
OCR AS GCE in English Literature (3828)
OCR Advanced GCE in English Literature (7828)

Approved Specifications – Revised Edition

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First Advanced GCE certification was 2002

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Foreword to the Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences are cosmetic.** Sidelining will be used to indicate any significant changes throughout this document.

The main changes are:

Units of Assessment – the duration of the AS papers has changed (for details see page 20). Information about set texts and coursework assessment has been updated.

Re-sits of Units - The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (see page 22 for details).

Synoptic Assessment - It is no longer a requirement to take synoptic units at the end of the course (for details see page 22).

Foreword (continued)

This booklet contains OCR's Advanced Subsidiary (AS) and Advanced GCE (A level) English Literature specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **unit** describes a unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Contents

Specification Summary	4
1 Introduction	7
2 Specification Aims	10
3 Assessment Objectives	11
4 Scheme of Assessment	20
5 Specification Units	28
6 Further Information and Training for Teachers	50
7 Reading List	51
Appendix A Key Skills	52
Appendix B Notes for Guidance on Coursework	54
Appendix C: Use of technical terms in question papers	61

Specification Summary

Outline

The OCR specifications for Advanced Subsidiary GCE and Advanced GCE English Literature are designed to encourage wide reading and advanced detailed research within the whole field of literary studies. They build on the skills, knowledge and understanding acquired by candidates taking English and English Literature at GCSE; they offer a programme of study that is rewarding and enjoyable in its own right, and they form a basis for further specialist study at degree level.

Specification Content

The **Advanced Subsidiary GCE** specification covers, within a programme of wider reading, a minimum of **four** texts originally written in English, including:

- the study of at least one text from each of the genres prose, poetry and drama;
- the study of a play by Shakespeare, and at least one other pre-1900 text.

Fulfilment of the rubrics for Units 2707, 2708 and 2709 of this OCR specification ensures that candidates have completed the minimum reading requirements for Advanced Subsidiary GCE.

The full **Advanced GCE** specification requires, in addition to the texts and requirements covered at Advanced Subsidiary GCE, the study of a further **four** texts originally written in English, including:

- the study of at least one text from each of the genres prose, poetry and drama
- the study of at least one text published pre-1770 and another published pre-1900
- comparative study of at least two whole texts within the context of a detailed study of a literary topic area.

Fulfilment of the rubrics for Units 2707, 2708, 2709, 2710, 2711 **or** 2712 and 2713 of this OCR specification ensures that candidates have completed the minimum reading requirements for Advanced GCE.

Scheme of Assessment

The Advanced Subsidiary GCE forms 50% of the assessment weighting of the full Advanced GCE. Advanced Subsidiary GCE is assessed at a standard expected to be reached at the end of the first year of a two year Advanced GCE course, and can be taken as a stand-alone specification or as the first part of the full Advanced GCE course.

Assessment is by means of **3 units of assessment** for Advanced Subsidiary GCE and **6 units of assessment** for Advanced GCE.

Advanced Subsidiary GCE: Candidates take Units 2707 , 2708, 2709.

Advanced GCE: Candidates take **either** Units 2707, 2708, 2709, 2710, 2711 and 2713
or Units 2707, 2708, 2709, 2710, 2712 and 2713.

Candidates may take either Unit 2711 or Unit 2712, or both (in which case the better result will count).

Unit 2713 contains the synoptic assessment for the specification.

Units of Assessment

Unit	Level	Name	Mode of assessment	Duration	Weighting	
					AS	Advanced GCE
2707	AS	Drama: Shakespeare [Closed Text]	Written examination	1 hour 30 minutes	30%	15%
2708	AS	Poetry and Prose [Open Text]	Written examination	1 hour 30 minutes	40%	20%
2709	AS	Literature Complementary Study	Coursework	-	30%	15%
2710	A2	Poetry and Drama pre-1900 [Closed Text]	Written examination	2 hours	-	15%
2711	A2	Prose post-1914 (Coursework)	Coursework	-	-	15%
2712	A2	Prose post-1914 (Written Paper) [Open Text]	Written examination	2 hours	-	15%
2713	A2	Comparative and Contextual Study [Closed Text]	Written examination	2 hours + 15 mins. reading	-	20%

Question Paper Requirements

Unit 2707: *Drama: Shakespeare*

Candidates answer **two** questions on **one** play from the prescribed list, one passage-based and one essay. (Closed text)

Unit 2708: *Poetry and Prose*

Candidates answer **two** questions, one on a poetry text, the second on prose. At least one text must be pre-1900. Questions require close study and critical appreciation of selected passages from prepared texts. (Open text)

Unit 2710: *Poetry and Drama pre-1900*

Two questions to be answered, one from each section (Section A Poetry; Section B Drama). At least one answer must be on a pre-1770 text. (Closed Text)

Unit 2712: *Prose post - 1914 (Written paper)*

Candidates answer two questions, one passage-based and the other an essay, **either** on the same text **or** on two different texts from the prescribed list. (Open Text).

Unit 2712 is an alternative to Unit 2711 (coursework).

Unit 2713: *Comparative and Contextual Study*

Candidates answer two questions on a **single topic area** (see Section 5.6), one question from each section:

- A:** close study of an unseen passage or passages related to the set topic areas;
- B:** essay questions involving comparative and contextual study of at least two related texts (at least one of which must be taken from the set list).

Coursework Requirements

Unit 2709: *Literature Complementary Study*

A folder (guideline length 1500-2000 words; maximum 3000) containing two items of writing on a single text, one discussing the text as a whole and the other examining a selected passage or passages in depth, either by critical appreciation or recreative response. The text chosen must be originally written in English and must **not** appear on any of the set text lists for 2707, 2708, 2710, 2712 or 2713.

Unit 2711: *Prose post - 1914 (Coursework)*

Candidates study one or more prose texts originally written in English and which do **not** appear on any of the set text lists for 2708, or 2713 and produce a folder (max. 3000 words) containing **either** two items of writing **or** an extended essay.

Unit 2711 is an alternative to Unit 2712 (written examination). Texts set for 2712 **are** available for study for 2711.

Centres must select texts and tasks which meet the requirements and the Assessment Objectives for Unit 2709 (AS) and for Unit 2711 (A2). The work submitted by candidates for Units 2709 and 2711 is marked by the teacher and externally moderated by OCR. Prior submission of proposed texts and essay titles is **not** required. (See Section 4.2 and Appendix B for guidance on tasks and texts.)

1 Introduction

These OCR specifications lead to qualifications at Advanced Subsidiary GCE and Advanced GCE in English Literature. Internal Assessment (coursework) forms an integral part of AS and is optional in A2.

The specifications encourage candidates to read widely and independently, to explore literary texts for their own intrinsic interest and significance and to set them within their appropriate literary, cultural and historical contexts. In each area of the specifications and in each unit, candidates meet the requirements of the QCA English Literature Subject Criteria (1999) and of the Assessment Objectives. In so doing they will develop as independent readers able to discuss literary texts and topics with critical judgement, always aware that texts may be read in different ways by different people at different times. The Criteria place considerable emphasis on the 'traditions of English Literature'; these OCR specifications invite candidates both to explore these traditions and to relate them to writing of the present day.

The Advanced GCE Criteria require the study of a minimum of eight texts within a programme of wider reading. For Advanced Subsidiary GCE four texts must be studied covering prose, poetry and drama, and including a play by Shakespeare and one other pre-1900 text. At A2 a further four texts covering all three genres must be studied, including at least one pre-1770 text and another text pre-1900. The comparative study of two or more substantial whole texts is also required and forms one of the two tasks in the Comparative and Contextual Study (Unit 2713).

The design and structure of these OCR specifications are such that:

- (i) compliance with the rubrics for Units 2707, 2708 and 2709 ensures fulfilment of the minimum reading requirements for Advanced Subsidiary GCE, as set out in the QCA Criteria;
- (ii) compliance with the rubrics for Units 2707, 2708, 2709, 2710, 2711 or 2712 and 2713 ensures fulfilment of the minimum reading requirements for Advanced GCE, as set out in the QCA Criteria;
- (iii) Unit 2709 enables candidates to extend their reading into areas complementary to those covered by the minimum requirements for AS, and/or into areas relevant to later study for Unit 2713;
- (iv) the optional units (2711 and 2712) offer opportunities for candidates to read and study beyond the minimum requirements, should they so wish (e.g. in complementary or contrasting areas of Twentieth Century prose writing);
- (v) Unit 2713 requires candidates to draw on the full range of their literary studies, and of the skills they have learned and developed, in order to make explicit comparisons between texts and relate them to their contexts. Unit 2713 encourages candidates to draw on texts from their wider reading (ie those studied beyond the minimum requirements) as well as providing an opportunity for reevaluation of texts studied elsewhere in their course;
- (vi) the texts and topic areas set for study enable challenging connections, comparisons and contrasts to be made across units while permitting maximum flexibility in the choice of texts, and so encourage Centres and candidates to plot varied 'pathways' through the requirements of the specifications.

Recommended Prior Learning

These OCR specifications enable candidates to build on the skills of reading and writing developed at Key Stage 4 and assessed at GCSE. Although a GCSE qualification in English and/or English Literature is not a pre-requisite for the study of this specification, intending candidates should have acquired the knowledge, understanding and skills necessary for the advanced study of English Literature – that is, at a standard equivalent at least to Grade C at GCSE. Intending candidates for these specifications should already have covered the range of reading set out in the National Curriculum Programmes of Study for Key Stages 3 and 4.

Selection of Texts

A small number of texts set for units in these specifications may have been previously encountered by candidates at Key Stages 3 or 4. In selecting texts for Advanced Subsidiary GCE or Advanced GCE, Centres should ensure that candidates broaden their experience of literature as far as possible and do not simply re-use previously studied texts. At the same time it will often be appropriate for them to draw on this previous experience to amplify or support their discussion of new texts and topics being studied for these specifications.

When selecting texts for coursework, Centres should bear in mind that one text for each of 2709 and 2711 forms part of the minimum reading requirement and must therefore be originally written in English.

Progression

These OCR specifications aim to enable candidates to progress from the standard already reached at GCSE (or equivalent) through Advanced Subsidiary GCE and Advanced GCE to a level where – if they wish – they would be able to pursue English Studies at degree or equivalent level.

1.1 Certification Title

These qualifications are shown on a certificate as

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

1.2 Language

These specifications and associated materials are available in English only.

1.3 Exclusions

Candidates entering this Advanced Subsidiary GCE specification may **not** enter any other Advanced Subsidiary GCE specification with the title English Literature in the same examination session.

Candidates entering this Advanced GCE specification may **not** enter any other Advanced GCE specification with the title English Literature in the same examination session.

Candidates may take Advanced Subsidiary GCE or Advanced GCE English Literature at the same time as Advanced Subsidiary GCE or Advanced GCE English Language. However, they may not take Advanced Subsidiary GCE or Advanced GCE English Literature at the same time as the specification entitled English Language and 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 Performance Tables.

The classification code for these specifications is 5110.

1.4 Code of Practice

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

The chief aim of these OCR specifications is to enable candidates to enjoy the study of literature. Specifically, they aim to encourage candidates at Advanced Subsidiary GCE and at Advanced GCE:

- to develop their interest in and enjoyment of literary studies through reading widely, independently and critically;
- to gain an insight into the traditions of English Literature, and to take the opportunity also to read both texts in English written outside the UK and literature in translation;
- to develop as confident, independent and reflective readers of a range of texts, learning to express their responses effectively through speech and writing;
- to use critical concepts and terminology with understanding and discrimination;
- to reflect on their own responses to texts, informed by other readers' interpretations, with an awareness of the contexts in which texts were written.
- to use their detailed knowledge and understanding of individual texts to explore comparisons and connections between them, and to appreciate the significance of cultural and historical influences upon readers and writers.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

These specifications demand of candidates an understanding of the cultural and spiritual contexts from which English Literature springs. In dealing with literature from within and outside the UK candidates become aware of cultural and spiritual issues as they affect others. Analysing and responding to themes, characters and perspectives in literary texts require candidates at all times to define their own moral and ethical viewpoints. The requirement (AO4) for candidates to take account of other readers' interpretations of texts ensures that candidates must test their own views and convictions against those of others. Opportunities for these issues to be addressed arise in each of the units and are particularly prominent in Unit 2713.

2.2 European Dimension

Texts in translation are explicitly excluded from the core requirements of the QCA Subject Criteria for English Literature. Candidates may, however, discuss such texts as part of their wider reading. Discussion of sources for writers as various as Chaucer (in Units 2708 and 2710), Shakespeare (in Units 2707 and 2710) and contemporary authors (in Units 2708 and 2711/2712) should encourage candidates to view the work of such writers within a European context.

2.3 Avoidance of Bias

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

3 Assessment Objectives

The QCA Subject Criteria for English Literature (1999) require that candidates meet the following assessment objectives with weighting as indicated:

Assessment Objective	Candidates should be able to:	% Weighting		
		AS	A2	Advanced GCE
AO1	communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression	10 - 20	10 - 20	10 – 20
AO2i	respond with knowledge and understanding to literary texts of different types and periods	15 - 25	-	15 – 25
AO2ii	respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts	-	15 - 25	
AO3	show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings	10 - 20	10 - 20	10 – 20
AO4	articulate independent opinions and judgements, informed by different interpretations of literary texts by other readers	20 - 30	20 - 30	20 – 30
AO5i	show understanding of the contexts in which literary texts are written and understood	15 - 25	-	15 – 25
AO5ii	evaluate the significance of cultural, historical and other contextual influences on literary texts and study	-	15 - 25	

3.1 Specification Grid

The following grid shows the relationship between assessment objectives and units of assessment in these OCR specifications. It specifies the weighting attached to each assessment objective in each of the units in AS and A2.

AO	Unit 2707	Unit 2708	Unit 2709	AS %	Unit 2710	Units 2711/ 2712	Unit 2713	A2 %	Advanced GCE %
1	5	10	5	20	5	10	5	20	20
2(i)		10	10	20					20
2(ii)					5	5	10	20	
3	5	10	5	20	5	5	10	20	20
4	10	5	5	20	10	5	5	20	20
5(i)	10	5	5	20					20
5(ii)					5	5	10	20	
Total %	30	40	30	100	30	30	40	100	100

A breakdown of the Assessment Objective weighting by section for each paper is shown in the individual Unit descriptions in Section 5.

3.1.1 Generic mark band descriptions for externally examined units

The following mark band descriptions are designed to indicate overall performance; however, not all assessment objectives apply to all units, nor are they all equally weighted. It is recognised that candidates will not always achieve a consistent level of performance across all the assessment objectives, and marks awarded will reflect a balance of strengths and weaknesses.

The qualities that distinguish different levels of performance at Advanced Subsidiary GCE are the same as those at Advanced GCE; performance at Advanced Subsidiary GCE is measured in response to the specific questions set and assessed at a standard appropriate for candidates after the completion of the first half of a full Advanced GCE course. At A2 candidates' work should show greater breadth of knowledge and depth of understanding. Assessment Objectives 2 and 5 distinguish levels of skill at AS (i) and A2 (ii).

Band 1**These will normally show:**

(AO1) consistently good command of written English in an appropriate register, blending reference to the text neatly into the argument; technical terminology tellingly deployed; cogently structured arguments closely related to the question under discussion, **and increasingly at A2** a sophisticated depth of knowledge, understanding and insight;

(AO2i) well-informed textual understanding, closely documented by appropriately selective reference to literary texts of different types and periods;

(AO2ii) as above, including **at A2** convincing and illuminating exploration of relationships between literary texts when comparisons are drawn between them;

(AO3) perceptive and detailed insight into the ways in which writers' choices of form, structure and language shape meanings; **and increasingly at A2** an astute understanding, where appropriate, of the way writers exploit characteristic features of literary genres and types of text;

(AO4) mature opinions and responses, formed and articulated as a consequence of intelligent thought directed at the text and the question, and informed as appropriate by different interpretations of the texts under discussion; **and increasingly at A2** confidence and originality in analysing and defending critical judgements and perspectives;

(AO5i) good understanding, built into and informing the answer, of the place of the text in relation to its era and its author's other writings;

(AO5ii) **at A2** good understanding of the influence upon texts of cultural, historical and other contexts, and an ability to reflect upon and evaluate the effect of these influences upon the way readers have responded to them.

Band 2**These will normally show:**

(AO1) good command of written English in an appropriate register, blending reference to the text fully into the argument; technical terminology appropriately deployed; clearly structured arguments closely related to the question under discussion, **and increasingly at A2** depth of knowledge, understanding and insight;

(AO2i) detailed textual knowledge, and understanding of literary texts of different types and periods; proficient selection of appropriate reference;

(AO2ii) as above, **and at A2** including careful and thorough exploration of relationships between literary texts when comparisons are drawn between them;

(AO3) clear insight into the ways in which writers' choices of form, structure and language shape meanings; **and increasingly at A2** an awareness, where appropriate, of the way writers exploit characteristic features of literary genres and types of text;

(AO4) appropriate opinions and judgements formed as a consequence of intelligent thought directed at the text and the question, and informed by different interpretations of the texts under discussion; **and at A2** proficiency in articulating and defending critical judgements and perspectives;

(AO5i) clear understanding, built into and informing the answer, of the place of the text in relation to its era, genre and its author's other writings;

(AO5ii) **at A2** clear understanding of the influence upon texts of cultural, historical and other contexts, and some ability to reflect upon and evaluate the effect of these influences upon the way readers have responded to them.

Band 3

These will normally show:

(AO1) controlled use of written English in an appropriate register, usually blending reference to the text successfully into the argument; technical terminology sometimes deployed to good effect; straightforward arguments properly related to the question under discussion, **and increasingly at A2** a generally sound level of knowledge, understanding and insight;

(AO2i) secure textual knowledge, and understanding of literary texts of different types and periods; competent selection of appropriate reference;

(AO2ii) **at A2** as above, including careful and thorough exploration of relationships between literary texts when comparisons are drawn between them;

(AO3) some detailed response to the ways in which writers' choices of form, structure and language shape meanings; **and increasingly at A2** some awareness, where appropriate, of the way writers exploit characteristic features of literary genres and types of text;

(AO4) opinions and judgements competently formed and articulated as a consequence of sound thought directed at the text and the question; some awareness of possible different interpretations; **and increasingly at A2** some ability to explore critical judgements and perspectives;

(AO5i) competent understanding, usually informing the answer appropriately, of the place of the text in relation to its era, genre and its author's other writings;

(AO5ii) **at A2** competent awareness of the influence upon texts of cultural, historical and other contexts, and of the need to reflect upon and evaluate the effect of cultural, historical and other influences upon the way readers have responded to them.

Band 4**These will normally show:**

(AO1) usually controlled use of written English in an appropriate register, sometimes blending reference to the text successfully into the argument; some appropriate use of technical terminology; straightforward arguments broadly or doggedly pursuing the task set, **and increasingly at A2** a sound if unselective level of knowledge, understanding and insight;

(AO2i) basically sound textual knowledge, and understanding of literary texts of different types and periods; adequate selection of appropriate reference;

(AO2ii) **at A2** as above, but including some relevant exploration of relationships between literary texts when comparisons are drawn between them;

(AO3) some response to the ways in which writers' choices of form, structure and language shape meanings, though analysis may be limited or in need of sharper focus; **and at A2** basically sound awareness of the way writers exploit characteristic features of literary genres and types of text;

(AO4) opinions and judgements expressed as a consequence of basically sound thought directed at the text and the question; limited awareness of possible different interpretations; **and increasingly at A2** being prepared to offer and defend judgements on alternative perspectives;

(AO5i) broad understanding, sometimes informing the answer appropriately, of the place of the text in relation to its era and its author's other writings;

(AO5ii) **at A2** broad awareness of the influence upon texts of cultural, historical and other contexts, and a readiness to begin reflecting upon and evaluating cultural, historical and other influences upon the way readers have responded to them.

Band 5i**These will normally show:**

(AO1) some lapses in effective written English, while making an effort to blend reference to the text into the argument; possible use of some technical terminology; limited response to texts and tasks, **but increasingly at A2** some awareness of how to present arguments;

(AO2i) just adequate textual knowledge, and some awareness of literary texts of different types and periods; selection of some appropriate reference;

(AO2ii) as above **but at A2**, including some outline discussion of obvious relationships between literary texts when comparisons are drawn between them;

(AO3) some response to the ways in which writers' choices of form, structure and language shape meanings, though analysis will be limited and under-developed; **and at A2** possibly some indications of the way writers exploit characteristic features of literary genres and types of text;

(AO4) some opinions and judgements outlined or asserted as a broad response to the text and the question; very limited awareness of possible different interpretations but **increasingly at A2** being prepared to attempt comments and basic judgements on alternative perspectives;

(AO5i) very basic ability to make straightforward links between the text and its contexts;

(AO5ii) **at A2** some awareness of obvious influences upon texts of cultural, historical and other contexts, and possibly of the need to comment on the effect of cultural, historical and other influences upon the way readers have responded to them.

Band 5ii

These will normally show:

(AO1) some lapses in effective written English, and making insufficient effort to blend reference to the text into the argument; occasional use of technical terminology; limited response to texts and tasks, **and at A2** insufficient grasp of how to shape arguments;

(AO2i) inadequate textual knowledge, and very limited understanding of literary texts of different types and periods;

(AO2ii) as above **but at A2**, including only very limited outline discussion of obvious relationships between literary texts;

(AO3) occasional response to the ways in which writers' choices of form, structure and language shape meanings, through comment rather than analysis; **and at A2** very few indications of the way writers exploit characteristic features of literary genres and types of text;

(AO4) a few opinions outlined or asserted as a very limited response to the text and the question; occasional awareness of possible different interpretations and **at A2** difficulty in noting alternative perspectives;

(AO5i) very restricted ability to make straightforward links between the text and its contexts;

(AO5ii) **at A2** the most basic awareness of obvious influences upon texts of cultural, historical and other contexts, without being really able to do more than note the effect of cultural, historical and other influences upon the way readers have responded to them.

Answers which do not reach the standards defined for Band 5 will usually contain one or more of the following characteristics:

- Not offering an adequate attempt to answer the question or complete the task (consequently, not sufficiently addressing the Assessment Objectives targeted by the question);
- Not showing an adequate knowledge of the text(s) under discussion and/or not demonstrating sufficient evidence of the skills and understanding required;
- Not being written with sufficient clarity or accuracy to make meaning and argument coherent.

All answers in external examination units are marked out of 30 according to the following grid:

Mark band	Mark out of 30
1	24-30
2	21-23
3	18-20
4	15-17
5i	12-14
5ii	9-11
Below 5	0-8

Marks for individual answers are added to produce a total mark for the paper out of 60 according to the following grid:

Mark band	Mark out of 60
1	48-60
2	42-47
3	36-41
4	30-35
5i	24-29
5ii	18-23
below 5	0-17

3.1.2 *Mark band descriptions for internally examined units*

The mark bands and descriptors for coursework have been revised. A summary of the mark bands can be found in Appendix B, Notes for Guidance on Coursework. The full version of the mark band descriptions is published in the Instructions to Centres on the Marking and Moderation of Coursework (SWI 1676) document that is sent to centres making entries in each session. This document is also available on the OCR website www.ocr.org.uk

3.2 Quality of Written Communication

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. This is assessed in relation to AO1, which applies to all units in the specification.

Candidates must produce evidence which meets the following criteria in order to fulfil the requirements for Written Communication at Level 3:

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

3.2.1 *Band descriptions: Written Communication*

Written communication (AO1) is assessed according to the following descriptions of performance:

Band 1

Candidates must show evidence of:

- sustained use of writing that is entirely appropriate to purpose and capable of expressing complex ideas and arguments;
- sustained ability to organise relevant material (including quotations and other references) clearly and coherently;
- appropriate and (at A2) sophisticated use of appropriate literary terminology* and vocabulary;
- highly accurate and fluent writing, demonstrating a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 3

Candidates must show evidence of:

- sustained use of writing that is nearly always appropriate to purpose and generally capable of expressing complex ideas and arguments;
- competent ability to organise relevant material (including quotations and other references) clearly and coherently;
- usually appropriate and (at A2) reasonably sophisticated use of appropriate literary terminology* and vocabulary;
- accurate and generally fluent writing, demonstrating a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear and convincing.

Band 5

Candidates must show evidence of:

- writing that is usually appropriate to purpose and generally capable of expressing some more complex ideas and arguments;
- an ability to organise relevant material (including quotations and other references) adequately;
- fairly appropriate use of appropriate literary terminology (see Appendix C) and vocabulary;
- fairly accurate and generally fluent writing, demonstrating an adequate level of accuracy in spelling, punctuation and grammar to ensure that meaning is reasonably clear.

4 Scheme of Assessment

At Advanced Subsidiary GCE, candidates take three units, including a coursework unit, followed by a further three units, with the option to include a coursework unit, at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit	Level	Name	Mode of assessment	Duration	Weighting	
					AS	Advanced GCE
2707	AS	Drama: Shakespeare [Closed Text]	Written examination	1 hour 30 minutes	30%	15%
2708	AS	Poetry and Prose [Open Text]	Written examination	1 hour 30 minutes	40%	20%
2709	AS	Literature Complementary Study	Coursework	-	30%	15%
2710	A2	Poetry and Drama pre-1900 [Closed Text]	Written examination	2 hours	-	15%
2711	A2	Prose post-1914 (Coursework)	Coursework	-	-	15%
2712	A2	Prose post-1914 (Written Paper) [Open Text]	Written examination	2 hours	-	15%
2713	A2	Comparative and Contextual Study [Closed Text]	Written examination	2 hours + 15 mins. reading	-	20%

Rules of Combination

Candidates must take the following combination of units:

Advanced Subsidiary GCE Units 2707, 2708, 2709.

Advanced GCE **either** Units 2707, 2708, 2709, 2710, 2711* and 2713
or Units 2707, 2708, 2709, 2710, 2712* and 2713.

* Candidates may take either 2711, or 2712, or both (in which case the better result will count).

Unit Availability

There are two units sessions each year, in January and June.

The availability of units is shown below.

Unit	Level	Unit Title	Jan 2005	June 2005
2707	AS	Drama: Shakespeare	✓	✓
2708	AS	Poetry and Prose	✓	✓
2709	AS	Literature Complementary Study	✓	✓
2710	A2	Poetry and Drama (pre-1900)	✓	✓
2711	A2	Prose (post-1914) (Coursework)	✓	✓
2712	A2	Prose (post-1914) (Written Paper)	✓	✓
2713	A2	Comparative and Contextual Study	✓	✓

The availability shown for 2005 will be the same in subsequent years.

Sequence of Units

The normal sequence in which the units should be taken is as follows: Units 2707, 2708 and 2709 during the first half of a course of study, leading to an Advanced Subsidiary GCE award, then Units 2710, 2711 or 2712 and 2713 in the second half, together leading to the Advanced GCE award. However, units may be taken in other sequences.

Candidates may take all units at the end of their Advanced Subsidiary GCE or Advanced GCE course in a 'linear' fashion, if desired.

Synoptic Assessment

'Synoptic assessment in English Literature takes account of the requirement that Advanced GCE qualifications should enable candidates to develop a broader and deeper understanding of the connections between the knowledge and understanding set out in the specification as a whole. Synoptic assessment involves the explicit synthesis of insights gained from a close and detailed study of a range of texts important for the development of English Literature. It requires candidates to show evidence of the ways in which contextual factors and different interpretations of texts illuminate their own readings, and ensure that candidates demonstrate their skills of interpretation and expression to give articulate, well-argued responses.' **(QCA Subject Criteria, 1999)**

In the OCR Advanced GCE specification, Synoptic Assessment is located in Unit 2713. It should be regarded as the culmination of the course, allowing candidates to bring their knowledge of individual texts previously studied to bear on the exploration of a chosen topic area (See Section 5, below). The Unit gives candidates the opportunity to show both their skill in close reading of unseen material related to their chosen topic area and their ability to argue a critical case based on the comparative study of two or more texts within the context of their period and/or genre.

The variety of topic areas, and the opportunity for Centres and candidates both to make their own choice of at least one of the texts studied and to gain credit for their wider reading and background research, allows the greatest possible flexibility in planning and teaching this course.

There is no synoptic assessment in Advanced Subsidiary GCE English Literature.

For Advanced GCE, Unit 2713 should normally be taken at the end of a candidate's course of study, but this is no longer a requirement.

Certification

Candidates may enter for:

- Advanced Subsidiary GCE certification.
- Advanced Subsidiary GCE certification, bank the result and complete the A2 assessment at a later date.
- Advanced GCE certification.

Candidates must enter the appropriate Advanced Subsidiary and A2 units to qualify for the full Advanced GCE award.

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

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE or Advanced GCE

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

4.1 Question Papers

In AS, the written examinations consist of two questions to be answered in 1 hour and 30 minutes.

In A2, the written examinations consist of two questions to be answered in 2 hours. Unit 2713 has an additional 15 minutes' reading time. Full details are given in Sections 5.1 to 5.6.

4.1.1 *Use of texts and specified editions; annotation of texts*

Candidates are required to use their texts during the examination to answer the questions in Units 2708 and 2712 (for those not taking coursework Unit 2711). For teaching purposes, any suitable editions may be used; however, only the editions specified in the reading lists for these Units may be taken by candidates into the examination room. In exceptional circumstances, OCR may approve the use of other editions in the examination, subject to the following:

- Where an edition of a text is specified in the list, this is the one to which any range of poems, scene or chapter references in questions will apply.
- Where a Centre wishes to apply for candidates to take a different edition into the examination, approval must be sought from OCR in advance.
- All candidates from the same Centre must take the same approved edition into the examination.
- Where approval for an alternative edition is given, the Centre must designate an English teacher who will be available at the start of the examination to advise candidates of the equivalent scene or chapter references for their edition of the text.

Information about specified editions (and suggested editions for 2710 and 2713) is based on available information at the time of going to press. Centres will be notified of any amendments and variations to the details given.

Texts used in the examination room may contain only brief marginal annotation, within the body of the text itself (i.e. excluding any other areas of the book, such as end-papers). Such annotation should **not** amount to more than cross-references and/or the glossing of individual words or phrases. Highlighting and underlining are permitted. Annotations going beyond individual words or phrases, or amounting to *aides-memoire* or notes towards the planning of essays, are **not** allowed. Insertion of pages, loose sheets, adhesive labels or any other form of notes or additional material is **not** allowed.

It is the responsibility of Centres to be able to demonstrate that these conditions have been met.

4.1.2 **Rationale for Open Text examinations**

In Unit 2708, candidates are required to find specified passages or poems and to discuss them in relation to the text as a whole. In Unit 2712, Section A, candidates are required to select a passage or passages to demonstrate their understanding of the work of the author and of the text as a whole. Having access to the text ensures that candidates do not have to rely on memorised quotations to demonstrate a close textual knowledge and understanding of particular passages. It also enables them to demonstrate the ability to select and discuss material *appropriate to the questions asked*.

4.1.3 **Set texts**

The lists of set texts for each session can be found under each of the units in Section 5. Centres must ensure candidates study texts that are available in any session for which they may be entered. This is of particular note where candidates are re-sitting.

All texts will be set for a **minimum of five** assessment sessions. Changes to set text lists will normally be staged over a two year cycle, with half the list changing in June of the first year, and the other half changing in June of the second year. Topic areas specified for Unit 2713 will be amended in June 2005 as shown in Section 5.

4.1.4 **Assessment and Marking**

Mark schemes for externally assessed units are based on the generic mark band descriptions given in section 3.1.1.

For externally-assessed units, examiners are provided with unit-specific notes of guidance and work from question-specific mark schemes which include mark band descriptions for each relevant Assessment Objective indicating both skills and likely content.

For internally assessed units, guidance on assessment can be found in Section 4.2.1 below, and in Appendix B of this specification. Full guidance is to be found in the ***Instructions to Centres on the Marking and Moderation of Coursework (CWI 1676)*** issued to all centres making entries for these units. This document can also be found on the OCR website: www.ocr.org.uk

In any unit, marking is based on assessment of performance in relation to each relevant Assessment Objective and the weighting of the Assessment Objectives for that unit. If a candidate submits only one of two required answers, no more than 50% of the available marks for the unit may be awarded.

4.2 Internal Assessment: Coursework

There is coursework in Unit 2709 and in the optional Unit 2711.

For further guidance on planning, teaching and setting tasks for coursework see Appendix B.

4.2.1 *Assessment and Moderation*

The work submitted by candidates for Units 2709 and 2711 is marked by the teacher, in accordance with published marking guidelines, and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard of the award of marks in 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 submitted to the Moderator for moderation must show how the marks have been awarded in relation to the published marking criteria (See Appendix B).

4.2.2 *Minimum Coursework Requirements*

If a candidate submits no coursework for Unit 2709 or, if entered, for the optional Unit 2711, then the candidate should be indicated as being absent on the Coursework mark sheets submitted to OCR. If a candidate completes any work at all for a Unit, then the work should be assessed (against the Assessment Objectives and according to the relevant marking instructions) and the appropriate mark awarded, which may be 0 (zero).

4.2.3 *Coursework re-sits*

Candidates who re-sit a coursework unit must submit a folder that is substantially new in content. (Where the folder contains two pieces, at least one piece must be new.) New work may be based on the same text, but the task set must be sufficiently different to ensure that previously submitted, assessed coursework cannot be re-drafted.

4.2.4 *Authentication*

As with all coursework, the centre 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. A Centre Authentication Form for Coursework (CCS 160) must be completed for this purpose. One copy of the form will be sent to each centre making entries. (Further guidance on marking and giving feedback to candidates is given in Appendix B).

4.3 Special Arrangements

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 *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

4.4 Differentiation

In the question papers, differentiation is achieved by the setting of questions which are designed to address the Assessment Objectives specified for the Unit, assess candidates at their appropriate levels of ability and allow all candidates to demonstrate what they know, understand and can do.

In Coursework, differentiation is achieved by task and by outcome. Tasks must be set which are designed to address the Assessment Objectives specified for the Unit, to assess candidates at their appropriate levels of ability, and to allow all candidates to demonstrate what they know, understand and can do.

4.5 Awarding of Grades

The Advanced Subsidiary has a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the certification of the weighted Advanced Subsidiary (50%) and A2 (50%) marks.

Both Advanced Subsidiary GCE and Advanced GCE qualifications are awarded on the scale A to E and U (unclassified).

4.6 Grade Descriptions

The following grade descriptions are given in the QCA Subject Criteria for English Literature (1999). They are intended to indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates demonstrate a comprehensive, detailed knowledge and understanding of a wide range of literary texts from the past to the present, and of the critical concepts associated with literary study. Their discussion of texts shows depth, independence and insight in response to the tasks set, and they analyse and evaluate the ways in which form, structure and language shape meanings. Where appropriate, candidates identify the influence on texts of the cultural and historical contexts in which they were written. They are able to make significant and productive comparisons between texts which enhance and extend their readings, and are sensitive to the scope of their own and others' interpretations of texts. Their material is well organised and presented, making effective use of textual evidence in support of arguments. Written expression is fluent, well-structured, accurate and precise, and shows confident grasp of appropriate terminology.

Grade C

Candidates demonstrate secure knowledge and understanding of a range of texts from different periods and of different types, and make use of some of the critical concepts relevant to the study of literature. Candidates comment perceptively on texts in response to the tasks set. They respond to some details in the ways authors use form, structure and language to create meaning, as well as showing some awareness of contextual influences. They relate their own judgements to those of others as appropriate in developing interpretations of texts. They are able to pursue comparisons between texts in order to show how texts can illuminate one another. Their material is clearly organised and presented, and incorporates examples to help sustain a line of argument. Written expression is accurate and clear and shows a sound use of appropriate terminology.

Grade E

Candidates demonstrate some knowledge and understanding of a range of different texts and comment on them in response to the tasks set, sometimes supporting their views by reference to the links between meanings and author's uses of form, structure and language. Candidates note the possible effects of context and may show some understanding of how other readers interpret the texts. They can draw out broad lines of similarities and differences between texts, not necessarily within a wider critical framework. Their written work is generally accurate in conveying statements and opinions, sometimes supported by reference to the texts, and shows the use of some terminology appropriate to the subject.

5 Specification Units

In line with the requirements of the QCA Subject Criteria for English Literature (1999), the **Advanced Subsidiary GCE specification** requires candidates to show knowledge and understanding of:

- a minimum of four texts covering prose, poetry and drama. These should include a play by Shakespeare and at least one other text published before 1900. The texts read should be of sufficient substance and quality to merit serious consideration, and should have been written originally in English;
- how texts relate to the contexts in which they were written;
- the different ways in which texts are interpreted by different readers, acknowledging that literary texts have a range of meanings and that the significance of these is related to readers' knowledge, experience and ideas.

In addition, the **Advanced GCE specification** requires candidates to show knowledge and understanding of:

- a minimum of four further texts, covering prose, poetry and drama. At least one work should have been published before 1770 (pre-Romantic), and at least one other before 1900. The texts read should be of sufficient substance and quality to merit serious consideration, and should have been written originally in English;
- how texts relate to the contexts in which they were written, including the importance of cultural and historical influences on texts and the relevance of the author's life and his/her other works;
- the significance of literary traditions, periods and movements in relation to texts studied;
- the ways in which texts have been interpreted and valued by different readers at different times, acknowledging that interpretation of literary texts can depend on a reader's assumptions and stance;
- the connections and comparisons between texts and how texts relate to one another.

The **Advanced Subsidiary GCE** specification requires candidates to:

- read, analyse and communicate accurately and effectively their knowledge, understanding and judgement of texts;
- understand, respond to and evaluate how writers use form, structure and language to shape meanings;
- produce fluent and convincing responses demonstrating close and detailed reading of texts;
- identify and consider how attitudes and values are created and conveyed in texts;
- draw upon their understanding of different interpretations in evaluating texts;
- make appropriate use of literary critical concepts and terminology.

In addition, the Advanced GCE specification requires candidates to:

- make comparisons between substantial whole texts in order to understand and comment on what they have in common and on significant differences between them;
- evaluate different viewpoints and interpretations
- synthesise their knowledge and understanding of the styles, contexts and meanings of literary texts.

Subject Criteria Requirements and these Specifications

The Advanced Subsidiary GCE specification ensures that in Units 2707 and 2708 candidates meet the subject criteria requirements to study prose, poetry and drama, including one play by Shakespeare and at least one other pre-1900 text. The fourth text (which must be originally written in English) is covered through Unit 2709. To avoid overlap, the text chosen must not appear on any of the set text lists for Units 2707, 2708, 2710, 2711/2712 or 2713.

In A2 Units 2710 and 2711 or 2712, candidates meet the subject criteria requirements to study a further four texts, including all three genres and at least one pre-1770 text and another text pre-1900 text. The core requirement for comparative study of two or more whole texts is met by candidates through the Comparative and Contextual Study (2713) undertaken as Synoptic Assessment. To avoid overlap, candidates for Unit 2709 may study for internal assessment **only** texts which do **not** appear on set text lists for Units 2707, 2708, 2710, 2711/2712 or 2713. Candidates for Unit 2711 may study any text(s) set for Unit 2712, but not any set for other units; at least one text for this unit must be originally written in English.

Each unit has its own distinctive demands and style. This ensures that candidates and their teachers focus on a range of different assessment methods, designed to encourage breadth and depth of study and approach. There is one closed text paper in AS (Unit 2707) and two in A2 (Units 2710 and 2713). The questions in Open Text papers (Units 2708 and 2712) require candidates to make use of their texts in order to complete the task. Only specified or approved editions may be used in the examination room. (See section 4.1.1)

Assessment Objectives are targeted in each Unit as indicated in the descriptions in 5.1 – 5.6. The weighting of each Assessment Objective in each Unit, as set out in the table in section 3.1, remains constant from examination session to examination session, whether or not set texts or topics change.

In both open and closed text units, and in internal assessment, the ability of candidates to focus on the question that is actually set is regarded as an essential element in the evaluation of their performance.

5.1 Unit 2707 Drama: Shakespeare (Closed Text)**1 hour 30 minutes****C3.1a, C3.1b, C3.2, C3.3; IT3.1.**

The question paper has two sections.

Section A: One passage-based question is set on each play. (The passages are printed on the question paper.) Candidates are asked a single question on each passage, with guidance on suggested lines of approach.

Section B: Two essay questions are set on each play, again with guidance on suggested lines of approach. Candidates choose one of these to answer.

Candidates answer ONE question from Section A and ONE from Section B, both on the SAME play.

In Section A tasks focus on the ways Shakespeare's form, structure and language create meaning and prompt a range of possible responses from an audience. Candidates are required to consider the passage in relation to the play as a whole.

Candidates are assessed on their ability to present independent opinions and judgements in response to the questions asked, and, in Section A, to the evidence of the text or passage they are discussing. In both sections candidates are expected to show awareness, where appropriate, of the relation of their chosen play to the context(s) within which it was written.

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2ii	AO3	AO4	AO5i
Section A			*	*	*
Section B	*			*	*

The set texts in each session are listed below.

January 2005	June 2005 onwards
<i>Henry IV (Part 2)</i>	<i>Henry IV (Part 2)</i>
<i>As You Like It</i>	<i>As You Like It</i>
<i>Othello</i>	<i>The Tempest</i>
<i>Winter's Tale</i>	<i>Antony and Cleopatra</i>

This a closed text examination; Centres and candidates are therefore free to make their own choices of edition for each set text, and OCR does not wish to prescribe editions.

5.2 Unit 2708 Poetry and Prose (Open Text)

1 hour 30 minutes



C3.1a, C3.1b, C3.2, C3.3; IT3.1.

The question paper has two sections (Section A: Poetry and Section B: Prose).

Candidates answer TWO questions, one from each section. One answer must be on a POETRY text and the other on a PROSE text. At least one answer must be on a text published pre-1900.

On each text candidates have a free choice of two questions. The (a) question identifies a passage or poem* for comment. The task requires discussion of the set passage in terms both of the particular effects of the writing and of its relation to the text as a whole and/or other contexts. The (b) question identifies an appropriate topic and asks the candidate to select from the text a passage or poem (or passages/poems) for discussion in relation to this topic. The emphasis of both types of task is on critical understanding of the text and on the ability to select appropriate textual evidence for comment and analysis, again in relation to the text as a whole and/or other contexts.

* **For Poetry texts** which contain a large number of poems, a **selected list** of poems is given from which the (a) question will be set. For the (b) question, candidates may select freely from within this list or from the whole collection. The list for each of the texts appears on page 33

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2i	AO3	AO4	AO5i
Both Sections	**	**	**	*	*

The set texts for each session, the prescribed editions, and the selected poem lists are shown on the pages which follow.

QCA Criteria require that, for open texts papers, only prescribed or approved editions of texts may be used in the examination room.

See Section 4.1.1 for guidance on use and annotation of texts.

5.2.1 Unit 2708 Poetry and Prose: Set Texts in each Session

The set texts in each session are listed below.

January 2005	June 2005 onwards
Poetry	Poetry
Geoffrey Chaucer	Geoffrey Chaucer
<i>The General Prologue*</i>	<i>Franklin's Tale*</i>
William Shakespeare	William Shakespeare
<i>Complete Sonnets*</i>	<i>Complete Sonnets*</i>
Robert Browning	Robert Browning
<i>Selected Poems*</i>	<i>Selected Poems*</i>
William Wordsworth	Lord Byron
<i>Selected Poems*</i>	<i>Selected Poems*</i>
Judith Baxter (ed.)	Anne Stevenson
<i>Four Women Poets</i>	<i>Granny Scarecrow</i>
T S Eliot	T S Eliot
<i>Selected Poems</i>	<i>Selected Poems</i>
Ivor Gurney	Edward Thomas
<i>Selected Poems</i>	<i>Selected Poems</i>
Tony Harrison	Tony Harrison
<i>Selected Poems</i>	<i>Selected Poems</i>
Prose	Prose
Jane Austen	Jane Austen
<i>Persuasion*</i>	<i>Persuasion*</i>
Emily Bronte	Charlotte Bronte
<i>Wuthering Heights*</i>	<i>Jane Eyre*</i>
Charles Dickens	Elizabeth Gaskell
<i>Hard Times*</i>	<i>Mary Barton*</i>
Bram Stoker	Bram Stoker
<i>Dracula*</i>	<i>Dracula*</i>
Pat Barker	Raymond Carver
<i>Regeneration</i>	<i>Short Cuts</i>
E M Forster	E M Forster
<i>A Passage to India</i>	<i>A Passage to India</i>
Joseph Conrad	Joseph Conrad
<i>Heart of Darkness</i>	<i>Heart of Darkness</i>
Ian McEwan	Julian Barnes
<i>The Child in Time</i>	<i>History of the World in 10½ Chapters</i>

* Pre-1900 Text

5.2.2 Unit 2708 Poetry and Prose: Prescribed Editions

NOTE: Not all these texts are set in every session – see previous page.

Geoffrey Chaucer:	<i>The General Prologue</i> (CUP, 0521595088)
Geoffrey Chaucer:	<i>Franklin's Tale</i> (ed. Allen and Kirkham, CUP, 0521666449)
William Shakespeare:	<i>Complete Sonnets</i> (Dover Thrift, 0486266869)
William Wordsworth:	<i>Selected Poems</i> (Everyman's Poetry, 0460879464)
Robert Browning:	<i>Selected Poems</i> (Wordsworth Editions, 1853264180)
Lord Byron:	<i>Selected Poems</i> (Everyman Poets, 0460878107)
Judith Baxter (ed.):	<i>Four Women Poets</i> (CUP, 0521485452)
Ivor Gurney:	<i>Selected Poems</i> (Everyman's Poetry, 0460877976)
Anne Stevenson:	<i>Granny Scarecrow</i> (Bloodaxe Books, 1852245344)
T S Eliot:	<i>Selected Poems</i> (Faber, 0571057063)
Edward Thomas:	<i>Selected Poems</i> (Everyman Poets, 0460878778)
Tony Harrison:	<i>Selected Poems</i> (Penguin Poets, 0140587314)
Jane Austen:	<i>Persuasion</i> (Wordsworth Editions, 1853260568)
Charlotte Bronte:	<i>Jane Eyre</i> (Wordsworth Editions, 1853260207)
Emily Bronte:	<i>Wuthering Heights</i> (Wordsworth Editions, 1853260010)
Charles Dickens:	<i>Hard Times</i> (Wordsworth Editions, 1853262323)
Elizabeth Gaskell:	<i>Mary Barton</i> (Penguin Popular Classics, 0140621024)
Bram Stoker:	<i>Dracula</i> (Wordsworth Editions, 185326086X)
Pat Barker:	<i>Regeneration</i> (Penguin, 0140123083)
Ian McEwan:	<i>The Child in Time</i> (Vintage, 0099755017)
Raymond Carver:	<i>Short Cuts</i> (The Harvill Press, 1860460402)
E M Forster:	<i>A Passage to India</i> (Penguin, 0140274235)
Joseph Conrad:	<i>Heart of Darkness</i> (Wordsworth, 1853262404)
Julian Barnes:	<i>History of the World in 10½ Chapters</i> (Picador, 0330313991)

5.2.3 Unit 2708 Poetry and Prose: Poetry Text Selections

For the following Poetry texts which contain a large number of poems, a selected list of poems is given from which the (a) question will be set.

William Wordsworth: Selected Poems

We Are Seven	'Three years she grew in sun and shower'
Simon Lee, The Old Huntsman	'My heart leaps up when I behold'
Lines Written in Early Spring	Resolution and Independence
Expostulation and Reply	'The world is too much with us'
The Tables Turned	Composed upon Westminster Bridge, Sept 3, 1803
Lines Written a Few Miles Above Tintern Abbey	
'A slumber did my spirit seal'	Written in London, September, 1802
Song ('She dwelt among th'untrodden ways')	'I wandered lonely as a cloud'
'Strange fits of passion have I known'	The Solitary Reaper
Nutting	extracts from The Prelude
	1 (1805, i. 352-428)
	2 (1805, ii. 203-80)

Judith Baxter(ed.): Four Women Poets

Liz Lochhead

Almost Miss Scotland
The Complete Alternative History of
the World,
Part One
Con-densation
View of Scotland/ Love Poem
Men Talk (Rap)

Carol Ann Duffy

Comprehensive
Head of English
Education for Leisure
Standing Female Nude
War Photographer
Originally
Making Money
We Remember Your Childhood Well

Jackie Kay

The Adoption Papers Chapters 3,4,7,9

Fleur Adcock

Knife-play
Regression
Bogyman
The Inner Harbour
The Ex-Queen among the Astronomers
On the Land
The Prize-winning Poem

Ivor Gurney: *Selected Poems*

To the Poet before Battle	To God
Strange Service	The Incense Bearers
Pain	By Severn
Photographs	Laventie
Above Ashleworth	Kilns
Turmot-hoeing	Blighty
Western Sky-Look	Strange Hells
London Dawn	December 30 th
Encounters	Thoughts
The Square Thing	The Last of the Book
Tobacco	Signallers
Half Dead	The Mangel-bury
Brown Earth Look	

William Shakespeare: *Complete Sonnets*

(2)	II	When forty winters shall besiege thy brow
(7)	VII	Lo, in the orient when the gracious light
(19)	XIX	Devouring Time, blunt thou the lion's paws
(30)	XXX	When to the sessions of sweet silent thought
(53)	LIII	What is your substance, whereof are you made
(63)	LXIII	Against my love shall be, as I am now
(65)	LXV	Since brass, nor stone, nor earth, nor boundless sea
(71)	LXXI	No longer mourn for me when I am dead
(75)	LXXV	So are you to my thoughts, as food to life
(76)	LXXVI	Why is my verse so barren of new pride
(81)	LXXXI	Or I shall live your epitaph to make
(85)	LXXXV	My tongue-tied muse in manners holds her still
(99)	XCIX	The forward violet thus did I chide
(107)	CVII	Not mine own fears, nor the prophetic soul
(111)	CXI	O, for my sake do you with fortune chide
(116)	CXVI	Let me not to the marriage of true minds
(127)	CXXVII	In the old age black was not counted fair
(129)	CXXIX	The expense of spirit in a waste of shame
(130)	CXXX	My mistress' eyes are nothing like the sun
(133)	CXXXIII	Beshrew that heart that makes my heart to groan
(136)	CXXXVI	If thy soul could check thee that I come so near
(143)	CXLIII	Lo, as a careful housewife runs to catch
(146)	CXLVI	Poor soul, the centre of my sinful earth
(147)	CXLVII	My love is a fever, longing still
(149)	CXLIX	Canst thou, O cruel! Say I love thee not
(151)	CLI	Love is too young to know what conscious is

Robert Browning: Selected Poems

The Lost Leader
Soliloquy of the Spanish Cloister
Love Among the Ruins
A Lover's Quarrel
Up at a Villa – Down in the City
Home-Thoughts, from Abroad
Home-Thoughts, from the Sea

Any Wife to Any Husband
Two in the Campagna
My Last Duchess

Lord Byron: Selected Poems

Farewell Petition to JCH
She Walks in Beauty
Fare The Well
Childe Harold's Pilgrimage, Canto III
Sonnet on Chillon

Anne Stevenson: Granny Scarecrow

Innocence and Experience
The White Room
Going Back
Arioso Dolente
Clyde is Dead
Suicide
An Angel
Freeing Lizzie
Phoenicurus Phoenicurus
The Wrekin
Why Take Against Mythology? (1)

T S Eliot: Selected Poems

The Love song of J Alfred Prufrock
Portrait of a Lady
Preludes
Rhapsody on a Windy Night

The Last Ride Together
A Grammarian's Funeral
Porphyria's Lover
How It Strikes a Contemporary
Fra Lippo Lippi
Andrea del Sarto
The Bishop Orders His Tomb in St Praxed's Church
Abt Vogler
Rabbi Ben Ezra

Extract from Beppo
Extract from Don Juan, Canto IX
Extract from Don Juan, Canto XI
Jan. 22, 1824
I Watched Thee

Why Take Against Mythology? (2)
False Flowers
Leaving
Burning the News
A Parable for Norman
Invocation and Interruption
A Present
The Name of the Worm
The Miracle of Camp 60
A Ballad for Apothecaries
Postscriptum

Gerontion
The Waste Land
The Hollow Men

Edward Thomas: *Selected Poems*

Old Man	The Word
The Other	The Brook
The New Year	Liberty
Tears	This Is No Case of Petty Right and Wrong
The Unknown Bird	No-One So Much As You
May the Twenty-third	Home [3]
Home [1]	And You, Helen
But These Things Also	The Sun Used to Shine
Home [2]	I Never Saw That Land Before
Melancholy	As The Team's Head-Brass
The Glory	Lights Out
Words	

Tony Harrison: *Selected Poems*

Allotments	A Good Read
The Heart of Darkness	Breaking the Chain
Durham	Bringing Up
'Flying Down to Rio': A Ballad of Beverley Hills	Stately Home
National Trust	Facing North
Working	The Red Lights of Plenty
Cremation	v.
Book Ends I, II	

5.3 Unit 2709 Literature Complementary Study (Internal Assessment)



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3.

LP3.1, LP3.2, LP3.3.

Candidates submit a folder of two items of written work discussing a text of choice (originally written in English) which does not appear on any of the set text lists for 2707, 2708, 2710, 2712, 2713. One item should focus on the text as a whole. The other should involve a close reading and critical discussion of a single selected passage (this may take the form of a recreative response with commentary). Guideline length (including references, quotations, bibliography etc.): 1500-2000 words; maximum 3000.

The aim of this unit is encourage candidates to develop their own literary interests by reading and study which complements that required elsewhere in the specification, and to extend the choice of texts available for Centres to teach. It also offers opportunities for recreative writing, provided that this work meets the requirements of the Assessment Objectives for the unit (see below). It thus offers candidates the opportunity to study and respond to texts in ways which are different from those available in Units 2707 and 2708. To fulfil this aim and to meet the requirements of the Subject Criteria for Advanced Subsidiary GCE English Literature, the folder must focus ON A FOURTH TEXT (i.e. over and above those already studied in Units 2707 or 2708). To avoid overlap, the text chosen **must not appear on any of the set text lists for Units 2707, 2708, 2710, 2712 or 2713**. It may be from any genre or period, but must be originally written in English and of sufficient substance to merit study at this level.

Candidates (particularly, for example, those taking AS only) may wish to choose a text from an area not covered elsewhere in Units 2707 or 2708 (e.g. Twentieth Century British drama, literary biography, etc.). Alternatively, candidates who will subsequently be taking Unit 2713 (A2) may wish to select a text relevant to the topic area they will choose for their synoptic study.

One item in the folder must discuss the selected text as a whole work. The other item must respond in detail to a single selected passage from the text. (A copy of the original passage must be included with the submission.) For this item candidates may **either** submit a close reading and critical discussion **or** an item of recreative/imitative writing supported by a commentary.

Recreative writing must clearly constitute a response to a particular poem or passage of prose or drama from the selected text; this could involve a continuation of the original passage, or writing in the style of the original. The commentary must discuss the relationship of the candidate's writing to the passage selected from the original text.

Tasks set must be of appropriate demand, and must enable candidates to meet the requirements of the Assessment Objectives for the Unit. Folders are internally assessed by Centres and externally moderated by OCR (see Section 4.2.2, and Appendix B). The guideline length for this Unit is 1500-2000 words and no folder should exceed 3000 words. Where a folder submitted exceeds this maximum, only the first 3000 words must be assessed, and this should be indicated on the cover sheet.

Further guidance on the content and assessment of Unit 2709 is given in Appendix B.

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2i	AO3	AO4	AO5i
Whole text	*			*	*
Selected passage		**	*		

5.4 Unit 2710 Poetry and Drama pre-1900 (Closed Text) 2 hours



C3.1a, C3.1b, C3.2, C3.3; IT3.1.

The question paper has two sections: Section A: Poetry and Section B: Drama.

Candidates answer two questions, one from each section (A: Poetry; B: Drama). At least one answer must be on a text published pre-1770*.

On each text candidates are given a choice of two questions; each requires them to discuss their own evaluation of the poetry or play in the light of other opinions relating to the individual author and the text (AO4), and provides an opportunity to do so in relation to the genre to which it belongs (AO5ii). They are expected to show that they have progressed from AS to A2 by the depth they demonstrate in discussing the ways in which language, form and structure are employed by writers (AO3) and by the knowledge and understanding they exhibit of literary texts of different types and periods (AO2ii). Progression is also demonstrated by a confident use of appropriate critical terminology and by a full and sharply focused response to the questions set (AO1).

Assessment Objectives 1, 2ii, 3, 4, 5ii.

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2ii	AO3	AO4	AO5ii
Both Sections	*	*	*	**	*

Lists of set texts for this unit appear on the next page, along with some information about published editions for poetry. As this a 'closed text' examination Centres and candidates are free to make their own choices of edition for each set text, and OCR does not wish to prescribe editions. However, for **Section A, Poetry**, the economically priced editions listed are regarded by examiners as providing an appropriate range of work for each poet from which a selection can be made. If other editions are used, it may be helpful to consult the contents of the given editions, to ensure representative coverage.

The set texts in each session are listed below.

January 2005	June 2005 January 2006	June 2006 onwards
Geoffrey Chaucer <i>The Pardoner's Prologue and Tale*</i>	Geoffrey Chaucer <i>The Merchant's Prologue and Tale*</i>	Geoffrey Chaucer <i>The Merchant's Prologue and Tale*</i>
Andrew Marvell <i>Selected Poems*</i>	Andrew Marvell <i>Selected Poems*</i>	George Herbert <i>Selected Poems*</i>
John Milton <i>Paradise Lost Books 1 and 2*</i>	John Milton <i>Paradise Lost Books 1 and 2*</i>	John Milton <i>Paradise Lost Books 9 and 10*</i>
Alexander Pope <i>The Rape of the Lock*</i>	John Dryden <i>Selected Poems*</i>	John Dryden <i>Selected Poems*</i>
S T Coleridge <i>Selected Poems</i>	William Blake <i>Selected Poems</i>	William Blake <i>Selected Poems</i>
Emily Dickinson <i>Selected Poems</i>	Emily Dickinson <i>Selected Poems</i>	Gerard Manley Hopkins <i>Selected Poems</i>
William Shakespeare <i>King Lear*</i>	William Shakespeare <i>King Lear*</i>	William Shakespeare <i>Hamlet*</i>
William Shakespeare <i>The Tempest</i>	William Shakespeare <i>Measure for Measure*</i>	William Shakespeare <i>Measure for Measure*</i>
Ben Jonson <i>Volpone*</i>	Ben Jonson <i>Volpone*</i>	Thomas Middleton <i>The Changeling*</i>
John Vanbrugh <i>The Relapse*</i>	Aphra Behn <i>The Rover*</i>	Aphra Behn <i>The Rover*</i>
Richard Sheridan <i>The Rivals</i>	John Gay <i>The Beggar's Opera*</i>	John Gay <i>The Beggar's Opera*</i>
Oscar Wilde <i>The Importance of Being Earnest</i>	Oscar Wilde <i>The Importance of Being Earnest</i>	George Bernard Shaw <i>Mrs Warren's Profession</i>

* Texts published pre-1770

Section A: Poetry

Geoffrey Chaucer:	<i>The Pardoner's Prologue and Tale</i> (ed. Kirkham, CUP, 0521666457) <i>The Merchant's Prologue and Tale</i> (ed. Innes, CUP, 052178753X)
Andrew Marvell:	<i>Selected Poems</i> (ed. Campbell, Everyman's Poetry, 0460878123)
George Herbert:	<i>Selected Poems</i> (ed. Enright, Everyman's Poetry, 046087795X)
John Milton:	<i>Paradise Lost Books 1 and 2, 9 and 10</i> (in <i>John Milton</i> , ed. Campbell, Everyman's Poetry, 0460878131)
Alexander Pope:	<i>The Rape of the Lock</i> (in <i>Alexander Pope</i> , ed. Brooks-Davies, Everyman's Poetry, 0460877984)
John Dryden:	<i>Selected Poems</i> (ed. Hopkins, Everyman's Poetry, 0460879405)
S T Coleridge:	<i>Selected Poems</i> (ed. Beer, Everyman's Poetry, 0460878263)
William Blake:	<i>Selected Poems</i> (ed. Butter, Everyman's Poetry, 046087800x)
Emily Dickinson:	<i>Selected Poems</i> (ed. McNeil, Everyman's Poetry, 0460878956)
G Manley Hopkins:	<i>Selected Poems</i> (ed. Phillips, OUP, 0192834924)

5.4 Units 2711 and 2712 Prose (post-1914)



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

Candidates can take *either* Unit 2711: Prose (post-1914) (Coursework) *or* Unit 2712: Prose (post-1914) (Written Paper) *or* both, in which case the better result will count.

5.5.1 Unit 2711: Prose (post-1914) (Coursework)

Candidates produce a folder (maximum 3000 words) containing **EITHER** two items of writing **OR** an extended essay, on one or more post-1914 prose texts (originally written in English) which does not appear on any of the set text lists for 2708, or 2713 and which has not been studied for Unit 2709. Texts for this Unit may however be selected from those set for 2712.

For this Unit candidates choose **at least one** prose text (fiction or non-fiction). A free choice is available of prose texts published since 1914, provided that these are of sufficient substance for study at this level. The same assessment objectives apply to both Unit 2711 and its alternative, Unit 2712. The main requirement is to communicate clearly the knowledge, understanding and insight appropriate to literary study and to the discussion of the chosen text(s) (AOs1, 2ii), but **all** Assessment Objectives must be addressed and this must be taken into account when tasks are set for internal assessment. Thus, for instance, candidates should show some understanding of the genre (biography, travel writing, short-story etc.) to which the text belongs (AO5ii), and they should show - through close study of particular passages - an awareness of how a writer's choice of language and form shapes meaning; this should be the focus of one of the two pieces, or form part of the single extended essay (AO3). An awareness of how other readers may respond to a text (AO4) will help to define their own judgements.

In relation to AO2ii, comparison between texts is not a requirement in this Unit, though candidates who study more than one text may wish to do so and can be given credit for this within the scope of the overall assessment.

Further guidance on the content and assessment of Unit 2711 is given in Appendix B.

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2ii	AO3	AO4	AO5ii
Whole folder	**	*	*	*	*

5.5.2 Unit 2712: Prose (post-1914) (Written Paper) (Open Text) 2 hours



C3.1a, C3.1b, C3.2, C3.3; IT3.1.

The question paper has two sections. Section A asks questions based on the relationship between an appropriate passage (or passages), to be chosen by the candidate, and the text as a whole; Section B offers a choice of two essay questions on each text.

Candidates answer two questions, one from each section, either on the same or on different texts from the prescribed list (below). The first question requires candidates to select a passage or passages from a prescribed text for discussion in relation to the set task and to the text as a whole. The second requires an essay answer, either on the same or on a different prescribed text.

The same assessment objectives apply to both Unit 2712 and its alternative, Unit 2711. The main requirement is to communicate clearly the knowledge, understanding and insight appropriate to literary study (AO1) but **all** Assessment Objectives must be addressed. Candidates should respond with knowledge and understanding, showing some appreciation of the genre (autobiography, reportage, short-story, travel writing etc.) to which the chosen text(s) belong(s) (AO2ii excluding comparison of texts) and are required to show, through close study of a selected passage or passages, an awareness of how a writer's choice of language and form shapes meaning (AO3). An awareness of how other readers may respond to a text (AO4) will help to define their own judgements, as will an evaluation of the significance of different contextual perspectives (historical, cultural and literary) on the text under consideration (AO5ii).

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2ii	AO3	AO4	AO5ii
Section A	*	*	*		
Section B	*			*	*

The set texts in each session are listed below.

January 2005	June 2005 January 2006	June 2006 onwards
Vera Brittain <i>Testament of Youth</i>	Stella Gibbons <i>Cold Comfort Farm</i>	Stella Gibbons <i>Cold Comfort Farm</i>
Angela Carter <i>The Bloody Chamber</i>	Angela Carter <i>The Bloody Chamber</i>	Ian McEwan <i>Atonement</i>
Louis de Bernières <i>Captain Corelli's Mandolin</i>	William Golding <i>Rites of Passage</i>	William Golding <i>Rites of Passage</i>
D H Lawrence <i>The Rainbow</i>	D H Lawrence <i>The Rainbow</i>	Alice Munro <i>Open Secrets</i>
Rian Malan <i>My Traitor's Heart</i>	Rian Malan <i>My Traitor's Heart</i>	Jane Smiley <i>A Thousand Acres</i>
Toni Morrison <i>Beloved</i>	Toni Morrison <i>Beloved</i>	Virginia Woolf <i>To The Lighthouse</i>
Paul Theroux <i>The Great Railway Bazaar</i>	Fergal Keane <i>Letter to Daniel</i>	Fergal Keane <i>Letter to Daniel</i>
Evelyn Waugh <i>Handful of Dust</i>	Brian Keenan <i>An Evil Cradling</i>	Brian Keenan <i>An Evil Cradling</i>

The following specified editions are set for study:

Vera Brittain:	<i>Testament of Youth</i> (Virago, 0860680355)
Angela Carter:	<i>The Bloody Chamber</i> (Vintage, 0099588110)
Louis de Bernières:	<i>Captain Corelli's Mandolin</i> (Vintage, 0099422042)
D.H. Lawrence:	<i>The Rainbow</i> (Penguin, 0141184221)
Rian Malan:	<i>My Traitor's Heart</i> (Vintage, 0099749009)
Toni Morrison:	<i>Beloved</i> (Virago, 0099760118)
Paul Theroux:	<i>The Great Railway Bazaar</i> (Penguin, 014024980X)
Evelyn Waugh:	<i>A Handful of Dust</i> (Penguin, 0141183969)
Stella Gibbons:	<i>Cold Comfort Farm</i> (Penguin, 0141182652)
William Golding:	<i>Rites of Passage</i> (Faber, 0571209432)
Fergal Keane:	<i>Letter to Daniel</i> (Penguin, 014026289X)
Brian Keenan:	<i>An Evil Cradling</i> (Vintage, 009999030X)
Ian McEwan:	<i>Atonement</i> (Vintage, 0099429799)
Alice Munro:	<i>Open Secrets</i> (Vintage, 009945971X)
Jane Smiley:	<i>A Thousand Acres</i> (Flamingo, 0006544827)
Virginia Woolf:	<i>To the Lighthouse</i> (Penguin, 0141183411)

QCA Criteria require that, for open texts papers, only the prescribed editions of texts may be used in the examination room.

See Section 4.1.1, for guidance on the use and annotation of texts.

5.6 Unit 2713 Comparative and Contextual Study (Closed Text)

2 hours + 15 minutes' reading time



C3.1a, C3.1b, C3.2, C3.3; IT3.1.

WO3.1, WO3.2, WO3.3.

SYNOPTIC ASSESSMENT

Candidates must select **ONE** of the set topic areas and answer two questions, one from Section A and the other from Section B. Both answers must be on **THE SAME TOPIC AREA**. Section A requires comment on and appreciation of unseen poems, passages of prose and/or extracts from plays related to the chosen topic area. Section B consists of a choice of three essay questions for the candidate's chosen topic area, requiring comparative and contextual study of at least two relevant texts. **AT LEAST ONE** of the texts must be from the prescribed list. In addition candidates must refer to **AT LEAST ONE OTHER APPROPRIATE** text (which may include the second set text, or any appropriate text(s) studied in previous units). Candidates should spend the **FIRST 15 MINUTES** reading and annotating the unseen material.

This unit forms the Synoptic Assessment for the Advanced GCE specification and is to be seen as the culmination of the course. Candidates have the opportunity, through detailed exploration of one of the set topics, to demonstrate their knowledge, understanding and skill in literary study (AO1). The unit encourages wider reading: it requires candidates to show their understanding of the importance of literary, historical and cultural context (AO5ii), to present independent opinions and judgements, informed by an awareness of how to evaluate other possible interpretations (AO4), and to show by comparative study an understanding of how texts relate to each other (AO2ii). **In Section A** they are required to demonstrate their skill at close reading of unseen material (AO3 dominant), and to relate this to their own reading in the topic area. **In Section B**, within each topic area there will be three questions: one question for each of the two set texts, and a third question which can be answered using either or both of the two set texts. Candidates must select one question and base their answer on a comparative study (AO2ii dominant) of **one specified text** (see list below) and **at least one other text** of their own choice. In their answer they must again show their understanding of the ways in which literary, historical and cultural contexts affect the reading of texts (AO5ii). This Unit thus demands a synthesis of the knowledge and skills acquired during the course as a whole, enabling candidates to show their grasp of the scope and application of literary study in relation to both new and unfamiliar texts.

In planning their courses, Centres and candidates may wish to consider the various 'pathways' that may be followed through Units 2707-2711/2712 and how these may help in preparation for Unit 2713. As part of the background study and wider reading for Unit 2713, Centres and candidates may wish to develop their own anthologies of related material; they may also wish to use other appropriate sources of material, such as the *Cambridge Contexts in Literature* series (see Section 7: Reading List). Centres and candidates should note that study of **at least one new text** in Section B is required in order to ensure completion of the minimum reading requirements of the specification. The opportunity to draw on reading and study undertaken elsewhere in the course does not override the basic reading requirements of the specification. Examples of additional texts for wider reading within each topic area are given below, but these are by no means exhaustive.

The following table shows the distribution of assessment objectives for this unit.

AO weighting	AO1	AO2ii	AO3	AO4	AO5ii
Section A	*		**		*
Section B		**		*	*

5.6.1 Unit 2713: set topics and texts in each session

January 2005	June 2005 January 2006	June 2006 onwards
Satire Jonathan Swift <i>Gulliver's Travels</i> Margaret Atwood <i>The Handmaid's Tale</i>	Satire Alexander Pope <i>Selected Poems</i> Margaret Atwood <i>The Handmaid's Tale</i>	Satire Alexander Pope <i>Selected Poems</i> Julian Barnes <i>England England</i>
The Gothic Tradition Matthew Lewis <i>The Monk</i> Susan Hill <i>The Woman in Black</i>	The Gothic Tradition Mary Shelley <i>Frankenstein</i> Susan Hill <i>The Woman in Black</i>	The Gothic Tradition Mary Shelley <i>Frankenstein</i> Patrick McCabe <i>The Dead School</i>
The Victorian Novel George Eliot <i>Middlemarch</i> Thomas Hardy <i>Tess of the d'Urbervilles</i>	Writing of the Romantic Era* John Keats <i>Poems and Letters</i> Wordsworth and Coleridge <i>Lyrical Ballads</i> (including the Preface)	Writing of the Romantic Era John Keats <i>Poems and Letters</i> Wordsworth and Coleridge <i>Lyrical Ballads</i> (including the Preface)
The Great War Sebastian Faulks <i>Birdsong</i> Edmund Blunden <i>Undertones of War</i>	20th Century American Prose F. Scott Fitzgerald <i>Tender is the Night</i> Annie Proulx <i>Postcards</i>	20th Century American Prose F. Scott Fitzgerald <i>Tender is the Night</i> Annie Proulx <i>Postcards</i>
20th Century American Literature Tennessee Williams <i>A Streetcar Named Desire</i> Alice Walker <i>The Color Purple</i>	Drama Post 1945 Tennessee Williams <i>A Streetcar Named Desire</i> Harold Pinter <i>The Homecoming</i>	Drama Post 1945 Edward Albee <i>Who's Afraid of Virginia Woolf</i> Harold Pinter <i>The Homecoming</i>
Post-Colonial Literature Michael Ondaatje <i>The English Patient</i> Arundhati Roy <i>The God of Small Things</i>	Post-Colonial Literature Michael Ondaatje <i>The English Patient</i> Zadie Smith <i>White Teeth</i>	Post-Colonial Literature Derek Walcott <i>Selected Poems</i> Zadie Smith <i>White Teeth</i>

* **Writing of the Romantic Era:** for Section A the passages set will be drawn from poetry.

5.6.2 Unit 2713: Choice of Editions

As this is a 'closed text' examination, Centres and candidates are free to make their own choices of edition for each set text, and OCR does not wish to prescribe editions. For **Poetry Texts** however, the following editions provide a sufficient range of work from which to make a selection:

Alexander Pope *Selected Poems*

Everyman's Poetry (ed. Brooke Davies) 0460877984
Essay on Man and Other Poems Dover Thrift 0486280535
Pope: Poems (ed. Grant) Penguin 0140585087

John Keats *Poems and Letters*

Selected Poems and Letters (ed. Gittings) Heinemann Poetry Bookshelf 0435150774

Wordsworth and Coleridge *Lyrical Ballads (including the Preface)*

Lyrical Ballads and Other Poems The Wordsworth Poetry Library 1840225351
 **Lyrical Ballads* Penguin 0140437169
 **Wordsworth and Coleridge: Lyrical Ballads* (ed Coates) Heinemann Poetry Bookshelf 0435150752

* These editions contain the poems only. The *Preface* can be found on the internet. Search engines will yield numerous sites, e.g. www.bartleby.com/39/36.html

Derek Walcott *Selected Poems*

Heinemann (African and Caribbean Writers Series) 043591197X

Examples of appropriate texts for wider reading in each of the topic areas

These texts are intended to give an indication of the possible scope and range of each topic area: they are given as suggestions only, and do not constitute 'set texts' for this unit.

NB: QCA Subject Criteria encourage the use of texts in translation as part of wider reading. These may therefore be used as (one of) the candidate's 'other text(s)' for this synoptic unit.

SATIRE

Jonson: *The Alchemist*
 Johnson: *Vanity of Human Wishes*
 Kafka: *The Trial*
 Stoppard: *Professional Foul*
 Skelton (ed.): *Poetry of the Thirties – Auden*
 Voltaire: *Candide*
 Churchill: *Top Girls*
 Heller: *Catch 22*
 Huxley: *Brave New World*
 Coe: *What a Carve Up*

THE GOTHIC TRADITION

Austen: *Northanger Abbey*
Beckford: *Vathek*
Brontë: *Villette*
Carter: *Nights at the Circus*
Poe: *The Raven*
Stoker: *Dracula*
Brontë: *Wuthering Heights*
Brontë: *Jane Eyre*
Peake: *The Gormenghast Trilogy*
Banks: *The Wasp Factory*

THE VICTORIAN NOVEL (Final examination January 2005)

Eliot: *The Mill on the Floss*
Fowles: *The French Lieutenant's Woman*
Flaubert: *Madame Bovary*
Gaskell: *North and South*
Thackeray: *Vanity Fair*
Trollope: *The Way We Live Now*

THE GREAT WAR IN BRITISH LITERATURE (Final examination January 2005)

Bishop and Bostridge (eds.): *Letters from a Lost Generation*
Graves: *Goodbye to All That*
Maugham: *For Services Rendered*
Powell (ed.): *A Fierce Light*
Reilly (ed.): *Scars Upon My Heart*
Remarque: *All Quiet on the Western Front*

20TH. CENTURY AMERICAN LITERATURE (Final examination January 2005)

Albee: *Who's Afraid of Virginia Woolf?*
De Lillo: *Underworld*
Doctorow: *Ragtime*
Faulkner: *Go Down Moses*
Fitzgerald: *Tender is the Night*
 The Great Gatsby
Hemingway: *Short Stories*
Miller: *The Crucible*
 Death of a Salesman
O'Neill: *Long Day's Journey into the Night*
Rich: *Selected Poems*

POST-COLONIAL LITERATURE

Achebe: *Things Fall Apart*
Brink: *A Dry White Season*
Frame: *To the Is-land*
Friel: *Translations*
Naipaul: *A Bend in the River*
Rushdie: *Midnight's Children*
Roy: *The God of Small Things*
Coetzee: *Disgrace*
The Life and Times of Michael K
Rhys: *Wide Sargasso Sea*

20TH CENTURY AMERICAN PROSE (First Examination June 2005)

Hemingway: *Short Stories*
Fitzgerald: *The Great Gatsby*
Walker: *The Colour Purple*
Faulkner: *Go Down Moses*
Doctorow: *Ragtime*
De Lillo: *Underworld*

WRITING OF THE ROMANTIC ERA (First Examination June 2005)

Shelley: *Poems*
Scott: *Ivanhoe*
Coleridge: *Poems*
Biographia Literaria
De Quincey: *Confessions of an English Opium Eater*
Ruskin: *The Stones of Venice*

DRAMA POST 1945 (First Examination June 2005)

Miller: *Death of a Salesman*
The Crucible
O'Neill: *Long Day's Journey into Night*
Beckett: *Waiting for Godot*
Bennett: *Talking Heads*
Churchill: *Top Girls*

6 Further Information and Training for Teachers

To support teachers using these specifications, OCR will make the following materials and services available:

- up-to-date copies of these specifications;
- a full programme of In-Service Training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- coursework guidance materials;
- written advice on coursework proposals;
- individual feedback to each Centre on the moderation of coursework;
- a Report on the Examination, compiled by senior examining personnel, after each examination session.

If you would like further information about these specifications, please contact OCR.

7 Reading List

Cambridge University Press publishes a series of books: **Cambridge Contexts in Literature**. These are designed to support candidates in their preparation of texts in all the Units of OCR's Advanced Subsidiary GCE and Advanced GCE English Literature, in particular for Unit 2713, the synoptic unit with its emphasis on contextual and comparative study.

The series includes the following titles:


Don Shiach: <i>American Drama 1900-1990</i>	0 521 65591 9
Adrian Barlow: <i>The Great War in British Literature</i>	0 521 64420 8
Caroline Zilboorg: <i>American Prose and Poetry in the 20th Century</i>	0 521 66390 3
Barbara Dennis: <i>The Victorian Novel</i>	0 521 77595 7
David Stevens: <i>The Gothic Tradition</i>	0 521 77732 1
Chris O'Reilly: <i>Post-Colonial Literature</i>	0 521 77554 X
Jane Ogborn and Peter Buckroyd: <i>Satire</i>	0 521 78791 2
John Smart: <i>Twentieth Century British Drama</i>	0 521 79563 X
Rex Gibson: <i>Shakespearean and Jacobean Tragedy</i>	0 521 79562 1
Richard Wilmott: <i>Metaphysical Poetry</i>	0 521 78960 5
Frank Myszor: <i>The Modern Short Story</i>	0 521 77473 X
Valerie Allen: <i>The Age of Chaucer</i>	0 521 52993 X
Caroline Zilboorg: <i>Women's Writing: Past and Present</i>	0 521 89126 4
David Stevens: <i>Romanticism</i>	0 521 75372 4

Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of Communication, Information Technology, Working With Others and Improving Own Learning and Performance as required by QCA's Subject Criteria for English Literature.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example IT3.1, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their candidates.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills units exist.

Preparation for Unit	Communication	IT	Working with Others	Learning & Performance
	Level 3	Level 3	Level 3	Level 3
2707	✓	✓		
2708	✓	✓		
2709	✓	✓		✓
2710	✓	✓		
2711/ 2712	✓	✓		
2713	✓	✓	✓	

Appendix B

Notes for Guidance on Coursework

1. Coursework within the OCR Specification

Internal Assessment is compulsory in AS (Unit 2709) and optional in A2 (Unit 2711).

(a) Choice and flexibility

At AS, coursework aids progression from GCSE. It offers an opportunity for literary study and response of a kind different from that in Units 2707 and 2708. It allows Centres a degree of freedom in their choice of texts and tasks; it enables candidates to extend their reading and study in ways which complement those undertaken elsewhere while completing the minimum requirements of the specification, or to pursue reading of a wider and more varied nature.

At A2, the optional coursework (Unit 2711) allows Centres and candidates a free choice of texts within the specified period and genre (Prose post-1914); it also offers further scope for the planning of 'pathways' through the specification.

(b) Drafting

Once an internally assessed essay has been marked it may **not** be re-written. Once the candidate has begun drafting, discussion of the work and how it is proceeding is a natural part of the relationship between teacher and candidate, in coursework as in preparation for other forms of examination. **However, any marking, correcting or editing of draft material by the teacher is inappropriate. The comment must not constitute the correction.**

(c) Use of Secondary Sources

Candidates need explicit direction about the positive use of proper critical works and about what uses are unacceptable. Any reference to these sources in essays must be properly acknowledged, with footnotes and bibliographies appended. Material downloaded from the Internet, likewise, must be fully and properly acknowledged.

(d) Written Communication

Effective written communication is essential in work submitted for an examination in Literature. Assignments should be written in an appropriate register, and quality of written communication must be taken into account in the marking of the coursework: it is assessed in relation to AO1, as defined in the Mark Band Criteria (**see above, Section 3.2: Quality of Written Communication**).

The weighting attached to AO1 in each unit is shown in the Assessment Grid in Section 3.1. and in the Unit descriptions in Section 5.

2. Coursework in AS

Two items of work are required: guideline length overall, 1500-2000 words, **including** quotations, references, bibliographies etc. As stated in Section 5.3, however, **no folder must exceed an overall maximum of 3000 words**. This includes all quotations, references and bibliography. Where a folder exceeds this length, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

See Section 5.3, for description of the requirements for Unit 2709.

2.1 Preparation of Coursework (Unit 2709)

Judicious choice of texts and framing of titles is essential. Candidates must be enabled to meet the assessment objectives prescribed for the Unit (see section 2.2(b) in this appendix).

(a) Choice of texts

In choosing appropriate texts, Centres and candidates may wish to concentrate on one of the following:

- A text of a type or genre not studied elsewhere in Units 2707 or 2708, e.g. twentieth century drama;
- A text which may be useful for candidates who have already decided their choice of topic in the synoptic unit (Unit 2713) – e.g. a satirical text, for those choosing Satire as their topic area;
- A text reflecting the candidate's own interests and discoveries during the AS part of the course.

Since this text forms a part of the minimum reading requirement for AS, it must be originally written in English.

(b) Choice of tasks

Titles must be chosen, and tasks articulated, in such a way as to ensure that the candidate can address the assessment objectives for the Unit. The essay on the text as a whole must focus on AOs 1, 4 and 5. The other item on a selected passage/ poem/ part of a scene must focus on AOs 2i and 3, and candidates should have the opportunity to show how this selected extract is characteristic of the text as a whole. The selected extract should be relatively short (as guidance: 1-2 sides of prose or drama text: a single poem or part of a longer poem).

If the 'recreative' option is chosen as an alternative to close analysis of a selected passage from the chosen text, candidates must be enabled to:

- respond with knowledge and understanding to the original text, through their own versions and through their commentaries, by a study of a specific chosen passage (AO2i);
- show, implicitly through their own versions and/or explicitly through their commentaries, understanding of the ways in which the form, structure and language of the original text shapes its meaning (AO3);

Guidance on marking this form of answer is given in section 2.2(c) in this appendix.

2.2 *Internal Assessment at AS*

(a) General

The Assessment Objectives targeted for Unit 2709 (see section 2.2(b) in this appendix) indicate what candidates should achieve. Differentiation is by task and by outcome, with teachers helping candidates to select tasks which enable them to show what they know, understand and can do, and to score appropriately against the **marking criteria** published separately in the *Instructions to Centres on the Marking and Moderation of Coursework (CWI 1676)*. This document, along with copies of the cover sheets, will be issued to all centres making entries for this unit in each session. In addition it can be downloaded from the OCR website www.ocr.org.uk

In assessing the work of candidates, Centres must consider the quality of each item of work in the folder in relation to the Assessment Objectives and the descriptions of performance in each mark band as set out in the marking criteria (see above). Marking should be **positive**, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work, rather than the quantity, which is assessed. Using the 'best-fit' principle, work should be located within the appropriate mark band, taking into account any dominantly weighted Assessment Objective to arrive at a mark within the band. The final mark out of 60 should reflect the achievement of the folder as a whole.

The **guideline word length** for the whole folder is **1500-2000 words**. Folders should not exceed **3000 as a maximum**. Where a folder exceeds this length, Centres are instructed to assess the first 3000 words only, and to indicate on the cover sheet that this has been done.

(b) Assessment Objectives

For Unit 2709 the weighting of the Assessment Objectives is:

AO1: 5% AO2i: 10% AO3: 5% AO4: 5% AO5i: 5% Total: 30% of the AS

The first item in the folder (discussion of the text as a whole) focuses on AOs 1, 4 and 5i (each 5% of total weighting for AS).

The second item (analysis of a single passage from the text, or recreative response) focuses on AO2i (10%) and AO3 (5% of total weighting for AS).

(c) Guidance on marking recreative response

This task falls into two parts: the recreative response itself, and the commentary. In this second part the candidate reflects on the process of writing in the style of the original piece, evaluates the outcome and identifies ways in which the exercise has illuminated the stylistic qualities and character of the original text as represented in a chosen passage that has received close study. **The marks available for this task must not be divided into two equal parts, but should be awarded on the basis of both parts assessed together.** There are two reasons for this:

- The candidate's response to the language of the original passage (which should be representative of the text as a whole) may be shown both in the recreative exercise and in the commentary;
- The candidate may struggle to produce a satisfactory piece of recreative writing, but this may be outweighed by a substantial commentary effectively identifying and discussing the difficulties encountered and the light they shine on the original text.

In their commentaries, candidates should show an awareness of ways in which the selected passage is representative of the text as a whole.

(d) Mark Bands

The marks awarded fall into one of the following mark bands:

Mark band	Mark out of 30 per item	Mark out of 60 whole folder
1	0 - 8	0 - 17
2	9 - 14	18 - 29
3	15 - 20	30 - 41
4	21 - 26	42 - 53
5	27 - 30	54 - 60

3. Coursework in A2

Coursework is optional in A2. The coursework unit (Unit 2711) is an alternative to a written examination (Unit 2712).

In Unit 2711, candidates produce **either** a single extended essay **or** two items of writing, to a **maximum of 3000 words** (including references, quotations and bibliography). Where a folder exceeds this length, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

See Section 5.5 for detailed description of the requirements for Units 2711 and 2712.

3.1 **Preparation of Coursework (Unit 2711)**

Judicious choice of text(s) and framing of titles is essential. Candidates must be enabled to meet the assessment objectives prescribed for the Unit (see section 3.2(b) in this Appendix).

(a) **Choice of texts**

In selecting an appropriate post-1914 prose text (fiction or non-fiction, originally written in English) **not** previously studied for Unit 2709, nor **set** for Units 2708 or 2713 (texts may however be chosen from the list for Unit 2712), Centres and candidates may choose to concentrate on one of the following:

- A text which may be useful for candidates who have already decided their choice of topic in the Synoptic Unit (Unit 2713) – e.g. a modern American novel for those studying Twentieth Century American Literature;
- A text reflecting the candidate's own interests and discoveries during the AS and A2 parts of the course.

(b) **Choice of tasks**

Candidates may choose to discuss more than one text, either in the course of an extended essay or in two essays, if submitting two shorter items. Whichever route is adopted, tasks set must enable candidates to meet all the assessment objectives, including AO1 (which carries 10% of the weighting for A2 in this Unit). Candidates should also be able to show - through close study of a particular passage or passages - an awareness of how a writer's choice of language and form shapes meaning; this should be the focus of one of the two pieces or form an integral part of the single extended essay (AO3). Similarly, tasks set must enable candidates to show evidence of engagement with other readings and interpretations (AO4) in forming their own judgements of the text(s).

3.2 **Internal assessment at A2**

(a) **General**

Differentiation is by task and by outcome, with teachers helping candidates to select tasks which enable them to show what they know, understand and can do, and to score appropriately against the **marking criteria** published separately in the ***Instructions to Centres on the Marking and Moderation of Coursework (CWI 1676)***. This document, along with copies of the cover sheets, will be issued to all centres making entries for this unit in each session. In addition it can be downloaded from the OCR website www.ocr.org.uk

In assessing the work of candidates, Centres must consider the quality of each item of work in the folder ***in relation to the Assessment Objectives and the descriptions of performance in each mark band as set out in the marking criteria (see above)***. Marking should be **positive**, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work, rather than the **quantity**, which is assessed. The Assessment Objectives targeted for Units 2711 and 2712 (see section 3.2(b) in this appendix) indicate what candidates should achieve. Using the 'best-fit' principle, work should be located within the appropriate mark band, taking into account any dominantly weighted Assessment Objective to arrive at a mark within the band.

The final mark out of 60 should reflect the achievement of the folder as a whole. (Where two essays are submitted, each piece should be initially marked out of 30 as a basis for deciding the final mark out of 60.) See also **(b) Assessment Objectives** below.

The maximum word length for the whole folder, including references, quotations and bibliography, is 3000 words. Where a folder exceeds this length, Centres are instructed to assess the first 3000 words only, and to indicate on the cover sheet that this has been done.

(b) Assessment Objectives

For Units 2711 and 2712 the weighting of the Assessment Objectives is:

AO1: 10% AO2ii: 5% AO3: 5% AO4: 5% AO5ii: 5% Total: 30% of the A2

In a folder which contains two essays:

- For the task which focuses on a **selected passage/ passages**, the band descriptors for **AO3** (and in relating it to the whole text, **AO2ii**) will be particularly relevant.
- For the task which discusses the text(s) as a whole, the band descriptors for **AO4** and **AO5ii** will be particularly relevant.

(c) Mark Bands

The marks awarded fall into one of the following mark bands:

Mark band	Mark out of 30 per item (for 2 essay folder)	Mark out of 60 (for extended essay/ whole folder)
1	0 - 8	0 - 17
2	9 - 14	18 - 29
3	15 - 20	30 - 41
4	21 - 26	42 - 53
5	27 - 30	54 - 60

4. Coursework Guidance and Support

In addition to the information given in this document, OCR will provide a range of measures to enable Centres to set appropriate tasks, make assessments which are consistent with the assessment criteria and carry out internal moderation effectively. There will be no requirement to submit coursework titles for prior approval; however, Centres will be offered guidance on choice of texts and on framing appropriate tasks.

In order to support Centres, advice on all aspects of planning, task-setting and internal assessment of coursework will be available from OCR via a network of coursework consultants.

Support Materials

A range of support materials will be available including exemplar tasks and assessed work with commentaries; guidance on course planning and choice of texts; advice for candidates on how to approach coursework and wider reading. INSET meetings will offer further guidance for assessment and standardisation of coursework. Further details about support materials, INSET and the coursework consultancy service are available on the OCR website: www.ocr.org.uk

5. Re-Submission of Coursework

In common with other Units, 2709 and 2711 may be entered a second time. Candidates who re-sit a coursework unit must submit a folder that is **substantially new in content**. Where the folder contains two pieces (as it must for 2709 and as it may for 2711), at least one piece must be new. Where the folder contains one extended piece (2711 only) this must be new. New work may be based on the same text, but the task set must be sufficiently different to ensure that **previously submitted, assessed coursework cannot be re-drafted**.

Appendix C

Use of technical terms in question papers

Question setters assume that candidates are familiar with basic literary and critical terminology (e.g. tragedy, comedy, irony, allegory, satire, symbol, imagery, form, structure, narrative etc.).

More detailed advice on the use of appropriate critical terminology by candidates - in line with Assessment Objective 1 - will be available from OCR. However, candidates for Advanced Subsidiary GCE are expected to be capable of identifying the main literary forms (e.g. in poetry, lyric and narrative verse, ballads, blank verse, free verse etc.) and technical concepts such as metaphor. For A2 they are expected to have a broader and deeper understanding of forms, especially as an aid to discussing genre and context (e.g. Restoration Drama, Theatre of the Absurd etc.) where relevant to the texts they have studied both as core material and for wider reading.

Literary Theory and Critical Practice

These OCR specifications are designed to encourage flexibility in choice of texts, topics and teaching philosophies, and it is therefore of course up to individual teachers and departments to develop approaches and policies in line with their own strengths and their candidates' abilities. However, teachers preparing candidates for Advanced GCE English Literature must be aware of the developing scope of Literary Studies, and the new emphases that have resulted. The QCA Subject Criteria, and in particular the Assessment Objectives with their associated weightings, reflect these developments and offer new opportunities for teaching and learning at Advanced Subsidiary GCE and Advanced GCE. On the other hand, the explicit teaching of Literary Theory is not required either by the Subject Criteria or by these specifications. Nor is it expected that candidates will have acquired the specific technical vocabulary associated with some branches of Theory.

Broadly speaking, the Subject Criteria focus on the following:

Plurality – the awareness that, because texts can be read in different ways by different readers at different times and in different contexts, there is never a single meaning or a single 'right answer' that can be taught and learned. Readers, and candidates as readers, must learn how to take account of other interpretations in the process of reaching their own conclusions about texts and writers.

Intertextuality – the awareness that writers do not write, nor do readers read, in a literary vacuum. The relationships between texts, and the comparisons that can be drawn between texts, illuminate the processes of writing and reading. This is why it is now a requirement for all English Literature specifications to contain comparative study of whole texts.

Contextuality – again, writers write and readers read within a number of contexts: social, cultural and historical. These affect the ways in which texts can be read and candidates at AS must show their awareness of these influences, while at A2 they should be able to evaluate the significance of contexts on the way in which texts are read.

In each of these areas, the primary focus remains on the texts. In the OCR specifications the practice of close reading remains central to the study of Literature at Advanced GCE. So, too, does the emphasis on the traditions of English literature: most of the set texts are unashamedly part of the traditional 'canon' of English Literature. Not all, however: there are a number of new texts and new areas of study (biography and travel writing for instance) which have been introduced. Challenging the canon has become an important part of the business of literary studies today and through their choice of texts for coursework or their selection of topic for Unit 2713: Comparative and Contextual Study, Centres and candidates are invited, if they wish, to move into new areas of literary and textual exploration.

In these ways it is hoped that the OCR specifications described in this booklet will achieve their main aim: to enable candidates to enjoy the advanced study of English Literature.