

## **A LEVEL**

*Teacher guide*

# **ENGLISH LITERATURE**

**H472**

For first teaching in 2015

## **H472/03**

# **How to use the Literature post-1900 text(s) and task(s) tool**

Version 1

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## NEA requirements

Task requirements:

All students must complete two tasks:

- Task 1: Close reading **or** Recreative writing (15 marks)
- Task 2: Comparative essay (25 marks)

Text requirements:

- Students must study one text for Task 1 (Close reading or Recreative writing) and two texts for Task 2 (Comparative essay)
- The three texts must include one drama, one poetry and one prose text
- All three texts must have been first published or performed in 1900 or later
- At least one of the three texts must have been first published or performed in 2000 or later.

## Using the Literature post-1900 text(s) and task(s) tool

The text(s) and task(s) tool can be used to:

- choose a combination of texts and check that the combination is valid
- choose pre-approved tasks for the chosen valid combination of texts
- submit pre-approved texts and tasks for your cohort.

The text(s) and task(s) tool can be used to help plan the non-exam assessment. If you want to check whether particular texts and/or tasks are approved for use in the NEA, follow steps 1 and 2 below without submitting the form (step 3).

If a text or task has been approved for use, it will appear on the drop-down list in the text(s) and task(s) tool.

If there is a text and/or task you would like to use that is not currently available on the tool, you can propose new text(s) and/or task(s) by following step 4 below.

**NOTE:** If your NEA text and task choices include a mixture of those that are pre-approved and already on the text(s) and task(s) tool and those which are new, please follow step 4 to submit proposals for the new texts and/or tasks before continuing with your submission.

When new texts and/or task are approved, these will be added to the text(s) and task(s) tool so that they can be used for future submissions.

All texts and tasks must have been approved for use by the **31<sup>st</sup> January in the year of assessment.**

## Select your texts and tasks

**NOTE:** If students are using different text combinations for the NEA, please complete steps 1 and 2 below for each individual combination.

### 1. Choose your text combination(s)

Use the drop-down list to choose the text that will be used Task 1: Close reading and/or Recreative writing.

In the 'Type' box, select Drama, Poetry or Prose

Type:

Poetry ▾

Type

Drama

Poetry

Prose

In the 'Text' box, select the text title. Start typing the title to search.

Type:

Poetry

Text:

Ari

Ariel - Sylvia Plath

The text details will appear.

Text:

Ariel - Sylvia Plath

Text - Author	Ariel - Sylvia Plath
Genre	Poetry
Date of first publication	1965

Repeat the same process for the two texts that will be used for Task 2: Comparative essay

**Text 1**

Type:

Type ▼

Type

Drama

Poetry

Prose

↓

**Text 1**

Type:

Drama ▼

Text:

The G|

The Glass Menagerie - Tennessee Williams

↓

**Text 1**

Type:

Drama ▼

Text:

The Glass Menagerie - Tennessee Williams

Text - Author	The Glass Menagerie - Tennessee Williams
Genre	Drama
Date of first publication	1944

**Text 2**

Type:

Prose ▼

Type

Drama

Poetry

Prose

↓

**Text 2**

Type:

Prose ▼

Text:

Pur|

The Color Purple - Alice Walker

Purple Hibiscus - Chimamanda Ngozi Adichie

The Siege of Krishnapur - J.G. Farrell

Pure - Andrew Miller

Purity - Jonathan Franzen

↓

**Text 2**

Type:

Prose ▼

Text:

Purple Hibiscus - Chimamanda Ngozi Adichie

Text - Author	Purple Hibiscus - Chimamanda Ngozi Adichie
Genre	Prose
Date of first publication	2003

To check that your chosen text combination is valid, click on Check

If your combination is valid:

### **Valid combination**

We can confirm your text combination is valid.

If your combination is invalid:

### **Invalid combination**

The texts you have chosen do not make a valid combination because:

- none of your texts were published after 2000

Texts must meet the following rules:

1. All three texts must be different genres
2. At least one text must be post-2000

If you receive an 'invalid combination' message you will need to ensure your text choices fully meet the requirements before continuing to step 2.

**NOTE:** You can clear the Text fields by clicking 

## 2. Choose your task titles

Use the drop-down list to select a task title for the each task type: Close reading and/or Recreative writing and Comparative essay.

If all students are doing a Close reading task for Task 1, you can leave the Recreative box blank.

If all students are doing a Recreative task for Task 1, you can leave the Close reading box blank.

**NOTE:** The drop-downs will pre-populate with pre-approved tasks to match the text(s) that were selected for each task in step 1.

Task (Close reading):

Task 1 - Close Reading

Comment closely on the presentation of the mother and daughter in 'Medusa'. How far is this poem characteristic of Plath's style and concerns in Ariel?

Comment closely on the way Plath uses stylistic techniques to explore ambiguous feelings towards motherhood in 'Morning song', taking into consideration the collection as a whole.

Comment closely on the ways in which Plath develops the female persona in 'Ariel' and say how far this is characteristic of other poetry in the collection.

Comment closely on the ways in which Plath portrays a unity between man and nature in the poem 'Ariel', saying how far it reflects the style and content of the collection.

Comment closely on the ways in which Plath portrays parenthood in 'Morning Song,' considering how far this is reflected in the collection as a whole.

Comment closely on the writing and effects of 'Daddy' from Ariel, exploring how far it is typical of Sylvia Plath's style of self-confessional narrative.

Comment closely on the writing and effects of one of the poems in the collection, saying how far it is characteristic of the work as a whole.

Comment on how Plath explores themes of suicide and death in the poem Ariel, saying how far it reflects the themes explored in the other poems in the collection.

Comment on Plath's presentation of motherhood in 'Morning Song' and discuss how far this reflects the style and concerns of other poems in Ariel.

Task 2 - Comparative Essay

'Overbearing parents can have a destructive effect on their children'. By comparing ways in which Williams and Adichie present the relationships between parents and their children in 'The Glass Menagerie' and 'Purple Hibiscus', discuss how far you agree with this statement.

"I was stained by failure." Compare and contrast the ways in which Adichie and Williams portray young women struggling with the pressures of other people's expectations in 'Purple Hibiscus' and 'The Glass Menagerie'.

"In memory, everything seems to happen to music." Compare and contrast the ways in which Adichie and Williams present the theme of memory in 'Purple Hibiscus' and 'The Glass Menagerie'.

"She lives in a world of her own – a world of – little glass ornaments..." Compare and contrast the ways in which Adichie and Williams use symbolism to explore the theme of identity in 'Purple Hibiscus' and 'The Glass Menagerie'.

Compare and contrast how Tennessee Williams and Adichie present women in 'The Glass Menagerie' and 'Purple Hibiscus' to demonstrate the different ways women have been portrayed in literature.

Compare and contrast some of the ways in which Williams and Adichie present the nature of patriarchal societies and its impact on women in 'The Glass Menagerie' and 'Purple Hibiscus'.

Compare and contrast the role of the father in 'The Glass Menagerie' and 'Purple Hibiscus' and consider how the relationship between the central character and his/her father is presented in both texts.

Compare and contrast the ways in which Adichie and Williams present female characters attempting to resist control in 'Purple Hibiscus' and 'The Glass Menagerie'.

Compare and contrast the ways in which Adichie and Williams present the relationship between children and their parents in 'Purple Hibiscus' and 'The Glass Menagerie'.

Compare how far and in what ways Williams and Adichie portray women as resilient in 'The Glass Menagerie' and 'Purple Hibiscus'.

Compare the exploration of the role of entrapment in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus'.

Compare the presentation of both abusive and supportive relationships in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus'.

Compare the ways in which Chimamanda Ngozi Adichie and Tennessee Williams explore dysfunctional family relationships in 'Purple Hibiscus' and 'The Glass Menagerie'.

Compare the ways in which parent and child relationships are presented in Tennessee Williams' 'The Glass Menagerie' and Chimamanda Ngozi Adichie's 'Purple Hibiscus'.

Compare the ways in which Williams and Adichie present controlling characters within 'The Glass Menagerie' and 'Purple Hibiscus'.

Parents are the problem'. By comparing ways in which Williams and Adichie present the relationship between children and their parents in 'The Glass Menagerie' and 'Purple Hibiscus', discuss how far you agree with this statement.

The society we live in is ultimately patriarchal.' Compare how far the presentation of the family in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus' supports this statement.

'Parents who have difficulty accepting reality ultimately set their children up for failure.' By comparing ways in which Adichie and Williams present the relationship between children and their parents in 'Purple Hibiscus' and 'The Glass Menagerie', discuss how far you agree with this statement.

'Power and the lack of power because of gender inequality, are inevitably linked in much Literature of the 20th and 21st Century. Compare and contrast the presentation of gender inequality in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus'.

**NOTE:** Select one title for each task at a time.

When you have chosen your tasks, click [Add texts and tasks](#)

Your texts and associated tasks will appear on the right-hand side of the tool under the heading **'3. Submit texts and tasks'**.

**NOTE:** Close reading and Recreative writing tasks will appear together under 'Task 1'.

### 3. Submit texts and tasks

Once you have added all the texts and tasks you wish to submit to the lists below, you can submit them.

#### Task 1

##### Texts

- Ariel - Sylvia Plath

##### Tasks

- Comment closely on the ways in which Plath portrays parenthood in 'Morning Song,' considering how far this is reflected in the collection as a whole.

#### Task 2

##### Texts

- The Glass Menagerie - Tennessee Williams
- Purple Hibiscus - Chimamanda Ngozi Adichie

##### Tasks

- The society we live in is ultimately patriarchal.' Compare how far the presentation of the family in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus' supports this statement.

[Submit](#)[Clear](#)



Repeat step 2 until all task titles for all students have been added.

### Task 1

#### Texts

- Ariel - Sylvia Plath

#### Tasks

- Comment closely on the ways in which Plath portrays parenthood in 'Morning Song,' considering how far this is reflected in the collection as a whole.

### Task 2

#### Texts

- The Glass Menagerie - Tennessee Williams
- Purple Hibiscus - Chimamanda Ngozi Adichie

#### Tasks

- The society we live in is ultimately patriarchal.' Compare how far the presentation of the family in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus' supports this statement.

[Submit](#) [Clear](#)

### Task 1

#### Texts

- Ariel - Sylvia Plath
- The World's Wife - Carol Ann Duffy
- A Streetcar Named Desire - Tennessee Williams

#### Tasks

- Comment closely on the ways in which Plath portrays parenthood in 'Morning Song,' considering how far this is reflected in the collection as a whole.
- Comment closely on the presentation of dominance in the poem 'Mrs Beast' and how far it reflects the style and concerns of The World's Wife.
- After reading The World's Wife, write a new poem for the collection in the style of Duffy. Add a commentary in which you show how your choices of subject matter, language, imagery and verse form are appropriate, with reference to Duffy's poems.
- Create a short scene to be inserted after Scene 10 drawing on Williams' characterisation of both Blanche and Stella. Add a commentary which explains how your scene is characteristic of Williams' style and concerns.

### Task 2

#### Texts

- The Glass Menagerie - Tennessee Williams
- Purple Hibiscus - Chimamanda Ngozi Adichie

#### Tasks

- The society we live in is ultimately patriarchal.' Compare how far the presentation of the family in Williams' 'The Glass Menagerie' and Adichie's 'Purple Hibiscus' supports this statement.
- Compare and contrast some of the ways in which Williams and Adichie present the nature of patriarchal societies and its impact on women in The Glass Menagerie and Purple Hibiscus.
- Compare and contrast the ways in which Adichie and Williams present female characters attempting to resist control in 'Purple Hibiscus' and 'The Glass Menagerie'.

[Submit](#) [Clear](#)

**NOTE:** If students are using different text combinations you will need to repeat steps 1 and 2 for each combination.

**NOTE:** Clicking [Clear](#) will remove all proposed texts and tasks from the submission list.

### 3. Submit text(s) and task(s)

Once you have added all your texts and task combinations to the submission list, click 

A pop-up submission form will appear:

#### Text and task submission form - Eng Lit (New)

Level 3 Advanced GCE, H472 (03) non exam assessment

#### Literature post-1900 – Text(s) and task(s) submission form

This form should be completed by centre staff only. Candidates must agree their task choices with their teacher – candidates should not complete this form. One form can be used for multiple candidates in a single year of entry.

This form must be submitted to OCR before your candidates begin their tasks and no later than 31 January of the year of submission. You will receive confirmation of your submission when you submit this form.

Please do not change the details of texts and tasks in this form as they have been pre-approved.

#### About you

This is so we can contact you if we have any queries about your submission.

Contact name \*

First Last

Position at centre \*

Contact email \*

Confirm contact email \*

Contact telephone \*

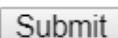
#### About your centre

Centre name \*

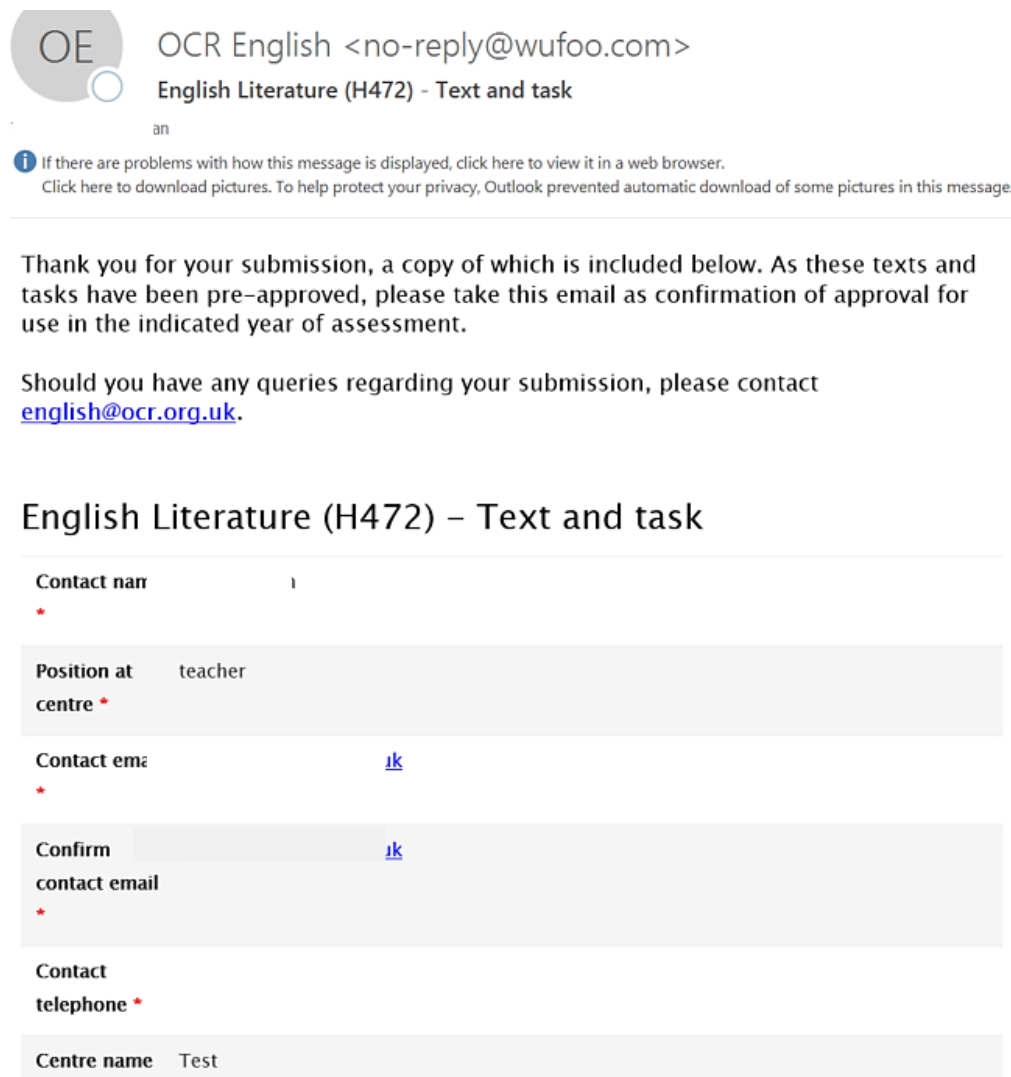
Centre number \*

Fill in the submission form with your centre and cohort details.

**NOTE:** The form will be pre-populated with texts and tasks that have been chosen on the previous screen.

Scroll to the bottom and click 

You will receive a confirmation email that all the texts and tasks you have submitted are approved for the specified year of assessment, as stated on the form.



Please keep a copy of this email for your records. No further action is needed.

## 4. Propose new text(s) and/or new task(s)

On the text(s) and task(s) tool you can:

- Propose new texts for use in the NEA
- Propose new tasks for new texts
- Propose new tasks for texts that are already approved.

If your text and task choices include a mixture of those that are already on the text(s) and task(s) tool and those which are new, please submit proposals for new texts and/or tasks first before continuing with the submission. When new texts and/or task are approved, these will be added to the text(s) and task(s) tool. You will then be able to go back into the tool to complete your submission.

To propose new texts for the NEA or to check whether or not a text would be suitable for use before deciding on task title: [Propose other texts](#)

A pop-up proposal form will appear:

**Text and task-Eng Lit (New) - propose text(s) etc**  
Level 3 Advanced GCE, H472 (03) non exam assessment

**Literature post-1900 – propose additional text(s) and task(s)**

This form is for proposing additional texts and/or tasks that are not currently included in the pre-approved lists of texts and tasks. This will be treated as a formal submission.

Please note, this form should be completed by centre staff only. Candidates must agree their task choices with their teacher – candidates should not complete this form. One form can be used for multiple candidates in a single year of entry.

This form must be submitted to OCR before your candidates begin their tasks and no later than 31st January of the year of submission. A response will be provided within ten working days of submitting the form.

To help support teachers with creating appropriate task titles for A Level English Literature H472/03: Literature post-1900 we have created a guide outlining the principles of task setting. [Guide to task setting](#)

**About you**  
This is so we can contact you if we have any queries about your submission.

**Contact name \***  
   
First Last

**Position at centre \***

**Contact email \***

**Confirm contact email \***

**Contact telephone \***

**About your centre**

**Centre name \***

**Centre number \***

**About your cohort**

**Estimated cohort \***

**Year of assessment \***

Fill in the submission form with your centre and cohort details.

Fill in the first box under the relevant task type with the new text details.

**NOTE:** Include all text details – author, title, genre and first publication date.

**Task 1**

Close reading or Re-creative writing with commentary (1000 words).

For Close reading, learners select one text and produce a close, critical analysis of a manageable section of text (approximately three to four pages of prose or drama or up to 45 lines of poetry from a single poem).

For Re-creative writing with commentary, learners select one text and produce an item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between their own writing and the original passage selected.

Provide the author, title, genre and date of publication of the Close reading and/or Re-creative writing text(s) for all learners in the box below.

**Task 2**

Comparative essay: Learners write an essay exploring two texts (2000 words).

Provide the author, title, genre and date of publication of the Comparative Essay text(s) for all learners (and all combinations) in the box below.

Click

To propose new texts and associated tasks, click

A pop-up proposal form will appear:

**Text and task-Eng Lit (New) - propose text(s) etc**  
 Level 3 Advanced GCE, H472 (03) non exam assessment

**Literature post-1900 – propose additional text(s) and task(s)**

This form is for proposing additional texts and/or tasks that are not currently included in the pre-approved lists of texts and tasks. This will be treated as a formal submission.

Please note, this form should be completed by centre staff only. Candidates must agree their task choices with their teacher – candidates should not complete this form. One form can be used for multiple candidates in a single year of entry.

This form must be submitted to OCR before your candidates begin their tasks and no later than 31st January of the year of submission. A response will be provided within ten working days of submitting the form.

To help support teachers with creating appropriate task titles for A Level English Literature H472/03: Literature post-1900 we have created a guide outlining the principles of task setting. [Guide to task setting](#)

**About you**  
This is so we can contact you if we have any queries about your submission.

**Contact name \***  
   
First Last

**Position at centre \***

**Contact email \***

**Confirm contact email \***

**Contact telephone \***

**About your centre**

**Centre name \***

**Centre number \***

**About your cohort**

**Estimated cohort \***

**Year of assessment \***

Fill in the submission form with your centre and cohort details.

Fill in and submit one form to include all new texts and tasks.

**NOTE:** Include all text details – author, title, genre and first publication date.

**Task 1**  
Close reading or Re-creative writing with commentary (1000 words).

For Close reading, learners select one text and produce a close, critical analysis of a manageable section of text (approximately three to four pages of prose or drama or up to 45 lines of poetry from a single poem).

For Re-creative writing with commentary, learners select one text and produce an item of re-creative writing based on a selected passage or poem from their chosen text, with a commentary explaining the links between their own writing and the original passage selected.

**Provide the author, title, genre and date of publication of the Close reading and/or Re-creative writing text(s) for all learners in the box below.**

**Provide the Task 1 Close reading task(s) for all learners in the box below.**

**Provide the Task 1 Re-creative writing task(s) for all learners in the box below.**

**Task 2**  
Comparative essay: Learners write an essay exploring two texts (2000 words).

**Provide the author, title, genre and date of publication of the Comparative Essay text(s) for all learners (and all combinations) in the box below.**

**Provide the Task 2 Comparative essay task(s) for all learners in the box below.**

I confirm that the text(s) and task(s) I have provided: \*

Will allow access to the full range of marks

\*

Meet the criteria outlined for all learners

Click

To propose a new task for texts that are already available on the text(s) and task(s) tool, complete step 1 to choose your text combinations.

Click **Propose other tasks**

On the pop-up form, fill in the boxes under the appropriate Task(s) with your task titles – the text details will appear automatically.

Provide the author, title, genre and date of publication of the Close reading and/or Re-creative writing text(s) for all learners in the box below.

A Streetcar Named Desire - Tennessee Williams

Provide the Task 1 Close reading task(s) for all learners in the box below.

Provide the Task 1 Re-creative writing task(s) for all learners in the box below.

## Task 2

Comparative essay: Learners write an essay exploring two texts (2000 words).

Provide the author, title, genre and date of publication of the Comparative Essay text(s) for all learners (and all combinations) in the box below.

Ariel - Sylvia Plath § Purple Hibiscus - Chimamanda Ngozi Adichie

Provide the Task 2 Comparative essay task(s) for all learners in the box below.

Click **Submit**

New text and/or task proposals will be sent to the English subject team who will confirm whether or not the tasks and/or tasks are approved via email. We aim to respond to all proposals within 5 working days.

When new texts and/or task are approved, these will be added to the text(s) and task(s) tool. You will then be able to go back into the tool to complete your submission.

**NOTE:** If you have received confirmation that your new text and/or task proposals are fully approved, students can begin work on the NEA while these are added to the text(s) and task(s) tool.

If not all of your proposed texts and/or tasks are approved, the English subject team will offer further guidance on how to amend the proposal to meet the NEA requirements.

### Further questions?

See our text and task tool FAQs, available on the [A Level English Literature webpage](#).

Contact us at:       01223 553998  
                              [english@ocr.org.uk](mailto:english@ocr.org.uk)  
                              @OCR\_English





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OCR Customer Support Centre

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Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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