

GCSE (9–1) ENGLISH LITERATURE

OCR Level 1 and 2 Certificate in Living Texts

Instructions for teachers

Living Texts is a qualification that is designed to encourage students to read a wide variety of texts and to develop the analytical and creative skills that will consolidate and support further study at GCSE and beyond. This qualification can be undertaken at different stages within the curriculum. At KS3 it can provide a framework for study, as a pathway for Gifted and Talented students or as preparation for KS4. At KS4 it can sit alongside GCSE or IGCSE as a way of personalising a creative and stimulating English curriculum in Years 10 and 11. At KS5 it can provide a recognisable qualification to support other programmes of study and lead into employment.

Living Texts is a flexible qualification with three units, each with one straightforward Assessment Objective. All the units are internally assessed and externally moderated. Schools and colleges have the freedom to select texts for study that will be stimulating and challenging for their students. There is no list of prescribed texts but suggestions of stimulating texts and pairings of texts are included in the specification available on the OCR website. Text choices can be drawn from a wide range of literary and non-literary genres including novels, plays, poetry, short fiction, travel writing, biography and autobiography, film/TV/radio scripts, media texts and spoken language texts.

Students will study a minimum of five texts across the three units of Living Texts. The units are: B931 Analysing Texts, B932 Recreating Texts and B933 Comparing Texts.

Unit B931 Analysing Texts

Students will study at least two of the text types listed above. Students complete two analytical writing tasks, one for each text. There is flexibility in this unit for students to select their own text(s), thus allowing them to engage closely with work that they are interested in. Similarly, teachers can point students toward texts that will be appropriate for them and stretch and challenge individuals within a group. Some centres approach this unit by studying a 'core' text for one of the tasks and offer a broader range of texts for the other task. Whilst the focus in this unit is analysis, AO1 also foregrounds the development of interpretation and the exploration of ideas in texts, suggesting how texts can be read in different ways depending on the audience. Examples of appropriate tasks for this unit are available in Assessment Materials on the Living Texts pages of the OCR website



GCSE (9–1) ENGLISH LITERATURE

Unit B932 Recreating Texts

Students will study texts from two different genres, of which at least one must be different to that studied in B931. The texts studied here can be extended texts like those studied for B931 or shorter texts such as journalism, memoirs, blogs, reviews, scripts and the like. This unit allows students to develop their skills as writers by creating original texts based on knowledge and understanding gained from the close study of style models. Much of the best work for this unit has students produce original pieces on subjects for which they have a particular commitment, for 'real' audiences and in forms with which they are familiar. Examples of suitable tasks are available on the Living Texts pages of the OCR website.

Unit B933 Comparing Texts

Students will produce a single written study which explores connections and relationships between texts. These texts could be linked in terms of theme but drawn from different genres. Some centres approach this unit by studying one 'core' text and then offering a range of other texts from which students can select a text for comparison. There are many interesting examples of paired texts for this unit given on the website. This unit also requires students to produce a presentation that links to their written study. Particular advice on the types and forms of presentation is given in the B933 section of the Examiners' report for Living Texts, available on the OCR website.

We'd like to know your view on the resources we produce. By clicking on '[Like](#)' or '[Dislike](#)' you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: Maths and English icons: Air0ne/Shutterstock.com

