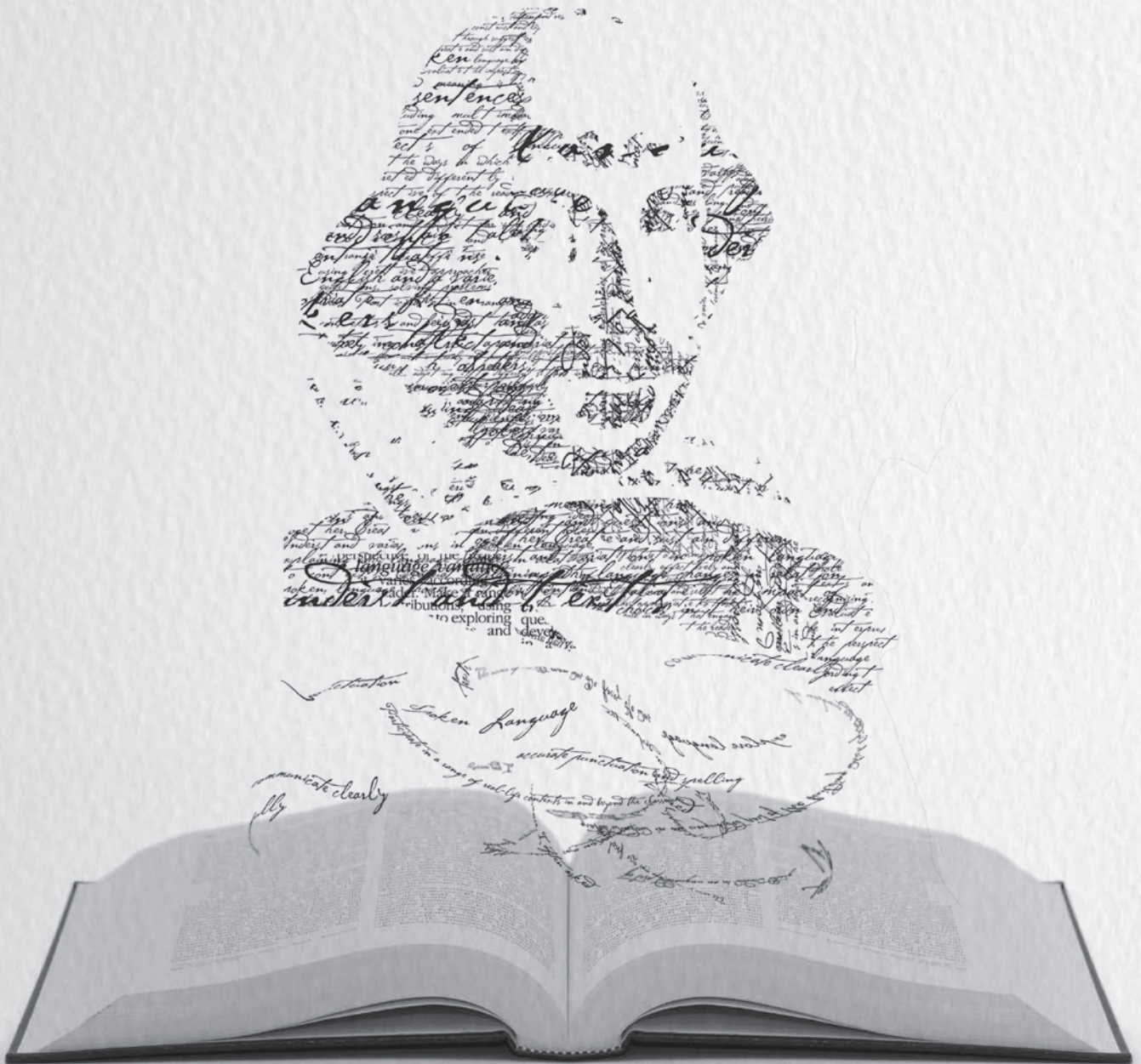


# GCSE 2012

## ENGLISH LITERATURE J360

SPECIFICATION VERSION 1 APRIL 2012



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# 1 Introduction to GCSE English Literature

## 1.1 Overview of GCSE English Literature

Unit A661	<i>Literary Heritage Linked Texts</i>
Controlled assessment 25% of the qualification 40 marks (AO1: 10%; AO3: 15%)	<b>Shakespeare and Film/Audio/Live performance</b> (10%) Candidates respond to <b>one</b> task on <b>one</b> of the set plays and a film, audio version or live performance of the same play. <b>Poetry</b> (15%) Candidates respond to <b>one</b> task on <b>one</b> of the set poets.

### Plus

Unit A662	<i>Modern Drama</i>
Examination (45 mins) 25% of the qualification Foundation Tier - 33 marks Higher Tier - 49 marks (AO1: 12.5%; AO2: 12.5%)	<b>Written paper</b> Candidates respond to <b>one</b> question on <b>one</b> of the set plays. Passage-based questions, essay questions. One of six texts.

### Plus

Unit A663	<i>Prose from Different Cultures</i>
Examination (45 mins) 25% of the qualification Foundation Tier - 27 marks Higher Tier - 40 marks (AO2: 10%; AO4: 15%)	<b>Written paper</b> Candidates respond to <b>one</b> question on <b>one</b> of the set texts. Passage-based questions, essay questions. One of six texts.

### Plus

Unit A664	<i>Literary Heritage Prose and Contemporary Poetry</i>
Examination (1 hour 30 mins) 25% of the qualification Foundation Tier - 27 marks Higher Tier - 40 marks (AO1: 12.5%; AO2: 12.5%)	<b>Written paper</b> Literary Heritage Prose (15%) Passage-based questions, essay questions. One of six texts. Candidates respond to <b>one</b> question on <b>one</b> of the set texts. Contemporary Poetry (10%) Poem-based questions, essay questions. <b>Either</b> One of six poets. Candidates respond to <b>one</b> question on <b>one</b> poem by their chosen poet. Or Unseen poetry. Candidates respond to <b>one</b> question on a previously unseen poem.

Please note that the total marks for unit A662 now incorporate additional marks for spelling, punctuation and grammar. Please see section 3.6 for further information.

## 1.2 Overview of texts – GCSE English Literature Set Text List

### Unit A661: *Literary Heritage Linked Texts*

<b>Shakespeare:</b>	<b>Literary Heritage Poetry: OCR Poetry Anthology</b>
<i>Julius Caesar</i>	Robert Browning
<i>Macbeth</i>	Geoffrey Chaucer
<i>The Merchant of Venice</i>	Thomas Hardy
<i>Romeo and Juliet</i>	Wilfred Owen
	Christina Rossetti
	Shakespeare's Sonnets

### Unit A662: *Modern Drama*

<i>The History Boys</i>	<i>An Inspector Calls</i>
<i>Hobson's Choice</i>	<i>Educating Rita</i>
<i>A View from the Bridge</i>	<i>Journey's End</i>

### Unit A663: *Prose from Different Cultures*

<i>Of Mice and Men</i>	<i>The Joy Luck Club</i>
<i>To Kill a Mockingbird</i>	<i>Paddy Clarke Ha Ha Ha</i>
<i>Anita and Me</i>	<i>Tsotsi</i>

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

<b>Literary Heritage Prose</b>	<b>Contemporary Poetry: OCR Poetry Anthology</b>
<i>Pride and Prejudice</i>	Simon Armitage
<i>Silas Marner</i>	Gillian Clarke
<i>Lord of the Flies</i>	Carol-Ann Duffy
<i>The Withered Arm and Other Wessex Tales</i>	Seamus Heaney
<i>Animal Farm</i>	Benjamin Zephaniah
<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Wendy Cope

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.

### 1.4 Aims and learning outcomes

GCSE specifications in English Literature should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should extend learners' interest in and enthusiasm for literature as they develop an understanding of the ways in which literature is rich and influential. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- understand that texts from the English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today
- explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity
- connect ideas, themes and issues, drawing on a range of texts
- become critical readers of fiction and non-fiction prose, poetry and drama
- experience different times, cultures, viewpoints and situations as found in literary texts.

### 1.5 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.



## 2.1 Unit A661: *Literary Heritage Linked Texts*

This is a controlled assessment unit.

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*

*The Merchant of Venice*

*Romeo and Juliet*

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

### 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, **two** tasks will be set requiring comparison between **two** of the poems set for study. Candidates respond to **one** of the set tasks.

## 2.2 Unit A662: Modern Drama

This is an examined unit.

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.

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 Doyle

*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.

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

*Lord of the Flies*: William Golding

*The Withered Arm and Other Wessex Tales*: Thomas Hardy (Set Stories: The Withered Arm, The Son's Veto, Tony Kytes the Arch-Deceiver, Absent-mindedness in a Parish Choir, The Melancholy Hussar of the German Legion, The Distracted Preacher)

*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 poetry more widely 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

## 3.1 Overview of the assessment in GCSE English Literature

For GCSE in English Literature candidates must take units A661, A662, A663 and A664.

<p><b>Unit A661</b></p> <p>25% of the total GCSE marks</p> <p>Controlled assessment</p> <p>40 marks</p> <p>AO1: 10%; AO3: 15%</p>	<p><b>Literary Heritage Linked Texts</b></p> <p>This is a controlled assessment unit.</p> <p>There are two areas of study:</p> <p><b>Shakespeare and Film/Audio/Live performance</b></p> <p>Candidates respond to <b>one</b> task on <b>one</b> of the set plays and a film, audio version or live performance of the same play.</p> <p><b>Literary Heritage Poetry</b></p> <p>Candidates respond to <b>one</b> task on <b>one</b> of the set poets.</p>
<p><b>Unit A662</b></p> <p>25% of the total GCSE marks</p> <p>45 mins written paper</p> <p>Foundation Tier - 33 marks</p> <p>Higher Tier - 49 marks</p> <p>AO1: 12.5%; AO2: 12.5%</p>	<p><b>Modern Drama</b></p> <p>This is an examined unit.</p> <p>Candidates respond to <b>one</b> question on <b>one</b> of the set plays.</p>
<p><b>Unit A663</b></p> <p>25% of the total GCSE marks</p> <p>45 mins written paper</p> <p>Foundation Tier - 27 marks</p> <p>Higher Tier - 40 marks</p> <p>AO1: 10%; AO2: 15%</p>	<p><b>Prose from Different Cultures</b></p> <p>This is an examined unit.</p> <p>Candidates respond to <b>one</b> question on <b>one</b> of the set plays.</p>
<p><b>Unit A664</b></p> <p>25% of the total GCSE marks</p> <p>1 hour 30 mins written paper</p> <p>Foundation Tier - 27 marks</p> <p>Higher Tier - 40 marks</p> <p>AO1: 12.5%; AO2: 12.5%</p>	<p><b>Literary Heritage Prose and Contemporary Poetry</b></p> <p>This is an examined unit.</p> <p>Candidates answer <b>two</b> questions in total.</p> <p>Candidates respond to <b>one</b> question on:</p> <ul style="list-style-type: none"> <li>• one Literary Heritage Prose text</li> </ul> <p>and to <b>one</b> question on:</p> <ul style="list-style-type: none"> <li>• <b>either</b> a selection of poems by one poet</li> <li>• <b>or</b> unseen poetry.</li> </ul>

### 3.2 Tiers

Unit A661 is a controlled assessment unit and is untiered.

Units A662, A663 and A664 are externally 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 (AOs)

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

<b>AO1</b>	Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
<b>AO2</b>	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
<b>AO3</b>	Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.
<b>AO4</b>	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.

#### 3.3.1 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	–	<b>25%</b>
Unit A662: <i>Modern Drama</i>	12.5	12.5	–	–	<b>25%</b>
Unit A663: <i>Prose from Different Cultures</i>	–	10	–	15	<b>25%</b>
Unit A664: <i>Literary Heritage Prose and Contemporary Poetry</i>	12.5	12.5	–	–	<b>25%</b>
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>15%</b>	<b>15%</b>	<b>100%</b>

### 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.

Most GCSEs are unitised schemes. 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 may 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 mark 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:

(GCSE) Unit weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	60	54	48	42	36	30	24	18	12	0
25% F	41	–	–	–	36	30	24	18	12	0
25% H	60	54	48	42	36	30	27	–	–	0

Higher Tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher Tier candidates who miss the allowed grade 'e' will be graded as 'u'.

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

Qualification	Max 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 and the assessment of spelling, punctuation and grammar

*Quality of written communication* is assessed in all units and is integrated in the marking criteria.

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 an appropriate style of writing and, where applicable, specialist terminology.

In the external assessment for unit A662, questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

From **January 2013**, unit A662 will carry additional marks for spelling, punctuation and grammar. The questions will be marked with a pencil (✎).



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. More support can be found on the [OCR website](#).

### **Teaching and Learning**

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

## **4.1 Controlled assessment tasks**

All controlled assessment tasks for unit A661 are set by OCR. Each year new tasks will be set, a choice of two 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 for certification in the following academic year 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 in the subsequent pages, 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.

Two tasks are set on the Shakespeare text studied linked to a film, audio version or live performance. Candidates respond to **one** of the set tasks.

#### Poetry

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

Two tasks are set on each poet involving comparison linking two of the poems studied. Candidates respond to **one** of the set tasks.

#### Levels of supervision for each area of study

- 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 per task**.

Under formal supervision, candidates must be under direct supervision at all times. Internet and email 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 the following procedures when producing their final piece of work for the 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 numbers.

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

The controlled assessed unit is marked by teachers using OCR marking criteria and guidance and is moderated by an OCR-appointed moderator. External moderation is either postal moderation or e-moderation where evidence is submitted electronically.

#### 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*). 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 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, two marks in 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 (i.e. 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.

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

### 4.3.3 Marking Criteria for controlled assessments

Answers will demonstrate:

Band	Marks	AO3***	A01**
1	40 39 38	<ul style="list-style-type: none"> <li>perceptive exploration and explanation of a wide range of points of connection between texts</li> <li>subtlety and discrimination in analysing and comparing ways in which meaning/effect are created in different texts</li> </ul>	<ul style="list-style-type: none"> <li>sophisticated, critical perception in response to and interpretation of the chosen Shakespeare play and performed version</li> <li>cogent and precise evaluation of relevant detail from the chosen Shakespeare play and performed version</li> </ul>
2	37 36 35 34 33	<ul style="list-style-type: none"> <li>thoughtful exploration and explanation of a range of points of connection between texts</li> <li>sensitivity in analysing and comparing ways in which meaning/effect are created in different texts</li> </ul>	<ul style="list-style-type: none"> <li>critical engagement and insight in response to and interpretation of the chosen Shakespeare play and performed version</li> <li>evaluation of well-selected reference to detail of the chosen Shakespeare play and performed version</li> </ul>
3	32 31 30 29 28	<ul style="list-style-type: none"> <li>some thoroughness in explanation of a range of points of connection between texts</li> <li>careful analysis and comparison of ways in which meaning/effect are created in different texts</li> </ul>	<ul style="list-style-type: none"> <li>clear, sustained responses to the chosen Shakespeare play and performed version</li> <li>support from careful and relevant reference to detail of the chosen Shakespeare play and performed version</li> </ul>
4	27 26 25 24 23	<ul style="list-style-type: none"> <li>some explanation of points of connection between texts</li> <li>a reasonably developed comparison of ways in which meaning/effect are created in different texts</li> </ul>	<ul style="list-style-type: none"> <li>reasonably developed personal response to the chosen Shakespeare play and performed version</li> <li>use of appropriate support from detail of the chosen Shakespeare play and performed version</li> </ul>
5	22 21 20 19 18	<ul style="list-style-type: none"> <li>some relevant comment on points of connection between texts</li> <li>some comparison of ways in which meaning/effect are created in different texts</li> </ul>	<ul style="list-style-type: none"> <li>reasonably organised response to the chosen Shakespeare play and performed version</li> <li>use of some relevant support from the chosen Shakespeare play and performed version</li> </ul>

Answers will demonstrate:

Band	Marks	A03***	A01**
<b>6</b>	<b>17</b> <b>16</b> <b>15</b> <b>14</b> <b>13</b>	<ul style="list-style-type: none"> <li>a little response to points of connection and/or differences/similarities between texts</li> </ul>	<ul style="list-style-type: none"> <li>some relevant comments on the chosen Shakespeare play and performed version</li> <li>use of a little support from the chosen Shakespeare play and performed version</li> </ul>
<b>7</b>	<b>12</b> <b>11</b> <b>10</b> <b>9</b> <b>8</b>	<ul style="list-style-type: none"> <li>a few observations of points of connection and/or differences/similarities between texts</li> </ul>	<ul style="list-style-type: none"> <li>a few straightforward points about the chosen Shakespeare play and performed version</li> <li>occasional reference to the chosen Shakespeare play and performed version</li> </ul>
<b>8</b>	<b>7</b> <b>6</b> <b>5</b> <b>4</b> <b>3</b>	<ul style="list-style-type: none"> <li>limited comment about points of connection and/or differences/similarities between texts</li> </ul>	<ul style="list-style-type: none"> <li>a little awareness of the chosen Shakespeare play and performed version</li> <li>limited comment about the chosen Shakespeare play and performed version</li> </ul>
<b>Below 8</b>	<b>2</b> <b>1</b>	<ul style="list-style-type: none"> <li>very limited comment about points of connection and/or differences/similarities between texts</li> </ul>	<ul style="list-style-type: none"> <li>very little awareness of the chosen Shakespeare play and performed version</li> <li>very limited comment about the chosen Shakespeare play and performed version</li> </ul>

**0 marks = no response or no response 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 the 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 [OCR 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 and 20.

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 is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE English Literature unit A661 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 28 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on [OCR Interchange](#).



## 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE English Literature Specification
- [specimen assessment materials for each unit](#)
- [guide to controlled assessment](#)
- [teachers' handbook](#)
- [sample schemes of work and lesson plans](#)

## 5.2 Other resources

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

### 5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



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

Oxford University Press produces the following resources for OCR GCSE English Literature:

- GCSE English Literature for OCR Student Book  
Donald Coleman, Annie Fox, Angela Topping, Carmel Waldron, Garrett O'Doherty  
ISBN: 9780198329459  
Published: April 2010
- Access GCSE English Literature for OCR Student Book  
ISBN: 9780198329480  
Published: January 2011
- GCSE English Literature for OCR Teacher Guide  
ISBN: 9780198329510  
Published: June 2010
- GCSE English Literature Skills and Practice for OCR  
Steven Croft  
ISBN: 9780199138852  
Published: 2011

### 5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

### 5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

### 5.4 OCR support services

#### 5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE English Literature specifications.

**active**results

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

#### 5.4.2 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 and free access to candidate information at your convenience. Sign up on the [OCR website](#).

## 6.1 Equality Act 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 qualification 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 *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://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 Ofqual'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	All assessments
Practical assistants	n/a	
Word processors	Yes	All assessments
Transcripts	Yes	All assessments
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
Modified question papers	Yes	All assessments
Extra time	Yes	All assessments

## 6.2 Arrangements for candidates with particular requirements (including Special Consideration)

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. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitted specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated
- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

Please note that from **January 2013**, candidates will be assessed on the quality of their spelling, punctuation and grammar, see Section 3.6 for more information.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE English Literature \(November 2009\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

### 7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE English Literature certification is available in June 2014.

	Unit A661	Unit A662	Unit A663	Unit A664	Certification availability
June 2014	✓	✓	✓	✓	✓

### 7.2 Certification rules

For GCSE English Literature, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

### 7.3 Rules for re-taking a qualification

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

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

## 7.4 Making entries

### 7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved 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 administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For the externally assessed units A662, A663 and A664 candidates must be entered for either component 01 (Foundation Tier) or 02 (Higher Tier) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series; however, different units may be taken at different tiers.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A661A	01	Moderated via OCR Repository	<i>Literary Heritage Linked Texts</i>
A661B	02	Moderated via postal moderation	<i>Literary Heritage Linked Texts</i>
A661C	80	Carried forward	<i>Literary Heritage Linked Texts</i>
A662F	01	Written Paper	<i>Modern Drama</i> (Foundation Tier)
A662H	02	Written Paper	<i>Modern Drama</i> (Higher Tier)
A663F	01	Written Paper	<i>Prose from Different Cultures</i> (Foundation Tier)
A663H	02	Written Paper	<i>Prose from Different Cultures</i> (Higher Tier)
A664F	01	Written Paper	<i>Literary Heritage Prose and Contemporary Poetry</i> (Foundation Tier)
A664H	02	Written Paper	<i>Literary Heritage Prose and Contemporary Poetry</i> (Higher Tier)

### 7.4.2 Certification entries

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

Centres must enter candidates for:

- GCSE English Literature certification code J360.

### 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 and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the [OCR website](#).

### 7.6 Prohibited qualifications and classification code

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

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, 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, either from their centre or from the institution to which they wish to progress.

## 8 Other information about GCSE English Literature

### 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. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for English Literature*. All documents are available on the [Ofqual website](#).

### 8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

### 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*, *Application of Number*, *Information and Communication 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		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A661	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A662	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A663	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A664	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

### 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)

## YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)
- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

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

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit [www.ocr.org.uk/centreapproval](http://www.ocr.org.uk/centreapproval) to become an approved OCR centre.



**GENERAL QUALIFICATIONS**

Telephone 01223 553998

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