

AS AND A LEVEL

ENGLISH LANGUAGE

ENGLISH LITERATURE

ENGLISH LANGUAGE AND LITERATURE

Helping you make the most of the new approach – a brief guide to our exciting new specifications for first teaching in September 2015

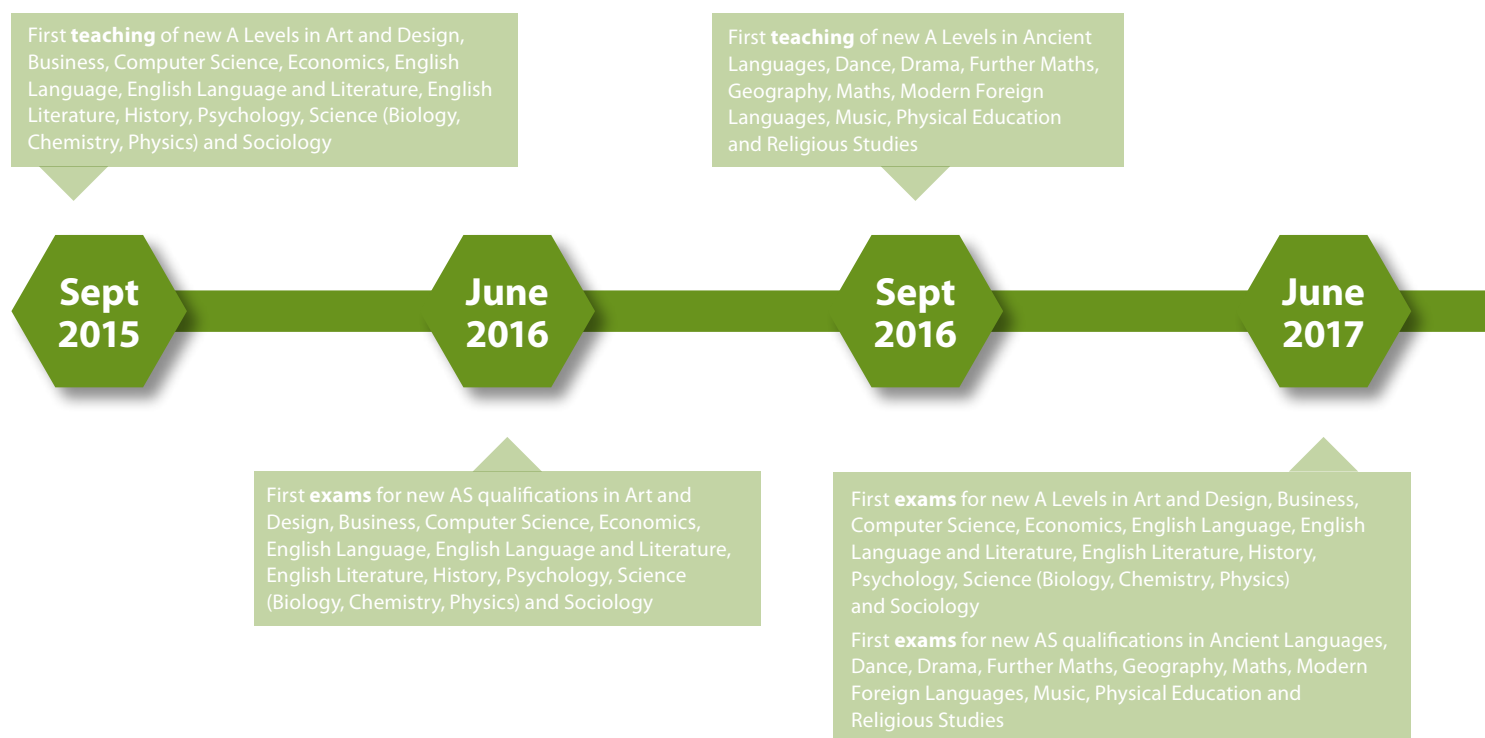


WHAT THE REFORM MEANS FOR YOU

In February 2013 the former Secretary of State for Education, Michael Gove, asked Ofqual to implement changes leading to new A Levels. The Government has stated that the purpose of taking A Levels is primarily for entry to university and that some changes are needed so students are better prepared to start their university course.

OCR's new qualifications for first teaching from September 2015 have been redeveloped to engage and enthuse you and your students, and we've worked hard to create high-quality resources to support the teaching of them. Following our accreditation by Ofqual, this summary brochure introduces you to the new qualifications and shows you how we can help make the transition easier.

A LEVEL TIMELINE



CHANGES TO ASSESSMENT

A Levels from 2015 – linear assessment

New A Levels will be fully linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years of study. (There'll be no exams in January.) The first assessment of two-year courses that start in September 2015 will be in June 2017.

Proposed changes for AS Levels

The new AS Level qualifications, for first teaching in September 2015, won't count towards the final grade of an A Level, but will be separate, stand-alone qualifications in their own right. The new AS qualifications will remain broadly at their current standard. In some subjects, it may be appropriate for the AS to be designed to be co-teachable with the first year of the A Level. The first assessment of the new AS Levels is planned for June 2016.

First **teaching** of new A Levels and stand-alone AS Levels in a range of further subjects

**Sept
2017**

First **exams** for new A Levels in a range of further subjects

**June
2018**

**June
2019**

First **exams** for new A Levels in Ancient Languages, Dance, Drama, Further Maths, Geography, Maths, Modern Foreign Languages, Music, Physical Education and Religious Studies

First AS **exams** in a range of further subjects

WHY CHOOSE OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading awarding bodies. Our new AS and A Level qualifications have been developed in consultation with teachers, employers and higher education to provide students with qualifications that are relevant to them and meet 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, Cambridge Technicals and Cambridge Progression.

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more. They're designed to be straightforward and accessible, so you can tailor the delivery of the course to suit your students' needs.

HAVE ANY QUESTIONS AND WANT TO TALK TO US? WANT TO FIND OUT MORE?

Our aim is to assist you however we can. As well as giving you a toolkit of support services and resources to choose from, we're also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service. Here's how to reach our Customer Contact Centre:

By phone: **01223 553998**

By email: english@ocr.org.uk

MEET THE ENGLISH TEAM

We have a dedicated team of people working on our new English qualifications, including:

Michelle North

Subject Team Manager, English and Creative

Sophie Maloney

Subject Specialist

Mary Seddon

Subject Specialist

Kate Newton

Subject Specialist

Keeley Nolan

Subject Specialist

Tony Fahy

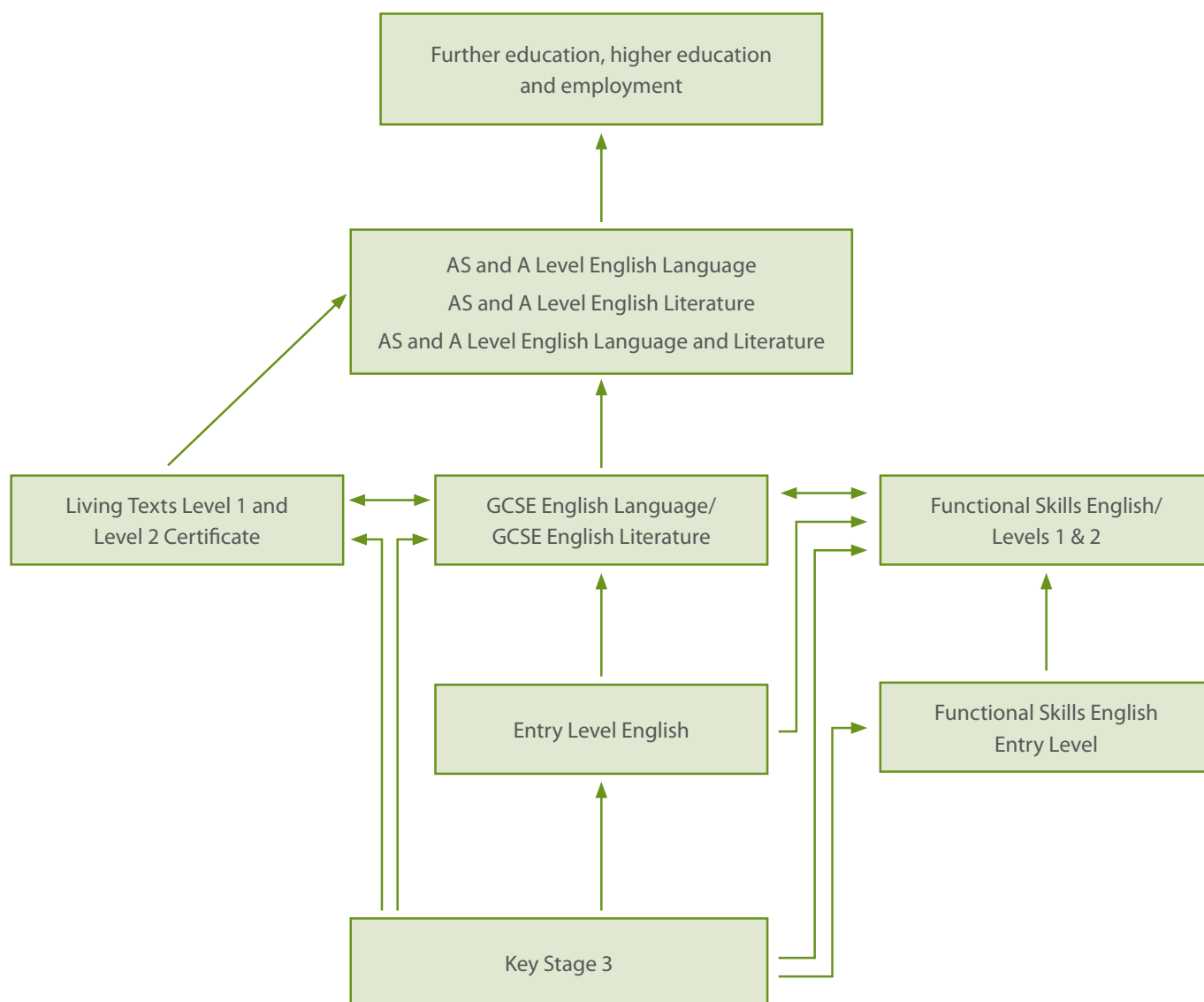
Subject Specialist

Find out more about our English team at:

ocr.org.uk/englishteam

PROGRESSION PATHWAYS

These qualifications fit in very well with our other English qualifications, providing students with clear routes to further education and employment. We've included a summary of the pathways here.



INTRODUCING...

AS AND A LEVEL ENGLISH LITERATURE

(FROM SEPTEMBER 2015)

OUR VISION

The English team aims to develop new A Levels that prepare students for university study, and engage and enthuse aspiring students and teachers alike. By A Level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our A Levels enable depth and breadth of study, with flexible content that supports independence, research skills and wider reading.

For A Level English Literature in particular, we offer clear continuity from GCSE English Literature in such areas as the comparative study of texts, Shakespeare and exploration of unseen texts. We've created a rigorous, stimulating and challenging specification that allows freedom of textual selection and includes elements of independent study. The freedom within the non-examined assessment component allows students to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level.



WHY CHOOSE OCR AS AND A LEVEL ENGLISH LITERATURE?

This specification builds on what students know already from GCSE, to teach the skills every literature student needs to explore and understand a wide range of texts, and to help develop the valuable transferable skills of sustained research and composition.

Throughout the course, students 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 on readers and writers.

Here are some of the key benefits of our new A Level English Literature specification for you and your students:

- The A Level, developed in close partnership with HE colleagues, has evolved from our popular existing GCE English Literature and retains certain traditional aspects such as the freedom we afford teachers in the non-exam assessment unit. There are three components: two examined and one non-exam assessment component.
- All examinations are closed text. This means we can ensure that set texts don't have to be specified editions so you can use existing resources or purchase inexpensive ones.
- We have decided to create extended set text lists for each section to increase the teaching choice available. This means if a set text isn't working, you'll have the confidence to change.
- Students can undertake individual, independent research into literature post-1900 for their non-exam assessment, with an option to do a close critical analysis of their chosen text or produce a recreative response with commentary. We wanted to offer them this element of choice and also help you engage more creative writers by offering a recreative option.
- The non-exam assessment component also includes a linked texts essay which is an ideal preparation for undergraduate study, as the skills it builds on in terms of independent research, devising tasks, working on a long-term project, drafting, redrafting and editing can only be developed over time.

ENGLISH LITERATURE AT A GLANCE

AS LEVEL

There are two examined components and no non-examined assessment at AS Level. The first examined component focuses on Shakespeare and poetry pre-1900 and the second component explores literature post-1900, both drama and prose, enabling candidates to explore individual works of literature, relationships between texts and significant cultural and contextual influences.

The simple structure is easy to navigate and reflects that of the A Level English Literature qualification.

For Component 01, both the Shakespeare and poetry texts set are the same as those set for the A Level English Literature 'Drama and poetry pre-1900' examination,

allowing teachers full co-teachability across the two qualifications. For Component 02 Section 1, the drama texts set may be studied by candidates preparing for the non-exam assessment component for the A Level English Literature.

The prose texts set for Section 2 of Component 02 are also set as a choice in exam 2: Comparative and contextual study for the A Level English Literature and the topic areas are also the same. It is important to be aware that both components enable full co-teachability with the OCR A Level English Language.

A LEVEL

Here's a brief look at some of the course content and the Assessment Objectives for our A Level English Literature.

Specification Assessment overview:

- There are two examined components and one non-exam assessment component. The two exams are equally weighted and offer opportunities for candidates to provide extended exploratory responses.
- The first exam component, 'Drama and poetry pre-1900', offers candidates the opportunity to engage in close reading and pay attention to Shakespeare's use of language. In section 1, candidates will answer a two-part question: the first part will focus on an extract from their chosen Shakespeare play (enabling us to elicit close textual analysis despite this being a closed text exam) and the second part will be an essay question which will assess their wider knowledge of the play as a whole. In the second section of this exam, we ask candidates to apply a combination of one drama text and one poetry text to a set of non-text-specific but literary questions. The freedom here allows teachers greater scope and choice and a greater number of possible combinations.
- The second exam component, 'Comparative and contextual study', will consist of a close reading (unseen) exercise and a comparative essay. The paper will be split into different topic areas. Chosen topics include: American Literature 1880–1940, The Gothic, Dystopia, Women in Literature and The Immigrant Experience.

Students will have free choice of texts (from a list of core set texts and suggested set texts) from within their chosen topic area, which gives a greater degree of flexibility. For the first part of this exam, students will approach an unseen prose extract from within their chosen topic area. The inclusion of this 'supported unseen' helps promote wider reading throughout the course because the more familiar a candidate is with literature from within their topic area, the more confident they will be about approaching the unseen text in the examination. The second part of the exam will offer students a choice of three questions of which they must answer one question on the set texts they have studied in their chosen topic area.

- The non-exam assessment component requires candidates to study three texts from across the genres of poetry, drama and prose. Task one offers a choice between a critical piece or a recreative piece with a commentary and task two (see following page) is a 'linked texts' essay focusing on connections between two texts.

ASSESSMENT OBJECTIVES

AS AND A LEVEL

English Literature	
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



WHAT STAYS THE SAME, WHAT CHANGES?

	What stays the same?	What changes?
Structure	<p>There will be both AS and A Level qualifications</p> <p>There will be one non-exam assessment component at A Level</p>	<p>The AS has been 'decoupled' from the A Level, so AS units will no longer form part of the A Level</p> <p>The course will be linear</p>
Content	<p>The non-examined assessment component at A Level will remain almost identical to the current AS non-exam assessment unit – we have retained the choice between a critical piece and a recreative piece for task 1 and the linked texts essay for task 2</p> <p>All exams will be closed text</p>	<p>Set text lists will be longer, offering more choice, and will be supported, in some cases, by a 'suggested reading' list</p>
Assessment	<p>There will still be the opportunity for independent study in the form of a non-exam assessment folder at A Level</p>	<p>The Assessment Objective (AO) weightings were chosen so that 50% of the assessment is on AO1 and AO2, which we feel are the basic skills needed for study of literature at A Level. The remaining 50% is split between the other AOs. AO4 and AO5 used to be one AO, so together they have the same weighting as AO3</p> <p>Exam duration has increased from 2 to 2.5 hours at A Level, allowing students additional time for planning their arguments and structuring effective comparisons, thus aiding AO1 discrimination</p> <p>The band descriptors for the non-examined assessment items have increased from 5 to 6 to aid centres in differentiating students, particularly at the top of the mark range</p>

AS AND A LEVEL SPECIFICATION SPECIMEN ASSESSMENT MATERIALS

For sample assessment materials please see ocr.org.uk/alevelenglish

LITERATURE SET TEXT LIST

AS AND A LEVEL

The set texts for AS have been chosen to support co-teachability with the full A Level.

Exam 1: Section 1 Shakespeare

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

Exam 1: Section 2 Drama and poetry pre-1900

Drama

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

Poetry

- Chaucer – The Merchant's Prologue and Tale
- Milton – Paradise Lost Books 9 & 10
- Coleridge – Selected Poems
- Tennyson – Maud
- Rossetti – Selected Poems

Exam 2: Comparative and contextual study, topic areas and core set texts

American Literature 1880–1940

- F.Scott Fitzgerald – The Great Gatsby
- John Steinbeck – The Grapes of Wrath

The Gothic

- Bram Stoker – Dracula
- Angela Carter – The Bloody Chamber and Other Stories

Dystopia

- George Orwell – Nineteen Eighty-Four
- Margaret Atwood – The Handmaid's Tale

Women in Literature

- Jane Austen – Sense and Sensibility
- Virginia Woolf – Mrs Dalloway

The Immigrant Experience

- Henry Roth – Call It Sleep
- Mohsin Hamid – The Reluctant Fundamentalist

The core set texts on page 11 will be supported by lists of suggested set texts:

American Literature 1880–1940

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

The Gothic

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

Dystopia

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

Women in Literature

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

The Immigrant Experience

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

Post-1900 texts at AS Level:

Drama:

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:

F. Scott Fitzgerald – The Great Gatsby
 Angela Carter – The Bloody Chamber and Other Stories
 George Orwell – Nineteen Eighty-Four
 Virginia Woolf – Mrs Dalloway
 Mohsin Hamid – The Reluctant Fundamentalist

INTRODUCING...

AS AND A LEVEL ENGLISH LANGUAGE

(FROM SEPTEMBER 2015)

OUR VISION

The English team aims to develop new A Levels that prepare students for university study, and engage and enthuse aspiring students and teachers alike. By A Level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our A Levels enable depth and breadth of study, with flexible content that supports independence, research skills and wider reading.

For A Level English Language in particular, we offer clear continuity from GCSE English Language in such areas as creativity, exploration of unseen texts and application of linguistic terminology. The course incorporates a variety of assessment types suitable for the concept or topic assessed, and there's a clear sense of development throughout the course, culminating in the opportunity to undertake a creative, personal investigative study. This allows students to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level.

WHY CHOOSE OCR AS AND A LEVEL ENGLISH LANGUAGE?

These specifications build on what students know already from GCSE, in order to teach the skills every linguist needs to explore the language system, including modality, and the differences between spoken and written language.

There are opportunities for students to demonstrate their engagement with language in the real world – including attitudes to current language issues, as well as exploring language in particular contexts.

Our specifications give students the practical 'tools', whether for the workplace or for higher education, to become independent, critical readers and analysers of language use in the 21st century.

Here are some of the key benefits of our new AS and A Level English Language specifications for you and your students:

- The AS and A Level were both developed in close partnership with HE colleagues, using the concepts and methods of linguistic analysis to explore a wide range of spoken, written and multimodal forms of English.
- The course puts the system of English language (pronunciation and writing, grammar and meaning) at the heart of the syllabus, and all components will develop students' ability to apply the system to texts, both in comparing them and in explaining how particular language features contribute to the texts.
- The focus of the courses will mean that students are well prepared not only for undergraduate study in either English language or linguistics, but also for progression into other language-related degrees such as modern languages or classics. Furthermore, these specifications will enable all students to develop advanced reasoning skills and abstract thinking: useful preparation for whatever they choose to do after school and college.
- After engaging with a selection of topics that explore the interactions between language and identity and time, students can then undertake individual, independent research into language in use, in a field of particular personal interest.

ENGLISH LANGUAGE AT A GLANCE

AS LEVEL

Here's a brief look at some of the course content and the assessment structure for our AS English Language.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> Linguistic analysis of authentic texts in both the spoken and written mode Original writing for a real-world purpose on a topical language issue Analysis of how issues relating to language and gender or language and power influence particular authentic, unseen texts 	Exploring language (01) Externally assessed written paper 60 marks 1 hour 30 minutes	50% of total AS
	Exploring contexts (02) Externally assessed written paper 60 marks 1 hour 30 minutes	50% of total AS

ASSESSMENT OVERVIEW

There are two examined components, worth 50% each. The first component is an exploration and analysis of language, allowing candidates to evaluate the language features of varying modes of text. The second component focuses on texts and contexts, in particular the exploration of language in the contexts of power and gender, giving the candidates an opportunity to develop a critical understanding of concepts and issues relating to these contexts. This component in particular allows teachers to lay the foundations for the study of media texts at A Level. It is important to note that both components are included in the components for A Level and so maximise the opportunities for co-teachability with the full A Level.



A LEVEL

Here's a brief look at some of the course content and the assessment structure for our A Level English Language.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Linguistic analysis of authentic texts • Original writing for a real-world purpose on a topical language issue • Analysis of how children acquire language • Language in the media • How language changes over time 	Exploring language (01) Externally assessed written paper 80 marks 2 hours 30 minutes	40% of total A Level
	Dimensions of linguistic variation (02) Externally assessed written paper 80 marks 2 hours 30 minutes	40% of total A Level
	Independent language research (03) Internally assessed non-examined assessment 40 marks	20% of total A Level

ASSESSMENT OVERVIEW

There are two examined components and one non-examined assessment component. The two exams are equally weighted and offer opportunities for candidates to provide extended exploratory responses. The first component offers candidates the opportunity to develop their ability to apply the analytical tools to texts in varying modes, as well as to engage with current debates around language use. The second component explores language use in particular contexts across time and place. The non-examined assessment component allows candidates to pursue an independent language investigation and go on to show their creative and presentation abilities in the academic poster – developing the skills most valued by HE and employers.

ASSESSMENT OBJECTIVES

AS AND A LEVEL

English Language	
A01	Select and apply methods of language analysis as appropriate, using associated terminology and coherent, accurate written expression
A02	Demonstrate critical understanding of concepts and issues relevant to language use
A03	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
A04	Explore connections across texts, informed by linguistic concepts and methods
A05	Demonstrate expertise and creativity in the use of English to communicate in different ways, informed by study and understanding



WHAT STAYS THE SAME, WHAT CHANGES?

	What stays the same?	What changes?
Structure	There will be both AS and A Level qualifications	The AS has been 'decoupled' from the A Level, so AS units will no longer form part of the A Level The course is linear
Content	Exam content will continue to be based on unseen texts Students will continue to explore written, spoken and multimodal texts Students will explore varieties of English, and will engage with contextual influences on language	There will be the opportunity for students to respond to both text-based and discursive questions
Assessment	There will still be the opportunity for independent investigation in the non-examined assessment section of the A Level There will be two examined units for AS	Students taking the full A Level will sit two exams and one non-examined assessment unit Non-examined assessment will no longer be part of the AS Level

AS AND A LEVEL SPECIFICATION SPECIMEN ASSESSMENT MATERIALS

For sample assessment materials please see ocr.org.uk/alevelenglish

INTRODUCING...

AS AND A LEVEL ENGLISH LANGUAGE AND LITERATURE (EMC) (FROM SEPTEMBER 2015)

OUR VISION

OCR's English Language and Literature (EMC) is a unique and distinctive qualification produced in partnership with the English & Media Centre. Together, the English team at OCR and EMC have developed a new A Level that prepares students for university study, and engages and enthuses aspiring students and teachers alike. By A Level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our English A Levels enable depth and breadth of study, with flexible content that supports independence, wide reading and creativity.

AS and A Level English Language and Literature (EMC) present clear continuity from GCSE English and GCSE English Literature with the study of literary and

non-fiction written and spoken texts. The course also enables students to develop their creativity and expertise by producing their own original writing. Students explore texts of greater variety and challenge than those encountered at GCSE and learn to apply linguistic and literary concepts and methods to their analysis of texts.

Our aim is to provide a clear and coherent course with concepts and methods clearly defined. We have made the most of the creative elements of the course and encourage students to 'read as a writer, and write as a reader'. The wide range of text choices and approaches to non-examined assessment tasks provide great flexibility within a supportive structure.

WHY CHOOSE OCR AS AND A LEVEL ENGLISH LANGUAGE AND LITERATURE (EMC)?

Our English Language and Literature AS and A Level will offer you and your students a very broad range of texts to choose from, including a great list of extended non-fiction texts for non-examined assessment, with a 'free-choice' paired text and all three literary genres – novels, poetry and drama – in the exams. Some text choices will be familiar to you and others offer fresh and stimulating opportunities to develop the range of texts your students encounter. In partnership with the EMC, we provide a **free** high-quality digital anthology of spoken and written non-fiction to engage your students with historical and contemporary texts. This anthology will support your teaching of key concepts and skills for the whole course.

This course will enable students to explore language and literature in depth and to become confident readers and producers of texts. The non-examined assessment tasks build on the work of the whole course and give students the opportunity to develop their own particular interests. All students will choose a 21st century text as one of their two non-exam assessment texts, giving an interesting and important emphasis on contemporary language and literature.

Here are some of the key benefits of our new OCR AS and A Level English Language and Literature (EMC) specifications for you and your students:

- They build on and develop knowledge and skills gained at GCSE level with a wide range of interesting and engaging literary and non-fiction texts.
- They bring together literary and linguistic study, in a clear and coherent way.
- The set text lists for the literary genres of narrative fiction, poetry and drama and for extended non-fiction include, alongside familiar classics of each genre, new, challenging and contemporary choices that will appeal to students and teachers alike.
- Students study an exciting anthology of non-fiction texts including a wide range of written, spoken and multimodal texts drawn from a variety of historical and contemporary sources.
- They offer opportunities for students to explore and make connections between texts using the analytical concepts and methods they learn during the course, including responding to a short unseen non-fiction text.
- There's the opportunity to demonstrate knowledge and understanding of narrative techniques acquired through prose study in the production of original creative writing – 'Reading as a writer, writing as a reader'.
- At A Level students also produce original non-fiction writing for non-examined assessment, building on their knowledge of non-fiction genres.
- There is a free choice of text for comparison with a set text (from a list of 12) for non-examined assessment, encouraging students to develop their independent interests in language and literature.



ENGLISH LANGUAGE AND LITERATURE (EMC) AT A GLANCE

AS LEVEL

There are two examined components. The AS has been designed to be fully co-teachable with the A Level and provide clear progression for students from AS to the full A Level.

The first component focuses on the OCR/EMC anthology of non-fiction spoken and written texts. Students compare two extracts from the anthology in the exam. This enables co-teachability with the A Level. Students then write a piece of original non-fiction from a choice of three tasks.

This is good preparation for those students who go on to produce non-fiction non-examined assessment component in the full A Level.

The second component focuses on the same prose fiction texts and poetry texts as for A Level. This again enables co-teachability. In the AS exam, students respond to a question about an extract from their prose text, focusing on how the story is told. They then compare two poems from their collection, focusing on linguistic and literary techniques.

A LEVEL

There are three examined components and one non-exam assessment component.

The first component focuses on non-fiction spoken and written texts from an OCR/EMC anthology. Students will compare an anthology text with a short unseen text which is clearly linked by, for example, theme, purpose or mode.

The second component explores poetry and drama. There are six poetry texts and six drama texts to choose from, and students study one of each. The questions encourage a linguistic and literary approach to analysing texts, which is clearly exemplified in all of our supporting materials.

The third component involves the study of narrative fiction, from a choice of six prose texts. Students explore narrative methods and techniques in their chosen text, and then apply their knowledge and understanding in the production of their own opening to a narrative. A supportive structure, giving the 'bare bones' of an outline story for students to work with, is provided in the exam.

Non-exam assessment (Component 04) comprises two tasks – an analytical essay comparing a non-fiction text with a free choice text from any genre and the production of a non-fiction original writing piece.

ASSESSMENT OBJECTIVES

AS AND A LEVEL

English Language and Literature	
A01	Apply concepts and methods from integrated linguistic and literary study as appropriate using associated terminology and coherent written expression
A02	Analyse ways in which meanings are shaped in texts
A03	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received
A04	Explore connections across texts, informed by linguistic and literary concepts and methods
A05	Demonstrate expertise and creativity in the use of English to communicate in different ways



WHAT STAYS THE SAME, WHAT CHANGES?

	What stays the same?	What changes?
Structure	There will be both AS and A Level qualifications. The AS will be co-teachable with the A Level	<p>The AS has been 'decoupled' from the A Level, so AS components will no longer form part of the A Level</p> <p>The AS and A Level courses will be linear, not modular, meaning that all components are entered at the end of the course</p> <p>The AS has two examined components. The A Level has three examined components and one non-examined component</p>
Content	<p>Exam content will continue to be based on studied and unseen texts</p> <p>Students will continue to explore spoken and written non-fiction texts</p> <p>Students will study substantial texts from each literary genre, poetry, prose and drama, and extended non-fiction</p>	Original writing will be assessed in an exam and in non-examined assessment
Assessment	<p>There will still be the opportunity for non-examined assessment at A Level that includes both analytical and creative writing. Non-examined assessment will be internally assessed and externally moderated</p> <p>June examinations</p>	<p>Students taking the full A Level will sit three exams totalling 5 hours (exam 1 – 1 hour and exams 2 and 3 – 2 hours) and one non-examined assessment component</p> <p>Non-examined assessment in all English A Levels has been reduced to 20%</p>

SET TEXTS

For English Language and Literature (EMC), the set texts fall into four categories –

non-fiction, poetry, drama and prose fiction.

Students will study an anthology (OCR/EMC) of non-fiction written and spoken texts for Component 01.

They will also study an extended non-fiction text for non-examined assessment from a choice of 12 texts and compare it with a free choice text.

Choice of 12 set texts for non-examined assessment

Truman Capote – In Cold Blood

George Orwell – Down and Out in Paris and London

Jenny Diski – Skating to Antarctica

Alexander Masters – Stuart: A Life Backwards

Anna Funder – Stasiland

Allie Brosh – Hyperbole and a Half

Bill Bryson – The Lost Continent

Anonymous – I am the Secret Footballer

Jeanette Winterson – Why Be Happy When You Could Be Normal?

Stephen Grosz – The Examined Life

Solomon Northrup – Twelve Years a Slave

Xinran – What the Chinese Don't Eat

ONE text will be chosen from the following **poetry** choices. 15 poems set for study from each collection will be listed in the specification:

Choice of 6 set texts

Seamus Heaney – Opened Ground: Poems 1966–1996

Emily Dickinson – The Complete Poems

William Blake – Songs of Innocence and Experience

Carol Ann Duffy – Rapture

Jacob Sam-La Rose – Breaking Silence

Eavan Boland – New Collected Poems

ONE text from the following **plays**:

Choice of 6 set texts

Shakespeare – Othello

Tennessee Williams – A Streetcar Named Desire

Brian Friel – Translations

Oscar Wilde – The Importance of Being Ernest

Jez Butterworth – Jerusalem

Timberlake Wertenbaker – Our Country's Good

ONE from the following **novels**:

Choice of 6 set texts

Charlotte Bronte – Jane Eyre

Arundhati Roy – The God of Small Things

Ian McEwan – Atonement

F. Scott Fitzgerald – The Great Gatsby

Chinua Achebe – Things fall Apart

Jhumpa Lahiri – The Namesake

SAMPLE ASSESSMENT MATERIAL

QUESTION EXAMPLE

SECTION B - WRITING AS A READER

Answer **Question 3** and **Question 4** in this section.

You have a choice of task in **Question 3**.

It is recommended that you spend about 40 minutes on Question 3 and 20 minutes on Question 4.

- 3** Choose one of the storylines below to develop as the opening of a narrative.

Write your narrative, making your own choices about the story's starting point and linguistic techniques.

You should write approximately 500 words.

Either

Storyline 1

1. A student sets off to walk to his/her new sixth form college on his/her first day.
2. A car nearly runs him/her over on a zebra crossing and drives on.
3. Further on, the car is held at traffic lights.
4. A row erupts between the student and the driver.
5. The student continues on to college and sees the same car parked outside the college.
6. The student walks into the first lesson to find that his/her English teacher is the driver of the car

Or

Storyline 2

1. A powerful king wanted to be the richest man in the world.
2. A god decided to grant the king one wish.
3. The king wished for everything he touched to be turned to gold.
4. The wish came true and he tried out his new powers.
5. His food and drink, and even his daughter, turned to gold.
6. He prayed to the god, begging him to reverse the wish.

- 4** Outline the key narrative and linguistic techniques you have used in your writing for Question 3.
You should write approximately 250 words.

For further sample assessment materials, please see ocr.org.uk/alevelenglish

SUPPORTING YOU ALL THE WAY

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 changes. For a start, we'll provide a range of high-quality creative resources. Tailored to the needs of each subject, their focus is on supporting creative teaching approaches and progression for all students. We see our resources as a body of knowledge that will grow throughout the lifetime of the specifications. They are built on the best practice we've identified from our ongoing discussions with the teaching community.

We are also developing exciting new digital tools to help you explore and use our resources. The Scheme of Work Builder will allow you to construct personalised schemes of work and you'll be able to add in the specification content, our wide range of resources and teaching suggestions, and your own content and materials.

Please visit our website at ocr.org.uk/reformresources for details of the new tools we are developing and to take a look at the types of resources on offer.

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis. These include:

Skills Guides – we've produced a set of Skills Guides which aren't specific to a subject, 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

Active Results – our free online A Level results analysis service helps you review the performance of individual students or your whole cohort. It provides access to detailed results data, enabling more comprehensive analysis of results to give you a more accurate measurement of the achievements of your centre. For more details, please refer to ocr.org.uk/activeresults

Publisher partner resources

We're working with a number of leading publishers who are publishing resources for the new AS and A Level specifications for 2015. We're working together to make sure that the resources embed the fundamental content of each specification, while delivering the breadth and depth needed to succeed at A Level and beyond.

You can find more details about all our publisher partners and all the resources they're providing on our website at ocr.org.uk/publishing-partners

NEW MOCK PAPERS SERVICES

EXAMCREATOR

PAST PAPERS AT YOUR FINGERTIPS

Use our new online past papers service 'ExamCreator' to build, mark and assess tests from OCR exam questions. You can select questions for particular topics or units being studied or produce a complete mock GCSE or A Level exam. With its unique 'online' functionality to assign and mark tests, ExamCreator is able to provide feedback and generate test performance reports for individual learners and groups.

WITH EXAMCREATOR YOU CAN:

- Build your own tests using a mix of real exam questions
- Filter questions by topic, tier, unit, year, etc
- Access mark schemes and Examiner comments for each question in your test
- Print tests as PDF documents to be sat in exam conditions
- Assign tests online
- Create teaching groups, year groups or any other combination to make assignment easier
- Mark online tests on-screen and record the results
- Create reports for individual students or whole teaching groups.

IN SUMMARY...

ExamCreator could help you create end-of-topic tests for Assessment for Learning (AFL), make termly tests to assess retention of knowledge, set mock examinations or set homework. And remember, it has a built-in reporting system, so could help you track the progress of individual students or teaching groups.

To find out more about the costs and to register as a user, please see the details at ocr.org.uk/examcreator



FREE A LEVEL REFORM TRAINING EVENTS

AN INTRODUCTION TO THE NEW SPECIFICATIONS

We're running free training events throughout the next academic year to help you get to grips with the reformed qualifications for first teaching in September 2015.

PRACTICAL EVENTS, CREATED WITH YOU IN MIND

These carefully planned, free, events are designed to help smooth the path to the first teaching of reformed qualifications and provide you with an understanding of:

- The new specification content, structure and assessment
- The differences between the existing and new specifications
- The resources and support available for qualifications.

They'll give you the opportunity to speak face to face with our team, and network and discuss teaching approaches with colleagues.

In 2015, we'll also be running a further series of free events to help you get ready for first teaching of the reformed qualifications. Watch out for details at cpdhub.ocr.org.uk

To receive more information about dates, and the wide range of locations as we release them, please register for A Level reform email updates at ocr.org.uk/updates



Download high-quality, exciting and innovative AS and A Level English resources from ocr.org.uk/alevelenglish

Free resources and support for our AS and A Level English qualifications, developed through collaboration between our English Language and Literature Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our English Subject Specialists for specialist advice, guidance and support, individual service and assistance whenever you need it.

Meet the team at ocr.org.uk/englishteam and contact them at:

01223 553998

english@ocr.org.uk

[@OCR_english](https://twitter.com/OCR_english)

To stay up to date with all the relevant news about our qualifications, register for email updates at

ocr.org.uk/updates

English community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of English support materials.

To sign up, go to social.ocr.org.uk

follow us on



facebook.com/ocrexams



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