

Released June 20XX**A661****For assessment submission June 20XX
GCSE English Literature****Literary Heritage Linked Texts
Specimen controlled assessment**

The assessment will be changed every year. Please check on OCR Interchange that you have the controlled assessment material valid for the appropriate assessment submission.

CONTROLLED ASSESSMENT TASKS

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** one or more performed versions of their chosen play. Candidates must complete **one** task from a choice of two tasks which are set on the Shakespeare text studied linked to a film or audio version or live performance.

Candidates will need to:

- study the chosen Shakespeare play (informal supervision – teacher direction, group work)
- study one or more performed versions of the play (informal supervision – teacher direction, group work)
- carry out relevant research using available resources (limited supervision – support texts, library, internet)
- produce an extended piece of work as a response to the set task (formal supervision – direct supervision at all times, can be in the classroom; internet and e-mail are **not** permitted).

Poetry: Candidates study **one** set selection of poems from a choice of six poets: Browning **or** Chaucer **or** Hardy **or** Owen **or** Rossetti **or** Shakespeare. Two tasks are set involving comparison linking the selection of poems studied.

Candidates will need to:

- study their chosen selection of set poems from one poet (informal supervision – teacher direction, group work)
- carry out relevant research using available resources (limited supervision – support texts, library, internet)
- produce an extended piece of work as a response to the set task (formal supervision – direct supervision at all times, can be in the classroom; internet and e-mail are **not** permitted).
- Quality of Written Communication is assessed in this paper.
- The total number of marks is **40**.
- This document consists of **12** pages. Any blank pages are indicated.

Teachers are responsible for ensuring that assessment is carried out against the controlled assessment set for the relevant examination series (detailed above).

Assessment evidence produced that does not reflect the relevant examination series will not be accepted.

WILLIAM SHAKESPEARE: *Julius Caesar***Task 1A**

Remind yourself of Act 1 Scene 2 and its significance within the play *Julius Caesar*.

Starting with this scene, explore the ways in which the relationship between Brutus and Cassius is presented in Shakespeare's play, and in one or more performed versions of the play.

OR

Task 1B

Remind yourself of Act 2 Scene 1 and its significance within the play *Julius Caesar*.

Starting with this scene, explore the ways in which Brutus is presented in Shakespeare's play, and in one or more performed versions of the play.

Performed versions

Some performed versions are:

- film – directed by Stuart Burge (1970) with Charlton Heston/James Mason
- film – directed by Joseph L. Mankiewicz (1953) with Marlon Brando
- film – directed by Herbert Wise BBC (1979)
- audio CD – BBC Audio Books (2004)
- audio CD – Arkangel Shakespeare (2005).

Or any live performance.

The tasks shown are specimen tasks only and must not be submitted.

WILLIAM SHAKESPEARE: *Macbeth***Task 2A**

Remind yourself of Act 2 Scene 2 and its significance within the play *Macbeth*.

Starting with this scene, explore the ways in which the relationship between Macbeth and Lady Macbeth is presented in Shakespeare's play, and in one or more performed versions of the play .

OR

Task 2B

Remind yourself of Act 4 Scene 1 and its significance within the play *Macbeth*.

Starting with this scene, explore the ways in which Macbeth is presented in Shakespeare's play, and in one or more performed versions of the play.

Performed versions

Some performed versions are:

- film – directed by Roman Polanski (1971)
- film – directed by Philip Casson RSC production starring Judi Dench/Ian McKellen (1976)
- film – directed by Orson Welles (1948)
- film – 'Throne of Blood' directed by Akira Kurosawa (Samurai version) (1957)
- film – CH4 RSC version starring Antony Sher (2003)
- film – directed by Jack Gold BBC (1983)
- film – 'Macbeth on the Estate/BBC' directed by Penny Woolcock (1998)
- film – directed by Greg Doran (2001) RSC's Swan Theatre production
- audio CD – BBC Audio Books (2004)
- audio CD – Arkangel Shakespeare (2005)
- audio CD – New Cambridge Shakespeare Audio (1998).

Or any live performance.

The tasks shown are specimen tasks only and must not be submitted.

WILLIAM SHAKESPEARE: *The Merchant of Venice***Task 3A**

Remind yourself of Act 1 Scene 3 and its significance within the play *The Merchant of Venice*.

Starting with this scene, explore the ways in which the relationship between Shylock and Antonio is presented in Shakespeare's play, and in one or more performed versions of the play.

OR

Task 3B

Remind yourself of Act 4 Scene 1 and its significance within the play *The Merchant of Venice*.

Starting with this scene, explore the ways in which the relationship between Shylock and Portia is presented in Shakespeare's play, and in one or more performed versions of the play.

Performed versions

Some performed versions are:

- film – directed by Michael Radford, starring Al Pacino/Jeremy Irons (2004)
- film – directed by Trevor Nunn and Chris Hunt (2001)
- film – directed by Jack Gold BBC (1980)
- film – directed by John Sichel (1974)
- audio CD – BBC Audio Books (2004)
- audio CD – Arkangel Shakespeare (2005).

Or any live performance.

The tasks shown are specimen tasks only and must not be submitted.

WILLIAM SHAKESPEARE: *Romeo and Juliet***Task 4A**

Remind yourself of Act 2 Scene 4 and its significance within the play *Romeo and Juliet*.

Starting with this scene, explore the ways in which the relationship between Romeo and Mercutio is presented in Shakespeare's play, and in one or more performed versions of the play.

OR

Task 4B

Remind yourself of Act 1 Scene 5 and its significance within the play *Romeo and Juliet*.

Starting with this scene, explore the ways in which the relationship between Romeo and Juliet is presented in Shakespeare's play, and in one or more performed versions of the play.

Performed versions

Some performed versions are:

- film – directed by Baz Luhrmann (1996)
- film – directed by Franco Zeffirelli (1968)
- film – directed by Alvin Rakoff BBC (1978)
- film – directed by Trevor Nunn (2006)
- film – directed by Renato Castellani (1954)
- film – directed by George Cukor (1936)
- audio CD – BBC Audio Books (2004)
- audio CD – Arkangel Shakespeare (2005)
- audio CD – New Cambridge Shakespeare Audio (1997).

Or any live performance.

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ROBERT BROWNING: *Poems***EITHER Task 5****Poems:**

In the selection of Browning's poems, compare the ways he brings vividly to life the men and their relationships with women.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Browning has used language for effect.

OR Task 6**Poems:**

In the selection of Browning's poems, compare the ways he expresses powerful emotions.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Browning has used language for effect.

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GEOFFREY CHAUCER: *The General Prologue to The Canterbury Tales***EITHER Task 7****Poems:**

In *The General Prologue*, compare the ways in which, Chaucer brings to life two of the male characters.

OR Task 8**Poems:**

In *The General Prologue*, compare the ways in which, Chaucer strikingly presents the differences between two of the female characters.

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THOMAS HARDY: *Poems***EITHER Task 9****Poems:**

In the selection of Hardy's poems, compare the ways in which he portrays the theme of love.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Hardy has used language for effect.

OR Task 10**Poems:**

In the selection of Hardy's poems, compare the ways in which he reflects on life and death.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Browning has used language for effect.

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WILFRED OWEN: *Poems***EITHER Task 11****Poems:**

In the selection of Owen's poems, compare the ways in which he portrays extreme situations which the soldiers experience.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Owen has used language for effect.

OR Task 12**Poems:**

In the selection of Owen's poems, compare the ways in which he strikingly presents the effects of the war on the soldiers.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Owen has used language for effect.

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CHRISTINA ROSSETTI: *Poems***EITHER Task 13****Poems:**

In the selection of Rossetti's poems, compare the ways in which she brings vividly to life the relationships between men and women.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Rossetti has used language for effect.

OR Task 14**Poems:**

In the selection of Rossetti's poems, compare the ways in which she portrays the natural world.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Rossetti has used language for effect.

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WILLIAM SHAKESPEARE: *Sonnets***EITHER Task 15****Poems:**

In the selection of Shakespeare's poems, compare the ways in which he reflects on the passage of time and its effects.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Shakespeare has used language for effect.

OR Task 16**Poems:**

In the selection of Shakespeare's poems, compare the ways in which he strikingly presents different attitudes to love.

You should look for connections across the poems studied, in relation both to the situations and feelings described and the way in which Shakespeare has used language for effect.

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