Accredited

A LEVEL
Specification

ENGLISH LITERATURE

H472
For first assessment in 2017

ocr.org.uk/alevelenglishliterature

OCR
Oxford Cambridge and RSA

Contents

Introducing…
A Level in English Literature (from September 2015)

The aims of this specification are to encourage learners to develop their interest in and enjoyment of literature and literary studies as they:

- read widely and independently both set texts and others that they have selected for themselves

- engage critically and creatively with a substantial body of texts and ways of responding to them

- develop and effectively apply their knowledge of literary analysis and evaluation in writing

- explore the contexts of the texts they are reading and others' interpretations.

Meet the team

We have a dedicated team of people working on our A Level English Literature qualifications.

Find out more about our English team at **ocr.org.uk/ englishteam**

If you need specialist advice, guidance or support, get in touch as follows:

- **01223 553998**

- **english@ocr.org.uk**

- **@OCR_english**

Teaching and learning resources

We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts, so we can help you to make the change.

Designed to support progression for all

Our resources are designed to provide you with a range of teaching activities and suggestions so you can select the best approach for your particular students. You are the experts on how your students learn and our aim is to support you in the best way we can.

We want to…

- Support you with a body of knowledge that grows throughout the lifetime of the specification

- Provide you with a range of suggestions so you can select the best activity, approach or context for your particular students

- Make it easier for you to explore and interact with our resource materials, in particular to develop your own schemes of work

- Create an ongoing conversation so we can develop materials that work for you.

Plenty of useful resources

You'll have four main types of subject-specific teaching and learning resources at your fingertips:

- Delivery Guides

- Transition Guides

- Topic Exploration Packs

- Lesson Elements.

Along with subject-specific resources, you'll also have access to a selection of generic resources that focus on skills development and professional guidance for teachers.

Skills Guides – we've produced a set of Skills Guides that are not specific to English Literature, but each covers a topic that could be relevant to a range of qualifications – for example, communication, legislation and research. Download the guides at **ocr.org.uk/skillsguides**

Active Results – a free online results analysis service to help you review the performance of individual students or your whole school. It provides access to detailed results data, enabling more comprehensive analysis of results in order to give you a more accurate measurement of the achievements of your centre and individual students. For more details refer to **ocr.org. uk/activeresults**.

Professional Development

Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub.

An introduction to the new specifications

We'll be running events to help you get to grips with our A Level English Literature qualification.

These events are designed to help prepare you for first teaching and to support your delivery at every stage.

Watch out for details at **cpdhub.ocr.org.uk**.

To receive the latest information about the training we'll be offering, please register for A level email updates at **ocr.org.uk/updates**

1 Why choose an OCR A Level in English Literature?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new A Level in English Literature course has been developed in consultation with teachers, employers and Higher Education to provide students with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:

  o Delivery Guides

  o Transition Guides

  o Topic Exploration Packs

  o Lesson Elements

  o …and much more.

- Access to subject specialists to support you through the transition and throughout the lifetimes of the specifications.

- CPD/Training for teachers including face-to-face events to introduce the qualifications and prepare you for first teaching.

- Active Results – our free results analysis service to help you review the performance of individual students or whole schools.

- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All A level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for A Level in English Literature is (QN: 601/4725/8).

1b. Why choose an OCR A Level in English Literature?

OCR have created a rigorous, stimulating and challenging qualification which allows freedom of textual choice and includes elements of independent study. The freedom within the non examined assessment component allows learners to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level.

The OCR A Level in English Literature allows learners to undertake independent and sustained studies to deepen their appreciation and understanding of literature, including its changing traditions.

Aims and learning outcomes

The aims of this specification are to encourage learners to develop their interest in and enjoyment of literature and literary studies as they:

- read widely and independently both set texts and others that they have selected for themselves

- engage critically and creatively with a substantial body of texts and ways of responding to them

- develop and effectively apply their knowledge of literary analysis and evaluation in writing

- explore the contexts of the texts they are reading and others' interpretations of them.

1c. What are the key features of this specification?

This qualification will enable learners to:

- explore and understand a wide range of texts

- develop the valuable transferable skills of sustained research and composition

- have freedom of choice with regards to texts for study in the non examined assessment component

- choose to write creatively if they wish.

For teachers:

- this A level has been designed to be co-teachable with the OCR AS Level in English Literature qualification.

This English Literature specification will encourage learners to be inspired, motivated and challenged by reading widely across a range of texts and developing their independent study skills. By A level, learners are cultivating their own critical responses and engaging with the richness of literature.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: **www.ocr.org.uk**

If you are not already a registered OCR centre, you can find out more information at: **www.ocr.org.uk**

Want to find out more?

Ask a subject specialist:

Email: **ocrenglish@ocr.org.uk**

Customer Contact Centre: 01223 553998

Teacher support: **www.ocr.org.uk**

2 The specification overview

2a. Overview of A Level in English Literature (H472)

Learners must complete all components (01, 02 and 03) to be awarded the A Level in English Literature.

Content Overview	Assessment Overview	
Component 01 • Shakespeare • Drama and poetry pre-1900	Drama and poetry pre-1900 (01)* Written paper 60 marks Closed text 2 hours 30 minutes	**40%** of total A level
Component 02 • Close reading in chosen topic area • Comparative and contextual study from chosen topic area	Comparative and contextual study (02)* Written paper 60 marks Closed text 2 hours 30 minutes	**40%** of total A level
Component 03 • Close reading OR re-creative writing piece with commentary. • Comparative essay*	Literature post-1900 (03)* 40 marks Non examined assessment	**20%** of total A level

* Indicates synoptic assessment.

Learners who are retaking the qualification may carry forward their result for the non exam assessment component.

2b. Content of A Level in English Literature (H472)

The OCR A Level in English Literature qualification will build on the knowledge, understanding and skills established at GCSE, introducing learners to the discipline of advanced literary studies, and requires reading of all the major literary genres of poetry, prose and drama.

The OCR A Level in English Literature will extend these studies in breadth and depth, further developing learners' ability to analyse, evaluate and make connections. Learners are required to study a minimum of eight texts at A level, including at least two examples of each of the genres of prose, poetry and drama across the course as a whole.

This must include:

- at least three texts published before 1900, including at least one text by Shakespeare

- at least one work first published or performed after 2000

- at least one unseen text.

The OCR A Level in English Literature will require learners to develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them. It will require learners to show knowledge and understanding of:

- the ways in which writers shape meanings in texts

- the ways in which texts are interpreted by different readers, including over time

- the ways in which texts relate to one another and to literary traditions, movements and genres

- the significance of cultural and contextual influences on readers and writers.

The set texts will be reviewed after three years and may be subject to change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

2c. Content of Drama and poetry pre-1900 (Component 01)

Learners are required to study **one** play by Shakespeare which will be assessed in Section 1 of this component. In addition, learners are required to study **one** pre-1900 drama text and **one** pre-1900 poetry text which will both be assessed in Section 2.

For Section 1, the Shakespeare plays have been chosen carefully to ensure a varied selection for both teachers and learners. This section requires learners to demonstrate their detailed knowledge and understanding of their chosen play.

For Section 2, the texts have been chosen carefully so that they illuminate one another and so that learners are able to establish connections between their chosen texts from the genres of drama and poetry. Learners are expected to demonstrate their appreciation of the significance of cultural and contextual influences on the writers, readers and/or audiences and be able to explore relationships between their chosen texts. This section requires learners to read texts in a variety of ways and respond critically and creatively.

Drama and poetry pre-1900		
Section 1 set texts: Shakespeare	**Knowledge, skills and understanding**	**Learners should be able to:**
Learners study **one** Shakespeare play: • *Coriolanus* • *Hamlet* • *Measure for Measure* • *Richard III* • *The Tempest* • *Twelfth Night*	Learners are required to analyse the text in close detail, exploring Shakespeare's use of language and dramatic effects. Learners are required to consider issues raised in a specific extract in relation to their understanding of the play as a whole. Learners are required to explore ways in which the chosen play is/has been interpreted by different audiences, including over time.	• analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language • articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression • explore the play informed by different interpretations • consider different interpretations across time.

Section 2 set texts: Drama and poetry pre-1900	Knowledge, skills and understanding	Learners should be able to:
Learners study **one** pre-1900 drama text: • Christopher Marlowe: *Edward II* • John Webster: *The Duchess of Malfi* • Oliver Goldsmith: *She Stoops to Conquer* • Henrik Ibsen: *A Doll's House* • Oscar Wilde: *An Ideal Husband* Learners study **one** pre-1900 poetry text: • Geoffrey Chaucer: *The Merchant's Prologue and Tale* • John Milton: *Paradise Lost Books 9 & 10* • Samuel Taylor Coleridge: *Selected Poems** • Alfred, Lord Tennyson: *Maud* • Christina Rossetti: *Selected Poems**	Learners are required to explore contrasts, connections and comparisons between their chosen literary texts. Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres. Learners are required to understand the significance of cultural and contextual influences on readers and writers. Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.	• demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received • explore connections across the texts • articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression • explore the texts informed by different interpretations.

*Please see Appendix 5d for the selections of poetry by Coleridge and Rossetti.

2c. Content of Comparative and contextual study (Component 02)

There is a choice of five topics as follows:

- American Literature 1880–1940

- The Gothic

- Dystopia

- Women in Literature

- The Immigrant Experience.

Learners choose **one** topic and study at least **two whole texts** in their chosen topic area, at least **one** of which must be from the core set text list.

For the second text, learners may choose to study the other core set text (listed in the table below) **or** they may choose another text, from the same topic area, from the list of suggested set texts. Please see Appendix 5e for the complete list of core and suggested set texts for this component. Centres should design a balanced course for learners, avoiding overlap between topics chosen for Comparative and contextual study and for the non examined assessment component.

Comparative and contextual study		
Topics: Close reading	**Knowledge, skills and understanding**	**Learners should be able to:**
Learners choose one topic: • American Literature 1880–1940 • The Gothic • Dystopia • Women in Literature • The Immigrant Experience	Learners are required to read widely and independently in their chosen topic of study. Learners are required to demonstrate close reading skills in analysing unseen prose extracts. Learners are required to identify and consider how attitudes and values are expressed in unseen extracts. Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.	• analyse ways in which writers shape meanings • demonstrate understanding of the significance and influence of contexts in which literary texts are written and received • articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.

Topics and set texts: Comparative essay	Knowledge, skills and understanding	Learners should be able to:
Learners study **two whole texts**, at least one must be from the list below: **American Literature 1880–1940** • F Scott Fitzgerald: *The Great Gatsby* • John Steinbeck: *The Grapes of Wrath* **The Gothic** • Angela Carter: *The Bloody Chamber and Other Stories* • Bram Stoker: *Dracula* **Dystopia** • Margaret Atwood: *The Handmaid's Tale* • George Orwell: *Nineteen Eighty-Four* **Women in Literature** • Jane Austen: *Sense and Sensibility* • Virginia Woolf: *Mrs Dalloway* **The Immigrant Experience** • Mohsin Hamid: *The Reluctant Fundamentalist* • Henry Roth: *Call It Sleep*	Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area. Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres. Learners are required to explore ways in which texts are interpreted by different readers, including over time. Learners are required to use literary critical concepts and terminology with understanding and discrimination.	• demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received • explore connections across the texts • articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression • explore the texts informed by different interpretations.

2d. Content of non exam assessment in A Level in English Literature (Component 03)

Content of Literature post-1900

The aim of this internally assessed component is to encourage individual study, interest and enjoyment of modern literature and for learners to develop:

- an appreciation of how writers shape meanings in texts through use of language, imagery, form and structure

- an understanding of texts informed by an appreciation of different interpretations

- an ability to explore connections across texts, such as stylistic, thematic or contextual.

The texts and task titles for component 03, Literature post-1900, should be chosen by the learner in discussion with their teacher but all texts and task titles must be checked by OCR.

Centres **must** use the *Text(s) and Task(s) Proposal Form* to submit all chosen texts and task titles to OCR for approval.

You can access the *Text(s) and Task(s) Proposal Form* through the OCR website (see also Appendix 5g). Centres must submit their *Text(s) and Task(s) Proposal Form* every series even if the texts and/ or task titles have been approved previously. There is no restriction on the number of learners choosing the same texts and/or task title. However, this non examined assessment component should be seen as an opportunity for learners to develop their independent skills of reading and research. It is therefore advisable to create opportunities for learners to exercise some choice of texts and/or task titles for study.

OCR will approve that the texts chosen meet the criteria for this component which state that:

- learners are required to study three literary texts (one text for Task 1 and two texts for Task 2)

- the three texts must include one prose text, one poetry text and one drama text

- the texts must have been first published or performed in 1900 or later

- at least one of these texts must have been first published or performed in 2000 or later.

In addition, OCR will confirm to the centres that appropriate task titles have been chosen for Tasks 1 and 2. It is the centre's responsibility to ensure that the texts and task title combinations **for all learners** are acknowledged in the *Text(s) and Task(s) Proposal Form*.

OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the text(s) and/or task title(s). Centres are advised to wait until they have received confirmation from OCR that the chosen texts and/or task titles are suitable before learners begin working on the tasks.

More information about the deadlines for submitting the form and expected turnaround times can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: **www.ocr.org.uk**.

Literary texts requirements:

Learners are required to study **three** literary texts. The three texts must include **one prose** text, **one poetry** text and **one drama** text:

- the texts must have been first published or performed in 1900 or later

- at least one of these texts must have been first published or performed in 2000 or later.

Centres and learners must select texts in groupings that facilitate links or contrasts, in order to develop the ability to explore how texts illuminate and connect with each other. Texts should be selected on the basis of offering learners a range of work of literary merit and significance. Learners must not study texts in translation for this component.

Centres and learners are free to choose their own texts for this non examined assessment component. For suggested reading and groupings, please see Appendix 5f bearing in mind the criteria above.

This non examined assessment component should be seen as an opportunity for learners to develop their independent skills of reading and research. It is therefore advisable to create opportunities for learners to exercise some choice of texts and task titles for study.

Learners may not study A level examination set texts for the non examined assessment component. This includes all set texts for Component 01 and the ten core set texts for Component 02. The suggested set texts for Component 02 may be used for non examined assessment, *unless* they are being studied for the examination.

Literature post-1900 requirements:		
Task	**Knowledge, skills and understanding**	**Learners should be able to:**
Close reading **OR** Re-creative writing with commentary. Both of these tasks must be based on **one** literary text.	Learners are required to demonstrate close reading skills. Learners are required to identify and consider how attitudes and values are expressed in the chosen text. Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.	• analyse ways in which meanings are shaped in the chosen literary text • articulate informed, personal and creative responses to the chosen literary text, using associated concepts and terminology, and coherent accurate written expression.
Comparative essay This task must be based on **two** literary texts.	Learners are required to explore the contexts of the texts they are reading and others' interpretations of them. Learners are required to explore connections across the texts. Learners are required to identify and consider how values are expressed in texts. Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts. Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.	• articulate informed, personal and creative responses to the chosen literary texts, using associated concepts and terminology, and coherent, accurate written expression • analyse ways in which meanings are shaped in the chosen literary texts • demonstrate understanding of the significance and influence of the contexts in which the chosen literary texts are written and received • explore connections across the chosen literary texts • explore the chosen literary texts informed by different interpretations.

2e.   Prior knowledge, learning and progression

Learners in England who are beginning an A level course are likely to have followed a Key Stage 4 programme of study. Although not a prerequisite for this specification, it is recommended that, at the start of the course, learners should have obtained at least grade C in GCSE English Language or GCSE English Literature, or an equivalent qualification.

OCR's A Level in English Literature qualification offers clear progression from OCR's GCSE in English Literature in such areas as comparative study of texts, Shakespeare and exploration of the unseen.

This course will enable learners to progress to Higher Education or directly to employment. There are a number of English specifications at OCR. Find out more at: **www.ocr.org.uk**.

3 Assessment of OCR A Level in English Literature

3a. Forms of assessment

The assessment of the OCR A Level in English Literature is split into three components: two examined components each worth 40% of the qualification and one non examined assessment component worth 20%. The Drama and poetry pre-1900 examination covers three pre-1900 texts: Shakespeare, drama pre-1900 and poetry pre-1900.

The Comparative and contextual study component covers two prose texts and one unseen text. The non examined assessment component covers three post-1900 texts: one prose, one poetry and one drama including one post-2000 text. This gives a full coverage of the subject content.

Drama and poetry pre-1900 (Component 01)

Drama and poetry pre-1900 is an externally assessed written examination testing all of the Assessment Objectives (AOs), AO1, AO2, AO3, AO4 and AO5, through the analysis of set texts. It represents 60 marks which is 40% of the marks for A level.

There are two sections to this component: Section 1: Shakespeare, and Section 2: Drama and poetry pre-1900. The examination is closed text.

The focus of Section 1 is the study of **one** Shakespeare play. Learners will answer **one** question worth 30 marks on the play they have studied. The question is divided into two parts. The first part, worth 15 marks, requires close analysis of an extract from the

play and assesses AO2 and AO1. The second part of the question, worth 15 marks, asks learners to consider a proposition using their knowledge of the play as a whole and assesses AO1 and AO5.

The focus of Section 2 is the study of **one** drama text and **one** poetry text. There will be a choice of six questions, each with a different thematic or literary focus. Learners must choose **one** question worth 30 marks and base their answer on a comparative study with substantial discussion of both texts. In their answers learners must refer to **one** drama text and **one** poetry text from the lists of texts set for this section. Answers will be assessed for AO3, AO4, AO1 and AO5.

Comparative and contextual study (Component 02)

Comparative and contextual study is an externally assessed written examination testing AO1, AO2, AO3, AO4 and AO5 through the analysis of set texts. It represents 60 marks which is 40% of the marks for A level. The examination is closed text.

Learners choose **one** topic and study **two** whole texts in the topic area, at least **one** of which must be on the core set text list for the topic.

This component is split into the following topic areas: American Literature 1880–1940; The Gothic; Dystopia; Women in Literature; and The Immigrant Experience.

For Task 1: Close reading, there will be one unseen prose extract to analyse per topic area and the task will be worth 30 marks. Answers will be assessed for AO2, AO1 and AO3.

For Task 2: Comparative essay, there will be a choice of **three** questions, one related to each of the two core set texts for the topic area and one general question which will not name a set text. Learners choose **one** question worth 30 marks and write an essay comparing two whole texts, at least one of which must come from the core set text list for the component. The other text may come from the list of suggested set texts (see Appendix 5e). Learners will be expected to range across the texts in their responses. Answers will be assessed for AO3, AO4, AO1 and AO5.

Literature post-1900 (Component 03)

Learners are required to produce **two** tasks for their non examined assessment. The suggested word length for the non exam assessment is 3000 words, excluding quotations, task titles, footnotes and bibliography.

It represents 40 marks which is 20% of the marks for A level. For Task 1, learners can select to do **either:** Close reading **or** Re-creative writing with commentary.

Task 1: Close reading

A close, critical analysis of a section of their chosen text or a poem selected from an anthology or collection. Learners are recommended to select a manageable section of text. Approximately **three**

to four pages of prose or drama or up to **45 lines** of poetry are recommended. The recommended word length is 1000 words, excluding quotations.

OR

Task 1: Re-creative writing with commentary

An item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between the learner's own writing and the original passage selected. The recommended word length for the re-created piece is 350–400 words with a commentary of 600–650 words, excluding quotations. For both options, learners are required to include a copy of their chosen passage or poem when they submit their non examined assessment.

Both of these tasks must be based on **one** literary text. This task is worth 15 marks and answers will be assessed for AO2 and AO1.

A learner will not be specifically penalised for exceeding the word count; however, any response that significantly differs from the word count will be self-penalising either by not demonstrating the AOs to the required level or through lacking coherence and concision.

3

Task 2: Comparative essay

For Task 2, learners are required to submit an essay which explores contrasts and comparisons between two texts, informed by different interpretations and an understanding of contexts.

Quotations from secondary sources, whether different interpretations or contextual material, must be acknowledged by footnotes and a bibliography. This task must be based on **two** literary texts.

The recommended word length for this task is 2000 words, excluding quotations, task title, footnotes and bibliography. This task is worth 25 marks and answers will be assessed for AO1, AO2, AO3, AO4 and AO5.

A learner will not be specifically penalised for exceeding the word count; however, any response that significantly differs from the word count will be self-penalising either by not demonstrating the AOs to the required level or through lacking coherence and concision.

3b.   Assessment objectives (AO)

There are five assessment objectives in the OCR A Level in English Literature. These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
AO2	Analyse ways in which meanings are shaped in literary texts.
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
AO4	Explore connections across literary texts.
AO5	Explore literary texts informed by different interpretations.

AO weightings in A Level in English Literature

The relationship between the assessment objectives and the components is shown in the following table.

Component	% of A level					
	AO1	AO2	AO3	AO4	AO5	Total
Drama and poetry pre-1900 (H472/01)	10%	7.5%	10%	5%	7.5%	40%
Comparative and contextual study (H472/02)	5%	15%	12.5%	5%	2.5%	40%
Literature post-1900 (H472/03)	5%	7.5%	2.5%	2.5%	2.5%	20%
	20%	30%	25%	12.5%	12.5%	100%

3c. Assessment availability

There will be one examination series available each year in June to **all** learners. All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2017 examination series onwards.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake both/all components of the qualification.

3e. Assessment of extended responses

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

Extended responses are assessed by AO1 which requires learners to 'articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression' and credit may be restricted if communication is unclear.

3f. Non exam assessment

There are two tasks for component 03, Literature post-1900. Task 1 will be assessed for AO1 and AO2, with AO2 dominant. Task 2 will be assessed for all the AOs equally.

The non examined assessment component will be internally assessed and externally moderated.

Distribution of AOs	A01	A02	A03	A04	A05	Total	Marks
Task 1	2.5%	5%				7.5%	15
Task 2	2.5%	2.5%	2.5%	2.5%	2.5%	12.5%	25

Non exam assessment guidance

There are four different stages in the production of the non exam assessment: planning of the task; first draft; marking and final submission.

1.   Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the task. The teacher should ensure that learners are clear about the assessment criteria which they are expected to meet and the skills which they need to demonstrate in the task. Any explanation or interpretation given by teachers must be general and not specific to learners' work.

Further guidance about the nature of advice that teachers can give to learners can be found in the JCQ *Instructions for conducting coursework*.

2.   First draft

What teachers can do:
Teachers can review learners' work before it is handed in for final assessment. Advice must remain at the general level, enabling learners to take the initiative in making amendments. One review should be sufficient to enable learners to understand the demands of the assessment criteria.

What teachers cannot do:
Teachers cannot give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. This includes indicating errors or omissions and personally intervening to improve the presentation or content of the work.

Provided that advice remains at the general level, enabling the learner to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks.

3. Marking

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria. Teachers should use their professional judgement to select the best-fit level descriptor that describes the learner's work. Teachers should use the full range of marks available to them and award all the marks in any level for which work fully meets that descriptor. Teachers should bear in mind the weighting of the assessment objectives, place the response within a level and award the appropriate mark. If a candidate does not address one of the assessment objectives targeted in the assessment they cannot achieve all of the marks in the given level. A response will not be specifically penalised for being outside the indicative word count. However, a response that significantly differs from the word count will be self-penalising, either by not demonstrating the AOs to the required level or by lacking coherence and concision.

Teachers must clearly show how the marks have been awarded in relation to the marking criteria. A combination of the following approaches should be adopted:

Summary comments either on the work (usually at the end) or on a cover sheet.

Key pieces of evidence flagged throughout the work by annotation either in the margin or in the text.

Indications as to how marks have been awarded should:

- be clear and unambiguous

- be appropriate to the aims and objectives of the work

- facilitate the standardisation of marking within the centre

- enable the moderator to check the application of the assessment criteria to the marking.

4. Final submission

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all candidates entered for each component. In order to help set the standard of marking, centres should use exemplar material provided by OCR, and, where available, work in the centre from the previous year.

Where work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

- **Either** a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation.

- **Or** all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should make adjustment to their marks or re-mark all learners' work for which they were responsible.

Prior to marking, teachers should mark the same small sample of work to allow for the comparison of marking standards.

If centres are working together in a consortium they must carry out internal standardisation of marking across the consortium. Centres should retain evidence that internal standardisation has been carried out.

A clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series. Once the final draft is submitted it must not be revised. Adding or removing any material to or from the work after it has been presented by a learner for final assessment would constitute malpractice.

If a learner requires additional assistance in order to demonstrate aspects of the assessment, the teacher must award a mark which represents the learner's unaided achievement.

Further information can be found at **www.ocr.org.uk** and in Section 4 of this specification.

3g. Non exam assessment marking criteria for: Task 1 Close reading

In **Task 1** the dominant assessment objective is **A02**. The weightings for the Assessment Objectives in this task are:

A02 – 67%
A01 – 33%

An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level. Candidate work which fully meets all criteria for a level should be awarded the top mark in the level.

Level 6 13–15 marks	AO2 (67%)	• Well-developed and consistently detailed discussion of ways in which language, form and structure in selected passage shape meanings. • Consistently focused and precise use of analytical methods. • Consistently effective use of quotations and references, critically addressed, blended into discussion.
	AO1 (33%)	• Excellent understanding of selected passage and its place in the wider text. • Consistently fluent and accurate writing in appropriate register. • Critical concepts and terminology used accurately and consistently. • Well-structured, coherent argument consistently developed.
Level 5 10–12 marks	AO2 (67%)	• Developed and detailed discussion of ways in which language, form and structure in selected passage shape meanings with good level of detail. • Very good use of analytical methods. • Very good use of quotations and references, usually critically addressed, well integrated.
	AO1 (33%)	• Very good and secure understanding of selected passage and its place in the wider text. • Very good level of coherence and accuracy in writing, in appropriate register. • Critical concepts and terminology used accurately. • Well-structured argument, with clear line of development.

A Level in English Literature

Level		AO2 (67%)	AO1 (33%)
Level 4 7–9 marks		• Competently developed discussion of ways in which language, form and structure in selected passage shape meanings. • Competent use of analytical methods. • Competent use of illustrative quotations and references, sometimes critically addressed, often integrated.	• Competent understanding of selected passage and its place in the wider text. • Clear writing in generally appropriate register. • Critical concepts and terminology used appropriately. • Straightforward argument competently structured and developed.
Level 3 4–6 marks		• Straightforward discussion of ways in which language, form and structure in selected passage shape meanings. • Some attempt to use analytical methods. • Some use of quotations and references as illustration.	• Straightforward understanding of selected passage and its place in the wider text. • Mostly clear writing, perhaps with inconsistencies in register. • Some appropriate use of critical concepts and terminology. • Straightforward argument evident, lacking development.
Level 2 2–3 marks		• Limited discussion of ways in which language, form and structure in selected passage shape meanings. • Limited attempt to use analytical methods. • Limited use of quotations and references as illustration.	• Limited understanding of selected passage and its place in the wider text. • Limited clear writing, some inconsistencies in register. • Limited use of critical concepts and terminology. • Limited structured argument evident, lacking development.

Level 1 **1 mark**	**AO2** **(67%)**	• Little or no relevant discussion of ways in which language, form and structure shape meanings. • Commentary with little or no use of analytical methods. • Few quotations (e.g. one or two) or no quotations used.
	AO1 **(33%)**	• Little or no relevant understanding of selected passage and its place in the wider text. • Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register. • Persistently inaccurate or no use of critical concepts and terminology. • Undeveloped, fragmentary discussion.
0 marks		• No response or no response worthy of credit.

3h. Non exam assessment marking criteria for: Task 1 Re-creative writing

In **Task 1** the dominant assessment objective is **AO2**. The weightings for the Assessment Objectives in this task are:

AO2 – 67%
AO1 – 33%

An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level. Candidate work which fully meets all criteria for a level should be awarded the top mark in the level.

Level	AO	Criteria
Level 6 **13–15 marks**	**AO2** **(67%)**	• Consistently effective re-creative response to stylistic characteristics and concerns of the original text. • Well-developed and consistently detailed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary. • Consistently focused and precise use of analytical methods in commentary. • Consistently effective use of quotations and references, critically addressed, blended into discussion.
	AO1 **(33%)**	• Excellent and consistently detailed understanding of original text. • Consistently fluent and accurate writing, in appropriate register, in both re-creative passage and commentary. • Critical concepts and terminology used accurately and consistently in commentary. • Well-structured, coherent argument consistently developed in commentary.
Level 5 **10–12 marks**	**AO2** **(67%)**	• Developed and appropriate re-creative response to stylistic characteristics and concerns of the original text. • Developed and detailed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary. • Very good use of analytical methods in commentary. • Very good use of quotations and references, usually critically addressed, well integrated.
	AO1 **(33%)**	• Very good and secure understanding of original text. • Very good level of coherence and accuracy in writing, in appropriate register, in both re-creative passage and commentary. • Critical concepts and terminology used accurately in commentary. • Well-structured argument with clear line of development in commentary.

Level	AO	Criteria
Level 4 **7–9 marks**	**AO2** **(67%)**	• Competent re-creative response to stylistic characteristics and concerns of the original text. • Competently developed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary. • Competent use of analytical methods in commentary. • Competent use of illustrative quotations and references to support discussion, often integrated.
	AO1 **(33%)**	• Competent understanding of original text. • Clear writing in generally appropriate register in both re-creative passage and commentary. • Critical concepts and terminology used appropriately in commentary. • Straightforward argument competently structured and developed in commentary.
Level 3 **4–6 marks**	**AO2** **(67%)**	• Straightforward re-creative response to stylistic characteristics and concerns of the original text. • Straightforward appreciation of ways in which language, form and structure shape meanings in re-creative passage and commentary. • Some attempt to use analytical methods in commentary. • Some use of quotations and references as illustration.
	AO1 **(33%)**	• Straightforward understanding of original text. • Mostly clear writing, perhaps with inconsistencies in register in both re-creative passage and commentary. • Some appropriate use of critical concepts and terminology in commentary. • Straightforward argument evident in commentary, lacking development.
Level 2 **2–3 marks**	**AO2** **(67%)**	• Limited re-creative response to stylistic characteristics and concerns of the original text. • Limited appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary. • Limited attempt to use analytical methods in commentary. • Limited use of quotations and references as illustration.
	AO1 **(33%)**	• Limited understanding of original text. • Limited clear writing, some inconsistencies in register in both re-creative passage and commentary. • Limited use of critical concepts and terminology in commentary. • Limited structured argument evident in commentary, lacking development.

A Level in English Literature

Level 1 **1 mark**	**AO2** **(67%)**	• Little relevant in re-creative response to stylistic characteristics and concerns of the original text. • Little or no appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary. • Commentary with little or no use of analytical methods. • Few quotations (e.g. one or two) or no quotations used.
	AO1 **(33%)**	• Little or no relevant understanding of original text. • Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register in re-creative passage and commentary. • Persistently inaccurate or no use of critical concepts and terminology. • Undeveloped, fragmentary discussion.
0 marks		• No response or no response worthy of credit.

3i. Non exam assessment marking criteria for: Task 2 Comparative essay

In **Task 2** all five assessment objectives are equally weighted. The weightings for the Assessment Objectives in this task are:

A01 – 20%
A02 – 20%
A03 – 20%
A04 – 20%
A05 – 20%

An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level. Candidate work which fully meets all criteria for a level should be awarded the top mark in the level.

Level 6 **22–25 marks**	**AO1** **(20%)**	• Excellent and consistently detailed understanding of two texts and task undertaken. • Consistently fluent and accurate writing in appropriate register. • Critical concepts and terminology used accurately and confidently. • Well-structured, coherent argument, consistently developed.
	AO2 **(20%)**	• Consistently coherent discussion of ways in which language, form and structure shape meanings, contributing to development of argument. • Consistently focused and precise use of analytical methods. • Consistently effective use of quotations and references, blended into discussion.
	AO3 **(20%)**	• Consistently well-developed and detailed understanding of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 **(20%)**	• Excellent and consistently detailed purposeful exploration of connections between texts.
	AO5 **(20%)**	• Excellent and consistently detailed exploration of different readings or ways of reading the texts.

A Level in English Literature

Level 5 **18–21 marks**	**AO1** **(20%)**	• Very good understanding of two texts and task undertaken. • Very good level of coherence and accuracy in writing, in appropriate register. • Critical concepts and terminology used accurately. • Well-structured argument, with clear line of development.
	AO2 **(20%)**	• Developed discussion of ways in which language, form and structure shape meanings, contributing to argument. • Effective use of analytical methods. • Effective use of quotations and references, usually well integrated.
	AO3 **(20%)**	• Very good, clear evaluation of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 **(20%)**	• Very good, clear purposeful exploration of connections between texts.
	AO5 **(20%)**	• Very good exploration of different readings or ways of reading the texts.
Level 4 **13–17 marks**	**AO1** **(20%)**	• Competent understanding of two texts and task undertaken • Clear writing in generally appropriate register • Critical concepts and terminology used appropriately • Straightforward argument, competently structured and developed.
	AO2 **(20%)**	• Competent discussion of ways in which language, form and structure shape meanings • Competent use of analytical methods • Competent use of illustrative quotations and references, often integrated.
	AO3 **(20%)**	• Competent understanding of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 **(20%)**	• Competent discussion of connections between texts.
	AO5 **(20%)**	• Competent discussion of different readings or ways of reading the texts.

Level	AO	Descriptors
Level 3 **9–12 marks**	AO1 (20%)	• Straightforward understanding of two texts and task undertaken. • Mostly clear writing, perhaps with inconsistencies in register. • Some appropriate use of critical concepts and terminology. • Straightforward argument evident, lacking development.
	AO2 (20%)	• Straightforward discussion of ways in which language, form and structure shape meanings. • Some attempt to use analytical methods. • Some use of quotations and references as illustration.
	AO3 (20%)	• Some understanding of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 (20%)	• Some attempt to develop discussion of connections between texts.
	AO5 (20%)	• Some awareness of different readings or ways of reading the texts.
Level 2 **5–8 marks**	AO1 (20%)	• Limited understanding of texts and main elements of task undertaken. • Limited clear writing, some inconsistencies in register. • Limited use of critical concepts and terminology. • Limited structured argument, lacking development.
	AO2 (20%)	• Limited discussion of ways in which language, form and structure shape meanings. • Limited attempt to use analytical methods. • Limited use of quotations and references as illustration.
	AO3 (20%)	• Limited understanding of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 (20%)	• Limited attempt to develop discussion of connections between texts.
	AO5 (20%)	• Limited awareness of different readings or ways of reading the texts.

A Level in English Literature

Level 1 1–4 marks	AO1 (20%)	• Little or no relevant understanding of texts and little relevant attempt at task undertaken. • Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register. • Persistently inaccurate or no use of critical concepts and terminology. • Undeveloped, fragmentary discussion.
	AO2 (20%)	• Little or no relevant discussion of ways in which language, form and structure shape meanings. • Commentary with little or no use of analytical methods. • Few quotations (e.g. one or two) or no quotations used.
	AO3 (20%)	• Little reference to (possibly irrelevant) or no understanding of the significance and influence of the contexts in which literary texts are written **and** received, as appropriate to the task.
	AO4 (20%)	• Little or no discussion of connections between texts.
	AO5 (20%)	• Little or no relevant awareness of different readings or ways of reading the texts.
0 marks		• No response or no response worthy of credit.

Note: The marking of all tasks should be on a 'best fit' principle, bearing in mind the weighting of the assessment objectives.

3

3j.   Synoptic assessment

Synoptic learning is a key feature of all OCR A Level in English Literature components. Synoptic learning can be demonstrated through testing the learners' understanding of the connections between different elements of the subject. Each component requires:

- the explicit synthesis of insights gained from a close and detailed study of a range of texts important for the development of English Literature

- evidence of the ways in which contextual factors and different interpretations of texts illuminate their own readings

- skills of interpretation and expression to give insightful, accurate, well-argued responses to texts.

Synoptic assessment allows learners to demonstrate their understanding between different aspects of the subject. Synoptic assessment involves the explicit drawing together of knowledge, skills and understanding of different aspects of the A level course.

The emphasis of synoptic assessment is to encourage the understanding of English Literature as a discipline. Synoptic assessment tests the learners' understanding of the connections between different elements of the subject.

Each A level component fulfils this requirement, although this is particularly evident in the non examined component Literature post-1900, where learners draw on all their knowledge, skills and understanding to produce a linked texts essay.

3k.   Calculating qualification results

A learner's overall qualification grade for A level in English Literature will be calculated from their marks for the three components taken. Their marks for Components 01 and 02 will be multiplied by 4/3 and then added together with their mark for the non exam assessment component, 03 or 80. This total weighted mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All the following processes require you to submit something to OCR by a specific deadline. More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: **www.ocr.org.uk**.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules and ensuring that you choose the entry option for the moderation you intend to use.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking A Level in English Literature must be entered for one of the following entry options:

Entry code	Title	Component code	Component title	Assessment type
H472	English Literature	01	Drama and poetry pre-1900	External Assessment
		02	Comparative and contextual study	External Assessment
		03	Literature post-1900	Non Exam Assessment (Postal moderation)
H472C*	English Literature (Non exam assessment Carried forward)	01	Drama and poetry pre-1900	External Assessment
		02	Comparative and contextual study	External Assessment
		80	Literature post-1900 (Carried forward)	Non Exam Assessment (Carried Forward)

*Entry option H472C should only be selected for learners who are retaking the qualification who want to carry forward their mark for the non exam assessment.

4b. Accessibility and special consideration

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken. Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non exam assessment*.

4d. Non exam assessment

Authentication of learners' work

Learners and centres must declare that the work is the learner's own.

Teachers must declare that the work submitted for internal assessment is the learner's own work by

submitting a centre authentication form (CCS160) for each internally assessed component. This should be sent to the moderator at the same time as the marks.

Approval of text(s) and task(s)

Approval of non exam assessment texts and task titles is mandatory and centres must submit the chosen texts and task titles to OCR for approval using the *Text(s) and Task(s) proposal form*.

This must be done every series even where the same texts and/or tasks have been approved previously. Centres should wait for approval before learners begin working on their non exam assessment.

Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all learners entered for the component from that centre.

Moderation

The purpose of moderation is to bring the marking of internally assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are fewer than 10 learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

The moderation for A Level English Literature will be postal moderation.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally assessed components.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of learners' work.

Carrying forward non exam assessment

Learners who are retaking the qualification can choose either to retake the non exam assessment or to carry forward their mark for that component from the previous exam series. If a learner decides to carry forward their mark, they must be entered in the retake series using the entry code for the carry forward option H472C.

- Learners must decide at the point of entry whether they are going to carry forward the non exam assessment, or if they are going to retake

it to count towards their result. It is not possible for a learner to retake the non exam assessment and then choose whether the retake result or a carried forward result is used for certification.

- Learners can only carry forward from one year into the following year. Where the gap between the initial qualification and the retake is more than one year, carry forward is not permitted.

- A result for a non exam assessment component can only be carried forward once.

4

4e. Results and certificates

Grade scale

A level qualifications are graded on the scale: A*, A, B, C, D, E, where A* is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A* to E are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification

- the raw mark for each component

- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component

- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced GCE in English Literature'.

4f. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.

- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

- **Access to scripts** – Centres can request access to marked scripts.

4g. Malpractice

Any breach of the regulations for the conduct of examinations and non exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

5 Appendices

5a. Grade descriptors

Details to be confirmed by Ofqual.

5b. Overlap with other qualifications

There is overlap between the content of this specification and that of the OCR AS English Literature specification in order that these qualifications may be co-taught alongside one another, if necessary.

Learners who enter for this A Level in English Literature specification may not also enter for any other A level specification with the certification title *English Literature* in the same examination series. They may, however, enter for A Level in English Language.

5c. Avoidance of bias

The A level qualification and subject criteria for English Literature have been reviewed in order to identify any feature which could disadvantage learners who share

a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5

5d. Component 01 – Drama and poetry pre-1900 selected poems

For Christina Rossetti and Samuel Taylor Coleridge, questions will be set from the poems listed below.

Christina Rossetti – *Selected Poems*

- Song: When I am dead, my dearest
- Remember
- From the Antique ('It's a weary life, it is, she said')
- Echo
- Shut Out
- In the Round Tower at Jhansi (Indian Mutiny)
- A Birthday
- Maude Clare
- Up-hill
- No, thank you, John
- Good Friday ('Am I a stone and not a sheep?')
- Goblin Market
- Twice
- Winter: My Secret
- Soeur Louise de la Miséricorde

Samuel Taylor Coleridge – *Selected Poems*

- The Aeolian Harp
- Reflections on Having Left a Place of Retirement
- This Lime-Tree Bower My Prison
- Kubla Khan
- The Rime of the Ancient Mariner in Seven Parts (1817 text)
- Christabel
- The Nightingale: A Conversation Poem April 1798 ('No cloud, no relique of the sunken day')
- Fears in Solitude
- Frost at Midnight
- Dejection: An Ode
- The Pains of Sleep
- To William Wordsworth
- The Knight's Tomb
- Youth and Age
- Constancy to an Ideal Object

5e. Component 02 – Comparative and contextual study core and suggested set texts

Component 02 is a closed text examination; centres can make their own choice of edition for each set text. OCR does not prescribe editions.

Core set texts for Comparative and contextual study:

American Literature 1880–1940

- F Scott Fitzgerald – *The Great Gatsby*

- John Steinbeck – *The Grapes of Wrath*

The Gothic

- Angela Carter – *The Bloody Chamber and Other Stories*

- Bram Stoker – *Dracula*

Dystopia

- Margaret Atwood – *The Handmaid's Tale*

- George Orwell – *Nineteen Eighty-Four*

Women in Literature

- Jane Austen – *Sense and Sensibility*

- Virginia Woolf – *Mrs Dalloway*

The Immigrant Experience

- Mohsin Hamid – *The Reluctant Fundamentalist*

- Henry Roth – *Call It Sleep*

If you do not choose both of your texts from the above list, the second text may be chosen from the following:

Suggested set texts for Comparative and contextual study:

American Literature 1880–1940

- Henry James: *The Portrait of a Lady*

- Mark Twain: *Adventures of Huckleberry Finn*

- Theodore Dreiser: *Sister Carrie*

- Willa Cather: *My Ántonia*

- Edith Wharton: *The Age of Innocence*

- William Faulkner: *The Sound and the Fury*

- Ernest Hemingway: *A Farewell to Arms*

- Richard Wright: *Native Son*

The Gothic

- William Beckford: *Vathek*

- Ann Radcliffe: *The Italian*

- Mary Shelley: *Frankenstein*

- Oscar Wilde: *The Picture of Dorian Gray*

- William Faulkner: *Light in August*

- Cormac McCarthy: *Outer Dark*

- Iain Banks: *The Wasp Factory*

- Toni Morrison: *Belov*ed

Dystopia

- H G Wells: *The Time Machine*

- Aldous Huxley: *Brave New World*

- Ray Bradbury: *Fahrenheit 451*

- Anthony Burgess: *A Clockwork Orange*

- J G Ballard: *The Drowned World*

- Doris Lessing: *Memoirs of a Survivor*

- P.D. James: *The Children of Me*n

- Cormac McCarthy: *The Road*

Women in Literature

- Charlotte Brontë: *Jane Eyre*

- George Eliot: *The Mill on the Floss*

- Thomas Hardy: *Tess of the D'Urbervilles*

- D H Lawrence*: Women in Love*

- Zora Neale Hurston: *Their Eyes Were Watching God*

- Sylvia Plath: *The Bell Jar*

- Toni Morrison: *The Bluest Eye*

- Jeanette Winterson: *Oranges Are Not the Only Fruit*

The Immigrant Experience

- Upton Sinclair: *The Jungle*

- Philip Roth*: Goodbye Columbus*

- Timothy Mo: *Sour Sweet*

- Jhumpa Lahiri: *The Namesake*

- Monica Ali: *Brick Lane*

- Andrea Levy: *Small Island*

- Kate Grenville: *The Secret River*

- John Updike: *Terrorist*

5

5f. Literature post-1900 (Non examined assessment component) suggested texts

Centres and learners are free to choose their own texts but are reminded that all texts must have been first published or performed post-1900 and at least one must have been first published or performed post-2000. Learners must not study A level examination set texts or texts in translation for this component. The groups below are suggestions and exemplars.

WAR THROUGH TIME

Selected Poems	Wilfred Owen	1920	Poetry
Agamemnon	Steven Berkoff	1977	Drama
Half of a Yellow Sun	Chimamanda Adichie	2006	Prose

RELIGION IN LITERATURE

Selected Poems	Elizabeth Jennings	1985	Poetry
Racing Demon	David Hare	1990	Drama
The Good Man Jesus and the Scoundrel Christ	Philip Pullman	2011	Prose

DISILLUSION IN AMERICA

Selected Poems	E E Cummings	1958	Poetry
Death of a Salesman	Arthur Miller	1949	Drama
Netherland	Joseph O'Neill	2008	Prose

YOUTH IN TIME

Book of Matches	Simon Armitage	1993	Poetry
The History Boys	Alan Bennett	2004	Drama
Waterland	Graham Swift	1983	Prose

REWORKING THE CLASSICS

Beowulf	Seamus Heaney	1999	Poetry
Antigone	Owen McCafferty	2008	Drama
Boating for Beginners	Jeanette Winterson	1985	Prose

IRISH LITERATURE

Selected Poems (post-1900)	W B Yeats	1939	Poetry
The Weir	Conor Macpherson	1997	Drama
Love and Summer	William Trevor	2009	Prose

CARIBBEAN EXPERIENCE

Omeros	Derek Walcott	1990	Poetry
After Mrs Rochester	Polly Teale	2003	Drama
A High Wind in Jamaica	Richard Hughes	1929	Prose

THE CONTEMPORARY WORLD

District and Circle	Seamus Heaney	2006	Poetry
Jerusalem	Jez Butterworth	2009	Drama
Saturday	Ian McEwan	2005	Prose

RELATIONSHIPS AND CHANGE

Of Mutability	Jo Shapcott	2011	Poetry
Who's Afraid of Virginia Woolf?	Edward Albee	1962	Drama
Revolutionary Road	Richard Yates	1961	Prose

TIME

Poems of 1912–13	Thomas Hardy	1913	Poetry
Arcadia	Tom Stoppard	1993	Drama
Atonement	Ian McEwan	2001	Prose

YOUNG WOMEN

Ariel	Sylvia Plath	1965	Poetry
The Glass Menagerie	Tennessee Williams	1944	Drama
Purple Hibiscus	Chimamanda Adichie	2003	Prose

YOUNG MEN

The Blue Book	Owen Sheers	2000	Poetry
Look Back in Anger	John Osborne	1956	Drama
Portrait of the Artist as a Young Man	James Joyce	1916	Prose

INVASION

North	Seamus Heaney	1975	Poetry
Dunsinane	David Grieg	2010	Drama
Resistance	Owen Sheers	2007	Prose

EAST/WEST

Look We Have Coming to Dover!	Daljit Nagra	2007	Poetry
Indian Ink	Tom Stoppard	1991	Drama
A Passage to India	E M Forster	1924	Prose

THE CITY

The Waste Land and Other Poems	T S Eliot	1922	Poetry
Serious Money	Caryl Churchill	1987	Drama
Narcopolis	Jeet Thayil	2012	Prose

5

5g. Text(s) and Task(s) Proposal Form

Level 3 Advanced GCE, H472 (03) non exam assessment

Literature post-1900 – Text(s) and Task(s) Proposal Form

This form must be submitted to OCR before you begin delivering Component 03.

This form must be submitted to OCR before your candidates begin their tasks. More information about this process, including details of the submission deadline for this form and expected turnaround times, can be found in the *OCR Admin Guide and Entry Codes: 14–19 Qualifications* which can be downloaded from the OCR website: **www.ocr.org.uk**.

Complete this form electronically and return it using either the 'Submit' button at the bottom or by saving and attaching to an email to **emailaddresstbc@ocr.org.uk**.

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Centre Name

Centre Number

Staff Name

Position at centre

Contact email

Contact telephone

Year of entry

Task 1 – Close reading **OR** Re-creative writing with commentary (1000 words).

For Close reading, learners select **one text** and produce a close, critical analysis of a manageable section of text (approximately three to four pages of prose or drama or up to **45 lines** of poetry are recommended).

For Re-creative writing with commentary, learners select **one text** and produce an item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between their own writing and the original passage selected.

Provide the author, title, genre and date of publication of the Close reading text(s) **for all learners** in the box below.

Provide the Task 1 Close reading task(s) **for all learners** in the box below.

Provide the author, title, genre and date of publication of the Re-creative writing text(s) **for all learners** in the box below.

Provide the Task 1 Re-creative writing task(s) **for all learners** in the box below.

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Task 2 – Comparative essay: Learners write an essay exploring two texts (2000 words).

Provide the author, title, genre and date of publication of the Comparative Essay text(s) **for all learners (and all combinations)** in the box below.

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Provide the Task 2 Comparative essay task(s) **for all learners** in the box below.

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I confirm that the text(s) and task(s) I have provided:

☐
- are the full list of text(s) and task(s) combinations that will be used by all learners in the cohort

- will allow access to the full range of marks

- meet the criteria outlined below for all learners:

  -the three texts chosen for non exam assessment include one prose text, one poetry text and one drama text

  -the texts chosen were all first published or performed in 1900 or later

  -at least one of these texts was first published or performed in 2000 or later.

SUBMIT BY EMAIL   **SAVE AND EMAIL LATER**

Information and guidance

OCR will confirm receipt of this Text(s) and Task(s) Proposal Form.

OCR may, on occasion, require further details of your text(s) and/or task(s) prior to approval, in which case we will contact you.

OCR will provide confirmation to you once your text(s) and task(s) have been approved.

Your checklist

Our aim is to provide you with all the information and support you need to deliver our specifications.

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