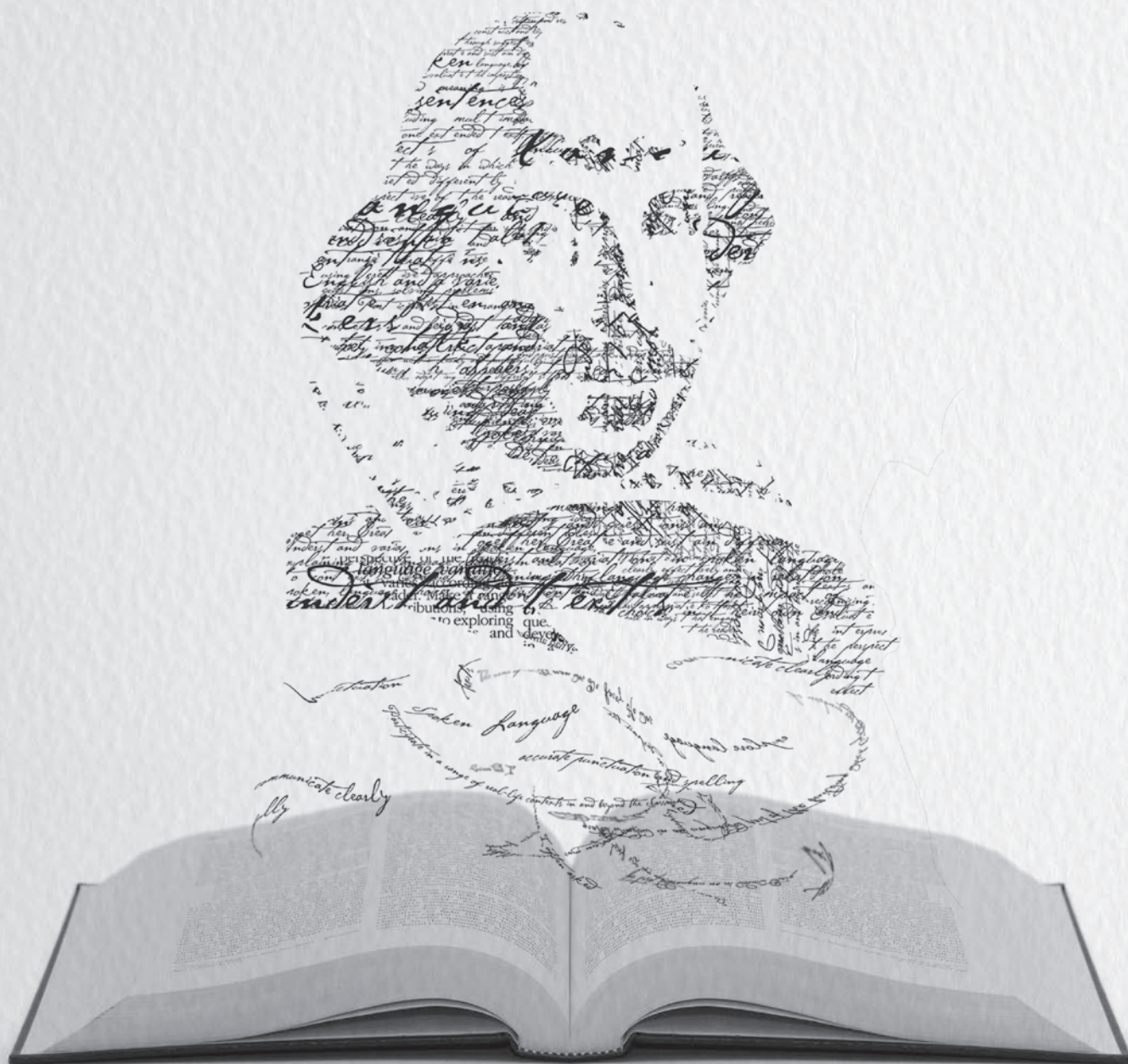


Accredited

GCSE 2013

ENGLISH LITERATURE J360

SPECIFICATION VERSION 1 AUGUST 2013



BRINGING ENGLISH TO LIFE

A FEW GOOD REASONS TO WORK WITH OCR

- You can enjoy the **freedom and excitement** of teaching qualifications which have been developed to help you inspire students of all abilities.
- We've built specifications **with you in mind**, using a clear and easy-to-understand format, making them straightforward for you to deliver.
- Our **clear and sensible assessment** approach means that exam papers and requirements are clearly presented and sensibly structured for you and your students.
- **Pathways for choice** – we have the broadest range of qualifications and our GCSEs provide an ideal foundation for students to progress to more-advanced studies and into the workplace.
- **Working in partnership to support you** – together with teachers we've developed a range of practical help and support to save you time. We provide everything you need to teach our specifications with confidence and ensure your students get as much as possible from our qualifications.
- **A personal service** – as well as providing you with lots of support resources, we're also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

HERE'S HOW TO CONTACT US FOR SPECIALIST ADVICE:

By phone: 01223 553998

By email: general.qualifications@ocr.org.uk

By online: <http://answers.ocr.org.uk>

By fax: 01223 552627

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

DON'T FORGET – you can download a copy of this specification and all our support materials at ocr.org.uk/english/gcse

ocr.org.uk/english



Contents

1	Introduction to GCSE English Literature	4
1.1	About this qualification	4
1.2	Overview of GCSE English Literature	5
1.3	Overview of texts – GCSE English Literature Set Text List	6
1.4	Guided learning hours	7
1.5	Aims and learning outcomes	7
1.6	Prior learning	7
2	Content of GCSE English Literature	8
2.1	Unit A661: <i>Literary Heritage Linked Texts</i>	8
2.2	Unit A662: <i>Modern Drama</i>	9
2.3	Unit A663: <i>Prose from Different Cultures</i>	9
2.4	Unit A664: <i>Literary Heritage Prose and Contemporary Poetry</i>	10
3	Assessment of GCSE English Literature	12
3.1	Overview of the assessment in GCSE English Literature	12
3.2	Tiers	12
3.3	Assessment Objectives (AOs)	13
3.4	Grading and awarding grades	14
3.5	Grade descriptions	15
3.6	Quality of written communication and the assessment of spelling, punctuation and grammar	15
4	Controlled assessment in GCSE English Literature	17
4.1	Controlled assessment tasks	17
4.2	Planning and managing controlled assessment	18
4.3	Marking and moderating controlled assessment	20
4.4	Submitting the moderation samples via the OCR Repository	26
5	Support for GCSE English Literature	27
5.1	Free resources available from the OCR website	27
5.2	Other resources	27
5.3	Training	28
5.4	OCR support services	29
6	Equality and Inclusion in GCSE English Literature	30
6.1	Equality Act information relating to GCSE English Literature	30
6.2	Arrangements for candidates with particular requirements (including Special Consideration)	31

Contents

7	Administration of GCSE English Literature	32
7.1	Availability of assessment from 2015	32
7.2	Certification rules	32
7.3	Rules for re-taking a qualification	32
7.4	Making entries	33
7.5	Enquiries about results	34
7.6	Prohibited qualifications and classification code	34
8	Other information about GCSE English Literature	35
8.1	Overlap with other qualifications	35
8.2	Progression from this qualification	35
8.3	Avoidance of bias	35
8.4	Regulatory requirements	35
8.5	Language	35
8.6	Spiritual, moral, ethical, social, legislative, economic and cultural issues	35
8.7	Sustainable development, health and safety considerations and European developments, consistent with international agreements	35
8.8	Key Skills	36
Appendix A: Guidance for the production of electronic controlled assessment		37

1.1 About this qualification

All English Literature qualifications require the study of **six** texts, of which three must be English, Welsh or Irish literary heritage. This specification includes:

1. **texts across the major genres of poetry, prose and drama** identified through key questions and controlled assessment tasks, allowing students to respond to texts critically and imaginatively, looking at how language, structure and form contribute to the writer's ideas and looking at how texts are linked AND have been influential throughout the ages
2. **Literary Heritage Linked Texts:** Two sections looking at a study of William Shakespeare and a performed version of his work alongside a comparative poetry piece based on a literary heritage poet from a choice of six ranging from Geoffrey Chaucer to Christina Rossetti
3. **a study of Modern Drama** based on six modern drama texts such as *An Inspector Calls* and *The History Boys*, where candidates respond either to a passage-based question or an essay question and the dramatic effect of the piece
4. **a study of Prose from Different Cultures** based on texts such as *Of Mice and Men* and *Tsotsi* where candidates investigate the social, cultural and historical contexts of such texts through a close examination of the text
5. **Contemporary Poetry** based on the study of one of the anthologised poets such as Benjamin Zephaniah or Gillian Clarke or the opportunity to take a more skills based approach to poetry by answering on an unseen contemporary poem after a broad study of modern poetry
6. **Literary Heritage Prose:** an opportunity to study one of the great classic novels throughout the ages such as *Pride and Prejudice* or *Animal Farm* and respond either to a passage-based question or a discursive response.

1.2 Overview of GCSE English Literature

<p>Unit A661</p> <p>Controlled assessment 25% of the qualification 40 marks (AO1: 10%; AO3: 15%)</p>	<p><i>Literary Heritage Linked Texts</i></p> <p>Shakespeare and Film/Audio/Live performance (10%) Candidates respond to one task, on one of the set plays and a film, or audio version, or live performance, of the same play.</p> <p>Poetry (15%) Candidates respond to one task, on one of the set selections of poems, from one of the six set poets.</p>
Plus	
<p>Unit A662</p> <p>Examination (45 mins) 25% of the qualification Foundation Tier - 33 marks Higher Tier - 49 marks (AO1: 12.5%; AO2: 12.5%)</p>	<p><i>Modern Drama</i></p> <p>Written paper Candidates respond to one question on one of the set plays. Passage-based questions or essay questions. One of six texts.</p>
Plus	
<p>Unit A663</p> <p>Examination (45 mins) 25% of the qualification Foundation Tier - 27 marks Higher Tier - 40 marks (AO2: 10%; AO4: 15%)</p>	<p><i>Prose from Different Cultures</i></p> <p>Written paper Candidates respond to one question on one of the set texts. Passage-based questions or essay questions. One of six texts.</p>
Plus	
<p>Unit A664</p> <p>Examination (1 hour 30 mins) 25% of the qualification Foundation Tier - 27 marks Higher Tier - 40 marks (AO1: 12.5%; AO2: 12.5%)</p>	<p><i>Literary Heritage Prose and Contemporary Poetry</i></p> <p>Written paper <i>Literary Heritage Prose (15%)</i> Passage-based questions, essay questions. One of six texts. Candidates respond to one question on one of the set texts.</p> <p><i>Contemporary Poetry (10%)</i> Poem-based questions or essay questions.</p> <p>Either Candidates respond to one question on one poem by their chosen poet (one of six poets). Or Unseen poetry. Candidates respond to one question on a previously unseen poem.</p>

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.

1.3 Overview of texts – GCSE English Literature Set Text List

Candidates study six texts: two from unit A661, two from unit A664, one from unit A662 and one from unit A663.

Unit A661: *Literary Heritage Linked Texts*

Shakespeare:

Julius Caesar

Macbeth

The Merchant of Venice

Romeo and Juliet

Literary Heritage Poetry: OCR Poetry Anthology

Robert Browning

Geoffrey Chaucer

Thomas Hardy

Wilfred Owen

Christina Rossetti

Shakespeare's Sonnets

Unit A662: *Modern Drama*

The History Boys

Hobson's Choice

A View from the Bridge

An Inspector Calls

Educating Rita

Journey's End

Unit A663: *Prose from Different Cultures*

Of Mice and Men

To Kill a Mockingbird

Anita and Me

The Joy Luck Club

Paddy Clarke Ha Ha Ha

Tsotsi

Unit A664: *Literary Heritage Prose and Contemporary Poetry*

Literary Heritage Prose

Pride and Prejudice

Silas Marner

Lord of the Flies

The Withered Arm and Other Wessex Tales

Animal Farm

The Strange Case of Dr. Jekyll and Mr. Hyde

Contemporary Poetry: OCR Poetry Anthology

Simon Armitage

Gillian Clarke

Carol Ann Duffy

Seamus Heaney

Benjamin Zephaniah

Wendy Cope

Free copies of the OCR anthology, *Reflections*, are available to all centres who register for the OCR English Literature qualification (J360). *Reflections* contains the following anthologies:

1. An anthology of Literary Heritage Poetry
2. An anthology of Contemporary Poetry

Information on how to obtain your free copies of the anthology can be found from OCR: general.qualifications@ocr.org.uk.

1.4 Guided learning hours

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

1.5 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.

1.6 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 Content of GCSE English Literature

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 or 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 set selections of poems**, from 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 a range 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
- essay 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
- essay 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
- essay 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
- essay questions requiring comment, criticism and analysis.

OR

Candidates are prepared to answer **one** question on an unseen contemporary poem.

OCR has provided fifteen poems (listed below) which candidates should study in preparation for the unseen poem. The purpose of the unseen option is to encourage candidates to read poetry more widely, and to read in different ways. The fifteen poems are grouped under 'Imagery and Language', 'Voice and Tone' and 'Form and Structure' to develop candidates' understanding of how poetry works, and how to tackle different aspects of an unseen poem. The poems have been carefully selected to ensure candidates have a comparable experience of studying contemporary poetry to those taking the Anthology option. These fifteen poems are being studied in preparation for the unseen option in the examination. These poems will not appear on the examination paper.

Imagery and Language

- Gillian Clarke, *My Box* (Anthology)
- Seamus Heaney, *Blackberry Picking* (Anthology)
- Sylvia Plath, *Mirror*
- Dannie Abse, *Imitations*
- Ted Hughes, *Wind*

Voice and Tone

- Carol Ann Duffy, *Stealing* (Anthology)
- Benjamin Zephaniah, *What Stephen Lawrence Has Taught Us* (Anthology)
- Elaine Feinstein, *Dad*
- Tony Harrison, *from Long Distance*
- Douglas Dunn, *I am a Cameraman*

Form and Structure

- Wendy Cope, *Strugnell's Sonnets* (vii) (Anthology)
- Simon Armitage, *Mother Any Distance* (Anthology)
- Stevie Smith, *Not Waving but Drowning*
- U A Fanthorpe, *Growing Up*
- Robert Frost, *The Road Not Taken*

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>Unit A661</p> <p>25% of the total GCSE Controlled assessment 40 marks AO1: 10%; AO3: 15%</p>	<p><i>Literary Heritage Linked Texts</i></p> <p>This is a controlled assessment unit. There are two areas of study: Shakespeare and Film/Audio/Live performance (10%) Candidates respond to one task, on one of the set plays and a film, or audio version, or live performance, of the same play. Literary Heritage Poetry (15%) Candidates respond to one task, on one of the set selections of poems, from a choice of six set poets.</p>
<p>Unit A662</p> <p>25% of the total GCSE 45 mins written paper Foundation Tier - 33 marks Higher Tier - 49 marks AO1: 12.5%; AO2: 12.5%</p>	<p><i>Modern Drama</i></p> <p>This is an examined unit. Candidates respond to one question on one of the set plays.</p>
<p>Unit A663</p> <p>25% of the total GCSE 45 mins written paper Foundation Tier - 27 marks Higher Tier - 40 marks AO2: 10%; AO4: 15%</p>	<p><i>Prose from Different Cultures</i></p> <p>This is an examined unit. Candidates respond to one question on one of the set texts.</p>
<p>Unit A664</p> <p>25% of the total GCSE 1 hour 30 mins written paper Foundation Tier - 27 marks Higher Tier - 40 marks AO1: 12.5%; AO2: 12.5%</p>	<p><i>Literary Heritage Prose and Contemporary Poetry</i></p> <p>This is an examined unit. Candidates answer two questions in total. Candidates respond to one question on:</p> <ul style="list-style-type: none"> • one Literary Heritage Prose text (15%) and to one question on Contemporary Poetry (10%): • either a selection of poems by one poet • or an unseen poem.

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:

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

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	0	15	0	25%
Unit A662: <i>Modern Drama</i>	12.5	12.5	0	0	25%
Unit A663: <i>Prose from Different Cultures</i>	0	10	0	15	25%
Unit A664: <i>Literary Heritage Prose and Contemporary Poetry</i>	12.5	12.5	0	0	25%
Total	35%	35%	15%	15%	100%

3.4 Grading and awarding grades

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

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

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

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

3.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

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

Grade F

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

Grade C

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

Grade A

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

3.6 Quality of written communication 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.

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](#).

What are the controlled assessment tasks? Controlled assessment is designed to be an integral part of teaching and learning. For this unit teachers are expected to cover a whole text for each of the two areas of study:

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

- **Poetry: one set selection of poems from one poet** from a choice of six:
 - Browning
 - Chaucer
 - Hardy
 - Owen
 - Shakespeare
 - Rossetti.

The focus of the assessment for this unit is AO3 (60% of the overall marks for the unit) and AO1 (40% of the overall marks for the unit).

There are no restrictions regarding time or feedback to individual learners during this phase.

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.

Two tasks are set each year in each of the two areas of study:

Shakespeare and Film/Audio/Live performance

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

This task is set by OCR and may **not** be changed. However, a centre may contextualise the task as follows:

- through the choice of published edition of Shakespeare's play for study
- through the choice of performed version(s) for study, e.g. film, animated, audio or live performance(s).

In whatever way(s) a centre may choose to contextualise the task, care must be taken to ensure that candidates generate evidence against the relevant Assessment Objective(s).

Poetry

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

This task is set by OCR and may **not** be changed. However, a centre may contextualise the task through the choice of the published edition of the poems for study.

In whatever way(s) a centre may choose to contextualise the task, care must be taken to ensure that candidates generate evidence against the relevant Assessment Objective(s).

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

The recommended timings for the two controlled assessment tasks are as follows:

	Time	Content	Control
Preparation for the tasks	20 hours	Candidates are given: <ul style="list-style-type: none"> • a choice of tasks • possible approaches and sources of evidence • time allocations • programmes of work and deadlines • methods of working • control requirements. 	Informal Supervision: <ul style="list-style-type: none"> • candidates do not need to be under direct supervision at all times • the use of resources is not tightly prescribed • group work is normally permitted (provided that any assessable outcomes can be attributed to individual candidates). However the Centre must ensure that: <ul style="list-style-type: none"> ○ all candidates participate in the assessment ○ plagiarism does not take place ○ sources used by the candidates are clearly recorded ○ each candidate's preparation for the final production of the work is his/her own.
Research for the tasks	6 hours	Candidates will carry out relevant research using available resources (support texts, library, internet).	Limited Supervision: <ul style="list-style-type: none"> • 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.
Writing up the tasks	4 hours	Candidates will need to produce two extended pieces of work as a response to the set tasks. The suggested word limit is no more than 1000 words per task.	Formal Supervision: <ul style="list-style-type: none"> • candidates must be under direct supervision at all times • internet and email access should not be permitted.

4.2.2 Producing the final piece of work

The table below shows what candidates may or may not take into the formal controlled assessment sessions:

✓	✗
<ul style="list-style-type: none"> • preparatory notes (200 words max) • references and plans • clean copies of texts • dictionaries • thesauri • spell checkers 	<ul style="list-style-type: none"> • drafts • partly written drafts

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.

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
 - unit recording sheet.

Also included should be:

- centre authentication form CCS160
- preparatory notes.

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 4.3.4 *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.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

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'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

The controlled assessment unit A661 is out of a total of 40 marks. Poetry total: 24 marks and Shakespeare total: 16 marks.

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 How to use the mark scheme

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- A best-fit match should be made between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved
- the quality of written communication.

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band.

4.3.4 Marking Criteria for controlled assessments

Answers will demonstrate:

A661: <i>Literary Heritage Linked Texts</i>						
Band	QWC	Poetry	POETRY (15%): AO3 Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.	Shakespeare	SHAKESPEARE (10%): AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.	Overall Marks
1	Spelling, punctuation and grammar are consistently accurate and assured; meaning is very clearly communicated.	24 – 23	Candidates make perceptive and well-developed connections and comparisons between poems, critically analysing how the poet expresses meaning and achieves effects.	16	Candidates respond critically and imaginatively to the chosen task focusing mainly on the text of the play informed by the performed version(s). They consistently select and evaluate a wide range of relevant textual detail to clearly illustrate and support interpretations.	40 – 38
2	Spelling, punctuation and grammar are usually accurate and assured; meaning is very clearly communicated.	22 – 20	Candidates make thoughtful and detailed connections and comparisons between poems, analysing with some insight how the poet expresses meaning and achieves effects.	15 – 13	Candidates respond with good insight and some imagination to the chosen task focusing mainly on the text of the play informed by the performed version(s). They select and evaluate a good range of relevant textual detail to illustrate and support interpretations.	37 – 33
3	Spelling, punctuation and grammar are usually accurate; meaning is clearly communicated.	19 – 17	Candidates make sound connections and comparisons between poems, explaining in some depth how the poet expresses meaning and achieves effects.	12 – 11	Candidates respond with sound insight to the chosen task focusing mainly on the text of the play informed by the performed version(s). They select and evaluate a range of relevant textual detail to illustrate interpretations.	32 – 28

Band	QWC	Poetry	POETRY (15%): AO3 Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.	Shakespeare	SHAKESPEARE (10%): AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.	Overall Marks
4	There may be some errors in spelling, punctuation and grammar but meaning is clearly communicated.	16 – 14	Candidates make straightforward connections and comparisons between poems, giving straightforward explanations of how the poet expresses meaning and achieves effects.	10 – 9	Candidates respond with some insight to the chosen task focusing mainly on the text of the play informed by the performed version(s). They select some relevant textual detail to illustrate interpretations.	27 – 23
5	There are some errors in spelling, punctuation and grammar but meaning is usually communicated.	13 – 11	Candidates make some connections and comparisons between poems, giving some explanations of how the poet expresses meaning and achieves effects.	8 – 7	Candidates respond with occasional insight to the chosen task focusing mainly on the text of the play informed by the performed version(s). They select some mostly relevant textual detail to illustrate interpretations.	22 – 18
6	The response may be illegible at times, with errors in spelling, punctuation and grammar that can sometimes hinder communication.	10 – 8	Candidates make basic connections and comparisons between poems, giving basic comments on how the poet expresses meaning and achieves effects.	6 – 5	Candidates make a basic response perhaps focusing more on the chosen scene than on the play and/or the performed version(s). They select some textual detail to illustrate basic interpretations.	17 – 13
7	The response may be illegible at times, with errors in spelling, punctuation and grammar that hinder communication.	7 – 5	Candidates make limited connections between poems and/or limited comments on how the poet expresses meaning and achieves effects.	4 – 3	Candidates make a limited response to the chosen scene with occasional reference to the play or performed version(s). They select limited textual detail to illustrate limited interpretations.	12 – 8

Band	QWC	Poetry	POETRY (15%): AO3 Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.	Shakespeare	SHAKESPEARE (10%): AO1 Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.	Overall Marks
8	The response may be illegible at times, with frequent errors in spelling, punctuation and grammar that impede communication.	4 – 2	Candidates make a very limited response showing a few connections between poems and/or a few comments on how the poet expresses meaning and achieves effects.	2	Candidates make a very limited response, which is mostly narrative, to the chosen scene with little about the play or performed version(s). They select a few textual details with little relevance to their task.	7 – 3
Below 8	The response may be illegible, with multiple errors in spelling, punctuation and grammar that seriously impede communication.	1 – 0	Candidates make a very superficial response that shows very few connections between poems and/or very few comments on how the poet expresses meaning and achieves effects.	1 – 0	Candidates make a superficial response which may be entirely narrative and shows very little understanding and reference to either the chosen scene or play.	2 – 1

0 marks = no response or no response worthy of credit.

4.3.5 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](#).

4.3.6 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.

4.3.7 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 4.3.4 on pages 22, 23 and 24.

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 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 on 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.

activeresults

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 *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

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

The access arrangements permissible for use in this specification are in line with 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 signers	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, unitised specifications must require that 100% of the assessment is terminal.

The sections below explain in more detail the rules that apply from the June 2015 examination series onwards.

7.1 Availability of assessment from 2015

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 2015 and each June thereafter.

	Unit A661	Unit A662	Unit A663	Unit A664	Certification availability
June 2015	✓	✓	✓	✓	✓

7.2 Certification rules

For GCSE English Literature, from June 2015 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).

For controlled assessment units which are retaken, portfolios must contain new work only. This means the task taking part of the process must be completed. All task preparation and research work and the original notes can be used again. The original response cannot be taken into the task taking session.

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.

8.1 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	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Appendix A: Guidance for the production of electronic controlled assessment

A

Structure of 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 ocr.org.uk/english/gcse
- Be among the first to hear about support materials and resources as they become available. Register for email updates at ocr.org.uk/updates
- Book your inset training place online at ocreventbooker.org.uk
- Learn more about active results at ocr.org.uk/activeresults
- Join our social network community for teachers at 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

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 ocr.org.uk/centreapproval to become an approved OCR centre.



GENERAL QUALIFICATIONS

Telephone 01223 553998

Facsimile 01223 552627

general.qualifications@ocr.org.uk

1 Hills Road, Cambridge CB1 2EU

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

© OCR 2013 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU.

Registered company number 3484466. OCR is an exempt charity.

ocr.org.uk/english