

## Switching to OCR from AQA

### Introduction

We are really excited about our GCE English Language and Literature (EMC) qualification. Whether taking on the AS or the full A Level, this fantastic course is a great qualification for those with an interest in the subject. Why choose OCR's English Language and Literature?

- OCR's English Language and Literature specification is enjoyable to teach and learn, giving students the essentials for related higher education courses as well as many transferable, marketable skills for a range of possible career paths
- The course supports the development of the key skills and concepts in the study of both language and literature
- The topics are selected and structured to underpin the knowledge and understanding needed for the next generation of thoughtful and passionate critical readers and writers
- The topics are presented in clear and engaging groupings, helping to broaden the body of texts learners explore in a coherent and interesting journey through the course
- There are many opportunities for personal, tailored choices of texts for study, linking to our flexible assessment model
- There are opportunities for genuine creative writing within both the non-examined assessment (NEA) and an examined component.

### Our offer

- Our English team are passionate about the study of English and education. With a breadth of teaching and assessment experience, we are fully committed to supporting centres' delivery of the OCR English Suite.
- We have produced a wide range of [support materials](#), from teacher guides to delivery guides, lesson elements, practical activities, candidate exemplars and more.
- Join our conversation on the [OCR Community](#) and [@ocr\\_english](#) to talk about and share good practice.

[#English](#) [#LangLit](#) [#Alevel](#) [#engchat](#) [#englishteacher](#)



**Key differences**

OCR English Language and Literature	AQA English Language and Literature
Our specification was developed in partnership with the EMC and incorporates their well respected approach to English pedagogy.	Thematic grouping of texts across the examined and NEA components.
We provide a high quality anthology of non-fiction texts from a wide range of sources. This is non-themed to aid with flexibility in your teaching approach.	'Paris': a themed anthology.
We have a straightforward assessment structure that is easy for teachers and students to understand with a clearly defined focus for each component.	Exam lengths differ and do not correspond to percentage weighting. The AO weighting split for AS level is complex. Components mix genres of texts under the thematic approach taken.
There's an exciting list of set texts to choose from as well as free choice for the second text for the NEA component.	No set texts.
There are genuine creative writing opportunities in both an examined component (H474/03) and the NEA	There is one recreative task, in component two of the AS and A level.
We offer an exciting choice of poetry collections, including both contemporary and classic poetry.	Choice of four poetry collections.
The inclusion of unseen analysis in the A level facilitates wider reading beyond the anthology.	No unseen content.



<b>OCR English Language and Literature</b>	<b>AQA English Language and Literature</b>
We offer a coherent approach to integrating language and literature that draws on the discipline of stylistics and other literary and linguistic approaches.	Thematic approach.



## Content

The content within the OCR English Language and Literature (EMC) specification covers the key skills and concepts of linguistic and literary study at this level and will be very familiar. We've structured the AS to maximise opportunities for co-teaching with the A level, and you can [find out more about co-teachability](#) in our guide.

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<p><b>Set texts:</b></p> <p>OCR/EMC anthology of non-fiction texts</p> <p>One poetry collection (from a choice of six)</p> <p>One prose text (from a choice of six)</p> <p>One drama text (from a choice of six)</p> <p>NEA - one non-fiction text (from a choice of 12) and one other free choice</p> <p><b>Four</b> texts are assessed in the exams, and <b>two</b> in the non-examined assessment</p> <p>Poetry choices:</p> <ul style="list-style-type: none"> <li>- <i>Blake</i></li> <li>- <i>Dickinson</i></li> <li>- <b><i>Heaney</i></b></li> <li>- <i>Boland</i></li> <li>- <b><i>Duffy</i></b></li> <li>- <i>Sam-La Rose</i></li> </ul> <p>Prose choices:</p> <ul style="list-style-type: none"> <li>- <i>Jane Eyre</i></li> <li>- <b><i>The Great Gatsby</i></b></li> <li>- <i>Things Fall Apart, God of Small Things</i></li> <li>- <i>Atonement</i></li> <li>- <i>The Namesake</i></li> </ul>	<p><b>Set texts:</b></p> <p>AQA Anthology: Paris</p> <p>One poetry collection (from a choice of four)</p> <p>One prose text (from a choice of four)</p> <p>One drama text (from a choice of four)</p> <p>NEA – free choice of two texts (one literary, one non-literary)</p> <p><b>Five</b> texts are assessed in the exams, and <b>two</b> in the non-exam assessment</p> <p>Poetry choices:</p> <ul style="list-style-type: none"> <li>- <i>Donne</i></li> <li>- <i>Browning</i></li> <li>- <b><i>Duffy</i></b></li> <li>- <b><i>Heaney</i></b></li> </ul> <p>Prose choices:</p> <ul style="list-style-type: none"> <li>- <i>Frankenstein</i></li> <li>- <i>Dracula</i></li> <li>- <i>The Handmaid's Tale</i></li> <li>- <i>The Lovely Bones</i></li> </ul> <p>Prose choices: (A level only)</p> <ul style="list-style-type: none"> <li>- <i>Into the Wild</i></li> </ul>



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<p>Drama choices:</p> <ul style="list-style-type: none"> <li>- <b>Othello</b></li> <li>- <i>The Importance of Being Earnest</i></li> <li>- <b>A Streetcar Named Desire</b></li> <li>- <i>Translations</i></li> <li>- <i>Our Country's Good</i></li> <li>- <i>Jerusalem</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Suspicions of Mr Whicher: or the Murder at Road Hill House</i></li> <li>- <b>The Great Gatsby</b></li> <li>- <i>The Kite Runner</i></li> </ul> <p>Drama choices:</p> <ul style="list-style-type: none"> <li>- <b>Othello</b></li> <li>- <i>All My Sons</i></li> <li>- <b>A Streetcar Named Desire</b></li> <li>- <i>The Herd</i></li> </ul>



Assessment

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<p><b>AS paper 1: Non-fiction written and spoken texts</b></p> <ul style="list-style-type: none"> <li>• 50% of AS</li> <li>• Written paper 1 hour 30 minutes</li> <li>• 50 marks</li> </ul> <p><b>Section A: Reading spoken and written non-fiction</b> One question comparing two texts from the non-fiction anthology (30 marks)</p> <p><b>Section B: Writing non-fiction</b> One creative writing task from a choice of three (20 marks)</p>	<p><b>AS paper 1: Views and Voices</b></p> <ul style="list-style-type: none"> <li>• 50% of AS</li> <li>• Written paper 1 hour 30 minutes</li> <li>• 75 marks</li> </ul> <p><b>Section A: Imagined Worlds</b> One compulsory question on prose set text (35 marks)</p> <p><b>Section B: Poetic Voices</b> One compulsory question on poetry set text (40 marks)</p>
<p><b>AS paper 2: The language of literary texts</b></p> <ul style="list-style-type: none"> <li>• 50% of AS</li> <li>• Written paper 1 hour 30 minutes</li> <li>• 50 marks</li> </ul> <p><b>Section A: The language of prose</b> One compulsory question on prose set text (25 marks)</p> <p><b>Section B: The language of poetry</b> One compulsory question on poetry set text (25 marks)</p>	<p><b>AS paper 2: People and places</b></p> <ul style="list-style-type: none"> <li>• 50% of AS</li> <li>• Written paper 1 hour 30 minutes</li> <li>• 75 marks</li> </ul> <p><b>Section A: Remembered Places</b> One question comparing two texts from the non-fiction anthology (40 marks)</p> <p><b>Section B: Re-creative Writing</b> One piece of re-creative writing using extract provided in Section A (15 marks) Critical commentary of recreative writing (20 marks)</p>



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<p><b>A level paper 1: Exploring non-fiction written and spoken texts</b></p> <ul style="list-style-type: none"> <li>• 16% of A level</li> <li>• Written paper 1 hour</li> <li>• 32 marks</li> </ul> <p>One compulsory question comparing one anthology set text with and unseen text (32 marks)</p>	<p><b>A level paper 1: Telling Stories</b></p> <ul style="list-style-type: none"> <li>• 40% of A level</li> <li>• Written paper 3 hours</li> <li>• 100 marks</li> </ul> <p><b>Section A: Remembered Places</b></p> <p>One compulsory question on the AQA Anthology: Paris (40 marks)</p> <p><b>Section B: Imagined Worlds</b></p> <p>One question from a choice of two on prose set text (35 marks)</p> <p><b>Section C: Poetic Voices</b></p> <p>One question from a choice of two on poetry set text (25 marks)</p>
<p><b>A level paper 2: The language of poetry and plays</b></p> <ul style="list-style-type: none"> <li>• 32% of A level</li> <li>• Written paper 2 hours</li> <li>• 64 marks</li> </ul> <p><b>Section A: Poetry: Poetic and stylistic analysis</b></p> <p>One compulsory question on poetry set text (32 marks)</p> <p><b>Section B: Plays: dramatic and stylistic analysis</b></p> <p>One compulsory question on drama set text (32 marks)</p>	<p><b>A level paper 2: Exploring Conflict</b></p> <ul style="list-style-type: none"> <li>• 40% of A level</li> <li>• Written paper 2 hours</li> <li>• 100 marks</li> </ul> <p><b>Section A: Writing about Society</b></p> <p>One piece of re-creative writing using set text (25 marks)</p> <p>Critical commentary (30 marks)</p> <p><b>Section B: Dramatic Encounters</b></p> <p>One question from a choice of two on drama set text (45 marks)</p>
<p><b>A level paper 3: Reading as a writer, writing as a reader</b></p> <ul style="list-style-type: none"> <li>• 32% of A level</li> <li>• Written paper 2 hours</li> <li>• 64 marks</li> </ul> <p><b>Section A: Reading as a writer</b></p> <p>One question from a choice of two on prose set text (32 marks)</p>	



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<p><b>Section B: Writing as a reader</b></p> <p>One creative writing task from a choice of two (18 marks)</p> <p>Critical commentary (14 marks)</p>	
<p><b>Component 4: Non-examined assessment</b></p> <p><b>Analysing and producing texts</b></p> <p>20% of A level</p> <p>40 marks</p> <p><b>Task 1:</b> Analytical comparative essay on a set text from a list of 12 non-fiction texts and a second free choice text. One text must be post-2000 (24 marks)</p> <p><b>Task 2:</b> Learners also produce a piece of original non-fiction writing (16 marks)</p>	<p><b>Component 3: Non-examined assessment</b></p> <p><b>Making Connections</b></p> <p>20% of A level</p> <p>50 marks</p> <p>A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (50 marks)</p>





## Want to switch to OCR?

If you're an OCR-approved centre, all you need to do is download the specification and start teaching.

Your exams officer can complete an [intention to teach form](#) which enables us to provide appropriate support to them. When you're ready to enter your students, you just need to speak to your exams officer to:

1. Make estimated entries by 10 October so we can send you any early release materials, prepare the question papers and ensure we've got enough examiners.
2. Make final entries by 21 February

If you are not already an OCR-approved centre please refer your exams officer to the [centre approval section](#) of our admin guide.

## Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the [English Language and Literature](#) qualification page of the OCR website.
2. Browse the [online delivery guides](#) for teaching ideas and use the [Scheme of Work builder](#) to create your personal scheme of work.
3. Get a login for our secure extranet, Interchange – allows you to access the latest past/practice papers and use our results analysis service, Active Results.
4. Sign up to receive [subject updates](#) by email.
5. Sign up to attend a [training event](#) or take part in webinars on specific topics running throughout the year and/or to join our Q&A webinar sessions every half term.
6. Attend one of our free [teacher network events](#).
7. When you're ready to plan text pairings and task titles with your learners for the NEA component, first take a look at our [Non-exam assessment guide](#).
8. Then submit your tasks using the [Text and Task proposal form](#) before your learners begin work on their tasks.

