

# GCE English Language and Literature

OCR Advanced Subsidiary GCE in English Language and Literature H073

OCR Advanced GCE in English Language and Literature H473

version 4 – September 2013  
**specification**

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| Vertical black lines indicate a significant change to the previous printed version.

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in English Language and Literature for teaching from September 2013.

OCR has developed this specification in response to the national subject criteria published by the QCA in 2006. There are four units of assessment, two at AS Level and two at A Level, for the qualification of GCE in English Language and Literature. Internal assessment (coursework) is a mandatory unit at each level.

## 1.1 The Two-Unit AS

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The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

From September 2013 the AS GCE is made up of **two** mandatory units, **one** of which is externally assessed and **one** which is internally assessed, and form 50% of the corresponding four-unit Advanced GCE.

Unit F671: *Speaking Voices*: is an externally-assessed written paper testing AO1, AO2 and AO3 through passage-based and essay-based questions. It represents 60% of the marks for AS (30% of A Level).

Unit F672: *Changing Texts*: is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written and multimodal texts. There is an essay and a re-creative task with written commentary. It represents 40% of the marks for AS (20% of A Level).

## 1.2 The Four-Unit Advanced GCE

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From September 2013 the Advanced GCE is made up of **two** mandatory units at AS and **two** further mandatory units at A2. One of the A2 units is externally assessed and the other A2 unit is internally assessed.

Unit F673: *Dramatic Voices*: is an externally-assessed written paper testing AO1, AO2 and AO3 through passage-based and essay-based questions. It represents 60% of the marks for A2 (30% of A Level).

Unit F674: *Connections across Texts*: is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of a range of different types of texts. There is an essay and a creative writing with commentary task. It represents 40% of the marks for A2 (20% of A Level).

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in English Language and Literature.
- OCR Advanced GCE in English Language and Literature.

Both qualifications are Level 3 in the National Qualification Framework (NQF).

## 1.4 Aims

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The aims of these specifications are to encourage candidates to develop their interest and enjoyment in English as they:

- use integrated linguistic and literary approaches in their reading and interpretation of texts;
- engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts;
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

## 1.5 Prior Learning/Attainment

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The specifications build on the knowledge, understanding and skills established in this subject area at GCSE. Although a GCSE in English or English Literature is not a prerequisite for the study of these specifications, it is recommended that at the start of the course candidates should have obtained at least Grade C in GCSE English, or an equivalent qualification.

## 2 Summary of Content

### 2.1 AS Units

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#### Unit F671: *Speaking Voices*

- Study of two substantial prose fiction texts chosen from the set lists
- Analysis of the representation of voice, comparing an extract from one prose fiction text with a passage of speech transcript
- Comparison of the importance of context on the representation of voice in a second prose fiction text and in one or more non-fiction, multimodal extracts

#### Unit F672: *Changing Texts*

- Study of one substantial text from any literary genre
  - Exploration of chosen text and possibilities for multimodal transformation
  - Production of own multimodal version of chosen text with supporting commentary
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Candidates will be required to show knowledge and understanding of:

- a range of spoken and written texts from different times, including at least two substantial texts from one of the genres of prose fiction, poetry and drama and at least one other substantial written text;
  - some of the key constituents of language and how they function in combination to make meaning in spoken and written English;
  - how variations in language, form and context shape and change meanings in speech and writing;
  - some of the ways in which individual texts are interpreted by different readers or listeners;
  - some analytical and creative approaches to the critical study of texts, drawing on linguistic and literary methodologies and concepts.
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Candidates should be able to:

- apply integrated linguistic and literary methods and concepts in the study of spoken, written and multimodal texts;
  - vary strategies for reading and listening according to text type and purpose for study;
  - identify and describe how meanings and effects are created and conveyed in texts;
  - compare and contrast texts, exploring relationships between them;
  - use English appropriately, accurately and creatively for a variety of audiences and purposes;
  - use a range of techniques to produce texts for different audiences and purposes, informed by wide reading and listening;
  - make accurate reference to texts and sources.
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## 2.2 A2 Units

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### Unit F673: *Dramatic Voices*

- Study of two drama texts selected from the set lists (one pre-1800, one modern)
- Comparative essay on the representations of power relationships across **both** selected texts
- An essay requiring detailed critical analysis and an evaluation of the significance of the contextual factors in relation to **either** text

### Unit F674: *Connections across Texts*

- Study of one substantial text from any genre in combination with other types of spoken and written text
  - Analytical study exploring relationships between the chosen texts and issues of value, status and classification
  - Production of own text based on the study, with supporting commentary evaluating the outcome
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AS specifications should require candidates to undertake a wide and varied programme of study so that they show knowledge and understanding of:

- a range of spoken and written texts from different times, including at least two substantial texts from one of the genres of prose fiction, poetry and drama and at least one other substantial written text;
- some of the key constituents of language and how they function in combination to make meaning in spoken and written English;
- how variations in language, form and context shape and change meanings in speech and writing;
- some of the ways in which individual texts are interpreted by different readers or listeners;
- some analytical and creative approaches to the critical study of texts, drawing on linguistic and literary methodologies and concepts.

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In addition to the requirements for the AS units, A Level candidates will be required to show deeper knowledge and understanding of:

- a wider range of spoken and written texts from different times, including at least two further texts from a genre (prose fiction, poetry, drama) not studied at AS, and at least one other substantial written text;
  - the significance of contextual factors in the production and reception of texts;
  - how to apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts.
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# 3 Unit Content

## 3.1 AS Unit F671: *Speaking Voices*

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The focus of this unit is on the representation of individual voices that create meaning in texts. Candidates study **two** prose fiction texts: one text for Section A and a different text for Section B.

There are two sections to this unit:

**Section A:** The construction of voice in prose fiction and in transcripts of real speech;

**Section B:** The creation of meaning in texts of different types - prose fiction and short non-fiction extracts, some of which may be multimodal in origin - and the relationships between them.

Study of the two set texts together will enable candidates to gain an understanding of the genre of prose fiction and to gain experience in applying elements from combined linguistic and literary study.

Candidates are expected to have:

- a critical awareness of prose fiction as a literary form in relation to other text types;
- an understanding of ways in which voices in narrative fiction and natural speech are represented;
- an understanding of how form, structure and language are significant in creating meaning;
- an awareness of contextual factors in the production and reception of texts.

This unit serves as an introduction to the scope of the course and the range of literary and linguistic approaches that are required. Candidates' knowledge of literary concepts and terminology (such as narrative structure, viewpoint, narrative voice, tone) is complemented by insights gained from knowledge of linguistic frameworks (including features of spoken language, grammar, lexis, syntax, register). By exploring relationships between texts, and the contexts in which they exist, candidates begin to develop their own critical judgements.

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Set texts are as follows:

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**Section A**

Jeanette Winterson – *Oranges are Not the Only Fruit*

Kazuo Ishiguru – *The Remains of the Day*

Roddy Doyle – *Paddy Clarke Ha Ha Ha*

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**Section B**

Ian McEwan – *The Child in Time*

Evelyn Waugh – *A Handful of Dust*

Jane Austen – *Persuasion*

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Note:

This is a closed text examination. Centres can make their own choice of edition for each set text. OCR does not prescribe editions.

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## 3.2 AS Unit F672: *Changing Texts*

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The focus for this internally-assessed unit is the study of multimodal texts, ie texts that combine different modes of communication (speech, writing, sound, image) to create meaning.

Candidates should be able to apply both analytical and creative techniques to explore ways in which literary texts are constantly being reinvented and reinterpreted for different audiences and purposes. Through writing a commentary on their own text production, candidates should be able to demonstrate their understanding of the range of factors – linguistic, literary, presentational, cultural – that can influence meanings and effects.

Candidates study a substantial written text from any literary genre (including literary non-fiction). This original written text must have given rise to an example of a related multimodal text.

Candidates are expected to:

- explore how multimodality gives rise to different possibilities for presenting meaning in texts;
- show understanding of issues related to the production and reception of texts in multimodal form;
- consider some factors (such as audience, purpose, context and interpretation) that can influence the creation of a multimodal ‘version’ of a written text;
- make use of approaches from literary and linguistic studies to reflect on what is achieved in transforming a text.

Candidates are required to produce a folder of coursework of a maximum of 3000 words with two items of work.

Guidance on the range and choice of texts can be found in the Coursework Guidance booklet.

### Task 1: Analytical study

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Candidates produce a written study of 1000 to 1500 words maximum exploring reasons/opportunities/problems/issues/potential for multimodal transformation of the original text, making reference to the ‘solutions’ offered in the example chosen. Consideration should be given to:

- scope of the original text for different types of multimodal text production;
- factors that have shaped the multimodal version/text (such as audience, purpose, viewpoint, interpretation);
- critical evaluation of the multimodal text/version in comparison to candidates’ reading of the original written text.

## Task 2: Multimodal text with commentary

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Candidates produce their own multimodal text of 1500 to 2000 words maximum as a re-creation of the original text, or part of the original text, with a substantial commentary on the approach taken, evaluating the outcome.

The multimodal text:

- should make use of at least two different modes (writing, spoken language, image, sound);
- could include elements that are produced through media other than paper-based. Options include: spoken (eg speech transcript or other speech record; scripted speech of any type); performance; image (still or moving); sound; screen-based;
- should be appropriate in length for the scope of the unit, bearing in mind the total maximum word count;
- could be one section of or part of what could be a much larger work. The focus is likely to be on one particular section or aspect of the original;
- should be recorded for purposes of internal centre assessment and so that it can be retrieved using a method that is appropriate;
- should be submitted for external moderation as a paper-based outcome.

The commentary should:

- explain the approach taken and the reasons for choices made during the stages of writing/production;
- evaluate the outcome in comparison to the original text studied and, where appropriate, to the multimodal text/version in Task 1.

### Choice of text

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The written text selected for study is one for which a multimodal text/version already exists, e.g. film/TV programme, audio version, CD ROM, website, illustrated book, cartoon/graphic novel/manga, computer game. In some cases this multimodal text is a *version* of the original text; in other cases it is *based on* or *about* the original text. In all cases, there is a written form of the original text to which the multimodal text/version can be compared. This forms the basis for the Section A Written Study.

Examples of study for this unit:

	<b>Original written text</b>	<b>Multimodal text/ version</b>	<b>Own multimodal text</b>
<b>Example 1</b>	Peter Ackroyd <i>London: The Autobiography</i>	BBC TV series based on the book	Website material for company launching guided tours of 'Hidden Voices of London'
<b>Example 2</b>	Tony Harrison V	TV or audio book version	Illustrated talk introducing the work of Tony Harrison to an American audience
<b>Example 3</b>	Chaucer <i>The Canterbury Tales</i>	Pages from related website at <a href="http://bbc.co.uk/drama/canterburytales">bbc.co.uk/drama/canterburytales</a>	Scripted excerpt from daytime TV chat show featuring <i>The Wife of Bath</i>
<b>Example 4</b>	Shakespeare <i>Romeo and Juliet</i>	Baz Luhrmann's adaptation of Shakespeare's <i>Romeo and Juliet</i>	Graphic novel treatment of key scene using a different setting

**Note:** These examples are offered as illustrations only.

### 3.3 A2 Unit F673: *Dramatic Voices*

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The focus of this unit is on the changing representation of power relationships through the genre of drama and on related issues of context and critical judgement.

Candidates study **two** drama texts as a pair, linked by theme, approach or setting. One must be a pre-1800 text and one a modern text, both chosen from the set list.

There are two sections to this unit:

**Section A:** Analytical comparison of an extract from **each** of the chosen pair of set texts;

**Section B:** An essay based on **one** of the chosen set texts exploring a proposition that raises an issue central to the integrated study of language and literature.

Study of the two set texts together will enable candidates to gain an understanding of genre through the study of texts across time.

Candidates will be expected to demonstrate:

- a critical understanding of drama as a dynamic literary form;
- understanding of how form, structure and language are significant in creating meaning in drama texts;
- some understanding of older forms and uses of language;
- the capacity to select from and apply a range of methodologies from linguistic and literary study in arriving at critical judgements and interpretations;
- an understanding of the significance of contextual factors in the production and reception of drama texts.

This unit requires candidates to consider some of the characteristic features of the genre of drama in the light of insights gained through study at AS: the representation of speech in a literary form, the possibilities for reinterpretation and evaluation through performance over time, and the significance of contextual factors in forming critical judgements. The central focus on the representation of power relationships highlights a key link with language analysis.

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Set texts are as follows:

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Ben Jonson – *Volpone*  
with David Mamet – *Glengarry Glen Ross*

William Shakespeare – *As You Like It*  
with Tom Stoppard – *Arcadia*

Thomas Middleton/Cyril Tourneur – *The Revenger's Tragedy*  
with Martin McDonagh – *The Lieutenant of Inishmore*

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## 3.4 A2 Unit F674: *Connections across Texts*

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The focus of this internally-assessed unit is the study of texts in relation to notions of value, status and classification.

Candidates study one substantial written text from any genre, chosen specifically to extend the range of texts across the whole qualification. This substantial text is one that falls outside of the accepted literary canon, but which, nonetheless, must be regarded as influential, or culturally significant. This substantial text forms the starting point for a study that will include other texts in its scope, one of which is a spoken language text and one of which is non-literary.

This unit requires candidates to make selective and informed use of their skills, knowledge and understanding across the whole qualification.

Candidates are expected to:

- explore relations between different types of text combined for purposes of comparison and contrast;
- synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods;
- make creative connections across different areas of the course;
- consider ways in which orthodoxies and attitudes which have grown up around texts may be open to question;
- develop their own expert insights through critical evaluation and text production.

Candidates are required to produce a folder of coursework of a maximum of 3000 words with two items of work.

Guidance on the range and choice of texts can be found in the Coursework Guidance booklet.

### Task 1: Analytical study

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Candidates produce a written study exploring relationships between the substantial text and other types of text that have been chosen for the purposes comparison and contrast. Consideration should be given to:

- the scope the supporting texts offer for comparison/contrast with the substantial text;
- approaches for analysis from integrated literary and linguistic study that are most useful to apply;

- the significance of contextual factors in the production and reception of the different types of text;
- connections with other areas of AS and A Level study.

## Task 2: Original creative writing with commentary

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Candidates produce a creative piece of their own that arises from the study with a substantial commentary on the approach taken, evaluating the outcome.

The original creative writing:

- should be an outcome of the study undertaken for Task 1 but does not have to be based directly on any one of the texts chosen;
- should be appropriate for the scope of the unit, bearing in mind the total maximum word count;
- could be one section of what might be a much larger work.

The commentary forms a substantial part of the whole folder and should:

- explain the approach taken and reasons for choices made during the stages of writing/production;
- evaluate the outcome in comparison to the original texts studied.

## Choice of texts

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The study of the substantial text is supported by at least two other texts, chosen for purposes of comparison and contrast of different ways of reading. Within the whole study, which includes text produced by the candidate for Section B, there should be evidence of:

- a spoken language text (e.g. speech transcript or other speech record; scripted speech of any type);
- a non-literary text.

## Examples of study for this unit

	<b>Substantial text</b>	<b>Supporting texts</b>	<b>Own creative piece</b>
<b>Example 1</b>	Lynn Truss <i>Eats, Shoots and Leaves</i>	- Samuel Johnson's <i>Preface to the English Dictionary</i> - Recorded Radio 5 vox-pop about standards of English	'Talkin' Proper' – a rap poem written as a response to the 'debate'
<b>Example 2</b>	Bill Bryson <i>A Short History of Nearly Everything</i>	- Charles Darwin <i>The Voyage of the Beagle</i> - Extract from <i>Guardian</i> 'Bad Science' column - Transcript of Year 7 students in science lesson	Promotional material for The Science Museum's launch of its forthcoming <i>Science Matters</i> exhibition
<b>Example 3</b>	Germaine Greer <i>The Female Eunuch</i>	- Media articles about Germaine Greer (including interview) - Extracts from: <i>The Taming of the Shrew</i> and <i>The Handmaid's Tale</i>	Opening section of a short story for an issue of <i>Granta Magazine</i> entitled <i>A Woman's Place</i>

# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

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### AS GCE English Language and Literature [H073]

#### AS Unit F671: *Speaking Voices*

60% of the total AS GCE marks  
2 h written paper  
60 marks

This paper has **two** sections each requiring study of a different prose fiction text from the set lists:

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#### **Section A: (30 marks)**

Candidates are required to answer **one** passage-based question comparing an extract from their chosen set text with a passage of speech transcript to demonstrate knowledge, analysis and critical understanding.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

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**Section B: (30 marks)**

Candidates are required to answer **one** essay-style question on their second set text to demonstrate knowledge, analysis and evaluation. The question will use one or more short non-fiction extracts for purposes of comparison and contrast.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

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**Assessment Criteria:** please refer to Appendix B1 at the back of this specification.

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40% of the total AS GCE marks  
Candidates are required to submit a coursework folder of a maximum 3000 words. There are **two** tasks:  
Coursework  
40 marks

Task 1: *Analytical study* (approximately 1500 words);

Task 2: *Multimodal text and commentary* (approximately 1500 words).

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**Task1: Analytical study (20 marks)**

Candidates produce an analytical study of one literary text and a related multimodal text in order to demonstrate knowledge, analysis and critical understanding.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

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**Task 2: Multimodal text and commentary (20 marks)**

Candidates produce their own piece in multimodal form based on the original text, with a supporting commentary, in order to demonstrate expertise and creativity in the subject.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO4: demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.

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**Assessment Criteria:** please refer to Appendix B2 at the back of this specification.

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## 4.2 Advanced GCE Scheme of Assessment

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### Advanced GCE English Language and Literature [H473]

AS Units as above, Unit F671 being 30% of the total Advanced GCE marks and Unit F672 being 20% of the Advanced GCE marks.

#### A2 Unit F673: *Dramatic Voices*

30% of the total  
Advanced GCE  
marks  
2 h written paper  
60 marks  
*Closed text  
examination*

This paper has **two** sections, and requires study of two drama texts from the set lists:

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#### **Section A (30 marks)**

Candidates are required to answer **one** passage-based question comparing two extracts, one from each of their two chosen set drama texts, to demonstrate knowledge, analysis and critical understanding.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

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## Section B (30 marks)

Candidates are required to refer to **one** of their set drama texts to answer **one** essay question to demonstrate knowledge, analysis and evaluation.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

All AOs are weighted equally.

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**Assessment Criteria:** please refer to Appendix C1 at the back of this specification.

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## A2 Unit F674: *Connections across Texts*

20% of the total  
Advanced GCE  
marks  
Coursework  
40 marks

Candidates are required to submit a coursework folder of a maximum 3000 words. There are **two** tasks:

Task 1: *Analytical study* (approximately 1500 words);

Task 2: *Creative writing and commentary* (approximately 1500 words).

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### **Task1: Analytical study (20 marks)**

Candidates produce an analytical study of **one** further substantial text in combination with a selection of related texts in order to demonstrate knowledge, analysis and critical understanding.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO2: demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts;

AO3: use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

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### **Task 2: Creative writing and commentary (20 marks)**

Candidates produce their own creative piece in any form, arising from the study in Section A, with a supporting commentary, in order to demonstrate expertise and creativity in the subject.

Candidates are assessed on:

AO1: select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression;

AO4: demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.

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**Assessment Criteria:** please refer to Appendix C2 at the back of this specification.

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## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units in the first year of study, leading to an AS GCE award, then A2 Units leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

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There are no optional units in the AS GCE specification; for AS GCE English Language and Literature candidates must take both AS Units.

There are no optional units in the Advanced GCE specification; for Advanced GCE English Language and Literature candidates take both AS Units, *and both* A2 Units.

## 4.5 Synoptic Assessment (A Level GCE)

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Synoptic assessment is included wholly in the final A2 Units.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject. Each of A2 Unit F673: *Dramatic Voices* and A2 Unit F674: *Connections across Texts* fulfils this requirement. Both units build on the knowledge, understanding and skills acquired in the AS units, and they require a synthesis of insights gained from the study of a range of both spoken and written texts. Candidates will use a repertoire of integrated skills and approaches in the interpretation and production of texts. They will need to select appropriate analytical tools to assess the validity of different views expressed about texts and contexts of production and reception, and demonstrate skills of interpretation and expression in insightful, accurate and well-argued responses to texts.

## 4.6 Assessment Availability

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There is one examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

## 4.7 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

### AO1 Application and Communication

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- Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.

### AO2 Understanding and Meaning

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- Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.

### AO3 Contexts, Analysis and Evaluation

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- Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.

### AO4 Expertise and Creativity

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- Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.

### AO weightings in AS GCE

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Unit	% of AS GCE				Total
	AO1	AO2	AO3	AO4	
AS Unit F671: <i>Speaking Voices</i>	10	25	25	0	60%
AS Unit F672: <i>Changing Texts</i>	10	5	10	15	40%
	20%	30%	35%	15%	100%

## AO weightings in Advanced GCE

Unit	% of Advanced GCE				Total
	AO1	AO2	AO3		
AS Unit F671: <i>Speaking Voices</i>	5	12.5	12.5	0	30%
AS Unit F672: <i>Changing Texts</i>	5	2.5	5	7.5	20%
A2 Unit F673: <i>Dramatic Voices</i>	7.5	10	12.5	0	30%
A2 Unit F674: <i>Connections across Texts</i>	5	2.5	5	7.5	20%
	22.5%	27.5%	35%	15%	100%

## 4.8 Quality of Written Communication

*Quality of written communication* is assessed in all units and credit may be restricted if communication is unclear. Candidates will be assessed on their overall competence in using language accurately and effectively in constructing well-argued responses to assessment tasks for these specifications.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

The assessment of the *quality of written communication* is included in AO1.

## 4.9 Supervision of Internally-Assessed Work Units F672 and F674

### Supervision in the carrying out of tasks

There are **three** different stages in the production of coursework: planning of the task; first draft; final submission. The permitted level of supervision is different at each stage.

## Planning of the task

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It is expected that the teacher will provide detailed guidance to candidates in relation to the purpose and requirement of the task. Teacher's advice might include:

- discussion and guidance on an appropriate and effective title;
- recommended reading;
- possible structure;
- resolving practical and conceptual problems;
- research techniques;
- help with time planning;
- monitoring of progress throughout the process to ensure that candidates are proceeding successfully.

## First draft

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- **What teachers can do:** review the work in either written or oral form, concentrating on the appropriateness of the title and content; structure; references.
- **What teachers cannot do:** having reviewed the candidate's coursework it is not acceptable for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:
  - detailed indication of errors or omissions;
  - advice on specific improvements needed to meet the criteria;
  - the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);
  - personal intervention to improve the presentation or content of the coursework.

## Final submission

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Once the final draft is submitted it must not be revised:

- in no circumstances are 'fair copies' of marked work allowed.
- adding or removing any material to or from coursework after it has been presented by a candidate for final assessment would constitute malpractice.

## Conditions under which assessment takes place

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Centres will be required to:

- authenticate the work as individual work of the candidate;
- indicate the extent and nature of advice given to candidates;
- declare the circumstances under which the final work was produced.

# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H073).
- Advanced GCE certification (entry code H473).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination session (within a specified period after publication of results) or in a later session.

AS GCE certification is available from June 2014.  
Advanced GCE certification is available from June 2014.

## 5.3 Grading

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All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these English Language and Literature specifications, the four units of the Advanced GCE specification have UMS weightings of 30%/20%/30%/20% (and the two units of the AS GCE specification have UMS weightings of 60%/40%). The UMS totals are 120/80/120/80 respectively. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
30%	120	120–96	95–84	83–72	71–60	59–48	47–0
20%	80	80–64	63–56	55–48	47–40	39–32	31–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A, and who also gain at least 180 UMS in their two A2 units will receive an A\* grade.

## 5.4 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade awarded to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

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AS GCE English Language and Literature requires **180** guided learning hours in total.

Advanced GCE English Language and Literature requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the revised *GCSE, GCE, VCE, GNVQ and AEA Code of Practice 2005/6*, the subject criteria for GCE English Language and Literature and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *English Language and Literature* in the same examination series.

Candidates who enter for these GCE English Language and Literature specifications may not also enter for the GCE specification with the certification title English Language.

Candidates who enter for these GCE English Language and Literature specifications may not also enter for the GCE specification with the certification title English Literature.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification code for these specifications is 5010.

## 5.11 Coursework Administration/Regulations

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### Supervision and Authentication

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As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

### Submitting marks to OCR

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Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange, on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

The deadline for the receipt of coursework marks is 15 May.

The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the OCR *Administration Guide for General Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## Standardisation and Moderation

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All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is submitted to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

## Minimum Coursework Required

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If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

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There is no overlap between the content of these specifications and those for other Level 3 qualifications.

## 6.2 Progression from these Qualifications

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Throughout the course of study candidates are encouraged to develop integrated linguistic and literary approaches in the reading and interpreting of texts, and to become confident and skilled in using spoken and written English accurately and creatively.

The specifications therefore provide a suitable foundation for the study of English Language and Literature or related courses in higher education. Equally they are also suitable for candidates of various ages and backgrounds as part of a course of general education and lifelong learning.

## 6.3 Key Skills Mapping

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These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IOLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
F671	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓		
F672	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
F673	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓		
F674	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities which can contribute to an understanding of the social and cultural contexts within which speech and writing are produced and received. Analysing and responding to the way language shapes themes, characters and perspectives in literary texts requires candidates to define their own spiritual, moral and ethical viewpoints while at the same time gaining a greater awareness of the values and perspectives of individuals and cultures.

However, no legislative or economic issues are covered in these specifications.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

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These specifications support issues of European developments, consistent with current EU agreements, by requiring candidates to have a knowledge and understanding of English as a global language, and to have an awareness of the cultural and historical influences on texts.

## 6.6 Avoidance of Bias

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OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

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These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

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AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed.

The use of the term “spoken” in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment.

# Appendix A: Performance Descriptions

Performance descriptions have been produced for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for English language and literature

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment Objectives	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
A/B boundary Performance Descriptions	Candidates characteristically: a) communicate wide knowledge and understanding of linguistic and literary texts; b) present relevant responses, using appropriate terminology to support informed interpretations; c) structure and organise their writing well; d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of linguistic approach, structure, form and language in literary texts; b) explore, through critical analysis, how writers use specific aspects to shape meaning; c) generally use specific references to texts to support their responses.	Candidates characteristically: a) explore connections and points of comparison between texts and the contexts that have shaped them; b) communicate clear understanding of the views expressed in different interpretations or readings; c) communicate a clear understanding of issues and concepts relating to language in use.	Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre; b) select and order relevant content in creative ways; c) identify where and suggest how linguistic and literary features are used in their writing to create specific effects.
E/U boundary Performance Descriptions	Candidates characteristically: a) communicate some knowledge and understanding of linguistic and literary texts; b) make some use of appropriate terminology or examples to support interpretations; c) communicate meaning using straightforward language.	Candidates characteristically: a) identify some aspects of linguistic approach, structure, form, or language; b) describe some aspects with reference to how they shape meaning; c) make some related references to texts to support their responses.	Candidates characteristically: a) identify some connections and points of comparison between texts and the contexts that have shaped them; b) show some appreciation of the views expressed in other interpretations of texts; c) reflect some understanding of issues relating to language in use.	Candidates characteristically: a) demonstrate some ability to write in a form or style matched to audience or purpose; b) order content in creative ways; c) identify where some linguistic and literary features are used in their writing to create effects.

## A2 performance descriptions for English language and literature

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
<b>Assessment objectives</b>	Select and apply relevant concepts and approaches from integrated linguistic and literary study, using appropriate terminology and accurate, coherent written expression.	Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in a range of spoken and written texts.	Use integrated approaches to explore relationships between texts, analysing and evaluating the significance of contextual factors in their production and reception.	Demonstrate expertise and creativity in using language appropriately for a variety of purposes and audiences, drawing on insights from linguistic and literary studies.
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate extensive knowledge and understanding of linguistic and literary texts;</li> <li>b) create and sustain well-organised and coherent arguments, using appropriate terminology to support informed interpretations;</li> <li>c) structure and organise their writing using an appropriate register;</li> <li>d) communicate content and meaning through expressive and accurate writing.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant understanding of linguistic approaches, structure, form and language in a range of spoken and written texts;</li> <li>b) explore, through detailed analysis, how writers use these aspects to create meaning;</li> <li>c) consistently make reference to texts and sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) analyse and evaluate connections or points of comparison between texts and the contexts that have shaped them;</li> <li>b) engage sensitively and with understanding with different readings and interpretations of texts;</li> <li>c) communicate an informed understanding of issues and concepts relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) write effectively in a form and style matched to audience and purpose;</li> <li>b) manipulate complex relevant content in creative ways;</li> <li>c) identify where and explain how key linguistic and literary features are used in their writing to create specific effects.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate knowledge and some understanding of linguistic and literary texts;</li> <li>b) present responses making some use of appropriate terminology and examples to support interpretations;</li> <li>c) communicate content and meaning using straightforward language accurately.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate some understanding of linguistic approaches or of structure, form and language in spoken and written texts;</li> <li>b) comment on specific aspects with reference to how they shape meaning;</li> <li>c) make some reference to authorities, texts or sources to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make connections between texts and the contexts that have shaped them;</li> <li>b) communicate understanding of the views expressed in other interpretations or readings of texts;</li> <li>c) communicate an understanding of issues relating to language in use.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate some ability to write in a form and style matched to audience or purpose;</li> <li>b) manipulate relevant content in creative ways;</li> <li>c) identify where key linguistic and literary features are used in their writing to create specific effects.</li> </ul>

# Appendix B1: Assessment Criteria for AS Unit F671: *Speaking Voices*

## Band descriptors: both sections

Band 6 26–30 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• detailed and consistently effective use of integrated approaches to explore relationships between texts;</li> <li>• excellent and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 5 21–25 marks	AO 1	<ul style="list-style-type: none"> <li>• well-structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed, clear critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed use of integrated approaches to explore relationships between texts;</li> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 4 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• straightforward application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used competently;</li> <li>• generally accurate written expression, with some errors which occasionally inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• competent level of critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• competent use of integrated approaches to explore relationships between texts;</li> <li>• some developed analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 3 11–15 marks	AO 1	<ul style="list-style-type: none"> <li>• some structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to use integrated approaches to explore relationships between texts;</li> <li>• some attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 2 6–10 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to use integrated approaches to explore relationships between texts;</li> <li>• limited attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 1 0–5 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to use integrated approaches to explore relationships between texts;</li> <li>• little or no attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

# Appendix B2: Coursework Assessment Criteria for AS Unit F672: *Changing Texts*

	AO1	AO2	AO3	AO4
Task 1	5	5	10	0
Task 2 – multimodal task	0	0	0	15
Task 2 - commentary	5	0	0	0

## Band Criteria Task 1: Analytical study (20 marks)

Band 5 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of texts including multimodal.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• detailed and consistently effective use of integrated approaches to explore relationships between texts;</li> <li>• excellent and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 4 12–15 marks	AO 1	<ul style="list-style-type: none"> <li>• well structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed, clear critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of texts including multimodal.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed use of integrated approaches to explore relationships between texts;</li> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 3 8–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• generally clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some competent critical analysis of ways in which structure, form and language shape meanings in a range of texts including multimodal.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some use of integrated approaches to explore relationships between texts;</li> <li>• some competent analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of texts including multimodal.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to use integrated approaches to explore relationships between texts;</li> <li>• limited attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or no or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of texts including multimodal.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to use integrated approaches to explore relationships between texts;</li> <li>• little or no attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

## Band Criteria Task 2: Production of own multimodal text with commentary (20 marks)

### Multimodal text (15 marks)

Band 5 12–15 marks	AO 4	<ul style="list-style-type: none"><li>• excellent level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• excellent, effective and detailed use of insights drawn from linguistic and literary study.</li></ul>
Band 4 9–11 marks	AO 4	<ul style="list-style-type: none"><li>• good level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• developed, clear use of insights drawn from linguistic and literary study.</li></ul>
Band 3 6–8 marks	AO 4	<ul style="list-style-type: none"><li>• some expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• some use of insights drawn from linguistic and literary study.</li></ul>
Band 2 3–5 marks	AO 4	<ul style="list-style-type: none"><li>• limited level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• limited use of insights drawn from linguistic and literary study.</li></ul>
Band 1 0–2 marks	AO 4	<ul style="list-style-type: none"><li>• little or no expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• little or no use of insights drawn from linguistic and literary study.</li></ul>

## Commentary (5 marks)

Band 5 5 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
Band 4 4 marks	AO 1	<ul style="list-style-type: none"> <li>• well-structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
Band 3 3 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• generally clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
Band 2 2 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
Band 1 0–1 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or no or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• inconsistent written expression, little or no communication of meaning.</li> </ul>

# Appendix C1: Assessment Criteria for A2 Unit F673: *Dramatic Voices*

## Band descriptors: both sections

Band 6 26–30 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• detailed and consistently effective use of integrated approaches to explore relationships between texts;</li> <li>• well-developed and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 5 21–25 marks	AO 1	<ul style="list-style-type: none"> <li>• well structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed, clear critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed use of integrated approaches to explore relationships between texts;</li> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 4 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• straightforward application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used competently;</li> <li>• generally accurate written expression, with some errors which occasionally inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• competent level of critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• competent use of integrated approaches to explore relationships between texts;</li> <li>• some developed analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 3 11–15 marks	AO 1	<ul style="list-style-type: none"> <li>• some structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• some clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some attempt to use integrated approaches to explore relationships between texts;</li> <li>• some attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 2 6–10 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to use integrated approaches to explore relationships between texts;</li> <li>• limited attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

Band 1 0–5 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to use integrated approaches to explore relationships between texts;</li> <li>• little or no attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the question.</li> </ul>

# Appendix C2: Coursework Assessment

## Criteria for A2 Unit F674: *Connections across Texts*

	AO1	AO2	AO3	AO4
Task 1	5	5	10	0
Task 2 – own text	0	0	0	15
Task 2 – commentary	5	0	0	0

### Band Criteria Task 1: Analytical study (20 marks)

Band 5 16–20 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• excellent, well-developed and consistently detailed critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• detailed and consistently effective use of integrated approaches to explore relationships between texts;</li> <li>• excellent and consistently effective analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 4 12–15 marks	AO 1	<ul style="list-style-type: none"> <li>• well-structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• developed, clear critical understanding demonstrated by analysing ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• developed use of integrated approaches to explore relationships between texts;</li> <li>• developed, clear analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 3 8–11 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• generally clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• some competent critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• some use of integrated approaches to explore relationships between texts;</li> <li>• some competent analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 2 4–7 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• limited attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• limited attempt to use integrated approaches to explore relationships between texts;</li> <li>• limited attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

Band 1 0–3 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or no or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
	AO 2	<ul style="list-style-type: none"> <li>• little or no attempt to develop critical analysis of ways in which structure, form and language shape meanings in a range of spoken and written texts.</li> </ul>
	AO 3	<ul style="list-style-type: none"> <li>• little or no attempt to use integrated approaches to explore relationships between texts;</li> <li>• little or no attempt to develop analysis and evaluation of the influence of the contextual factors on the production and reception of texts, as appropriate to the task.</li> </ul>

## Band Criteria Task 2: Production of own text with commentary (20 marks)

### Own text (15 marks)

Band 5 12–15 marks	AO 4	<ul style="list-style-type: none"><li>• excellent level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• excellent, effective and detailed use of insights drawn from linguistic and literary study.</li></ul>
Band 4 9–11 marks	AO 4	<ul style="list-style-type: none"><li>• good level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• developed, clear use of insights drawn from linguistic and literary study.</li></ul>
Band 3 6–8 marks	AO 4	<ul style="list-style-type: none"><li>• some expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• some use of insights drawn from linguistic and literary study.</li></ul>
Band 2 3–5 marks	AO 4	<ul style="list-style-type: none"><li>• limited level of expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• limited use of insights drawn from linguistic and literary study.</li></ul>
Band 1 0–2 marks	AO 4	<ul style="list-style-type: none"><li>• little or no expertise and creativity demonstrated in writing for a variety of purposes and audiences;</li><li>• little or no use of insights drawn from linguistic and literary study.</li></ul>

## Commentary (5 marks)

Band 5 5 marks	AO 1	<ul style="list-style-type: none"> <li>• excellent, coherent and consistent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, accurately and consistently used;</li> <li>• consistently accurate written expression, meaning is consistently clear.</li> </ul>
Band 4 4 marks	AO 1	<ul style="list-style-type: none"> <li>• well-structured application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• critical terminology, appropriate to the subject matter, used accurately;</li> <li>• good level of accuracy in written expression, only minor errors which do not inhibit communication of meaning.</li> </ul>
Band 3 3 marks	AO 1	<ul style="list-style-type: none"> <li>• some competent application of relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• some competent use of critical terminology appropriate to the subject matter;</li> <li>• generally clear written expression but there are inconsistencies that inhibit communication of meaning.</li> </ul>
Band 2 2 marks	AO 1	<ul style="list-style-type: none"> <li>• limited attempt to apply relevant concepts and approaches from integrated linguistic and literary study;</li> <li>• limited use of critical terminology appropriate to the subject matter;</li> <li>• mostly inconsistent written expression, errors that inhibit communication of meaning.</li> </ul>
Band 1 0–1 marks	AO 1	<ul style="list-style-type: none"> <li>• little or no attempt to structure argument with little or no or irrelevant exemplification;</li> <li>• little or no use of critical terminology appropriate to the subject matter;</li> <li>• inconsistent written expression, little or no communication of meaning.</li> </ul>