to their own students needs.

Useful textbooks, websites, equipment and artefacts are listed here.

**Note:** This Scheme of Work is for reference only and does not relate to a current qualification

All the teaching ideas contained in the SOW are innovative, but the icon is used to highlight exceptionally innovative ideas.

 = Innovative Teaching Idea

This icon is added at the end of text when there is an explicit opportunity to offer stretch and challenge activities

 = Stretch & Challenge Activity

This icon is used to illustrate when an activity could be taught using ICT facilities.

 = ICT Opportunity

# Icons



= Innovative Teaching Idea



= Stretch & Challenge Activity



= ICT Opportunity

- Developers were asked to use the 3 icons throughout their work to draw attention to certain ideas

## Availability of past papers

- A selection of GCE & GCSE now on website
- FREE 2006 and 2007 past papers for ALL subject areas, available to download at [www.ocr.org.uk](http://www.ocr.org.uk) from November 2007.
- Mark schemes and examiner reports also available now

# Exam Quest – [www.examquest.co.uk](http://www.examquest.co.uk)

**ExamQuest OCR GCSE ICT**

File Edit View Insert Tools Window Help

Question Finder





Topic	Specifier	Questions
Type	Level	Course
A06S3F.03 ■ Databases	03	[3]
Librarians: advantages of computerisation		
A06S3F.04 ■ Input devices	02	[2]
Two methods of inputting data		
A06S3F.05 ■ ROM and RAM	04	[4]
Explain acronym; function		
A06S3F.06 ■ Input devices, Interfaces	05	[5]
GUI: features; suitable input devices		
A06S3F.07 ■ Data capture and entry, *	06	[6]
DVD sales: entering codes; updating system		
A06S3F.08 ■ Backup and archiving, E	08	[8]
Police National Computer: backup; encryption; arc		
A06S3F.09 ■ Types of processing	02	[2]
Autopilot: real-time processing		
A06S3F.10 ■ Computer Misuse Act	02	[2]
Illegal actions		

Viewer

A06S3F.06 ■ Input devices, Interfaces - GUI 05 [5]

| GUI: features; suitable input devices

Most computers use a graphical user interface (GUI). Below are some examples of icons in a GUI.

(a) What is an icon?

.....

.....

..... [1]

(b) Why are icons used in GUIs?

.....

.....

.....

..... [2]

Item 248 of 480 in Question Finder, total marks: 2413, time allowed: 2727 min

# INSET

- ‘Get ready’ half day **free** events available
- ‘Get started’ full day events available
- Tailored in-house training

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