
OCR AS GCE in English Language and Literature (3829)
OCR Advanced GCE in English Language and Literature (7829)

Approved Specifications – Revised Edition

First AS GCE certification was 2001

QAN (3808) 100/0603/5

First Advanced GCE certification was 2002

QAN (7872) 100/0431/2

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. All previous set texts remain available for study.**

The main changes are:

Re-sits of Units - The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (see page 21 for details).

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Foreword (continued)

This booklet contains OCR's Advanced Subsidiary (AS) and Advanced GCE (A level) English Language and 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).

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Specification Summary

Outline

These OCR AS GCE and Advanced GCE specifications are designed to encourage advanced study of the English Language and Literature in English as interconnecting disciplines. 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 form the basis for any further specialist study at degree level.

Specification Content

These specifications cover knowledge and understanding of the following areas:

- the ways in which the study of language and literature inform each other;
- a range of literary and non-literary texts, covering the literary genres prose, poetry and drama; literature published before 1900 and (in A2) before 1770;
- linguistic concepts and key features of frameworks for the study of spoken and written language, drawn from the different systems of phonology, lexis, grammar and semantics;
- the ways in which forms and meanings in language are shaped by variations in mode, use, time or place;
- the ways in which spoken language and written texts relate to the contexts in which they were created (AS) and have been interpreted by different readers or listeners at different times (A2).

Scheme of Assessment

The AS forms 50% of the assessment weighting of the full Advanced GCE. AS is assessed at a standard expected to be reached at the end of the first year of a two year Advanced GCE award 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 ASGCE and **6 units of assessment** for Advanced GCE.

AS GCE Candidates take Units 2714, 2715 and 2716.

Advanced GCE Candidates take Units 2714, 2715, 2716, 2717, 2718 and 2719.

Unit 2719 contains the synoptic assessment for the specification.

Units of Assessment

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	Advanced GCE
2714	AS	Linking Language and Literature (Closed Text)	Written Examination	1 hour 15 mins	30%	15%
2715	AS	Language in Literature: Poetry and Prose (Open Text)	Written Examination	1 hour 45 mins	40%	20%
2716	AS	Styles of Writing	Coursework	-	30%	15%
2717	A2	Language in Literature: Drama (Open Text)	Written Examination	2 hours	-	15%
2718	A2	Issues in Language and Literature	Coursework	-	-	15%
2719	A2	Experience into Words (Closed Text)	Written Examination	2 hours +15 mins reading time	-	20%

Question Paper Requirements

AS

Unit 2714: *Linking Language and Literature* (Closed text)

Candidates answer **one compulsory** question: a comparison of a transcript of spoken English with a literary or non-literary text extract.

Unit 2715: *Language in Literature: Poetry and Prose* (Open text)

Candidates answer two questions on the texts set for study, **one** on a poetry text in **Section A**, and **one** on a prose text in **Section B**. At least one text must be pre-1900. Questions require close study and critical appreciation of set passages from prepared texts.

A2

Unit 2717: *Language in Literature: Drama* (Open text)

Candidates answer two questions on the texts set for study, one from **Section A : Shakespeare** and one from **Section B: Twentieth Century Drama**. Essay questions are set which require candidates to select passages for close comment, and to relate them to the whole text.

Unit 2719: *Experience into Words* (Closed Text)

Candidates answer **one** compulsory question from **Section A** and **one** compulsory question from **Section B**. 15 minutes reading time is given for candidates to familiarise themselves with a selection of extracts which form the basis of the paper. The **Section A** question focuses on an example of a given form (which until further notice is the monologue) for comment and analysis. The **Section B** question is a directed task to adapt one of the extracts into a given form, accompanied by the candidate's own commentary.

Coursework Requirements – AS and Advanced GCE

Centres should set tasks which meet the requirements of the Assessment Objectives for Unit 2716 (AS) and for Unit 2718 (A2). Coursework for Unit 2716 and Unit 2718 is marked by the teacher and externally moderated by OCR. Prior submission of proposed tasks is **not** required. (See Section 4.2 and Appendix B for guidance on tasks and texts.)

Unit 2716: *Styles of Writing*

Candidates submit a folder (guideline 1500 - 2000 words: maximum 3000) containing **two** original pieces covering literary and non-literary writing and speech, with commentaries to support their own writing.

Unit 2718: *Issues in Language and Literature*

Candidates write an extended study of no more than 3000 words in one of the prescribed topic areas: The Language of Protest; Language and Persuasion; Language and Gender; Language and Identities. The study must explore spoken as well as literary and non-literary texts.

1 Introduction

These OCR specifications lead to qualifications at AS GCE and Advanced GCE in English Language and Literature. Candidates take three units for AS GCE and a further three for A2. AS GCE and A2 combined constitute the full Advanced GCE specification. There is internal assessment in both AS and A2.

The specifications offer candidates the opportunity to explore the study of language and literature as an integrated discipline. They allow them to gain greater confidence in handling both spoken and written English through the study of the spoken word, literary and non-literary texts.

In each area of the specifications and in each unit, candidates meet the requirements of the QCA Criteria for English Language and Literature (1999). In so doing they will develop as independent users, readers and critics of Language and Literature, able to relate literary and non-literary texts to the contexts in which they are produced.

The QCA Criteria require candidates to acquire knowledge and understanding of:

- the ways in which the studies of language and literature inform each other;
- a range of literary and non-literary texts, covering the literary genres prose, poetry and drama; literature published before 1900 and (in A2) before 1770. The non-literary texts should include both spoken and written language. The texts studied should be of sufficient substance and quality to merit serious consideration;
- linguistic concepts and key features of frameworks for the study of spoken and written language, drawn from the different systems of phonology, lexis, grammar and semantics;
- the ways in which forms and meanings in language are shaped by variations in mode, use, time or place;
- the ways in which spoken language and written texts relate to the contexts in which they were created (AS) and the ways in which different literary and linguistic approaches to the study of written and spoken language inform the reading of texts.

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

- (i) Candidates are offered a wide variety of ways in which to demonstrate their mastery of the skills outlined above. The range of responses to literary, non-literary, spoken and written texts includes essays, recreative writing, adaptations, commentaries and original writing. Coursework is given the maximum permitted emphasis in A2, where candidates are able to pursue a particular area of interest for their Extended Study (Issues in Language and Literature).
- (ii) Candidates progress from AS to A2 by building on concepts and experiences from earlier in the course. The culmination of this is in Unit 2719, the synoptic unit, where there is a synthesis of understanding gained by making selections and connections across the full range of linguistic and literary approaches encountered during the course: new material can be related to previous reading and thinking.

- (iii) Flexibility and choice in course planning are retained whilst at the same time ensuring that the criteria requirements are fulfilled.

Recommended Prior Learning

These OCR specifications build on the knowledge, skills and understanding developed at Key Stage 4 and assessed at GCSE, and offer candidates from this and other educational contexts the chance to study, in a systematic fashion, the relationship between literary and linguistic approaches in English. Although a GCSE qualification in English or English Literature is **not** a pre-requisite for the study of these specifications, candidates should have acquired the skills, understanding and knowledge necessary for the advanced study of English Language - that is, at a level equivalent at least to Grade C at GCSE. Intending candidates for these specifications should have covered the range of study 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 AS GCE or Advanced GCSE, 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.

Progression

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

1.1 Certification Title

These specifications will be shown on a certificate as:

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

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Exclusions

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

Similarly, candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title English Language and Literature in the same examination series.

At AS GCE or Advanced GCE level, candidates may **not** take English Language and Literature at the same time as any other English Literature or English Language specification.

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 5010.

1.4 Code of Practice Requirements

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 and language. Specifically, they aim to encourage candidates at AS GCE and at Advanced GCE:

- to study language and literature as interconnecting disciplines;
- to develop their ability to use linguistic and literary critical concepts and analytical frameworks in commenting on a wide range of spoken language texts and written texts;
- to develop as independent, confident and reflective readers, enabling them to relate literary and non-literary texts to the contexts in which they were produced; also to develop their skills in speaking and writing for different purposes and audiences.

Additionally, at Advanced GCE the specification aims to encourage candidates:

- to make comparisons and connections between a range of texts, and to make independent judgements about the range of approaches that can be adopted in understanding the inter-relationship between language and literature.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The subject demands from candidates an understanding of the cultural contexts from which spring English language and literature, in their many forms and varieties. In dealing with English as a spoken and written language candidates become aware of cultural perspectives as they affect others. Analysing and responding to the way language shapes themes, characters and perspectives in literary texts in Units 2715 and 2717 require candidates at all times to define their own moral and ethical viewpoints. The topics offered for individual study in Unit 2718: Issues in Language and Literature are in part concerned with issues of opinion and belief and how these are presented and influenced by language.

2.2 European Dimension

English Language and Literature as a subject cannot have a specifically European dimension, since the texts to be studied must be taken from English Literature. Nevertheless, issues of translation and discussion of English as a world language may appropriately include a European dimension. Aspects of cultural and historical influences - both in the shaping of the English Language and in the contextual settings of texts – provide opportunities to consider the European tradition in storytelling, for example in relation to the study of Chaucer and Shakespeare in Units 2715 and 2717. The investigation of cultural and historical influences is also invited by topics chosen in the internally assessed Units 2716 and 2718.

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 Language and Literature (1999) require that candidates demonstrate the following assessment objectives with weightings as indicated.

Assessment Objectives		% Weighting		
	<i>Candidates should be able to:</i>	AS	A2	Advanced GCE
AO1	communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression	10 - 20	10 - 20	10 - 20
AO2i	in responding to literary and non-literary texts, distinguish, describe and interpret variation in meaning and form	15 - 25	-	20 - 30
AO2ii	respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them	-	20 - 30	
AO3i	respond to and analyse texts, using literary and linguistic concepts and approaches	15 - 25	-	20 - 30
AO3ii	use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform their readings	-	20 - 30	
AO4	show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts	15 - 25	15 - 25	15 - 25
AO5	identify and consider the ways attitudes and values are created and conveyed in speech and writing	15 - 25	15 - 25	15 - 25
AO6	demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.	10 - 20	10 - 20	10 - 20

3.1 Specification Grid

The following grid shows the relationship between the Assessment Objectives and the Units of assessment in these OCR specifications.

AO	Unit 2714	Unit 2715	Unit 2716	AS %	Unit 2717	Unit 2718	Unit 2719	A2 %	Advanced GCE %
1	5	5	5	15	5	5	5	15	15
2i	10		10	20					20
2ii					5	5	10	20	
3i	5	15		20					20
3ii					10	5	5	20	
4		15	5	20	10	5	5	20	20
5	10	5		15		10	5	15	15
6			10	10			10	10	10
3	30	40	30	100	30	30	40	100	100

3.1.1 Mark band descriptions: generic

The following mark band criteria are designed to indicate overall performance, bearing in mind that 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 the assessment objectives, and marks awarded will reflect a balance of strengths and weaknesses.

The qualities that distinguish different levels of performance at AS GCE are the same as those at Advanced GCE; performance at AS 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 3 distinguish levels of skill at AS (i) and A2 (ii).

Band 1: *Answers that show depth and insight*

These will normally show:

(AO1) a confident, sophisticated style, with a high level of technical accuracy; fluent and effective use of appropriate terminology; **and at A2 increasingly** detailed and mature knowledge and understanding of the links between literary and linguistic study and an ability to create original insights;

(AO2i) a secure and well-informed knowledge of literary and non-literary texts; a range of complex ideas, supported by close, intelligent reading; a clear conceptual grasp of variations in form and meaning; relevant argument supported by skillful and telling use of textual and/or secondary evidence;

(AO2ii) as above, but in addition: response with detailed perception to different types of texts from different periods; sophisticated comment on relationships between texts;

(AO3i) response to and analysis of literary and non-literary texts applying sophisticated and varied literary and linguistic concepts and approaches;

(AO3ii) as above, but in addition: different literary and linguistic approaches, evaluated with detailed insight into written and spoken language;

(AO4) a sophisticated appreciation of the ways in which form, style and vocabulary shape meaning; **with at A2 increasingly** mature awareness of the significance of contextual variation;

(AO5) a sophisticated understanding of how attitudes and values are conveyed in speech and writing; **and at A2 an increasing** awareness of the range of ways in which this occurs;

(AO6) expertise and a high level of accuracy in writing for varied purposes and audiences; **with at A2 increasingly** fluent commentary and informed knowledge of literary and linguistic features.

Band 2: *Answers that are proficient and well focused*

These will normally show:

(AO1) ideas expressed in a succinct, well-controlled and technically accurate way, using terminology accurately and appropriately; **and at A2 increasingly** proficient knowledge, understanding and insight shown into the links between literary and linguistic study;

(AO2i) sound and detailed understanding of literary and non-literary texts; ability to respond directly to the question and establish a consistent, clear line or argument, supported by close reference to texts; a consistent awareness of the content and style of literary and non-literary texts;

(AO2ii) as above, but in addition: ability to respond with perception to different types of texts from different periods and to comment in a consistent way on relationships between texts;

(AO3i) ability to respond to literary and non-literary texts using varied literary and linguistic concepts and approaches;

(AO3ii) as above, but in addition: ability to use different literary and linguistic approaches to produce sound evaluation of written and spoken language;

(AO4) proficient analysis of how features of form, style and vocabulary shape meaning; **with at A2 increasingly** a clear awareness of the significance of contextual variation;

(AO5) a sound and detailed understanding of how attitudes and values are created and conveyed in speech and writing; **and at A2 an increasing** awareness of ways in which this occurs;

(AO6) some expertise and a good general level of accuracy in writing for varied purposes and audiences; **with at A2 increasingly** an ability to comment relevantly and with sound knowledge of literary and linguistic features.

Band 3: Answers that show a competent level of understanding

These will normally show:

(AO1) ideas expressed in a clear, controlled and accurate way; terminology used appropriately; **and at A2 increasingly** sound knowledge, understanding and insight into the links between literary and linguistic study;

(AO2i) an informed knowledge of literary and non-literary texts used to construct an appropriate argument supported by relevant textual knowledge; an understanding of the question and its implications, and some awareness of the context and style of literary and non-literary texts;

(AO2ii) as above, but in addition: the ability to respond with some perception to different types of texts from different periods, and to comment in a relevant way on relationships between texts;

(AO3i) the ability to respond to and analyse literary and non-literary texts using literary and linguistic concepts and approaches;

(AO3ii) as above, but in addition: the ability to use different literary and linguistic approaches competently, and evaluate written and spoken language;

(AO4) sound if straightforward awareness of how form, style and vocabulary shape meaning **with at A2 increasingly** an awareness of contextual variation;

(AO5) a competent understanding of the ways attitudes and values are conveyed in speech and writing **and at A2 an increasing** awareness of a range of ways in which this occurs;

(AO6) competence and a sound level of accuracy in writing for varied purposes and audiences; **with at A2 increasingly** the ability to comment effectively and with a usually sound knowledge of literary and linguistic features.

Band 4: Answers that are basically sound but sometimes uneven

These will normally show:

(AO1) some ability to convey ideas with reasonable clarity and accuracy, using a limited but appropriate critical vocabulary; **and at A2 increasingly** some understanding and insight into the links between literary and linguistic study;

(AO2i) a basically sound knowledge of literary and non-literary texts; some ability to engage directly with questions and texts; some awareness of the context and style of literary and non-literary texts;

(AO2ii) as above, but in addition: usually appropriate response to different types of texts from different periods, with basic but relevant comment on relationships between texts;

(AO3i) basically sound response to and analysis of literary and non-literary texts, using some literary and linguistic concepts and approaches;

(AO3ii) Use of different literary and linguistic approaches to produce at least a partial evaluation of written and spoken language;

(AO4) generally sound if limited awareness of some implications of form, style and vocabulary **with at A2 increasingly** some awareness of the significance of context;

(AO5) a basically sound if limited understanding of how attitudes and values are created and conveyed in speech and writing **and at A2 increasingly** some awareness of the range of ways in which this occurs;

(AO6) reasonable accuracy in writing appropriately for varied purposes and audiences; **with at A2 increasingly** some awareness of literary and linguistic features.

Band 5 i: Answers that are just adequate as a response to the question

These will normally show:

(AO1) some lapses in effective written English, though technical errors do not impede the communication of meaning; a limited critical vocabulary; **and at A2 increasingly** some understanding of the links between literary and linguistic study;

(AO2i) limited knowledge of literary and non-literary texts, but some engagement with questions to demonstrate a limited awareness of the content and style of literary and non-literary texts;

(AO2ii) as above, but in addition: limited awareness of different types of texts from different periods and of the relationships between them;

(AO3i) a basic response to literary and non-literary texts using literary and/or linguistic approaches;

(AO3ii) as above, but in addition: a limited ability to use different literary and linguistic approaches with at least a partial evaluation of written and spoken language;

(AO4) a partial awareness of implicit meanings of form, style and vocabulary **with at A2 increasingly** an ability to show some limited awareness of the significance of context;

(AO5) a limited awareness that attitudes and values can be created and conveyed in speech and writing **and at A2 increasingly** some limited awareness of the range of ways in which this occurs;

(AO6) limited skill but basic accuracy in writing for varied purposes and audiences; **with at A2 increasingly** some evidence of ability to comment with awareness and knowledge of literary and linguistic features.

Band 5 ii: Answers that may not on balance be adequate as a response to the question

These will normally show:

(AO1) some lapses in effective written English, with technical errors that significantly impede the communication of meaning; a limited critical vocabulary; **and, at A2 particularly**, little understanding shown of the links between literary and linguistic study;

(AO2i) limited knowledge of literary and non-literary texts, and engagement with questions demonstrates a very limited awareness of the content and style of literary and non-literary texts;

(AO2ii) as above, but in addition: very limited awareness of different types of texts from different periods and of the relationships between them;

(AO3i) a basic response to literary and non-literary texts making little effective use of literary and/or linguistic approaches;

(AO3ii) as above, but in addition: a very limited ability to use different literary and linguistic approaches with little effective evaluation of written and spoken language;

(AO4) very occasional awareness of implicit meanings of form, style and vocabulary **with, at A2 particularly**, little awareness shown of the significance of context;

(AO5) very little awareness that attitudes and values can be created and conveyed in speech and writing **and, at A2 particularly**, only a very limited awareness of the range of ways in which this occurs;

(AO6) very limited skill and struggling to achieve basic accuracy in writing for varied purposes and audiences; **with, at A2 particularly**, little evidence of ability to comment with awareness and knowledge of literary and linguistic features.

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 for Units 2715, 2717 and 2719 will be 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

The single answer in unit 2714, and the whole folder for 2716 and 2718, will be marked 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

3.2 Quality of Written Communication

All externally assessed 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 Assessment Objective 1, which is common to all the externally assessed units of the specification. The weighting attached to AO1 in each unit is shown in the Specification Grid in Section 3.1.

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 linguistic and literary critical terminology (see Appendix C) 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 linguistic and literary critical terminology (see Appendix C) 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 linguistic and literary critical 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 clear and convincing.

Unit Availability

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

Unit	Level	Unit Title	January	June
2714	AS	Linking Language and Literature	✓	✓
2715	AS	Language in Literature: Poetry and Prose	✓	✓
2716	AS	Styles of Writing	✓	✓
2717	A2	Language in Literature: Drama	✓	✓
2718	A2	Issues in Language and Literature	✓	✓
2719	A2	Experience into Words	✓	✓

Sequence of Units

The normal sequence in which the units will be taken is: Units 2714, 2715 and 2716 in the first half of a course of study, leading to an AS GCE award, then Units 2717, 2718 and 2719 in the second year, together leading to the Advanced GCE award. However, units may be taken in other sequences.

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

Synoptic assessment

'Synoptic assessment in English Language and Literature takes account of the requirement that Advanced GCE qualifications should enable candidates to develop a broader and deeper understanding of the connections between knowledge and understanding set out in the specification as a whole, including the requirement to produce a range of written work which is accurate, well structured and appropriate to its purpose. Synoptic assessment involves the explicit synthesis of insights gained from the study of a range of texts, both spoken and written. Candidates are required to demonstrate the ability to analyse and comment on a range of familiar and unfamiliar texts from the past and the present. The specification ensures that candidates draw on literary and linguistic approaches in articulating critical, informed readings, showing that they understand how the contextual factors can influence interpretations.' (QCA Subject Criteria for English Language and Literature: 1999)

In the OCR Advanced GCE specification, Synoptic Assessment is located in Unit 2719, and involves the explicit drawing together of knowledge, understanding and skills gained in different parts of the Advanced GCE course. By focusing on a specific form that embraces both spoken and written expression (which until further notice is the monologue), candidates are offered an opportunity to apply their understanding of literary and linguistic approaches learnt earlier to new material. Opportunities for highlighting the areas in Units 2714 – 2718 that form a link to the synoptic assessment in Unit 2719 are signposted in the Unit descriptions in Section 5.

There is no synoptic assessment in AS GCE English Language and Literature.

For Advanced GCE, Unit 2719 should normally be taken at the end of a candidate's course of study, but this is not a requirement. This unit can be taken in any available session.

Certification

Candidates may enter for:

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

Candidates must enter the appropriate AS 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 specification.

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 question paper for Unit 2714 consists of one question to be answered in 1 hour 15 minutes, and the question paper for Unit 2715 consists of two questions to be answered in 1 hour 45 minutes. In A2 (Units 2717 and 2719), all question papers consist of two questions to be answered in 2 hours. Unit 2719 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

In Units 2715 and 2717 candidates are required to use their literary texts during the examination to answer the questions. 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, page, scene or chapter references in questions will apply.
- Where a Centre wishes to apply for candidates to take an edition different from that specified 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 page, scene or chapter references for their edition of the text.

Details of specified editions are based on information available 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 Units 2715 and 2717, candidates are required to find specified passages - or poems (Unit 2715) - and to discuss them in relation to the text as a whole. In Unit 2717, they are required to select evidence from their chosen texts to demonstrate their understanding of the work of the author in comparison with other non-literary texts relevant to the set essay topic. 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 specified 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 are found under each of the appropriate units in Section 5.

All texts are set for a minimum of five consecutive assessment sessions.

4.1.4 Assessment and Marking

Mark schemes for all 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 will work from question-specific mark schemes which include mark band descriptions related to Assessment Objectives, indicating both skills and likely content.

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 AS Unit 2716 and in A2 Unit 2718.

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 2716 and 2718 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 marking criteria (see Appendix B).

4.2.2 Minimum Coursework Assessment Requirements

If a candidate submits no coursework for Unit 2716 or Unit 2718, then the candidate should be indicated as being absent on the Coursework marksheets submitted to OCR. If a candidate completes any work at all for Unit 2716 or Unit 2718 then the work should be assessed according to the criteria and 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. At AS (Unit 2716), for example, this means that at least one of the original writing pieces – and the commentary (or part of the commentary) that accompanies it – must be new. At A2 (Unit 2718), this means that the whole of the extended study must be new. New work may be based on the same texts/ extracts/ theme, 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, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

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 by task and outcome. Candidates should undertake assignments which enable them to demonstrate what they know, understand and can do.

4.5 Awarding of Grades

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

Both AS GCE and Advanced GCE results 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 Language and 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 by 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 thorough and wide ranging knowledge and understanding of the concepts and frameworks used in the study of English Language and English Literature, and the connections between them, in response to the tasks set. They make cogent comparisons and links across a range of texts and present thoughtful distinctions and convincing judgements which draw on their appreciation of the influences of social, cultural and historical contexts. Candidates show critical awareness of different approaches to the analysis of spoken and written texts, and write in a fluent, precise and accurate style, adapted to audience and purpose. In their independent studies of literary and non-literary texts, they support well-organised and coherent arguments with effectively chosen examples.

Grade C

Candidates demonstrate a secure knowledge and understanding of the interrelationships between the study of English Language and Literature drawing on some of the concepts and frameworks underlying them, in response to the tasks set. They make thoughtful comparisons between a range of texts and draw sound conclusions which make use of their awareness of the influences of contextual factors. Candidates are sensitive to the use of different approaches to the analysis of spoken and written texts and comment on the value of some of these from the perspective of their own independent study. They write accurately and can sustain a line of argument, supporting this by relevant illustration, appropriate for the audience and purpose.

Grade E

Candidates demonstrate some knowledge and understanding of concepts and frameworks relevant to the study of English Language and Literature in their observations and comments on literary and non-literary texts from different periods, in response to the tasks set. They are able to point out links between texts based on a general understanding of background factors and literary influences, and draw on knowledge of the differences between spoken and written English. Candidates' detailed reading of texts shows response to literary features and patterns of language use, occasionally making links between approaches. Their writing is generally accurate in expression, and conveys basic ideas, showing some variation in response to audience and purpose.

5 Specification Units

In line with the requirements of the QCA Subject Criteria, these OCR AS and Advanced GCE specifications for English Language and Literature (1999) build on the knowledge, understanding and skills established in studying GCSE English. Candidates are required to show that their contextual study of spoken and written language is based on sound theoretical knowledge.

The specification has been revised to take account of the QCA Review of Curriculum 2000.

The OCR **AS GCE specification** requires candidates to show knowledge and understanding of:

- a range of literary and non-literary texts, including a minimum of two texts from two literary genres (prose, poetry and drama), one of which must have been published before 1900. The non-literary texts should include both spoken and written language;
- literary-critical concepts and terminology relating to genre, structure and style;
- linguistic concepts and key features of frameworks for the study of spoken and written language at different levels of analysis, relating to speech sounds and intonation patterns, the origins and development of words, the rules and conventions of grammar, and ways of constructing and interpreting meaning in English;
- how variations in language can shape and change meanings and forms.

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

- a wider range of literary and non-literary texts, including two additional literary texts, one of which must have been published before 1770 (pre-Romantic), and selected to ensure coverage of the major literary forms of poetry, prose and drama during the Advanced GCE course. The selection of additional non-literary texts must include both spoken and written language;
- some of the ways in which meanings and forms in language are shaped by variations in mode, use, time or place;
- the ways in which spoken language and written texts relate to the contexts in which they were received and created.

The OCR AS GCE specification requires candidates to:

- show their understanding and evaluation of spoken language and written texts in fluent and convincing responses;
- apply linguistic and literary-critical concepts and analytical frameworks for the study of spoken language and written texts;
- identify and consider how meanings and effect are created and conveyed in texts;
- demonstrate appropriate and accurate control of English for a variety of audiences and purposes, and comment on the production, interpretation, adaptation or representation of texts.

In addition, the OCR **Advanced GCE specification** requires candidates to:

- compare texts, evaluating the appropriateness of different analytical approaches to their study, taking account of the cultural and historical factors which influenced them;
- demonstrate their knowledge of the ways in which the study of language and literature inform each other through the analysis and interpretation of literary and non-literary texts.

Subject Criteria Requirements and these Specifications

The OCR AS GCE specification ensures that in Unit 2715 candidates meet the subject criteria requirements to study a range of literary and non-literary texts including two texts from two literary genres (prose, poetry and drama) of which one must be published before 1900.

Evaluation of both spoken and written texts, fiction and non-fiction, is ensured through the combined requirements of Units 2714, 2715 and 2716, as is reference to linguistic-critical concepts and analytical frameworks.

The OCR Advanced GCE specification ensures that in Unit 2717 candidates meet the subject criteria requirements to study a wider range of texts, including two additional literary texts, one of which must have been published before 1770 (pre-Romantic). This also ensures coverage of all three literary genres: prose, poetry and drama.

The additional demands at A2 for comparison and evaluation of different analytical approaches are met in each of Units 2717, 2718 and 2719.

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

5.1 Unit 2714: Linking Language and Literature (Closed Text)

1 hour 15 minutes



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

Candidates answer one compulsory passage based question.

For this paper, candidates are required to compare a transcript of speech with a literary or non-literary extract. They are asked to consider how the communication of ideas and attitudes is shaped by variations in features such as vocabulary, expression and form and to consider the differences between spoken and written texts.

This unit introduces candidates to the connections between language and literature, and written and spoken texts. It encourages them to explore linguistic and literary approaches and to appreciate how differences in form and meaning are created.

Teaching Note:

In preparing for this unit, candidates should be encouraged to explore a wide range of materials in order to examine how natural speech, including broadcast material, relies on spontaneity and has its own distinctive features whereas literary dialogue is constructed and shaped through the mediation of the author; as examples they could explore how interviews in magazines and newspapers are changed from original taped recordings or notes.

Assessment Objectives 1, 2i, 3i, 5.

5.2 Unit 2715: Language in Literature: Poetry and Prose (Open Text) 1 hour 45 minutes



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

Candidates answer one question in Section A: Poetry and one in Section B: Prose. At least one answer must be on a text published pre-1900*.

In both **Section A** and **Section B**, candidates are given a question based on one passage from the set text. The task identifies one aspect of the extract for close, textual comment; and candidates are then required to consider its features in relation to the whole text. Texts are allowed in the examination, but passages are also printed on the question paper so that candidates can annotate and plan before beginning to write.

This unit offers progression from GCSE in the following ways:

- More challenging texts;
- Questions that ask candidates to link together insights gained from both literary and linguistic study using more sophisticated terms of reference and terminology;
- Emphasis on technique as creating meaning in literary texts;
- Focus on clear communication of the insights gained from both literary and linguistic study.

The unit prepares candidates for further, deeper study at Advanced GCE in the following ways:

- Questions that are guided but allow candidates to begin to develop and use a variety of literary and linguistic strategies for themselves;
- Coverage of texts that can be used for Synoptic Assessment in Unit 2719;
- Reflection on the ways in which authorial choices in both detail and larger pattern combine to create meaning.

Teaching Note:

Since the Synoptic Assessment Unit 2719: Experience into Words always focuses on a given form such as Monologue (see description of Unit 2719 for further explanation) special attention could be drawn to aspects of texts studied here that may prove relevant later on.

Assessment Objectives 1, 3i, 4, 5.

Unit 2715 Poetry and Prose: set texts

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.)

For some Poetry texts, a selection of poems only is set for study. See following page.

One text for the paper must be pre-1900 (marked *)

Set texts for sessions from January 2005 until further notice:

Section A: Poetry

Chaucer: *The Nun's Priest's Tale* (CUP, 0521786541) *

Chaucer: *The Miller's Tale* (CUP, 0521080339) *

Robert Frost: *Selected Poems* (OUP Student Texts, 0198320027)

Wendy Cope: *Making Cocoa for Kingsley Amis* (Faber, 0571137474)

Section B: Prose

Emily Brontë: *Wuthering Heights* (Wordsworth Editions, 1853260010) *

Mary Shelley: *Frankenstein* (Wordsworth Editions, 1853260231) *

Roddy Doyle: *Paddy Clarke Ha Ha Ha* (Vintage, 0749397357)

Ian McEwan: *The Child in Time* (Vintage, 0099755017)

* pre-1900 text.

Unit 2715: Poetry selections set for study

For the poetry texts below, questions in the examination will be based on the following selections:

Robert Frost: *Selected Poems*

Waiting	Mowing
The Tuft of Flowers	In Hardwood Groves
Mending Wall	After Apple-Picking
The Wood-Pile	The Road Not Taken
The Oven Bird	Birches
The Cow in Apple Time	'Out, Out – '
The Sound of Trees	The Ax-Helve
To E.T.	Stopping by Woods on a Snowy Evening
Two Look at Two	Gathering Leaves
Desert Places	A Leaf-Treader
Neither Out Far nor in Deep	There Are Roughly Zones
The Most of It	An Unstamped Letter in Our Rural Letter Box

Wendy Cope: *Making Cocoa for Kingsley Amis*

Engineers' Corner	All-Purpose Poem for State Occasions
A Policeman's Lot	Reading Scheme
Waste Land Limericks	Triolet
Emily Dickinson	Proverbial Ballade
Advertisement Lonely Hearts	
On Finding an Old Photograph	Tich Miller
At 3 a.m.	From June to December
My Lover	Rondeau Redoublé
Message	Giving up Smoking
Manifesto	
A Nursery Rhyme (as it might have been written by William Wordsworth)	
A Nursery Rhyme (as it might have been written by T. S. Eliot)	
From Strugnell's sonnets	
(i)	The expense of spirits
(ii)	Not from the stars
(iii)	My glass shall not
(iv)	Not only marble
(v)	How like a sprinter
(vi)	Let me not
(vii)	Indeed 'tis true

From Strugnell's Rubáiyát

Strugnell's Haiku

Making Cocoa for Kingsley Amis

5.3 Unit 2716: Styles of Writing (Internal Assessment)



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

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3

Candidates submit a folder (guideline length: 1500 – 2000 words; maximum 3000) containing two original pieces covering literary and non-literary writing and speech, with a commentary or commentaries to support their own writing.

This unit requires candidates to engage with literary and non-literary texts, both spoken and written. Candidates need to reflect on the relationships between meaning and form (AO2i). Work should also demonstrate awareness of how context, form, style and vocabulary contribute to meaning and significance (AO4). Both parts of the task – original writing and commentary – require candidates to demonstrate their ability to draw on their knowledge of literary texts and features of language when writing for specific purposes and audiences (AO6).

This unit offers candidates the opportunity to engage with a range of text types through their own original writing and through the commentary (either one for each piece or a combined commentary for both). Candidates must ensure that they consider both written and spoken forms of language. Some element of their work - dialogue in a story or a dramatic monologue, for example – must show an engagement with speech.

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 the Centre and externally moderated by OCR (see Section 4.2.1 above). Further guidance on preparation and assessment of this unit is given in **Notes for Guidance on Coursework** in **Appendix B**.

Teaching Note:

Centres may wish to use part of the work in this unit as a preparation for the focus on a given form (which initially will be monologue) in Unit 2719. For candidates taking AS only, this unit provides an opportunity to go beyond the Core requirement through study of a play text.

Assessment Objectives 1, 2i, 4, 6.

5.4 Unit 2717: Language in Literature: Drama (Open Text)

2 hours



C3.1a, C3.2, C3.3

Candidates answer ONE question from Section A: Shakespeare, and ONE question from Section B: Twentieth Century Drama. Each question identifies one aspect of the set text for discussion, and candidates are asked to select two passages which they consider particularly relevant and which they can also relate to the text as a whole; copies of the specified editions of the set texts are allowed in the examination for this purpose. In responding to the question on Shakespeare, candidates cover the requirement to study a pre-1770 text. In conjunction with texts studied for Unit 2715 in AS, the required reading also ensures coverage of the three literary genres in the specification as a whole.

The style of task set for each text allows candidates not only to show how their chosen extracts relate to the whole text but also to make comparisons between different parts of a text. This ability to make links and connections – both within and between texts – forms an important thread in the A2 course. In assessing AO2ii the emphasis in this unit will be on the knowledge and understanding of texts from different periods; the requirement for comparison is addressed in Units 2718 and 2719.

This unit offers direct progression from AS Language and Literature in the following ways:

- Candidates make their own selection of material;
- In answering the questions, candidates must evaluate as well as use appropriate literary and linguistic approaches;
- Tasks set require candidates to evolve their own strategies;
- In ranging from whole to part (and vice-versa), candidates will show how issues of form, style and vocabulary and their variation within a text contribute to shaping textual meanings.

Teaching Note:

During the teaching of Unit 2717, special attention could be drawn to aspects of the texts studied that might prove relevant in Unit 2719: Experience into Words.

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

Unit 2717: set texts

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.)

Set texts for sessions from January 2005 until further notice:

Section A: *Shakespeare* *

Antony and Cleopatra

As You Like it

The Tempest

Section B: *Twentieth Century Drama*

Samuel Beckett: *Waiting for Godot* (Faber, 0571058086)

Brian Friel: *Translations* (Faber, 0571117422)

Tennessee Williams: *A Streetcar Named Desire* (Heinemann, 0435233106)

* The copy of the Shakespeare text taken into the examination must be a Plain Text edition e.g. Penguin Popular Classics, Wordsworth etc. Any edition which contains editorial notes and glosses is not permitted.

5.5 Unit 2718: Issues in Language and Literature (Internal Assessment)



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

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2.

Candidates present an extended study (3000 words max.) in one of the following topic areas: **The Language of Protest; Language and Persuasion; Language and Gender; Language and Identities.**

In framing the titles for their studies, candidates must include the study of both language and literature and the selection of texts should be sufficiently wide-ranging to reflect the fuller demands of A2: literary and non-literary, spoken and written, different types and periods. Literary texts may include any of those studied for other units in the course.

In this unit, candidates have the opportunity to develop their own interests and to deepen their knowledge and understanding of a particular, more specialised area of language and literature, and to synthesise insights gained from their studies so far. They also have the opportunity to show that they can evaluate the literary and linguistic approaches they have applied to the analysis of their material (AO3ii). Above all, candidates must focus on identifying and considering the ways in which attitudes and values are created and conveyed in spoken and written texts (AO5). Candidates must ensure that the materials selected are clearly linked, either by content or by techniques used (for example, rhetoric or figurative language), thus offering clear opportunities for drawing comparisons and making connections.

Teaching Note:

*Examples for development could include: for **Language and Persuasion**, an examination of the use of different persuasive techniques linked to a particular theme. Candidates could compare extracts which try to persuade audiences of the merits of a certain case (for example, Mark Antony's valedictory speech for Caesar, the lawyer Clive Dallow's 1925 plea against the death penalty in an American court, anti-hunt speeches/ campaign material); for **Language and Gender**, the language of courtship/ romance could be explored through an examination of the language in Jane Austen novels, modern romantic fiction and broadcast materials such as television dating shows.*

*Further guidance on task-setting and assessment for Unit 2718 is given in **Appendix B**.*

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

5.6 Unit 2719: Experience into Words (Closed Text)

2 hours



C3.1a, C3.2, C3.3

Candidates are presented with a selection of unseen texts and 15 minutes are allowed for reading, study and annotation before the question paper is issued. They then answer Section A and Section B, each of which contains one compulsory question. In Section A, candidates are required to analyse and evaluate one or more of the unseen texts, particularly in relation to their wider reading across the whole course. In Section B candidates are required to adapt one of the texts into a specified form, accompanied by a commentary. Candidates are always required to consider an extract of natural spoken language as part of one of the Sections for this paper.

‘Experience into Words’ invites candidates to explore the ways in which expression is given to thought and feeling, in forms ranging from natural spoken language to consciously crafted literary texts. Within this overarching theme, a topic for study is set in advance which allows candidates to synthesise the knowledge and skills acquired in Units 2714 – 2718. Centres are notified well in advance as the topic changes.

The set topic for Unit 2719 *from January 2002 until further notice* is **the monologue**, focusing on the moment at which spoken and written language take rhetorical and/or literary shape. The unseen material includes at least one example of monologue, in spoken, literary and/or non-literary forms, and drawn from a wide range of possible sources: a soliloquy or dramatic monologue from a play, the first person narrative voice of a character from a novel, a political speech, the unscripted first hand account of a witness at a crash scene – in fact any spoken or written text in which a sole, individual voice gives expression to his or her own immediate thoughts, ideas or feelings. In **Section A**, candidates are required to analyse the key features of one or more of the given texts and to evaluate the text(s) in relation to their wider reading (which may include, where appropriate, texts studied in Units 2714 - 2718). In **Section B** candidates are required to adapt one of the given texts into a specified monologue form – either literary or non-literary – accompanied by a commentary in which they analyse the key features of their own writing and of the original, evaluating the linguistic and literary approaches they have applied to the two pieces.

Teaching Note:

This synoptic unit should be seen as the culmination of the course and the different modes of writing for this paper – analysis, adaptation, commentary – maximise opportunities for candidates to synthesise their knowledge and skills in linguistic and literary study. In planning their courses, Centres and candidates may wish to consider the various ‘pathways’ that may be followed through Units 2714 – 2718 and how these may help in preparation for Unit 2719. The specifications are designed to provide points of contact with both the content and the approaches that will be encountered in this synoptic unit: examples of the monologue as a form could be highlighted when encountering literary texts in Units 2715 and 2717, and in the range of spoken and written, fiction and non-fiction texts experienced in Units 2716 and 2718. These opportunities have been signposted in the descriptions of the individual units above.

Advance notice will be given of future changes to the topic and suggested reading for this Unit is given below.

Assessment objectives 1, 2ii, 3ii, 4, 5, 6.

Suggested Reading for Unit 2719

There is no prescribed reading for this unit, but the following list provides some examples of the monologue as a literary form:

S. Beckett *Happy Days*

A. Bennett *Talking Heads*

R. Browning *Men and Women*

S.T. Coleridge *Conversation Poems*

T.S Eliot *Prufrock and other Observations*

J. Joyce *Ulysses*

W. Russell *Shirley Valentine*

J. D. Salinger *Catcher In The Rye*

In addition, candidates should be introduced to a range of non-fiction sources such as diaries and journals, collections of political speeches, and recorded material from broadcasts. It may be useful to build up a department anthology of material which gives samples of different kinds of natural speech monologue, some of which are presented as standard transcripts. Further guidance on reading for the course as a whole can be found in Section 7.

6 Further Information and Training for Teachers

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

- 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 Guidance

The resources referred to below may prove useful in delivering AS GCE and Advanced GCE English Language and Literature.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list below contains books that are available at the point of publication. The possibility exists that more up to date texts which have been prepared for the revised GCE specifications may become available. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Whilst there are no required texts for these specifications, other than those listed for Units 2715, 2717 and 2719, the range of reading that will enable candidates to gain the most from the course is potentially very wide indeed since it encompasses not only the usual scope of English Literature, but also the whole area of the study of Language texts and approaches to Language study. In this respect Centres may want to encourage candidates actively to research and collect material for reading and study. Sources such as advertising, magazines, newspapers, song lyrics, the Internet, campaign material and television programmes provide a range of ready-made 'texts' to supplement the material that might be used in teaching.

In addition to coursebooks that may be used, the following list is intended for the reference and guidance of teachers, as an indication of supporting material that might be of use to teachers and candidates in exploring frameworks and approaches to the study of Language:

CRYSTAL, David, *The Cambridge Encyclopaedia of The English Language*, Cambridge University Press, 1995 (ISBN 0521 40179 8).

- An up-to-date coverage of all aspects of language study, attractively presented, by an expert in the field.

FREEBORN, Dennis, *From Old English to Standard English*, Macmillan, 1992 (ISBN Hardback 0333 53767 X, Paperback 0333 53768 8)

- A clear practical guide to the development of the English language, with plenty of examples.

LOWE, Michelle and GRAHAM, Ben: *English Language for Beginners, Writers and Readers* Publishing, 1998, (ISBN 0-86316-263-0)

- A comic - book style introduction which is entertainingly accessible and thoroughly informative.

McDONALD, Christine, *English Language Project Work*, Macmillan, 1992, (ISBN Hardback 0333 54117 0, Paperback 0333 54118 9)

- A handbook of valuable guidance for candidates tackling coursework, with a useful chapter on transcription.

NORMAN, Ron, *English Language and Literature*, Stanley Thornes Publishers, 1998, (ISBN 0-7487-3194-6)

- Described as 'An Integrated Approach' to Language and Literature studies and aimed at candidates rather than teachers.

SIMPSON, Paul, *Language Through Literature*, Routledge, 1997, (ISBN Paperback 0-415-14964-9)


- A concise introduction to English Language through the medium of English Literature. Aimed at candidates, with an appendix for teachers.

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 Language and 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 unit exist.

Preparation for Unit:	Communication	IT	Working with Others	Learning Performance
	Level 3	Level 3	Level 3	Level 3
2714	✓			
2715	✓			
2716	✓	✓	✓	✓
2717	✓			
2718	✓	✓	✓	✓
2719	✓			

Appendix B

Notes for Guidance on Coursework

1. Coursework within the OCR Specification

Internal Assessment is compulsory in AS (Unit 2716) and in A2 (Unit 2718).

(a) Choice and Flexibility

Coursework forms an integral element in the assessment of candidates for English Language and Literature in OCR's English Language and Literature specifications.

Coursework in AS provides progression from GCSE. It encourages personal choice and investigation by allowing candidates to experiment with a variety of writing approaches.

Coursework in A2 offers candidates the opportunity to focus on aspects of language and literature study that have particularly caught their interest during the previous part of the course. It requires an element of personal research and investigation, and encourages candidates to apply the knowledge and skills learned for Units 2714-2717 to a topic or area chosen by themselves, in conjunction with their teachers.

(b) Drafting

Once an internally assessed essay has been marked it may **not** be re-written. Once the candidate has started writing, discussion of the work and how it is proceeding are 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. A comment must not constitute a correction.**

(c) Use of Secondary Sources

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

(d) Written Communication

Effective written communication is essential in work submitted for an examination in English Language and Literature. Assignments should be written in an appropriate register, and quality of written communication should be taken into account in the marking of the internal assessment in so far as it facilitates the quality of thought and meaning in the candidate's work matched against the Grade Criteria. AO1: Written Communication is specifically assessed in the externally marked Units 2714, 2715, 2717, and 2719.

2. Coursework in AS

A folder containing two pieces of original writing and a commentary (separate for each piece or combined); guideline length 1500- 2000 words (3000 max.) **including** quotations, references, bibliographies, etc. Candidates at AS should be encouraged and guided to work within this guideline length. However, where a folder exceeds 3000 words, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

2.1 *Preparation of Coursework (Unit 2716)*

(a) *Choice of Topics*

Judicious choice of topics and framing of titles is essential. Candidates must be enabled to meet the assessment objectives prescribed for the Unit (see below).

In choosing topics, Centres and candidates should take into account any interests which have been developed in Units 2714 and 2715. The following may provide starting points:

- One aspect of one of the literary texts studied in Unit 2715 which could also provide a basis for original writing;
- A topic encountered in preparation for Unit 2714 to be explored in more depth;
- A new topic which provides scope for a study of writing styles leading to original writing.

(b) *Range of Writing*

The range of original writing must include both literary and non-literary, spoken and written. Candidates must be enabled to show in their commentaries that they can explain the significance of the choices they have made as writers (AO6) and consider variation in meaning and form (AO2i). They will show, implicitly through their own writing and/or explicitly through their commentaries, understanding of the ways in which the form, structure and language of a text shapes its meaning (AO). Guidance on marking this form of answer is given below.

2.2 *Internal assessment at AS*

(a) *Assessment Objectives*

For Unit 2716 the weighting of the Assessment Objectives is:

AO1: 5% AO2i: 10% AO4: 5% AO6: 10% Total: 30% of the AS

(b) General

The Assessment Objectives targeted for Unit 2716 (see section 2.2(a) above) 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.

In assessing the work of candidates, Centres must consider the quality 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 Coursework Assessment Pack*. 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 guideline word length for the whole folder is 1500-2000 words and candidates should be encouraged/guided to work within this guideline. Folders must 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.

A Coursework Assessment Pack, containing detailed assessment criteria, further guidance and a sample cover sheet, will be issued to any Centre making entries for this Unit. This pack is also available on the OCR website: www.ocr.org.uk

(c) Guidance on marking original writing:

This task falls into two parts: the original writing itself, and the commentaries. In this second part the candidate reflects on the process of writing, evaluates the outcome and identifies ways in which the exercise has highlighted approaches to literary and linguistic study. *The marks available for the whole folder must not however 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 awareness of textual form, type, context and variety may be shown both implicitly in the original writing exercise and in the commentary;
- The candidate may, for example, struggle to produce a satisfactory piece of original writing, but may produce a substantial commentary effectively identifying and discussing the difficulties encountered and the light they shine on the issues about the relationship between literary and non-literary texts.

(d) Mark Bands

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

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. Coursework in A2

An extended study within one of the specified topic areas. Maximum 3000 words, **including** quotations, references, bibliographies, etc. Where a folder exceeds this length, only the first 3000 words must be assessed, and this must be indicated on the cover sheet.

3.1 *Preparation of coursework (Unit 2718)*

Judicious framing of titles within the main topic areas is essential: the topics themselves are intended to provide broad areas for consideration. Candidates must be enabled to meet the assessment objectives prescribed for the Unit (see section 3.2(a) below) and one way to achieve this is to define clearly a selection of texts that will form the basis of the study.

Examples for development are given in the unit description and further guidance on task-setting will be available from OCR.

3.2 *Internal assessment at A2*

(a) Assessment Objectives and Mark Bands

For Unit 2718 the weighting of the Assessment Objectives is:

AO1: 5% AO2ii: 5% AO3ii: 5% AO4: 5% AO5: 10% Total: 30% of the A2.

(b) General

The Assessment Objectives targeted for Unit 2718 (see below) 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.

In assessing the work of candidates, Centres must consider the quality 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 Coursework Assessment Pack***. 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.

Folders should not exceed 3000 words 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.

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

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

4. Coursework Guidance and Support

In addition to the information given in this document, OCR will provide guidance to enable Centres to set appropriate tasks, make assessments which are consistent with the assessment criteria and carry out internal moderation effectively.

There is no requirement to submit coursework titles for prior approval; however, Centres will be offered guidance on choice of texts and on framing appropriate tasks on request. INSET meetings will offer further guidance for assessment and standardisation of coursework. A Coursework Assessment Pack, containing detailed guidance on assessment, band descriptors and sample cover sheets, will be sent to all Centres making entries for coursework units. This pack is available on the OCR website: www.ocr.org.uk.

5. Re-submission of coursework

In common with other Units, 2716 and 2718 may be entered a second time. Candidates who re-sit a coursework unit must submit a folder that is **substantially new in content**. At AS (Unit 2716), for example, this means that at least one of the original writing pieces – and the commentary (or part of the commentary) that accompanies it – must be new. At A2 (Unit 2718), this means that the whole of the extended study must be new. New work may be based on the same texts/ extracts/ theme, 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 linguistic terminology (e.g. for literature: tragedy, comedy, irony, symbol, imagery, form, structure, narrative, dramatic monologue etc. and for language: discourse, phonetic, lexis, phonology, cohesion, prosody, syntax etc.).

