

**AS LEVEL**

Specification

# ENGLISH LITERATURE

**H072**

For first assessment in 2016

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## *Disclaimer*

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](http://ocr.org.uk)) and these may differ from printed versions.

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## Introducing...

### AS Level in English Literature (from September 2015)

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

- Read widely and independently
- Engage creatively with a substantial body of texts and different 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.

#### Contact the team

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

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

**01223 553998**

[english@ocr.org.uk](mailto:english@ocr.org.uk)

[@OCR\\_English](#)

## Teaching and learning resources

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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](https://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](https://ocr.org.uk/activeresults)

## Professional Development

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Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to 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 AS 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](https://cpdhub.ocr.org.uk)

To receive the latest information about the training we'll be offering, please register for AS level email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)

# 1 Why choose an OCR AS 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 AS 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 and Cambridge Technicals.

### 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:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ...and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers 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.

All AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR AS Level in English Literature is (QN: 601/4726/x).

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

The OCR AS Level in English Literature qualification consists of two components which are both externally assessed examinations.

Throughout the course learners are encouraged to develop critical awareness and understanding of individual works of literature, of relationships between texts and of the significance of cultural and contextual influences upon readers and writers.

This specification aims to build on what learners know already from GCSE, in order to teach the skills every literature learner needs to explore and understand a wide range of texts.

### Aims and learning outcomes

The aims of this specification are to enable 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 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:

- be inspired, motivated and challenged by reading widely across a range of texts
- cultivate their own critical responses and engage with the richness of literature

For teachers:

- this AS level has been designed to be co-teachable with OCR A Level English 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](http://www.ocr.org.uk)

If you are not already a registered OCR centre, you can find out more information at: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask a Subject Advisor:

Email: [ocrenglish@ocr.org.uk](mailto:ocrenglish@ocr.org.uk)

Customer Contact Centre: 01223 553998

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)

## 2 The specification overview

### 2a. Overview of AS Level in English Literature (H072)

Learners must complete both components (01 and 02) to be awarded the AS Level in English Literature.

Content Overview	Assessment Overview	
<p>Component 01</p> <ul style="list-style-type: none"><li>Shakespeare</li><li>Poetry pre-1900</li></ul>	<p>Shakespeare and poetry pre-1900 (01)* (Closed text) 60 marks Written paper 1 hour 30 minutes</p>	<p><b>50%</b> of total AS level</p>
<p>Component 02</p> <ul style="list-style-type: none"><li>Drama post-1900</li><li>Prose post-1900</li></ul>	<p>Drama and prose post-1900 (02)* (Closed text) 60 marks Written paper 1 hour 45 minutes</p>	<p><b>50%</b> of total AS level</p>

\* Indicates synoptic assessment

## 2b. Content of AS Level in English Literature (H072)

There are two components of assessment for the OCR AS Level in English Literature qualification.

The OCR AS 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. Learners are required to study a minimum of four texts at AS level including at least one example of each of the genres of prose, poetry and drama across the course as a whole. All set texts will remain in place for the lifetime of this specification.

This must include:

- at least one text published before 1900.

The AS Level in English Literature will require learners to show knowledge and understanding of:

- the ways in which writers shape meanings in texts
- the ways in which individual texts are interpreted by different readers
- the ways in which texts relate to one another and to the contexts in which they are written and read.

The AS Level in English Literature qualification also requires learners to demonstrate the following skills:

- read texts in a variety of ways and respond critically and creatively
- vary strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them
- explore connections across texts
- identify and consider how attitudes and values are expressed in texts
- draw on their understanding of different interpretations in responding to and evaluating texts
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- use literary critical concepts and terminology with understanding and discrimination.

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 Shakespeare and poetry pre-1900 (Component 01)

The Shakespeare plays (in Section 1) have been carefully selected to ensure a varied selection for both teachers and learners. This section requires learners to demonstrate their detailed knowledge and understanding of the chosen play and engage critically and creatively with ways of responding to it. They should be able to develop and effectively apply their knowledge of literary analysis and evaluation and communicate fluently their judgement on the chosen play.

For Poetry pre-1900 (Section 2), learners are expected to demonstrate their knowledge of the whole poem or poetry collection, exploring the writer's use of language and poetic effects, and be able to explore connections across their chosen text(s).

OCR have offered a range of different poetry types such as narrative poems (Tennyson and Milton), poetry collections (Coleridge and Rossetti) and fabliau (Chaucer) in order to suit a variety of different learners.

The main focus of this section is for learners to be able to analyse the ways in which writers shape meanings. If studying the narrative poems (Tennyson and Milton), learners will be expected to relate an extract from the poem, printed in the examination paper, to the rest of the text as a whole. In the case of Milton, learners will need to be aware of connections across *Paradise Lost Books 9 and 10*. For Tennyson, they will need to be aware of how an extract relates to, or is characteristic of, *Maud* as a whole. If studying either of the poetry collections (Coleridge or Rossetti) learners will be expected to demonstrate knowledge of connections across the collection as a whole, with reference to one poem, or extract from a poem, printed in the examination paper. If studying Chaucer, learners will be expected to be aware of connections across *The Merchant's Prologue and Tale*, and be able to relate their discussion to the extract printed in the examination paper.

Shakespeare and poetry pre-1900		
Section 1 set texts: Shakespeare	Knowledge, skills and understanding	Learners should be able to:
Learners study <b>one</b> Shakespeare play: <ul style="list-style-type: none"> <li>• <i>Coriolanus</i></li> <li>• <i>Hamlet</i></li> <li>• <i>Measure for Measure</i></li> <li>• <i>Richard III</i></li> <li>• <i>The Tempest</i></li> <li>• <i>Twelfth Night</i></li> </ul>	Learners are required to demonstrate their knowledge of the whole play, exploring Shakespeare's use of language and dramatic effects.  Learners are required to identify and consider how attitudes and values are expressed in their chosen play.	<ul style="list-style-type: none"> <li>• analyse ways in which Shakespeare shapes meanings in the chosen play</li> <li>• articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• explore the play informed by different interpretations</li> <li>• consider different interpretations across time</li> <li>• demonstrate understanding of the significance and influence of contexts in which literary texts are written and received.</li> </ul>

Where a passage is printed on the question paper it will be taken from the *The Complete Works of William Shakespeare: The Alexander Text* (Collins Classics). Centres are free to use any edition of their chosen Shakespeare text but should avoid using heavily edited editions.

Section 2 set texts: Poetry pre-1900	Knowledge, skills and understanding	Learners should be able to:
<p>Learners study <b>one</b> pre-1900 poetry text:</p> <ul style="list-style-type: none"> <li>• Geoffrey Chaucer: <i>The Merchant's Prologue and Tale</i></li> <li>• John Milton: <i>Paradise Lost Books 9 &amp; 10</i></li> <li>• Samuel Taylor Coleridge: <i>Selected Poems*</i></li> <li>• Alfred, Lord Tennyson: <i>Maud</i></li> <li>• Christina Rossetti: <i>Selected Poems*</i></li> </ul> <p>* Please see Appendix 5c for the poetry selections by Coleridge and Rossetti.</p>	<p>Learners are required to demonstrate their knowledge of the whole poem or poetry collection, exploring the writer's use of language and poetic effects.</p> <p>Learners are required to analyse an extract from the chosen text in detail and explore contrasts, connections and comparisons between the extract and the rest of the poem or collection.</p> <p>Learners are required to communicate effectively their knowledge, understanding and judgement of the chosen poem or poetry collection.</p>	<ul style="list-style-type: none"> <li>• analyse ways in which writers shape meanings in the chosen text</li> <li>• articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• explore connections across the texts</li> <li>• demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received.</li> </ul>

## 2c. Content of Drama and prose post-1900 (Component 02)

This component requires learners to study **one** modern play, which will be assessed in Section 1 of the examination, in addition to **one** modern prose text, which will be assessed in Section 2.

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

For Section 2, the prose texts have been chosen carefully to offer learners an exciting selection ranging from classic novels such as *The Great Gatsby* to modern favourites such as *The Reluctant Fundamentalist*.

Learners are required to study the whole text whether they choose a novel or a collection of short stories.

Learners are expected to be able to demonstrate their appreciation of the significance of cultural and contextual influences on writers and readers. This section requires learners to read texts in a variety of ways and be able to respond critically and creatively both to their set text and to an unseen prose passage which will be thematically linked to their set text.

Drama and prose post-1900		
Section 1 set texts: Drama post-1900	Knowledge, skills and understanding	Learners should be able to:
<p>Learners study <b>one</b> post-1900 drama text:</p> <ul style="list-style-type: none"> <li>• Noel Coward: <i>Private Lives</i></li> <li>• Tennessee Williams: <i>A Streetcar Named Desire</i></li> <li>• Harold Pinter: <i>The Homecoming</i></li> <li>• Alan Bennett: <i>The History Boys</i></li> <li>• Polly Stenham: <i>That Face</i></li> <li>• Jez Butterworth: <i>Jerusalem</i></li> </ul>	<p>Learners are required to demonstrate their knowledge of the whole play, exploring the writer's use of language and dramatic effects.</p> <p>Learners are required to demonstrate their understanding of the significance of cultural and contextual influences on readers and writers.</p> <p>Learners are required to explore ways in which the chosen play is/has been interpreted by different audiences, including over time.</p>	<ul style="list-style-type: none"> <li>• articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• demonstrate understanding of the significance and influence of contexts in which their chosen extract was written and received</li> <li>• analyse ways in which writers shape meanings in their chosen extract</li> <li>• explore the text informed by different interpretations.</li> </ul>

Section 2 set texts: Prose post-1900	Knowledge, skills and understanding	Learners should be able to:
<p>Learners study <b>one</b> post-1900 prose text:</p> <ul style="list-style-type: none"> <li>• F Scott Fitzgerald: <i>The Great Gatsby</i></li> <li>• Angela Carter: <i>The Bloody Chamber and Other Stories</i></li> <li>• George Orwell: <i>Nineteen Eighty-Four</i></li> <li>• Virginia Woolf: <i>Mrs Dalloway</i></li> <li>• Mohsin Hamid: <i>The Reluctant Fundamentalist</i></li> </ul>	<p>Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of their set text.</p> <p>Learners are required to understand the significance of cultural and contextual influences on readers and writers.</p> <p>Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</p> <p>Learners are required to explore connections between their set text and thematically linked unseen extracts.</p>	<ul style="list-style-type: none"> <li>• articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• demonstrate understanding of the significance and influence of contexts in which their chosen extract was written and received</li> <li>• analyse ways in which writers shape meanings in their chosen text</li> <li>• explore connections across the texts.</li> </ul>

## 2d. Prior knowledge, learning and progression

Learners in England who are beginning an AS level course are likely to have followed a Key Stage 4 programme of study.

This course will enable learners to progress to higher education or directly to employment.

Find out more at [www.ocr.org.uk](http://www.ocr.org.uk).

# 3 Assessment of OCR AS Level in English Literature

## 3a. Forms of assessment

The assessment of OCR AS Level in English Literature is split into two examined components, both worth 50% of the qualification.

The study of AS Level in English Literature requires learners to read a minimum of four texts, at least one of which was published before 1900.

Shakespeare and poetry pre-1900 (Component 01) covers one pre-1900 Shakespeare play in addition to a pre-1900 poetry text. Drama and prose post-1900 (Component 02) covers one drama text and one prose text, both of which are post-1900. This specification gives a full coverage of the subject content.

### Shakespeare and poetry pre-1900 (Component 01)

Shakespeare and poetry pre-1900 (Component 01) is an externally assessed written paper 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 50% of the marks for AS level. The examination is closed text.

The focus of Shakespeare (Section 1) is the study of **one** Shakespeare play. Learners will answer **one** question worth 30 marks from a choice of two on the play they have studied. Both questions require learners to respond in light of a proposition. Answers will be assessed for AO2, AO1, AO5 and AO3.

The focus of Poetry pre-1900 (Section 2) is the study of **one** poetry text. Learners answer **one** question worth 30 marks on the text or collection of poetry they have studied. The question will ask learners to relate a poem (or section of a narrative poem), printed in the examination paper, to the poetry collection (or rest of the narrative poem) as a whole. Answers will be assessed for AO2, AO1, AO4 and AO3.

### Drama and prose post-1900 (Component 02)

Drama and prose post-1900 (Component 02) is an externally assessed written paper testing AO1, AO2, AO3, AO4 and AO5 through analysis of set texts. It represents 60 marks which is 50% of the marks for AS level. The examination is closed text.

The focus of Section 1 is the study of **one** post-1900 play. Learners answer **one** question worth 30 marks from a choice of two on the play they have studied. Both questions require learners to respond in light of a proposition. Answers will be assessed for AO1, AO3, AO2 and AO5.

The focus of Section 2 is the study of **one** post-1900 prose text. Learners answer **one** question worth 30 marks on the prose text they have studied making connections with a thematically linked unseen prose extract. Answers will be assessed for AO1, AO3, AO2 and AO4.

### 3b. Assessment objectives (AO)

There are five Assessment Objectives in OCR AS 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 AS Level in English Literature

The relationship between the Assessment Objectives and the components is shown in the following table.

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Shakespeare and poetry pre-1900 (H072/01)	15%	20%	5%	5%	5%	50%
Drama and prose post-1900 (H072/02)	15%	10%	15%	5%	5%	50%
	30%	30%	20%	10%	10%	100%

### 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment. The total qualification time for AS

Level English Literature is 180 hours. The total guided learning time is 180 hours.

### 3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures/

Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

## 3e. Language

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This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

## 3f. Assessment availability

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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 available for certification from the June 2016 examination series onwards.

## 3g. Retaking the qualification

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

## 3h. Assessment of extended responses

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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. Marks for extended responses are integrated into the marking criteria.

Extended responses are assessed by AO1 which asks 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.

## 3i. Synoptic assessment

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Synoptic learning is a key feature of all OCR AS 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 AS 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.

### 3j. Calculating qualification results

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A learner's overall qualification grade for AS Level in English Literature will be calculated by adding together their marks from the two components taken to give their total weighted mark.

This 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 of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's Admin overview is available on the OCR website at [www.ocr.org.uk/administration](https://www.ocr.org.uk/administration).

## 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.

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

All learners taking AS Level in English Literature must be entered for H072.

Entry code	Title	Component code	Component title	Assessment type
H072	English Literature	01	Shakespeare and poetry pre-1900	External Assessment
		02	Drama and prose post-1900	External Assessment

### Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>

## 4b. Accessibility and special consideration

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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

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

### Head of Centre Annual Declaration

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The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

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Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

## 4d. Results and certificates

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### Grade scale

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AS level qualifications are graded on the scale: 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

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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 the qualification.

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 Subsidiary GCE in English Literature'.

## 4e. Post-results services

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A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner’s results, centres may request a review of marking.
- **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.

## 4f. Malpractice

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Any breach of the regulations for the conduct of examinations 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. Overlap with other qualifications

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

## 5b. Avoidance of bias

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The AS level qualification and subject criteria 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.

## 5c. Poetry pre-1900 selected poems

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

### 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

## Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of Disclaimer
June 2020	1.2	4e	Post-results services	Wording amended from 'Enquiries about results' to 'Review of results'
February 2021	1.3	Cover		Update to specification covers to meet digital accessibility standards
June 2023	1.4	3	Assessment of OCR AS Level in English Literature	Insertion of new section 3c. Total qualification time
February 2024	1.5	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding availability and language Update to include resilience guidance Inclusion of Teach Cambridge





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# YOUR CHECKLIST

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

- Bookmark [OCR website](#) for all the latest information and news on AS Level English Literature
  - Sign up for [Teach Cambridge](#): our personalised and secure website that provides teachers with access to all planning, teaching and assessment support materials
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