

Accredited

# AS LEVEL

*Specification*

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# ENGLISH LANGUAGE AND LITERATURE (EMC)

H074

For first assessment in 2016

[ocr.org.uk/alevelenglishlanguageandliterature](http://ocr.org.uk/alevelenglishlanguageandliterature)



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## Introducing...

### AS Level English Language and Literature (EMC) (from September 2015)

OCR's English Language and Literature (EMC) is a unique and distinctive qualification produced in partnership with the English and Media Centre. Together, the English teams at OCR and EMC have developed a new AS level that engages students in the study of English and prepares them for further study. At AS level, English students explore the richness of language and literature and cultivate their own critical responses. This AS Level English Language and Literature specification enables depth and breadth of study, with flexible content that supports independence, wide reading and creativity.

AS Level English Language and Literature (EMC) presents clear continuity from GCSE English and GCSE English Literature with the study of literary and non-fiction written and spoken texts. The course also enables students to develop their creativity and expertise by producing their own original non-fiction writing. Students explore texts of greater variety and challenge than those encountered at GCSE and learn to apply linguistic and literary concepts and methods to their analysis of texts.

Our aim is to provide a clear and coherent course with concepts and methods clearly defined. We have made the most of the creative elements of the course and encourage students to 'read as a writer, and write as a reader'. The wide range of text choices provides great flexibility within a supportive structure. This AS level is fully co-teachable with A Level English Language and Literature (EMC).

#### Meet the team

We have a dedicated team of people working on our AS Level English Language and Literature (EMC) qualifications.

Find out more about our English Language and Literature (EMC) team at [ocr.org.uk/english/team](http://ocr.org.uk/english/team)

If you need specialist advice, guidance or support, get in touch as follows:

01223 553998

[english@ocr.org.uk](mailto:english@ocr.org.uk)

[@OCR\\_English](https://www.instagram.com/OCR_English)

## Teaching and learning resources

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We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts, so we can help you to make the change.

### Designed to support progression for all

Our resources are designed to provide you with a range of teaching activities and suggestions so you can select the best approach for your particular students. You are the experts on how your students learn and our aim is to support you in the best way we can.

### We want to...

- Support you with a body of knowledge that grows throughout the lifetime of the specification
- Provide you with a range of suggestions so you can select the best activity, approach or context for your particular students
- Make it easier for you to explore and interact with our resource materials, in particular to develop your own schemes of work
- Create an ongoing conversation so we can develop materials that work for you.

### Plenty of useful resources

You'll have four main types of subject-specific teaching and learning resources at your fingertips:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

Along with subject-specific resources, you'll also have access to a selection of generic resources that focus on skills development and professional guidance for teachers.

**Skills Guides** – we've produced a set of Skills Guides that are not specific to English Language and Literature (EMC), but each covers a topic that could be relevant to a range of qualifications – for example, communication, legislation and research. Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)

**Active Results** – a free online results analysis service to help you review the performance of individual students or your whole school. It provides access to detailed results data, enabling more comprehensive analysis of results in order to give you a more accurate measurement of the achievements of your centre and individual students. For more details refer to [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)

## Professional Development

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Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub.

### **An introduction to the new specifications**

We'll be running events to help you get to grips with our AS Level English Language and Literature (EMC) qualification.

These events are designed to help prepare you for first teaching and to support your delivery at every stage.

Watch out for details at [cpdhub.ocr.org.uk](http://cpdhub.ocr.org.uk)

To receive the latest information about the training we'll be offering, please register for AS level email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)

# 1 Why choose an OCR AS Level in English Language and Literature (EMC)?

## 1a. Why choose an OCR qualification?

Choose OCR and you have the reassurance that you're working with one of the UK's leading exam boards. Our new AS Level in English Language and Literature (EMC) course has been developed in consultation with teachers, employers and Higher Education to provide students with a qualification that is relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ...and much more.
- Access to subject specialists to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers including face-to-face events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual students or whole schools.
- ExamCreator – our new online past papers service that enables you to build your own test papers from past OCR exam questions.

All AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR AS Level in English Language and Literature (EMC) is (QN: 601/4705/2).

## 1b. Why choose an OCR AS Level in English Language and Literature (EMC)?

The OCR AS Level in English Language and Literature (EMC) is designed to offer both learners and teachers a broad range of texts to engage with, including the study of non-fiction spoken and written texts, novels and poetry, as well as opportunities for original writing. Text choices offer a fresh and stimulating approach to learning, enabling learners to develop the analytical tools to explore language choices in detail and to become confident and insightful readers.

This specification contains components that will be familiar to teachers of Language and Literature AS Level. However, it also has some new features and has been devised by OCR and the English and Media Centre (EMC) to take the qualification into a new era and to offer a programme of study that is both imaginative and coherent.

### Aims and learning outcomes

The AS Level in English Language and Literature (EMC) will encourage learners to develop their interest in, and enjoyment of, English as they:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language.



## 1c. What are the key features of this specification?

This qualification has the following key features:

- developed in partnership with the English and Media Centre, an award-winning educational charity, highly regarded by the English teaching community
- combining our expertise at OCR with EMC's has enabled us to develop an innovative and distinctive new qualification
- working in partnership with EMC greatly enhances the quality and breadth of our teaching and learning resources and training
- a coherent approach to integrating language and literature that draws on the discipline of stylistics and other literary and linguistic practices. This gives learners a clear idea of what's expected and is recognisable within the disciplines of English Literature and English Language in universities
- an emphasis on original writing, drawing on the study of texts throughout the course, with well-supported tasks
- a wide-ranging anthology of non-fiction texts, including spoken language for public audiences and digital texts, spanning different contexts and time periods, to form a key element in the teaching of linguistic approaches
- an appealing and interesting selection of set texts, carefully chosen for the requirements of each paper
- a very wide range of texts drawn from literary and non-fiction genres. The literary texts offer a rich and varied set of choices from canonical authors such as William Blake and Charlotte Brontë, to 21<sup>st</sup> century writers, such as poet Jacob Sam-La Rose and novelist Jhumpa Lahiri. Non-fiction includes satire, transcripts and graphic non-fiction.

## 1d. How do I find out more information?

If already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If not already a registered OCR centre, you can find out more information at: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask a Subject Specialist:

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

Customer Contact Centre: 01223 553998

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)

## 2 The specification overview

### 2a. Overview of AS Level in English Language and Literature (EMC) (H074)

Learners must complete all components (01 and 02) to be awarded the AS Level in English Language and Literature (EMC).

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>Component 01 focuses on an OCR (EMC) anthology of spoken and written texts across different time periods and contexts.</li> <li>Component 02 focuses on exploring the nature of narrative in <b>one</b> prose fiction text from a choice of six and exploring the poet's use of language and techniques in <b>one</b> poetry text from a choice of six.</li> </ul>	<p>Non-fiction written and spoken texts (01)*</p> <p>Closed text</p> <p>50 marks</p> <p>Written paper</p> <p>1 hour 30 minutes</p>	<p><b>50%</b></p> <p>of total AS level</p>
	<p>The language of literary texts (02)*</p> <p>Closed text</p> <p>50 marks</p> <p>Written paper</p> <p>1 hour 30 minutes</p>	<p><b>50%</b></p> <p>of total AS level</p>

\* Indicates synoptic assessment

## 2b. Content of AS Level in English Language and Literature (EMC) (H074)

AS Level in English Language and Literature (EMC) develops learners' ability to apply and integrate linguistic and literary approaches. Learners develop techniques of analysis, evaluation and production of texts.

Learners study a wide range of spoken and written texts from different times including three substantial texts, which include prose, poetry and non-literary texts.

The OCR AS Level in Language and Literature (EMC) requires learners to show knowledge and understanding of:

- how language choices shape meanings in texts
- ways in which texts are interpreted by different readers or listeners
- ways in which texts relate to each other and to the contexts in which they are produced and received

- how linguistic and literary approaches can inform interpretations of texts
- the significance of contextual factors in the production and reception of texts
- how to apply linguistic and literary methodologies and concepts to inform responses to and interpretations of texts.

Learners are required to show awareness of the different language levels, drawn from:

- phonetics, phonology and prosodics
- lexis and semantics
- grammar including morphology
- pragmatics
- discourse.

## 2c. Content of Non-fiction written and spoken texts (Component 01)

Non-fiction written and spoken texts (Component 01) focuses on an OCR (EMC) anthology of 20 spoken and written texts across different time periods, types of text and contexts (see Appendix 5d). Some of the spoken texts in the anthology will be spontaneous or semi-spontaneous talk but will be confined to texts that are for a public audience. Texts in the anthology

will be refreshed after three years. Approximately 10 texts will be changed every three years and centres will be notified in advance. A balance of spoken and written, historical and contemporary texts will be maintained. The anthology will be available to download from the [OCR website](#).

Non-fiction written and spoken texts		
Topic	Content	Learners should be able to:
<b>Section A</b> – Reading spoken and written non-fiction	<ul style="list-style-type: none"> <li>Identify and describe how meanings and effects are created in non-fiction and spoken texts.</li> <li>Explore connections across a wide range of non-literary and spoken texts.</li> <li>Apply relevant methods for text analysis, drawing on linguistic study.</li> </ul>	<ul style="list-style-type: none"> <li>compare two texts</li> <li>analyse how language choices shape meanings</li> <li>consider the ways in which the texts relate to each other and to the contexts in which they are produced and received</li> <li>apply concepts and methods from integrated linguistic and literary study, including, as appropriate: phonetics, phonology, prosodics; lexis and semantics; grammar and morphology; pragmatics; discourse.</li> </ul>
<b>Section B</b> – Writing non-fiction	<ul style="list-style-type: none"> <li>Learners will draw on their understanding of non-fiction spoken and written texts as the basis for their own non-fiction writing.</li> <li>Apply knowledge of, for example, mode, context and purpose when producing original texts.</li> <li>Demonstrate knowledge and understanding of writers' techniques and methods in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the influence of the contexts in which texts are produced</li> <li>demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul>

## 2c. Content of The language of literary texts (Component 02)

The language of literary texts (Component 02) is split into two parts. Section A focuses on one prose text from a choice of six (see below and Appendix 5e). Section B focuses on one poetry text from a choice of six with 15 poems identified for study in each text (see below and Appendix 5e).

Section A requires learners to write a close analysis of narrative techniques in the set extract and place it in the context of the novel as a whole. Section B draws on

the discipline of stylistics, to provide a helpful structure for the integrated study of linguistic and literary approaches to poetry.

The set texts will be reviewed after three years and may be subject to change. Each set text will remain on the list for the lifetime of the qualification unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

The language of literary texts		
Topic	Content	Learners should be able to:
<p><b>Section A – The language of prose</b> Study one text from the following choice of six:</p> <ul style="list-style-type: none"> <li>Charlotte Brontë: <i>Jane Eyre</i></li> <li>F Scott Fitzgerald: <i>The Great Gatsby</i></li> <li>Chinua Achebe: <i>Things Fall Apart</i></li> <li>Arundhati Roy: <i>The God of Small Things</i></li> <li>Ian McEwan: <i>Atonement</i></li> <li>Jhumpa Lahiri: <i>The Namesake</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of one substantial prose fiction text.</li> <li>Show knowledge and understanding of how language choices shape meanings in texts.</li> <li>Show awareness of the significance of contextual factors in the production of texts, in particular literary and generic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>identify how meanings and effects are created and conveyed in texts</li> <li>draw on generic and literary contexts to analyse a narrative text</li> <li>identify aspects of narrative such as:               <ul style="list-style-type: none"> <li>– the use of voice</li> <li>– point of view</li> <li>– time and chronology</li> <li>– dialogue</li> <li>– characterisation</li> <li>– genre</li> <li>– symbols and motifs</li> <li>– structure and settings.</li> </ul> </li> </ul>
<p><b>Section B – The language of poetry</b> Study one substantial poetry text from the following choice of six (15 poems are prescribed for each text):</p> <ul style="list-style-type: none"> <li>William Blake: <i>Songs of Innocence and Experience</i></li> <li>Emily Dickinson: <i>The Complete Poems</i></li> <li>Seamus Heaney: <i>Opened Ground: Poems 1966–1996</i></li> <li>Eavan Boland: <i>New Collected Poems</i></li> <li>Carol Ann Duffy: <i>Rapture</i></li> <li>Jacob Sam-La Rose: <i>Breaking Silence</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a substantial poetry collection.</li> <li>Apply relevant methods for text analysis, drawing on linguistic and literary fields.</li> <li>Analyse poetic and stylistic techniques.</li> <li>Explore connections across poems.</li> <li>Explore literary, cultural and stylistic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>identify aspects of the poem foregrounded through the use of repetition, pattern-making, pattern-breaking and deviation to develop an interpretation of the set poems</li> <li>identify and describe how meanings and effects are created and conveyed</li> <li>explore contexts and connections between two poems.</li> </ul>

## 2d. Prior knowledge, learning and progression

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Learners in England who are beginning an AS level course are likely to have followed a Key Stage 4 programme of study. Although not a prerequisite for this specification, it is recommended that, at the start of the course, learners should have obtained at least grade C in GCSE English Language or GCSE English Literature, or an equivalent qualification.

This course will enable learners to progress to the full A Level Language or Literature or directly to employment. There are a number of English specifications at OCR. Find out more at:

[www.ocr.org.uk](http://www.ocr.org.uk).

# 3 Assessment of OCR AS Level in English Language and Literature (EMC)

## 3a. Forms of assessment

The assessment of OCR AS Level in English Language and Literature (EMC) is split into two externally assessed components.

### Non-fiction written and spoken texts (Component 01)

Component 01 is a closed text, 1 hour and 30 minute written examination worth 50% of the qualification. This component has two sections.

Section A, Reading spoken and written non-fiction, makes up 30% of the total AS level marks. Learners answer one question comparing two texts or extracts from the OCR (EMC) anthology. The texts or extracts

are printed in the exam paper. Learners are assessed on: AO1, AO2, AO3 and AO4.

Section B, Writing non-fiction, makes up 20% of the total AS level marks. Learners answer one question from a choice of three writing tasks. Learners are assessed on AO3 and AO5.

### The language of literary texts (Component 02)

Component 02 is a closed text, 1 hour and 30 minute written examination worth 50% of the qualification. This component has two sections.

Section A, The language of prose, makes up 25% of the total AS level marks. Learners answer one question on one prose fiction text. An extract from each text will

be printed in the exam paper. Learners are assessed on AO1, AO2 and AO3.

Section B, The language of poetry, makes up 25% of the total AS level marks. Learners answer one question, comparing two poems from their collection of poetry. Both poems will be printed in the exam paper. Learners are assessed on AO1, AO2, AO3 and AO4.

### 3b. Assessment objectives (AO)

There are five assessment objectives in the OCR AS Level in English Language and Literature (EMC) qualification. These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.
AO4	Explore connections across texts, informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

#### AO weightings in OCR AS Level in English Language and Literature (EMC)

The relationship between the assessment objectives and the components is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (H074/01)	8%	7%	13%	7%	15%	50%
The language of literary texts (H074/02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

### 3c. Assessment availability

There will be one examination series available each year in June to **all** learners.

This specification will be certificated from the June 2016 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake both components of the qualification.



### 3e. Assessment of extended responses

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The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3f. Synoptic assessment

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Synoptic assessment involves the drawing together of knowledge, skills and understanding of different elements of the AS level course.

Synoptic assessment is embedded throughout the AS Level in Language and Literature (EMC) specification as

learners apply their knowledge of literary and linguistic concepts and methods as appropriate in a range of contexts. Learners develop their skills as interpreters and producers of texts, synthesising their knowledge and understanding of how meanings are shaped in texts.

### 3g. Calculating qualification results

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A learner's overall qualification grade for AS Level in English Language and Literature (EMC) will be calculated by adding together their marks from the two components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline. More

information about these processes, together with the deadlines, can be found in the *OCR Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk).

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules. Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking AS Level in English Language and Literature (EMC) must be entered for H074.

Entry code	Title	Component code	Component title	Assessment type
H074	English Language and Literature (EMC)	01	Non-fiction written and spoken texts	External Assessment
		02	The language of literary texts	External Assessment

## 4b. Accessibility and special consideration

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

## 4d. Results and certificates

### Grade scale

AS level qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U).

Only subjects in which grades A to E are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary in English Language and Literature (EMC)'.

## 4e. Post-results services

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A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner’s results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

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Any breach of the regulations for the conduct of examinations and coursework may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected.

Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

# 5 Appendices

## 5a. Grade descriptors

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Details to be confirmed by Ofqual.

## 5b. Overlap with other qualifications

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There is some overlap between the content of this specification and that of specifications in AS Level English Language and AS Level English Literature. Learners who enter for this AS Level in English

Language and Literature (EMC) specification may not also enter for any other A level specification with the certification title English Language or English Literature in the same examination series.

## 5c. Avoidance of bias

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The AS level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected

Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## 5d. Component 01: Non-fiction written (W) and spoken (S) texts anthology

Diary	Samuel Pepys: <i>Diary – The Fire of London, 1666</i>	(W)
Essay	Jonathan Swift: <i>A Modest Proposal, 1729</i>	(W)
Speech	Chief Joseph: <i>Surrender Speech, 1877</i> and <i>Visit to Washington DC, 1879</i>	(S)
Diary	Captain Robert Scott: <i>The Last Expedition – Final Entries, 1912</i>	(W)
Letters	Edward and Helen Thomas: <i>Letters, 1917</i>	(W)
Etiquette Guide	Emily Post: <i>Advice on Conversation, 1922</i>	(W)
Speech	Edward VIII: <i>Abdication Speech, 1936</i>	(S)
Newspaper Obituary	Alistair Cooke: <i>The Death of Marilyn Monroe, 1962</i>	(W)
Graphic Non-Fiction	Marjane Satrapi: <i>Persepolis – ‘Kim Wilde’, 2000</i>	(W)
Diary	Alan Bennett: <i>Diary, 2000</i>	(W)
TV Presentation	Jamie Oliver: TV Show – <i>Speaking to Camera, 2001</i>	(S)
TV News Interview	Jeremy Paxman: <i>Interview with Dizzee Rascal and Valerie Amos, Newsnight, 2008</i>	(S)
Satire	Craig Brown: <i>Obama Buys Ice cream, 2009</i>	(W)
Children’s TV Script	CBBC’s <i>Horrible Histories: The Stone Age Report, May 2009</i>	(S)
Charity Advert	NSPCC: <i>Hello, Can You Help Me? 2000–</i>	(W)
Evidence to a Committee	Russell Brand: <i>Evidence to a Parliamentary Select Committee, 2012</i>	(S)
Political Speech	Julia Gillard: <i>Speech to Parliament, 2012</i>	(S)
Radio Lecture	Grayson Perry: <i>Reith Lecture, 2013</i>	(S)
Twitterfeed	Caitlin Moran: <i>Online Conversation, 2014</i>	(W)
Sports Commentary	Ed Leigh and Tim Warwood: <i>The Snowboarding Final, Sochi, 2014</i>	(S)

## 5e. Component 02: The language of literary texts set text list

### The language of literary texts (02)

#### Section A: Prose

- Charlotte Brontë: *Jane Eyre*
- F Scott Fitzgerald: *The Great Gatsby*
- Chinua Achebe: *Things Fall Apart*
- Arundhati Roy: *The God of Small Things*
- Ian McEwan: *Atonement*
- Jhumpa Lahiri: *The Namesake*.

### The language of literary texts (02)

#### Section B: Poetry

William Blake: *Songs of Innocence (I) and Experience (E)*

- Introduction (I)
- The Ecchoing Green (I)
- The Garden of Love (E)
- Nurse's Song (I)
- Nurse's Song (E)
- The Divine Image (I)
- The Human Abstract (E)
- The Clod and the Pebble (E)
- The Chimney Sweeper (I)
- The Chimney Sweeper (E)
- London (E)
- Holy Thursday (I)
- Holy Thursday (E)
- The Lamb (I)
- The Tyger (E).

## The language of literary texts (02)

### Section B: Poetry

Emily Dickinson: *The Complete Poems*

- I felt a Funeral, in my Brain
- There's a certain Slant of light
- This World is not Conclusion
- It was not Death, for I stood up
- One need not be a Chamber – to be Haunted
- Because I could not stop for Death
- My life had stood – a Loaded Gun
- He fumbles at your Soul
- After great pain, a formal feeling comes
- I heard a Fly buzz – when I died
- I like to see it lap the Miles
- The Soul selects her own Society
- The Soul has Bandaged moments
- Going to Heaven!
- A narrow Fellow in the Grass.

Seamus Heaney: *Opened Ground: Poems 1966–1996*

- Death of a Naturalist
- Churning Day
- Fodder
- Anahorish
- The Tollund Man
- Funeral Rites
- Punishment
- Strange Fruit
- Act of Union
- Oysters
- The Toome Road
- A Kite for Michael and Christopher
- The Haw Lantern
- Mycenae Lookout
- Postscript.



## The language of literary texts (02)

### Section B: Poetry

Eavan Boland: *New Collected Poems*

- From the Painting Back from Market by Chardin
- The Famine Road
- From the Irish of Pangur Ban (for Mairin)
- Naoise at Four
- Anorexic
- Degas's Laundresses
- Woman in Kitchen
- The New Pastoral
- The Oral Tradition
- An Irish Childhood in England: 1951
- The Black Lace Fan my Mother Gave Me
- This Moment
- Object Lessons
- White Hawthorn in the West of Ireland
- The Pomegranate.

Carol Ann Duffy: *Rapture*

- You
- Hour
- Rapture
- Elegy
- Betrothal
- Love
- New Year
- Answer
- Wintering
- Write
- Grief
- Ithaca
- Epiphany
- The Love Poem
- Over.

## The language of literary texts (02)

### Section B: Poetry

Jacob Sam-La Rose: *Breaking Silence*

- Song for a Spent 100w Bulb
- Talk This Way
- Make Some Noise
- Magnitude
- Turning Darker Still
- After Lazerdrome, McDonalds, Peckham Rye
- Speechless I
- Speechless II
- Speechless III
- Speechless IV
- Speechless V
- An Undisclosed Fortune
- Plummeting
- A Spell for Forgetting a Father
- Here, Spirits.

# Your checklist

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