

## Switching to OCR from Eduqas

### Introduction

The key content and skills to be covered by all new AS and A Level English Language specifications mean it's straightforward to move to a different exam board.

We've developed our specifications to provide learners with a deep knowledge of how English language works in a variety of contexts. The specifications encourage learners to develop their skills in linguistic analysis and their knowledge of concepts and methods, as well as motivating them to engage creatively with topical language issues. So why choose OCR's AS/A Level English Language?

- Textual analysis of a variety of written, spoken and multi-modal texts is at the heart of the course with 5 of the 6 A Level exam questions directly asking for a learner response to an unseen text.
- Our specifications favour meaningful application of critical and conceptual understanding, above testing learners' theoretical understanding.
- We offer clear, well balanced exam papers. The topics and approaches have been structured to provide learners with the essentials for related higher education courses as well as many transferable, marketable skills.
- The coursework provides the opportunity for independent learning and investigation is an area of particular personal interest.
- We offer a comprehensive range of creative, well researched resources to cover every aspect of the course, from candidate exemplars to guides to delivery of the different topic areas.

### How do I find out more?

- Visit our [AS and A Level Language subject webpage](#) to access the specifications, specimen assessment materials and a wide range of free support materials, from scheme of work planners to skills guides, suggested lesson activities and more.
- We've structured the AS to maximise opportunities for co-teaching with the A Level. You can find out more about co-teachability in our [guide](#).
- Join our conversation on the [OCR English Community](#) and [@OCR\\_English](#) to exchange ideas and share good practice.

[#EnglishLanguage #engchat #englishteacher](#)



## Key differences

| OCR AS and A Level English Language  | Eduqas AS and A Level English Language  |
|--|---|
| At A Level, there are <b>two examined components with a total of 5 hours' exam time</b> . Both papers in <b>mirror each other in weighting, length, format and structure</b> . | At A Level, there are <b>three examined components with a total of 6 hours' exam time</b> . The <b>weighting, length and format vary</b> across the three exams.  |
| <b>Conceptual understanding</b> is more important than a discussion of theorists.  | There is a focus on theoretical knowledge and perspectives – the discursive nature of some questions implies the need for <b>specific theoretical reference</b> . |
| At AS and A Level, learners produce <b>one original writing response</b> on a topical language issue.  | At A Level, learners are required to produce <b>two original writing responses, plus a commentary</b> based on a stimulus text.                                   |
| For the NEA, learners <b>have free choice</b> of topic area for their language investigation, based on their own interests.  | For the NEA, learners <b>must choose one of four topic areas</b> for their language investigation.  |



## AS ENGLISH LANGUAGE

### Content

All AS Level English Language qualifications require learners to study a wide range of written and spoken forms of English, including electronic and multi-modal texts.

Learners will need to show a broad knowledge and understanding of:

- Phonetics, phonology and prosodics
- Lexis and semantics
- Grammar including morphology
- Pragmatics
- Discourse
- Concepts, methods and issues relevant to English language use and linguistics.

| OCR AS English Language  | Eduqas AS English Language  |
|--|---|
| <p>Learners study the following areas:</p> <ul style="list-style-type: none"> <li>• Analysis of non-fiction texts</li> <li>• Spoken forms of English</li> <li>• Language and gender</li> <li>• Language and power</li> </ul> <p>Learners write a creative response that will relate directly to Language and gender and/or Language and power.</p> | <p>Learners study the following areas:</p> <ul style="list-style-type: none"> <li>• Analysis of literary and non-literary texts</li> <li>• Spoken forms of English</li> <li>• Spoken media texts</li> </ul> <p>Learners write a creative response, plus commentary, based on a stimulus text.</p> |



## Assessment

| OCR AS English Language   | Eduqas AS English Language   |
|---|--|
| <p><b>Paper 1: Exploring language</b><br/>50% of AS<br/>Written paper: 1 hour 30 minutes<br/>60 marks</p> <p><b>Section A – Understanding language features in context:</b><br/>Analysis of a single non-fiction text (24 marks)</p> <p><b>Section B – Comparing and contrasting texts:</b><br/>One comparative question on two unseen texts, one of which is always spoken (36 marks)</p>  | <p><b>Paper 1: Analysis of texts in context</b><br/>50% of AS<br/>Written paper: 2 hours<br/>100 marks</p> <p><b>Section A – Spoken language of the media:</b><br/>One question based on the reading of at least two unseen transcripts of spoken media texts (50 marks)</p> <p><b>Section B – Written language:</b><br/>One question based on the reading of one or more unseen texts. (50 marks)</p>   |
| <p><b>Paper 1: Exploring contexts</b><br/>50% of AS<br/>Written paper: 1 hour 30 minutes<br/>60 marks</p> <p><b>Section A – Writing about a topical language issue:</b><br/>One original writing task on Language and gender and/or Language and power (24 marks)</p> <p><b>Section B – Exploring language in context:</b><br/>One essay question from a choice of two responding to a multi-modal text on either Language and gender or Language and power.<br/>(36 marks)</p> | <p><b>Paper 2: Using language</b><br/>50% of AS<br/>Written paper: 2 hours<br/>100 marks</p> <p><b>Section A – Investigating data</b><br/>One question in several parts, based on the reading of a corpus of data. The data is from a number of mini-texts linked by genre or topic, either spoken or written. (50 marks)</p> <p><b>Section B – Critical and creative writing</b><br/>One original writing task from a choice of two, plus commentary. The task will be linked to the corpus of data provided in Section A. The task could be literary or non-literary. (50 marks)</p> |



## A LEVEL ENGLISH LANGUAGE

### Content

All A Level English Language qualifications require learners to study a wide range of written and spoken forms of English, including electronic and multi-modal texts.

Learners will need to show a broad knowledge and understanding of:

- Phonetics, phonology and prosodics
- Lexis and semantics
- Grammar including morphology
- Pragmatics
- Discourse
  
- Concepts, methods and issues relevant to English language use and linguistics.

Learners will also need to understand different contexts for language use including:

- Historical, geographical, social and individual varieties of English
- Aspects of language and identity.

| OCR A Level English Language  | Eduqas A Level English Language  |
|---|--|
| <p>Learners study the following areas:</p> <ul style="list-style-type: none"> <li>• Analysis of non-fiction texts</li> <li>• Spoken forms of English</li> <li>• Language in the media:                             <ul style="list-style-type: none"> <li>- Language and gender</li> <li>- Language and power</li> <li>- Language and technology.</li> </ul> </li> <li>• Child language acquisition:                             <ul style="list-style-type: none"> <li>- 0-7 years old</li> <li>- Speech only</li> </ul> </li> <li>• Language change                             <ul style="list-style-type: none"> <li>- Features of language use from 1600 onwards</li> <li>- Twenty-first century language use.</li> </ul> </li> </ul> <p>Learners write a creative response that will relate directly to one of the above areas.</p> <p>Learners conduct an independent language investigation on a topic of their own choosing.</p> <p>Learners produce an academic poster based on their language investigation.</p> | <p>Learners study the following areas:</p> <ul style="list-style-type: none"> <li>• Analysis of literary and non-literary texts</li> <li>• Spoken forms of English</li> <li>• Standard and Non-Standard English</li> <li>• Language and power</li> <li>• Language and situation</li> <li>• Language acquisition</li> <li>• Language change over time                             <ul style="list-style-type: none"> <li>- Features of language use from 1500 onwards</li> <li>- Twenty-first century language use.</li> </ul> </li> </ul> <p>Learners write two creative responses and one commentary based on a stimulus text.</p> <p>Learners conduct an independent language investigation from one of four topic areas:</p> <ul style="list-style-type: none"> <li>• Language and self-representation</li> <li>• Language and gender</li> <li>• Language and culture</li> <li>• Language and diversity.</li> </ul> |



## Assessment

| OCR A Level English Language   | Eduqas A Level English Language   |
|--|---|
| <p><b>Paper 1: Exploring language</b><br/>40% of A level<br/>Written paper: 2 hours 30 minutes<br/>80 marks</p> <p><b>Section A – Language under the microscope:</b><br/>One two-part question analysing one non-fiction text. (20 marks)</p> <p><b>Section B – Writing about a topical language issue:</b><br/>One original writing task on Language and gender/power/technology/language change. (24 marks)</p> <p><b>Section C – Comparing and contrasting texts:</b><br/>One question requiring a comparison of two texts. One text will always be a transcript of spoken language. (36 marks)</p>           | <p><b>Paper 1: Language concepts and issues</b><br/>30% of A level<br/>Written paper: 2 hours<br/>120 marks</p> <p><b>Section A – Analysis of spoken language:</b><br/>One question requiring analysis of at least two transcriptions of spoken language. (60 marks)</p> <p><b>Section B – Language issues:</b><br/>One question from a choice of 3 based on the study of 4 topic areas:</p> <ul style="list-style-type: none"> <li>• Standard and Non-Standard English</li> <li>• Language and power</li> <li>• Language and situation</li> <li>• Language acquisition. (60 marks)</li> </ul>  |
| <p><b>Paper 2: Dimensions of linguistic variation</b><br/>40% of A level<br/>Written paper: 2 hours 30 minutes<br/>80 marks</p> <p><b>Section A – Child language acquisition:</b><br/>One question analysing a transcript of spoken language. (20 marks)</p> <p><b>Section B – Language in the media:</b><br/>One question analysing one multi-media text that raises issues on Language and gender/power/technology. (24 marks)</p> <p><b>Section C – Comparing and contrasting texts:</b><br/>One question requiring a comparison of two thematically linked texts from different time periods. (36 marks)</p> | <p><b>Paper 2: Language change over time</b><br/>30% of A level<br/>Written paper: 2 hours 15 minutes<br/>120 marks</p> <p><b>Section A – Language change over time:</b><br/>Learners respond to two questions based on three unseen written texts from different periods. All three texts are post-1500.</p> <ul style="list-style-type: none"> <li>• One multi-part question on archaic language features</li> <li>• One essay question analysing language change over time and making connections across the texts. (80 marks)</li> </ul> <p><b>Section B – English in the twenty-first century:</b><br/>One question based on concepts and issues around language use in the twenty-first century. (40 marks)</p> |



| OCR A Level English Language   | Eduqas A Level English Language   |
|--|---|
| <p><b>Component 3: Independent language research</b><br/>20% of A level<br/>Non-examined assessment<br/>40 marks</p> <ul style="list-style-type: none"> <li>• Language investigation on a topic of learners' own choosing (2000-2500 words) (30 marks)</li> <li>• Academic poster based on language investigation (750-1000 words) (10 marks)</li> </ul> | <p><b>Paper 3: Creative and critical use of language</b><br/>20% of A level<br/>Written paper: 1 hour 45 minutes<br/>80 marks</p> <p>One original writing task from a choice of two requiring two creative responses and one commentary based on a stimulus text.</p>   |
|  | <p><b>Component 4: Language and identity</b><br/>20% of A level<br/>Non-examined assessment<br/>80 marks</p> <p>2500-3500 word language investigation on a topic related to language and identity.</p> <p>Learners choose a topic from the following list:</p> <ul style="list-style-type: none"> <li>• Language and self-representation</li> <li>• Language and gender</li> <li>• Language and culture</li> <li>• Language and diversity.</li> </ul> |



## 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. When you're ready to enter your learners, you just need to speak to your exams officer to make estimated entries then final entries by the specified deadline ahead of the examination session.

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

## Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the [AS/A Level English Language](#) qualification page of the OCR website.
2. Browse the teaching and learning resources including [online delivery guides](#) for teaching ideas and use the [Scheme of work builder](#) to create your personal scheme of work.
3. Get in touch if you'd like specific advice, guidance or support – email [english@ocr.org.uk](mailto:english@ocr.org.uk) or telephone 01223 553 998.
4. Get a login for our secure extranet, [Interchange](#) – this allows you to access the latest past/practice papers and use our results analysis service, Active Results.
5. Sign up to receive [subject updates](#) by email.
6. Sign up to attend a [training event](#) or take part in webinars on specific topics running throughout the year and/ or our Q&A drop-in webinar sessions every half term.
7. Attend one of our free regional [teacher network events](#).

