

OCR GCSE in English Literature J360 specification

Version 1 November 2009



Why choose OCR GCSE English Literature?

More choice. More flexibility

The GCSE English Literature specification has been designed to be enjoyable and inspiring and to allow you to make the most of your passion for literature. It provides good links to further study for your learners.

The English Literature specification comes with a large range of set texts designed to suit a variety of learners. We want to help you bring the wonderful power of English Literature into your learners' lives, and this is reflected in the texts we have chosen.

There is a flexible and practical choice of poetry assessment in this specification. In the examination there is a choice between answering a question on a previously studied or an unseen poem. You and your learners can choose the best way for them to address this question.

We have listened to you

We have listened to your feedback and put the units in a logical order, so the specification is easy to understand and straightforward to deliver. It is more flexible too – we have structured it so that you can teach the qualification in linear or modular formats – or even both. You will find that movement between the three GCSE English specifications is easy, as the common texts appear in all three.

In fact, we have had feedback from teachers and key stakeholders in the English teaching community throughout the development process. This has also helped us to make sure we offer you the most practical help we can in the form of clear specifications, our support materials and publishers' resources.

Support

We're developing a wide range of resources to ensure there is support for you at every stage of your preparation for the new GCSE English Literature specification. In developing the support, we are talking to teachers and other key stakeholders to make sure we are offering you the best help we can. Below, you will find a brief guide to the support that will be available for you.

- Specimen assessment materials
- Specimen assessment materials (controlled)
- Guide to controlled assessment
- Guide to curriculum planning
- Teacher's handbook
- Sample schemes of work and lesson plans
- Candidate-style answers
- Options evening leaflet/Parent's Guide
- Poetry Anthology
- Controlled assessment consultancy
- Endorsed publisher partner materials
- Active Results
- Past papers
- Interchange
- INSET (free until December 2010)
- Continual Professional Development





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1.1 Overview of OCR GCSE English Literature

Unit A661***Literary Heritage Linked Texts***

Controlled assessment
25% of the qualification
40 marks
(AO1:10%; AO3: 15%)

Shakespeare and Film/Audio/Live performance (10%)

Candidates respond to **one** task on **one** of the set plays and a film, audio version or live performance of the same play.

Poetry (15%)

Candidates respond to **one** task on **one** of the set poets.

Plus**Unit A662*****Modern Drama***

Examination (45 minutes)
25% of the qualification
Higher Tier - 40 marks
Foundation Tier - 27 marks
(AO1: 12.5%; AO2:12.5%)

Written Paper

Candidates respond to **one** question on **one** of the set plays.

Passage-based questions, essay questions.

One of six texts.

Plus**Unit A663*****Prose from Different Cultures***

Examination (45 minutes)
25% of the qualification
Higher Tier - 40 marks
Foundation Tier - 27 marks
(AO2: 10%; AO4: 15%)

Written Paper

Candidates respond to **one** question on **one** of the set texts.

Passage-based questions, essay questions.

One of six texts.

Plus**Unit A664*****Literary Heritage Prose and Contemporary Poetry***

Examination
(1 hour 30 minutes)
25% of the qualification
Higher Tier - 40 marks
Foundation Tier – 27 marks
(AO1: 12.5%; AO2: 12.5%)

Written Paper

Literary Heritage Prose (15%)

Passage-based questions, essay questions. One of six texts.

Candidates respond to **one** question on **one** of the set texts.

Contemporary Poetry (10%)

Poem-based questions, essay questions.

Either

One of six poets.

Candidates respond to **one** question on **one** poem by their chosen poet.

Or

Unseen poetry

Candidates respond to **one** question on a previously unseen poem.

1.2 What is new in OCR GCSE English Literature?

1.2.1 Overview of changes

There are now three English specifications at GCSE level. Candidates can enter either GCSE English alone or GCSE English Language and GCSE English Literature.

They may not enter GCSE English and GCSE English Literature together.

	What stays the same?	What changes?
Structure:	<ul style="list-style-type: none"> The course can be taught in a modular or linear fashion There are three examined units Each of the three examined units has Foundation and Higher Tier papers 	<ul style="list-style-type: none"> This is now a four mandatory unit qualification with single route through the specification Unit weightings have been changed
Content:	<ul style="list-style-type: none"> Unit A661: controlled assessment contains the study of Shakespeare and Poetry previously covered in coursework Unit A662: Study of Modern Drama is similar to the current Post-1914 Drama unit Unit A663: Study of Different Cultures contains the social, cultural, historical elements previously covered in both examination and coursework Unit A664: Study of Literary Heritage Prose and Poetry is similar to the current Prose and Poetry unit 	<ul style="list-style-type: none"> Unit A661: includes the linking of Shakespeare to film/audio/live performance. Poems by the same poet are linked Unit A662: The set texts have been revised Unit A663: The set texts have been revised and the Opening Worlds collection is no longer included Unit A664: Literary Heritage is no longer defined as pre-1914
Assessment:	<ul style="list-style-type: none"> January and June assessments will be available Ratio of examined units to controlled assessment is broadly the same as that to Coursework previously 	<ul style="list-style-type: none"> Three examined units with a total weighting of 75% One controlled assessment unit which has a weighting of 25% Total exam time is now 3 hours There is no requirement for comparison in the examined units The terminal rule has been changed. Candidates must take at least 40% of the overall assessment in the same series they enter for certification. Both examined units and Controlled assessment can be used to satisfy the terminal rule

1.2.2 Overview of texts – GCSE English Literature Set Text List

Unit A661: Literary Heritage Linked Texts

Shakespeare:

Julius Caesar
Macbeth
Merchant of Venice
Romeo and Juliet

Literary Heritage Poetry: OCR Poetry Anthology

Robert Browning
 Geoffrey Chaucer
 Thomas Hardy
 Wilfred Owen
 Christina Rossetti
 Shakespeare's Sonnets

Unit A662: Modern Drama

The History Boys
Hobson's Choice
A View from a Bridge

An Inspector Calls
Educating Rita
Journey's End

Unit A663: Prose from Different Cultures

Of Mice and Men
To Kill a Mockingbird
Anita and Me

The Joy Luck Club
Paddy Clarke Ha Ha Ha
Tsotsi

Unit A664: Literary Heritage Prose and Contemporary Poetry

Literary Heritage Prose

Pride and Prejudice
Silas Marner
Lord of the Flies
The Withered Arm and Other Wessex Tales
Animal Farm
The Strange Case of Dr Jekyll and Mr Hyde

Contemporary Poetry: OCR Poetry Anthology

Simon Armitage
 Gillian Clarke
 Wendy Cope
 Carol-Ann Duffy
 Seamus Heaney
 Benjamin Zephaniah

OCR will supply a free anthology containing poetry selections for the poets named in Units A661 and A664.

1.3 Guided Learning Hours

GCSE English Literature requires 120–140 guided learning hours in total.

2. Content of GCSE English Literature

2

2.1 Unit A661: *Literary Heritage Linked Texts*

This is a controlled assessment unit available in both January and June.

There are two areas of study:

- Shakespeare and Film/Audio/Live performance
- Literary Heritage Poetry

Shakespeare and Film/Audio/Live performance

Candidates study **one** of the following plays and a film, audio or live performance of the same play:

Julius Caesar

Macbeth

Merchant of Venice

Romeo and Juliet

On each play, **one** task will be set requiring comment, criticism and analysis of aspects of the play and of linked scenes from the film, audio or live performance.

Literary Heritage Poetry

Candidates study one of the following poets:

Robert Browning

Geoffrey Chaucer

Thomas Hardy

Wilfred Owen

Christina Rossetti

William Shakespeare

On each poet, **one** task will be set requiring comparison between two of the poems set for study.

2.2 Unit A662: Modern Drama

This is an examined unit available in both January and June.

Candidates study **one** of the following texts:

The History Boys: Alan Bennett

Hobson's Choice: Harold Brighouse

A View from the Bridge: Arthur Miller

An Inspector Calls: J B Priestley

Educating Rita: Willy Russell

Journey's End: R C Sherriff

On each text, **two** questions will be set. Candidates must answer **one** question.

The following types of question will be used:

- passage-based questions
- questions requiring comment, criticism and analysis.

2.3 Unit A663: Prose from Different Cultures

This is an examined unit available in both January and June.

Candidates study **one** of the following texts:

Of Mice and Men: John Steinbeck

To Kill a Mockingbird: Harper Lee

Anita and Me: Meera Syal

The Joy Luck Club: Amy Tan

Paddy Clarke Ha Ha Ha: Roddy Clarke

Tsotsi: Athol Fugard

On each text, **two** questions will be set. Candidates must answer **one** question.

The following types of question will be used:

- passage-based questions
- questions requiring comment, criticism and analysis.

2.4 Unit A664: *Literary Heritage Prose and Contemporary Poetry*

This is an examined unit available in both January and June.

Candidates answer **two** questions in total.

Candidates study:

- one Literary Heritage Prose text
- and
- **either** a selection of poems by one poet
 - **or** they are prepared to answer an unseen poetry question.

Literary Heritage Prose

Candidates study **one** of the following texts:

Pride and Prejudice: Jane Austen

Silas Marner: George Eliot

The Lord of the Flies: William Golding

The Withered Arm and other Wessex Tales: Thomas Hardy

Animal Farm: George Orwell

The Strange Case of Dr Jekyll and Mr Hyde: R L Stevenson

On each text, **two** questions will be set. Candidates must answer one question.

The following types of question will be used:

- passage-based questions
- questions requiring comment, criticism and analysis.

Contemporary Poetry

EITHER

Candidates study one of the following poets:

Simon Armitage

Gillian Clarke

Wendy Cope

Seamus Heaney

Carol-Ann Duffy

Benjamin Zephaniah

On each poet, **three** questions will be set. Candidates must answer **one** question requiring a response to **one** poem.

The following types of question will be used:

- poem-based questions
- questions requiring comment, criticism and analysis.

OR

Candidates are prepared to answer **one** question on an Unseen Contemporary Poem.

OCR has produced a list of sixty contemporary poets suitable for the unseen option. Candidates are required to study at least fifteen poems in preparation for this option. The purpose of this option is to encourage candidates to read more widely in poetry and to read in a different way; not just 'mugging up' a selection of poems, as in the 'set book' section, but learning how poetry works, how to tackle a poem.

Contemporary Poets suitable for preparation for Unseen Poetry

Dannie Abse	U A Fanthorpe	Adrian Mitchell
Fleur Adcock	Ruth Fainlight	Andrew Motion
John Agard	Vicki Feaver	Paul Muldoon
Simon Armitage	James Fenton	Roger McGough
Patricia Beer	Elaine Feinstein	Daljit Nagra
James Berry	Robert Frost	Judith Nicholls
John Betjeman	Allen Ginsberg	Stephanie Norgate
Jean 'Binta' Breeze	Thom Gunn	Don Paterson
Edwin Brock	Tony Harrison	Peter Porter
George Mackay Brown	Seamus Heaney	Sylvia Plath
Basil Bunting	Ted Hughes	Kathleen Raine
Alan Brownjohn	Elizabeth Jennings	Matt Simpson
Ciaran Carson	Jenny Joseph	Stevie Smith
Charles Causley	Mimi Khalvati	Jean Sprackland
Gillian Clarke	Jackie Kay	R S Thomas
Wendy Cope	Philip Larkin	Dylan Thomas
Kevin Crossley-Holland	Li-Young Lee	Angela Topping
Carol-Ann Duffy	Christopher Logue	Derek Walcott
Douglas Dunn	Edward Lucie-Smith	Hugo Williams
D J Enright	E A Markham	Benjamin Zephaniah

3. Assessment of GCSE English Literature

3

3.1 Overview of the assessment in GCSE English Literature

GCSE English Literature J360

Unit A661

Literary Heritage Linked Texts

25% of the total GCSE marks
Controlled assessment
40 marks
AO1: 10%; AO3: 15%

This is a controlled assessment unit available in both January and June.

There are two areas of study:

Shakespeare and Film/Audio/Live performance

Candidates respond to **one** task on **one** of the set plays and a film, audio version or live performance of the same play.

Literary Heritage Poetry

Candidates respond to **one** task on **one** of the set poets.

Unit A662

Modern Drama

25% of the total GCSE marks
45 minutes written paper
Foundation Tier - 27 marks
Higher Tier - 40 marks
AO1: 12.5%; AO2: 12.5%

This is an examined unit available in both January and June.
Candidates respond to **one** question on **one** of the set plays.

Unit A663

Prose from Different Cultures

25% of the total GCSE marks
45 minutes written paper
Foundation Tier - 27 marks
Higher Tier - 40 marks
AO2: 10%; AO4: 15%

This is an examined unit available in both January and June.
Candidates respond to **one** question on **one** of the set texts.

Unit A664

Literary Heritage Prose and Contemporary Poetry

25% of the total GCSE marks
1.5 hr written paper
Foundation Tier - 27 marks
Higher Tier - 40 marks
AO1: 12.5%; AO2: 12.5%

This is an examined unit available in both January and June.

Candidates answer **two** questions in total.

Candidates respond to **one** question on

- one Literary Heritage Prose text
- and to **one** question on **either** a selection of poems by one poet **or** unseen poetry.

3.2 Tiers

Unit A661 is a controlled assessment Unit and is untiered.

Units A662, A663 and A664 are examined and are offered at two tiers:

- Foundation Tier which targets Grades G to C;
- Higher Tier which targets Grades D to A*. An allowed Grade E will be awarded at Higher Tier.

3.3 Assessment objectives

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

AO1	Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
AO2	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
AO3	Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.
AO4	Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.

AO weightings – GCSE English Literature

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE				Total
	AO1	AO2	AO3	AO4	
Unit A661: <i>Literary Heritage Linked Texts</i>	10	–	15	–	25
Unit A662: <i>Modern Drama</i>	12.5	12.5	–	–	25
Unit A663: <i>Prose from Different Cultures</i>	–	10	–	15	25
Unit A664: <i>Literary Heritage Prose and Contemporary Poetry</i>	12.5	12.5	–	–	25
Total	35	35	15	15	100

3.4 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as unclassified (U or u) and this is **not** certificated.

GCSEs are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro-rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Unit code	Unit Weighing	Maximum unit uniform mark	Unit Grade								
			a*	a	b	c	d	e	f	g	u
A661	25%	60	54	48	42	36	30	24	18	12	0
A662F	25%	41	–	–	–	36	30	24	18	12	0
A662H	25%	60	54	48	42	36	30	27	–	–	0
A663F	25%	41	–	–	–	36	30	24	18	12	0
A663H	25%	60	54	48	42	36	30	27	–	–	0
A664F	25%	41	–	–	–	36	30	24	18	12	0
A664H	25%	60	54	48	42	36	30	27	–	–	0

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Maximum uniform mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	240	216	192	168	144	120	96	72	48	0

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content 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 assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates make an involved, personal response to the effects of language, structure and form in texts, showing some awareness of key ideas, themes or arguments. They support their views by reference to significant features or details. They make straightforward connections and comparisons between texts and suggest how this contributes to readers' understanding and enjoyment. They are aware that some aspects of texts relate to their specific social, cultural and historical contexts, and suggest successfully why this may be significant with reference to some texts.

Grade C

Candidates understand and demonstrate how writers use ideas, themes and settings in texts to affect the reader. They respond personally to the effects of language, structure and form, referring to textual detail to support their views and reactions. They explain the relevance and impact of connections and comparisons between texts. They show awareness of some of the social, cultural and historical contexts of texts and of how this influences their meanings for contemporary and modern readers. They convey ideas clearly and appropriately.

Grade A

Candidates respond enthusiastically and critically to texts, showing imagination and originality in developing alternative approaches and interpretations. They confidently explore and evaluate how language, structure and form contribute to writers' varied ways of presenting ideas, themes and settings, and how they achieve specific effects on readers. Candidates make illuminating connections and comparisons between texts. They identify and comment on the impact of the social, cultural and historical contexts of texts on different readers at different times. They convey ideas persuasively and cogently, supporting them with apt textual references.

3.6 Quality of written communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. Detailed guidance relating to controlled assessment is given in the JCQ document 'Instructions for conducting controlled assessments'. More specific guidance and support is provided in the Guide for Controlled assessment, available on the OCR website.

4.1 Controlled assessment tasks

Controlled assessment tasks are subject to differing levels of supervision at the different stages of preparation and during the production of the work.

Full details of the procedures for controlled assessment tasks are contained in the JCQ 'Instructions for conducting controlled assessments' and are amplified in OCR's Guide for Controlled assessment.

All controlled assessment tasks are set by OCR. Each year new tasks will be set, one on each of the Shakespeare plays and a choice of two on each of the poets.

Controlled assessment tasks will be available from Interchange from 1 June and will be replaced each year. Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 30 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

There are two areas for study.

Shakespeare and Film/Audio/Live performance

Candidates choose **one** of four Shakespeare plays: *Julius Caesar* **or** *Macbeth* **or** *The Merchant of Venice* **or** *Romeo and Juliet* and a film, audio version or live performance of their chosen play.

One task is set on the Shakespeare text studied linked to a film, audio version or live performance.

Poetry

Candidates study one poet from a choice of six: Browning **or** Chaucer **or** Hardy **or** Owen **or** Shakespeare **or** Rossetti.

One task is set involving comparison linking two of the poems studied.

- Introduction to the task (teacher led) **1-2 hours**
Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.
- Preparation **16-20 hours**

Candidates will need to study the chosen text under informal supervision.

Under informal supervision, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates.

Candidates do not need to be under direct supervision at all times.

Effectively this will cover the normal teaching of the texts concerned.

- Research **4-6 hours**

Candidates will need to carry out relevant research using available resources (support texts, library, internet) under limited supervision.

Under limited supervision, work may be completed without direct supervision. Research or data collection may take place outside the classroom. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.

During the research phase candidates can be given support and guidance. Teachers can explain the task, advise on how the task could be approached, advise on resources and alert the candidate to key things that must be included in their final piece of work.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.2.2 Producing the final piece of work

Candidates will need to produce two extended pieces of work as a response to the set tasks under formal supervision. Each task should take up to **three hours** and the suggested word limit is no more than **1000 words**.

Under formal supervision, candidates must be under direct supervision at all times. Internet and e-mail access should not be permitted.

It is advisable that the Centre records the date and time of the assessment, the name of the supervisor and keeps a log of any incidents which may occur during the course of the assessment. Teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Teachers must not provide templates, model answers or feedback on drafts. Candidates must work independently to produce their own final piece of work.

Candidates will be able to take notes, texts, references and plans into controlled assessment task taking sessions. However no drafts or partly written drafts can be taken into these sessions.

Candidates are allowed access to dictionaries, thesauri and spell checkers in completing controlled assessment tasks.

4.2.3 Presentation of the final piece of work

Candidates must observe certain procedures in the production of controlled assessment tasks.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit code and title
 - Task titles.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in the Appendix at the end of this specification.

4.3 Marking and moderating controlled assessment

All controlled assessed units are marked by teachers using OCR marking criteria and guidance and are moderated by an OCR-appointed moderator. External moderation is either postal moderation or e-moderation where evidence in a digital format is supplied.

4.3.1 Applying the assessment criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.3 *Marking Criteria for controlled assessments* below). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

4.3.2 Use of 'best fit' approach to marking criteria

The assessment tasks should be marked by teachers according to the OCR marking criteria using a 'best fit' approach. For each of the assessment objectives/criteria, teachers select the band descriptors provided in the marking grid that most closely describe the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

Using 'best-fit', decide first which BAND DESCRIPTOR best describes the overall quality of the answer. There are three marks in band 1 and below band 8 and five marks in each of the other bands.

- **Highest mark:** If clear evidence of the qualities in the band descriptor is shown, the HIGHEST mark should be awarded.
- **Lowest mark:** If the answer shows the candidate to be borderline (ie they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
- **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptor.
- Further refinement can be made by using the intervening marks.

The weightings of the assessment objectives for this unit also need to be borne in mind. AO3 (15%) is the dominant assessment objective and will therefore provide the primary evidence for the judgement of the candidate's performance supported by AO1 (10%).

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

The final mark for the candidate for the controlled assessment unit is out of a total of 40.

4.3.3 Marking Criteria for controlled assessments

Answers will demonstrate:

Band	Marks	A03***	A01**
1	40 39 38	<ul style="list-style-type: none"> perceptive exploration and explanation of a wide range of points of connection between texts subtlety and discrimination in analysing and comparing ways in which meaning/effect are created in different texts 	<ul style="list-style-type: none"> sophisticated critical perception in response to and interpretation of the chosen Shakespeare play and performed version cogent and precise evaluation of relevant detail from the chosen Shakespeare play and performed version
2	37 36 35 34 33	<ul style="list-style-type: none"> thoughtful exploration and explanation of a range of points of connection between texts sensitivity in analysing and comparing ways in which meaning/effect are created in different texts 	<ul style="list-style-type: none"> critical engagement and insight in response to and interpretation of the chosen Shakespeare play and performed version evaluation of well-selected reference to detail of the chosen Shakespeare play and performed version
3	32 31 30 29 28	<ul style="list-style-type: none"> some thoroughness in explanation of a range of points of connection between texts careful analysis and comparison of ways in which meaning/effect are created in different texts 	<ul style="list-style-type: none"> clear, sustained responses to the chosen Shakespeare play and performed version support from careful and relevant reference to detail of the chosen Shakespeare play and performed version
4	27 26 25 24 23	<ul style="list-style-type: none"> some explanation of points of connection between texts a reasonably developed comparison of ways in which meaning/effect are created in different texts 	<ul style="list-style-type: none"> reasonably developed personal response to the chosen Shakespeare play and performed version use of appropriate support from detail of the chosen Shakespeare play and performed version
5	22 21 20 19 18	<ul style="list-style-type: none"> some relevant comment on points of connection between texts some comparison of ways in which meaning/effect are created in different texts 	<ul style="list-style-type: none"> reasonably organised response to the chosen Shakespeare play and performed version use of some relevant support from the chosen Shakespeare play and performed version

Answers will demonstrate:

Band	Marks	AO3***	AO1**
6	17 16 15 14 13	<ul style="list-style-type: none"> a little response to points of connection and/or differences/ similarities between texts 	<ul style="list-style-type: none"> some relevant comments on the chosen Shakespeare play and performed version use of a little support from the chosen Shakespeare play and performed version
7	12 11 10 9 8	<ul style="list-style-type: none"> a few observations of points of connection and/or differences/ similarities between texts 	<ul style="list-style-type: none"> a few straightforward points about the chosen Shakespeare play and performed version occasional reference to the chosen Shakespeare play and performed version
8	7 6 5 4 3	<ul style="list-style-type: none"> limited comment about points of connection and/or differences/ similarities between texts 	<ul style="list-style-type: none"> a little awareness of the chosen Shakespeare play and performed version limited comment about the chosen Shakespeare play and performed version
Below 8	2 1 0	<ul style="list-style-type: none"> very limited comment about points of connection and/or differences/ similarities between texts response not worthy of credit 	<ul style="list-style-type: none"> very little awareness of the chosen Shakespeare play and performed version very limited comment about the chosen Shakespeare play and performed version response not worthy of credit

4.3.4 Authentication of Work

The work submitted by the candidate must be his or her own work. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another person's work as one's own and/or failure to acknowledge a source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that Centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for teachers to sign and is available from the OCR website and Interchange.

4.3.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most of the marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.6 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.3 on page 19.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository allows Centres to submit moderation samples in electronic format.

The OCR GCSE English Literature Unit A661 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.2.1 page 26 for unit entry codes for the OCR Repository.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange and in the Controlled Assessment Guide for GCSE English Literature available from the OCR website.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

5. Support for GCSE English Literature

5

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website www.ocr.org.uk :

- GCSE English Literature Specification
- Specimen assessment materials for each unit
- Guide to Controlled Assessment
- Teachers Handbook
- Sample Schemes of Work and Lesson Plans for each unit

5.2 Other resources

OCR offers centres a wealth of quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- better published support, available when you need it, tailored to OCR specifications
- quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- materials which are subject to a thorough quality assurance process to achieve endorsement.

Oxford University Press (OUP) is the publisher partner for OCR GCSE English Literature.

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, Centres can be assured of quality support for all OCR qualifications.

5.3 Training

- Free Get Ready events will be available from mid September 2009
- Followed by free Get Started events that will run until December 2010
- For more information go to www.ocr.org.uk/training/

5.4 OCR Support Services

OCR Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>.

6.1 Disability Discrimination Act (DDA) information relating to GCSE English Literature

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

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

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Yes	For all assessments including unseen and prepared texts
Scribes	Yes	
Practical Assistants	n/a	
Word Processors	Yes	
Transcripts	Yes	
Oral Language Modifiers	Yes	Permitted for communication of instructions and questions
	No	Texts/source material or literary extracts must not be modified
BSL interpreters	Yes	For communication of instructions and questions only.
	No	Texts/source material or literary extracts must not be signed.
MQ papers	Yes	
Extra Time	Yes	

6.2 Arrangements for candidates with particular requirements

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. Centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

7.1 Availability of assessment

There are two examination series each year: January and June. GCSE units will be assessed from 2011.

Assessment availability can be summarised as follows:

	Unit A661	Unit A662	Unit A663	Unit A664	Certification availability
January 2011	✓	✓	✓	✓	–
June 2011	✓	✓	✓	✓	–
January 2012	✓	✓	✓	✓	–
June 2012	✓	✓	✓	✓	✓
January 2013	✓	✓	✓	✓	✓
June 2013	✓	✓	✓	✓	✓

GCSE certification is available for the first time in June 2012 and each January and June thereafter.

7.2 Making entries

7.2.1 Making unit entries

In order to meet the statutory requirement of the Key Stage 4 Programme of Study for English, pre-16 candidates must be entered for GCSE English Literature and GCSE English Language combined. Alternatively candidates can be entered for GCSE English: no other qualification entry combination is allowed in the same examination series.

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

It is essential that unit entry codes are quoted in all correspondence with OCR.

For Unit A661 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of the components. It is not possible for centres to offer both components within the same series.

Unit entry code	Entry option code	Assessment method	Unit titles
A661A	01	OCR Repository	Literary Heritage Linked Texts
A661B	02	Postal Moderation	

Unit entry code	Component code	Tier	Unit titles
A662F	01	Foundation	Modern Drama
A662H	02	Higher	
A663F	01	Foundation	Prose from Different Cultures
A663H	02	Higher	
A664F	01	Foundation	Literary Heritage Prose and Contemporary Poetry
A664H	02	Higher	

7.2.2 Qualification entries

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

Candidates who are certificating must be entered for:

- OCR GCSE in English Literature – J360

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2012.

7.3 Terminal rule

Candidates must take at least 40% of the overall assessment in the same series they enter for the qualification certification.

7.4 Unit and qualification re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

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

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

7.6 Shelf-life of units

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

7.7 Classification code and prohibited qualifications

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5110.

In order to meet the statutory requirement of the Key Stage 4 Programme of Study for English, pre-16 candidates must be entered for GCSE English Language and GCSE English Literature combined. Alternatively candidates can be entered GCSE English: no other qualification entry combination is allowed in the same examination series.

Either GCSE English Language and GCSE English Literature combined or GCSE English will be counted for the purpose of the School and College Performance Tables as part of the 5 A*-C performance indicators, including English and Mathematics.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

8. Other information about GCSE English Literature

8

8.1 Overlap with other qualifications

There is some overlap between the content of this specification and that of specifications in GCSE English and GCSE English Language.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

8.4 Code of Practice/Common Criteria Requirements/Subject Criteria

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004*, and the subject criteria for GCSE English Literature.

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

The study of a range of literary texts will raise spiritual, moral and ethical issues and will develop candidates' awareness of other cultures. Candidates will extend their linguistic knowledge and ability and widen their appreciation of social and cultural issues.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

Opportunities may arise to discuss these issues during the study of a variety of texts.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A661	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A662	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A663	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A664	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A661, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces two separate tasks for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the Centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)









Need more help?

Our aim is to assist you however we can.

As well as giving you a toolkit of support services and resources to pick and choose from, we are also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

Here's how to contact us for specialist advice:

By phone: 0300 500 1564

By email: english@ocr.org.uk

By fax: 024 76 851633

By post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ





IMPORTANT NOTICE

Please note this specification and the information contained in it was correct at the time of going to print.

The latest version will always be available on www.ocr.org.uk/english/gcse2010

J360/S/10

www.ocr.org.uk

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