

**AS and A LEVEL**

*Co-teach Guide*

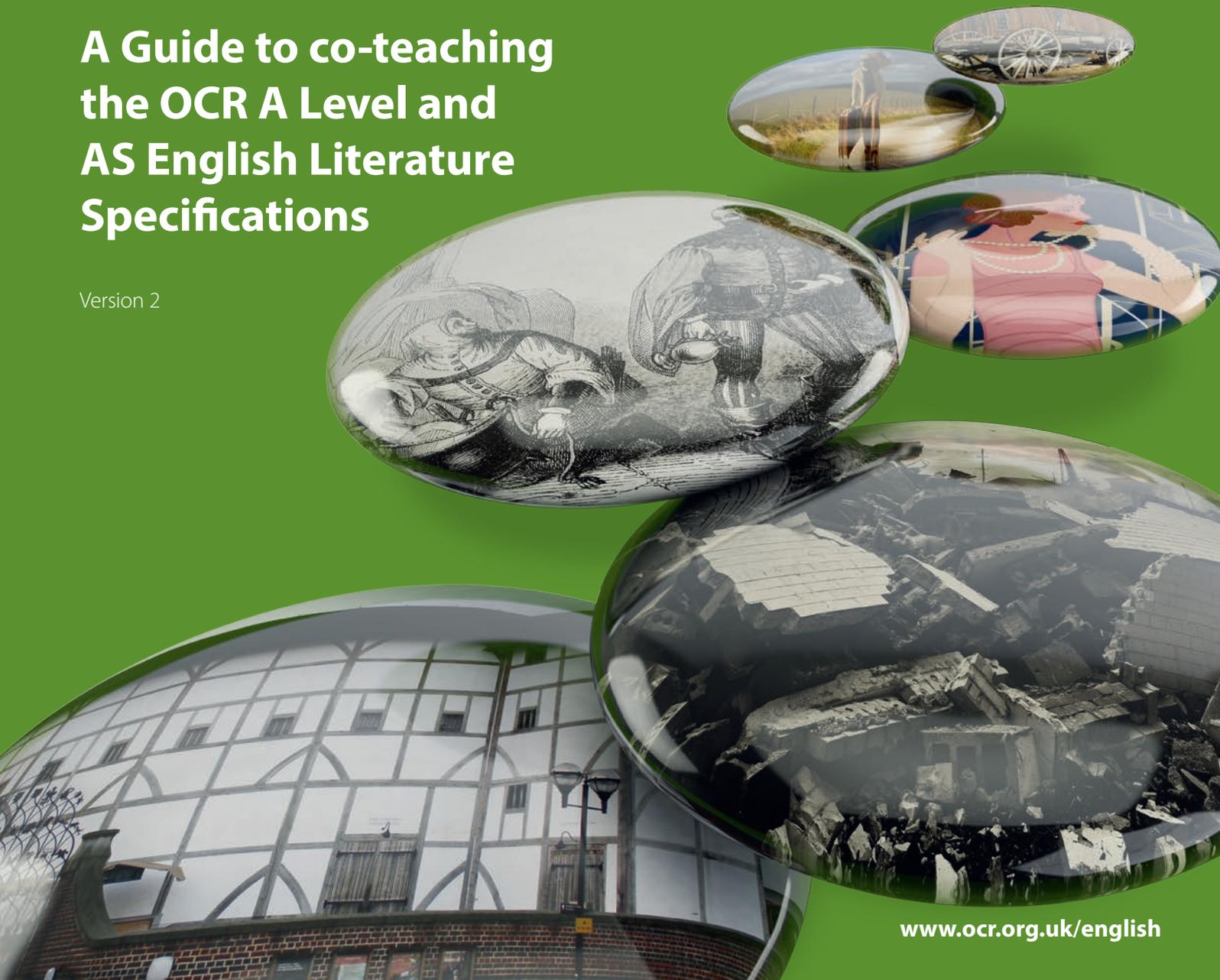
# **ENGLISH LITERATURE**

H072/H472

For first teaching in 2015

**A Guide to co-teaching  
the OCR A Level and  
AS English Literature  
Specifications**

Version 2



# 1. INTRODUCTION

*AS qualifications can be designed to be taught alongside A Levels. Awarding bodies are able to design AS qualifications so schools and colleges can (if they want) teach them alongside the first year of the A Level in that subject. This will help them plan their teaching and timetables.*

*– ‘An Update on the Reforms Being Made to AS Qualifications and A Levels’ (Ofqual, April 2014)*

It should be remembered that linearity is one of the key features of the new A Levels being developed by OCR for first teaching from September 2015. All components of the new GCE A Level English Literature are designed to be examined at the end of the two-year course and there is no option for students to take any components at an earlier stage.

The AS in English Literature is a separate qualification to the GCE A Level in the subject. Its structure does, however, reflect that of the A Level. Students are not required to sit the AS Level before proceeding to the A Level, as in the current ‘legacy’ system. If students do take the AS and then move on to the A Level in the same subject, this means that they will be reassessed on some of the material they have already covered at AS. The experience of sitting the AS could therefore in itself be useful practice for taking the A Level components. In order to support both teachers and candidates, OCR has developed the AS and A Level qualifications in English Literature to ensure that they are entirely co-teachable.

OCR recognises that different centres operate within different sets of constraints (in terms of student cohort, timetabling and other factors) but it should nearly always be possible to maximise the benefits of co-teaching both specifications at the same time with useful rewards.



## 2. THE OCR A LEVEL ENGLISH LITERATURE SPECIFICATION

The English Literature A Level consists of three components: two externally assessed examinations and one non-examined assessment component that is internally assessed by the centre and externally moderated by OCR.

Learners are required to study a minimum of 8 texts at A Level including at least two examples of each of the genres of poetry, prose and drama.

<b>Exam 1: Drama and Poetry Pre-1900</b> Shakespeare Drama and Poetry Pre-1900 (Closed text)	2 hours, 30 minutes (60 marks)	40% of total A Level
<b>Exam 2: Comparative and Contextual Study</b> Close reading (Unseen) Comparative and Contextual essay (Closed text)	2 hours, 30 minutes (60 marks)	40% of total A Level
<b>Non-Examined Assessment Component: Literature Post-1900</b> Critical piece OR recreative writing piece with commentary Comparative essay	One critical or recreative piece with commentary based on one text One essay based on two linked texts (40 marks)	20% of total A Level

### EXAM 1

Shakespeare (Section 1) - candidates answer one question on the play they have studied from the following list:

- *Coriolanus*
- *Hamlet*
- *Measure for Measure*
- *Richard III*
- *The Tempest*
- *Twelfth Night*

Drama and Poetry Pre-1900 (Section 2) - candidates answer one question exploring contrasts, connections and comparisons between one drama text and one poetry text from the following lists:

Drama Set Texts:

- Marlowe: *Edward II*
- Webster: *The Duchess of Malfi*
- Goldsmith: *She Stoops to Conquer*
- Ibsen: *A Doll's House*
- Wilde: *An Ideal Husband*

Poetry Set Texts:

- Chaucer: *The Merchant's Prologue and Tale*
- Milton: *Paradise Lost Books 9 and 10*
- Coleridge: *Selected Poems*
- Alfred, Lord Tennyson: *Maud*
- Christina Rossetti: *Selected Poems*

### EXAM 2

This examination will be split into five different topic areas. Candidates choose one topic and study two set texts from that topic area. Centres are offered a range of core set texts and suggested set texts. **Candidates must study at least one of the core set texts.** For their second text, candidates may choose to study the other core set text **OR** another text from the wider list of suggestions.

Close Reading section – candidates demonstrate close reading skills in analysing an unseen prose extract from their chosen topic area.

Comparative Essay section – candidates explore contrasts, connections and comparisons between two different literary texts in the context of the chosen topic area. There is a choice of three questions in each topic area, one related to each of the two main set texts for the topic and one general question.



Candidates are required to choose one question and write an essay comparing two texts.

The topic areas and corresponding core set texts are:

### American Literature 1880-1940

Core set texts:

F Scott Fitzgerald: *The Great Gatsby*

John Steinbeck: *The Grapes of Wrath*

Suggested set texts:

*The Portrait of a Lady* – Henry James; *Adventures of Huckleberry Finn* – Mark Twain; *Sister Carrie* – Theodore Dreiser; *My Ántonia* – Willa Cather; *The Age of Innocence* – Edith Wharton; *The Sound and the Fury* – William Faulkner; *A Farewell to Arms* – Ernest Hemingway; *Native Son* – Richard Wright.

### The Gothic

Core set texts:

Angela Carter: *The Bloody Chamber and Other Stories*

Bram Stoker: *Dracula*

Suggested set texts:

*Vathek* – William Beckford; *The Italian* – Ann Radcliffe; *Frankenstein* – Mary Shelley; *The Picture of Dorian Gray* – Oscar Wilde; *Light in August* – William Faulkner; *Outer Dark* – Cormac McCarthy; *The Wasp Factory* – Iain Banks; *Beloved* – Toni Morrison.

### Dystopia

Core set texts:

Margaret Atwood: *The Handmaid's Tale*

George Orwell: *Nineteen Eighty-Four*

Suggested set texts:

*Brave New World* – Aldous Huxley; *The Road* – Cormac McCarthy; *Fahrenheit 451* – Ray Bradbury; *The Children of Men* – P. D James; *Memoirs of a Survivor* – Doris Lessing; *The Time Machine* – H G Wells; *A Clockwork Orange* – Anthony Burgess; *The Drowned World* – J. G Ballard.

### Women in Literature

Core set texts:

Jane Austen: *Sense and Sensibility*

Virginia Woolf: *Mrs Dalloway*

Suggested set texts:

*Jane Eyre* – Charlotte Bronte; *The Mill on the Floss* – George Eliot; *Tess of the D'Urbervilles* – Thomas Hardy; *The Bell Jar* – Sylvia Plath; *Oranges are Not the Only Fruit* – Jeanette Winterson; *Their Eyes Were Watching God* – Zora Neale Hurston; *The Bluest Eye* – Toni Morrison; *Women in Love* – D. H Lawrence.

### The Immigrant Experience

Core set texts:

Mohsin Hamid: *The Reluctant Fundamentalist*

Henry Roth: *Call It Sleep*

Suggested set texts:

*The Jungle* – Upton Sinclair; *Goodbye Columbus* – Philip Roth; *Sour Sweet* – Timothy Mo; *The Namesake* – Jhumpa Lahiri; *Brick Lane* – Monica Ali; *Small Island* – Andrea Levy; *The Secret River* – Kate Grenville; *Terrorist* – John Updike.

### Non-Examined Assessment Component

Candidates are required to study three literary texts grouped to facilitate links or contrasts.

The three texts must represent the three genres and include one prose text, one poetry text and one drama text.

- All the texts must have been first published or performed in 1900 or later
- At least one of these texts must have been published or performed in 2000 or later

Task One: a critical piece or recreative piece with commentary (1000 words).

Task Two: a comparative essay about two literary texts (2000 words).



# 3. THE OCR AS LEVEL ENGLISH LITERATURE SPECIFICATION

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

Throughout the course candidates 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.

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.

<b>Exam 1 – Shakespeare and Poetry Pre-1900</b> Shakespeare Poetry Pre-1900 (Closed text)	1 hour, 30 minutes (60 marks)	50% of total AS Level
<b>Exam 2 – Drama and Prose Post-1900</b> Drama Post-1900 Prose Post-1900 (Closed text)	1 hour, 30 minutes (60 marks)	50% of total AS Level

## EXAM 1

Shakespeare (Section 1) - candidates answer one question, from a choice of two, on the play they have studied:

- *Coriolanus*
- *Hamlet*
- *Measure for Measure*
- *Richard III*
- *The Tempest*
- *Twelfth Night*

Poetry Pre-1900 (Section 2): candidates answer one extract based question on the text or collection of poetry they have studied:

- Chaucer: *The Merchant's Prologue and Tale*
- Milton: *Paradise Lost Books 9 and 10*
- Coleridge: *Selected Poems*
- Alfred, Lord Tennyson: *Maud*
- Christina Rossetti: *Selected Poems*

## EXAM 2

Drama Post-1900 (Section 1) - candidates answer one question from a choice of two about the play they have studied:

- Noel Coward: *Private Lives*
- Tennessee Williams: *A Streetcar Named Desire*
- Harold Pinter: *The Homecoming*
- Alan Bennett: *The History Boys*
- Polly Stenham: *That Face*
- Jez Butterworth: *Jerusalem*

Prose Post-1900 (Section 2) - candidates answer one question on the prose text they have studied, making connections with an unseen prose extract from the same topic area:

### American Literature 1880-1940

F Scott Fitzgerald: *The Great Gatsby*

### The Gothic

Angela Carter: *The Bloody Chamber and Other Stories*

### Dystopia

George Orwell: *Nineteen Eighty-Four*

### Women in Literature

Virginia Woolf: *Mrs Dalloway*

### The Immigrant Experience

Mohsin Hamid: *The Reluctant Fundamentalist*



## 4. CO-TEACHING THE OCR GCE A LEVEL AND AS LEVEL SPECIFICATIONS

The OCR AS and A Level specifications in English Literature are deliberately structured to facilitate co-teaching. As such they have been designed to be as accessible as possible for teachers.

The key factors enabling co-teaching are outlined below.

- Both specifications share the same: Assessment Objectives; assessment aims and outcomes; requirements for synoptic learning; QWC criteria. There is a shared vision of the subject apparent at both levels.
- The Shakespeare set texts for AS English Literature Exam 1 are the same as those set for Section 1 of Exam 1 at A Level, and the poetry set texts for AS are the same as those set for Section 2 at A Level.
- The prose texts set for AS Exam 2 (section 2) are also set as choices on Exam 2 (the Comparative and Contextual study unit) for A Level English Literature - and the topic areas are the same.
- The post-1900 drama texts set for AS Exam 2 (Section 1) may be studied by candidates preparing for the non-examined assessment component for A Level English Literature.

Ofqual has decided that there will not be any non-examined assessment for AS qualifications in English Literature. There is therefore no independent study component in the OCR AS model. This does not mean that the development of the skills of crafting more extended pieces of work should not form part of the teaching and learning at this level.

Taken together, these factors all ensure that the AS and A Level in English Literature can be co-taught such that members of the same Year 12 (or equivalent) teaching group are able to follow the same Scheme of Learning – delivered by the same teacher – whether individual students are planning **either** to sit the subject at AS and then drop it completely **or** to sit AS English Literature with a view to going on to take A Level the following year **or** to go through to take A Level without sitting the AS exams at the ‘half-way’ stage.



## 5. SUGGESTED PLANNER

**NOTE:** It is always the case that the requirements of student cohorts, timetabling structures and other factors will differ according to the nature of different centres and the following suggested structure should therefore be adapted accordingly. It should be stated that it will nearly always be possible to teach the AS and A Level at the same time within a centre.

Timeline	Topic	Suggested Approaches	Notes
Year 1 Term 1 (first half)	Introduction to the study of English Literature at AS/A Level	'Bridging the gap' between GCSE and A Level <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Guidance</li> </ul> Reflection on prior learning and attainment	Students will be approaching the specification via a variety of possible Key Stage 4 routes
Year 1 Term 1 (first half)	An introduction to the structure and aims of both specifications (co-teachable)	Presentation and discussion: <ul style="list-style-type: none"> <li>• 'Why are you studying AS/A Level English Literature?'</li> <li>• Consideration of the specification aims</li> </ul>	Specifications: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Year 1 Term 1 (first half)	An introduction to the Assessment Objectives and text requirements (co-teachable)	Presentation and discussion: How can the study of literature be measured?	Specifications: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Year 1 Term 1 (first half)	Activities to introduce and consolidate the requirements of the AOs (co-teachable)	<ul style="list-style-type: none"> <li>• Creative, collaborative and research tasks</li> <li>• Discussion and evaluation</li> </ul>	
Year 1 Term 1 (first half)	An introduction to essay writing at AS/A Level, to critical response, and to 'unseen' responses	<ul style="list-style-type: none"> <li>• Research activities</li> <li>• How to write an effective AS/A Level essay</li> </ul>	<ul style="list-style-type: none"> <li>• Other critical voices should also be considered</li> <li>• Introduction to Theory</li> </ul>
Year 1 Term 1 (first half and into second half)	Introduction of set topic and study of one set prose text	Introduction to: <ul style="list-style-type: none"> <li>• context and framework</li> <li>• text choice from overlapping set lists</li> <li>• approaching the 'unseen'</li> </ul>	<ul style="list-style-type: none"> <li>• Prose Post-1900 requirement for AS</li> <li>• Comparative and contextual study for A Level</li> <li>• Introduction to unseen work</li> </ul>
Year 1 Term 1 (second half)	An introduction to Drama texts		Preparation for next two units of study
Year 1 Term 1 (second half) to Year 1 Term 2 (second half)	Study of a Shakespeare play	Text choice from overlapping set lists	<ul style="list-style-type: none"> <li>• Shakespeare and Poetry Pre-1900 for AS</li> <li>• Drama and Poetry Pre-1900 for A Level</li> </ul>
Year 1 Term 2 (second half)	Study of a Post-1900 drama text	<ul style="list-style-type: none"> <li>• Text choice from AS list will also need to fit thematic choice for planned A Level non-examined assessment component</li> <li>• Students planning to continue to A Level plan and draft piece for non-examined assessment component</li> </ul>	<ul style="list-style-type: none"> <li>• Drama Post-1900 requirement for AS</li> <li>• Critical or Re-creative single text piece with commentary for A Level</li> </ul>

Timeline	Topic	Suggested Approaches	Notes
Year 1 Term 2 (second half)	Introduction to literary study pre-1900		Preparation for next units of study
Year 1 Term 2 (second half) To Year 1 Term 3 (first half)	Study of a poetry text	Text choice from overlapping lists	<ul style="list-style-type: none"> <li>Poetry Pre-1900 text for AS</li> <li>Poetry Pre-1900 text for A Level</li> </ul>
Year 1 Term 3 (first half and into second half)	Revision and preparation for AS exam	Reminder of application of AOs, exam requirements, etc	Also begins to consolidate A Level study at mid-point of linear course
Year 1 Term 3 (second half)	AS exams 1 and 2		Termination of AS course
Year 1 Term 3 (second half)	Introduction to comparative study for A Level		Introduction of synoptic skills
Year 1 Term 3 (second half)	Study of a Drama text	Choice from set text list	<ul style="list-style-type: none"> <li>Drama Pre-1900 texts for A Level</li> <li>Begin comparative study with earlier Poetry choice</li> </ul>
Summer Vacation	Reading	Preparation for non-examined assessment component texts (comparative piece) and wider contextual topic development	
Year 2 Term 1 (first half and into second half)	Study of prose and poetry texts for the Linked Text Essay of the non-examined assessment component	Focus on specific task requirements and remember relative weighting of this unit	<ul style="list-style-type: none"> <li>Non-examined assessment component task two: comparative essay on two literary texts (2000 words)</li> <li>Complete all non-examined assessment pieces (including drafted single text piece from Year 1)</li> </ul>
Year 2 Term 1 (second half) to Year 2 Term 2 (first half)	Study of second set prose text in its wider context		Comparative and contextual study for A Level
Year 2 Term 2 (second half)	Wider study of chosen theme for Comparative and Contextual study	Wider reading and consolidation of unseen text skills	Submit pieces for non-examined assessment component at this stage
Year 2 Term 3 (first half)	Thorough revision of all set texts and topic area	<ul style="list-style-type: none"> <li>Consolidation of synoptic skills</li> <li>Preparation for examinations</li> <li>Reminder of application of AOs, exam requirements, etc</li> <li>Full 'mock' examinations</li> </ul>	

Study of synoptic elements, the chosen thematic area and techniques for approaching unseen material should be a constant element throughout the second year of the A Level course.





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