



# GCSE

## English

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Session: 2000  
Type: Syllabus  
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IGLES

**General Certificate of  
Secondary Education  
Syllabus**

OCR is a unitary examining body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC.

## GENERAL INFORMATION

### AVAILABILITY

This syllabus will be examined by OCR in the Summer of the year(s) shown on the cover.

Details of the provision of Autumn examinations are given in the GCSE Syllabus Synopses booklet.

### EXCLUSIONS

In any one examination series, candidates entering for this syllabus may not in addition enter for any other OCR GCSE examination with the same certification title.

Details of any other exclusions are given in the syllabus.

### ENTRIES

All candidates, including private candidates, must be entered by a Centre registered with OCR.

All candidates must meet the full requirements of this syllabus and must therefore have any coursework/assessed practical work authenticated and assessed by an approved Centre.

### RESULTS

Results will be reported on the 8-point scale of grades A\*, A, B, C, D, E, F and G.

### SPELLING, PUNCTUATION AND GRAMMAR

The assessment of spelling, punctuation and grammar is a requirement of most syllabuses. Where components are affected, details are given in an appendix to the syllabus.

### COURSEWORK ASSESSMENT

Where the syllabus includes assessment of coursework, in accordance with the GCSE & A/AS Code of Practice, teachers are required to show how the marks have been awarded in relation to the marking criteria defined in the syllabus.

### OTHER PUBLICATIONS

Other publications such as past papers and mark schemes can be purchased from OCR. A copy of the publications order form is available on request.

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This syllabus has been designed to meet the requirements of the Northern Ireland GCSE Regulations and criteria for English. It also meets the requirements of the Northern Ireland programme of study for English at Key Stage 4. In developing schemes of work for this syllabus, teachers are encouraged to address the statutory objectives of the educational (cross-curricular) themes.

This syllabus meets the Key Stage 4 requirements of the National Curriculum for English. It has been designed to offer all candidates an equal opportunity to demonstrate attainment in speaking and listening, reading and writing, using a variety of assessment techniques. There are no set books for OCR's English syllabus, although its links with the English Literature course enable Centres to plan a unified course, and coursework may be common to both syllabuses.

### Scheme of Assessment

Grades	Foundation Tier G - C	Higher Tier D - A*
A*	Candidates take Components 1, 2, 5 and 6	Candidates take Components 3, 4, 5 and 6
A		
B		
C		
D		
E		
F		
G		

Candidates are entered for either Foundation Tier or Higher Tier.

### Syllabus Components

Component	Name	Duration	Weighting
1	Paper 1 - Non-fiction and Media Texts	2 hours + 10 minutes reading time	30%
2	Paper 2 - Literary Texts	2 hours + 10 minutes reading time	30%
3	Paper 3 - Non-fiction and Media Texts	2 hours + 10 minutes reading time	30%
4	Paper 4 - Literary Texts	2 hours +10 minutes reading time	30%
5	Coursework - Reading and Writing	—	20%
6	Coursework - Speaking and Listening	—	20%

## Syllabus Content

Reading Requirement	Non-fiction Papers 1 and 3	Literary Texts Papers 2 and 4	Coursework
Non-fiction	✓		
Media	✓		
Other cultures		✓	
Prose		✓	✓
Poetry			✓
Drama			✓
Play by Shakespeare			✓
Major Pre-20th century writer			✓
Major 20th century writer			✓
<b>Writing Requirement</b>			
Explore, imagine, entertain		✓	✓
Inform, explain, describe		✓	✓
Argue, persuade, instruct	✓	✓	
Analyse, review, comment			✓
<b>Speaking &amp; Listening Requirement</b>			✓

### Question Paper Requirements

Papers 1 and 3 (Non-fiction and Media Texts): Section A requires candidates to attempt two tasks based on reading. Section B requires candidates to attempt one writing task from the two set. Pre-released material will encourage candidates to consider the topic of the paper in advance.

Papers 2 and 4 (Literary Texts): Section A requires candidates to attempt one task based on reading. Section B requires candidates to attempt two writing tasks. Task 1 will be set on a pre-released prose passage which may be taken from a short story or a chapter from a book.

### Coursework Requirements

Component 5 Reading and Writing has three units:

- |        |   |
|--------|---|
| Unit 1 | non-fiction writing to inform, explain and describe                               |
| Unit 2 | imaginative and creative writing to explore, imagine and entertain                |
| Unit 3 | reading in the English literary heritage; writing to analyse, review and comment. |

Unit 3 may also contribute to the assessment of English Literature.

Component 6 Speaking and Listening - should be assessed throughout the course. Three assessments for each candidate must be made.

Candidates should use talk to:

- explain, describe, narrate;
- explore, analyse, imagine;
- discuss, argue, persuade.

Candidates should listen in order to:

- assimilate information;
- make judgements;
- report back to others;
- guide the course of a discussion.

# ENGLISH

## SYLLABUS CODE 1500

### 1 INTRODUCTION

This syllabus has been devised in accordance with the requirements of the National Curriculum Orders for Key Stage 4 (KS4) English and the Qualifications and Curriculum Authority (QCA) Regulations for GCSE syllabuses and Subject Criteria for English.

This subject will be shown on the GCSE certificate as ENGLISH.

In any one examination series, candidates entering for this syllabus may not in addition enter for any other OCR examination with the same certification title.

### 2 SYLLABUS AIMS

In reading, to develop candidates' ability to:

- read accurately, fluently and with understanding;
- understand and respond to the texts they read;
- read, analyse and evaluate a wide range of texts, including literature from the English literary heritage and from other cultures and traditions.

In writing, to develop candidates' effective use of:

- compositional skills - developing ideas and communicating meaning to a reader, using a wide-ranging vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- a widening variety of forms for different purposes.

In speaking and listening, to develop candidates' ability to:

- use the vocabulary and grammar of standard English;
- formulate, clarify and express ideas;
- adapt speech to a widening range of circumstances and demands;
- listen, understand and respond appropriately to others.

### 3 ASSESSMENT OBJECTIVES

#### 3.1 Reading

Candidates must demonstrate their ability to:

- (i) read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
  - (ii) distinguish between fact and opinion and evaluate how information is presented;
  - (iii) follow an argument, identifying implications and recognising inconsistencies;
  - (iv) select material appropriate to their purpose, collate material from different sources, and make cross references;
  - (v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.
- .....

#### 3.2 Writing

Candidates must demonstrate their ability to:

- (i) communicate clearly, adapting their writing for a wide range of purposes and audiences;
- (ii) use and adapt forms and genres for specific purposes and effects;
- (iii) organise ideas into sentences, paragraphs and whole texts;
- (iv) use accurate spelling and punctuation, and present work neatly and clearly;
- (v) use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.



### 3.3 Speaking and Listening

Candidates must demonstrate their ability to:

- (i) communicate clearly, structuring and organising their talk and adapting it to different situations;
  - (ii) use standard English;
  - (iii) listen to and understand varied speech;
  - (iv) participate in discussion, judging the nature and purposes of contributions and the roles of participants.
- 

### 3.4 Assessment Grid

The following grid shows how the Assessment Objectives will be assessed in each component.

No	Assessment Objectives	Papers 1 & 3 Non-fiction/Media		Papers 2 & 4 Literary Texts		Cwk S/L	Coursework: Reading and Writing		
		Section A	Section B	Section A	Section B		Unit 1	Unit 2	Unit 3
	<b>READING</b>								
(i)	- read with insight and engagement	✓		✓					✓
	- make appropriate reference to texts	✓		✓					✓
	- develop and sustain interpretations of texts			✓					✓
(ii)	- distinguish between fact and opinion	✓							
	- evaluate how information is presented	✓							
(iii)	- follow an argument	✓							
	- identify implications and recognise inconsistencies	✓							
(iv)	- select material appropriate to purpose and collate material from different sources	✓		✓					✓
	- make cross references	✓		✓					✓
(v)	- understand and evaluate linguistic devices	✓		✓					✓
	- structural devices			✓					✓
	- presentational devices	✓							
	- comment on ways language varies/changes	✓		✓					✓
	<b>WRITING</b>								
(i)	- communicate clearly		✓		✓		✓	✓	✓
	- adapt writing for a range of purposes and audiences		✓		✓		✓	✓	✓
	- use different forms and genres		✓		✓		✓	✓	✓
(ii)	- adapt forms and genres for specific effects		✓		✓		✓	✓	✓
(iii)	- organise ideas into sentences, paragraphs and whole texts		✓		✓		✓	✓	✓
(iv)	- use accurate spelling and punctuation		✓		✓		✓	✓	✓
	- present work neatly and clearly		✓		✓		✓	✓	✓
(v)	- use the grammatical structures of standard English		✓		✓		✓	✓	✓
	- use a wide vocabulary		✓		✓		✓	✓	✓

No	Assessment Objectives	Papers 1 & 3 Non-fiction/Media		Papers 2 & 4 Literary Texts		Cwk S/L	Coursework: Reading and Writing		
		Section A	Section B	Section A	Section B		Unit 1	Unit 2	Unit 3
	<b>SPEAKING AND LISTENING</b>								
(i)	- communicate clearly					✓			
	- structure and organise talk					✓			
	- adapt talk to different occasions					✓			
(ii)	- use standard English					✓			
(iii)	- listen to and understand varied speech					✓			
(iv)	- participate in discussion					✓			
	- judge the nature and purposes of contributions					✓			
	- judge the roles of participants					✓			

### 3.5 Differentiation between Tiers

Questions set in the examination will target all the appropriate assessment objectives, which apply to both the Higher and Foundation Tiers.

Differentiation is achieved through the challenges set by the reading passages and the tasks, and by the expected outcomes.

#### Reading

Candidates taking Higher Tier examination papers are required to **interpret** and **evaluate** texts which are complex both in content and in style, for example in their levels of implied meaning or of figurative language.

Candidates taking Foundation Tier examination papers are required to **understand** and **comment** on texts which make some demands on the reader, for example of vocabulary, but which are written at a lower level of complexity.

#### Writing

In response to writing tasks, candidates taking Higher Tier are required to write complex arguments, well developed personal opinion, and narratives that sustain the reader's interest. They should be able to invent, plan and structure their own subject matter and to write accurately with an increasing sense of style.

Candidates taking Foundation Tier should be able to provide arguments in support of a case, express points of view and write orderly narratives.

They should be able to respond to prompts that suggest or prescribe the content of their writing, to write clear, plain prose and to express ideas in an orderly fashion.

## **4 SCHEME OF ASSESSMENT**

### **4.1 Tiering**

The Scheme of Assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades G to C and Higher Tier assesses Grades D to A\*.

Each tier consists of two papers and coursework. Foundation Tier comprises Paper 1 and Paper 2 plus coursework. Higher Tier comprises paper 3 and Paper 4 plus coursework.

Candidates will be entered for either the Foundation Tier or the Higher Tier.

Candidates achieving less than the minimum mark for Grade D on the Higher Tier or Grade G on the Foundation Tier will be recorded as ungraded ('U').

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### **4.2 Question Papers**

#### **4.2.1 Paper 1, Foundation Tier and Paper 3, Higher Tier: Non-fiction and Media Texts 30% 2 hours plus 10 minutes reading time**

Short items of material will be pre-released to give the opportunity for candidates to consider the topic of the paper in advance and to help them in the Section B writing task. The pre-released material will be despatched to centres in mid-February of the year of the examination.

In the examination, ten minutes' reading time will be allowed for candidates to read the set passages and to study the tasks. During this time no writing will be permitted.

#### **Section A**

Two tasks will be set. Candidates must respond to both.

Tasks 1 and 2 will be set on passages that cover the following reading requirements as stated in the Subject Criteria for English:

- non-fiction texts,
- media texts.

The texts will be chosen from a range including newspapers and magazines, advertising material, leaflets and handouts, letters, journals, biographies and travel literature.

The tasks may include (appropriate to tier):

- selecting, summarising and collating information and argument;
- detecting fact, opinion and bias, and evaluating the use of information and argument;
- commenting on methods used by writers to influence and persuade.

Where layout, graphics and photographs are an intrinsic part of the text, candidates will be expected to comment on them and their relationship to the written content.

Section A assesses understanding of and response to reading. The marks are worth 20% of the marks for the whole examination.

### **Section B**

Two tasks will be set giving candidates opportunities to respond to the issues presented in the passages. Candidates will choose one task.

The tasks may involve candidates in explaining a personal viewpoint, giving information, arguing cases, or discussing opposing stances. They may be in forms such as letters, formal reports, newspaper reports, articles, interviews and editorials, and 'transcripts' of talks and radio and television discussions and chat shows.

Section B assesses writing. The marks are worth 10% of the marks for the whole examination.

#### **4.2.2 Paper 2, Foundation Tier and Paper 4, Higher Tier: Literary Texts 30% 2 hours plus 10 minutes reading time**

Ten minutes' reading time will be allowed for candidates to read the set passages and to study the tasks. During this time no writing will be permitted.

### **Section A**

One task will be set on a pre-released prose passage which may be taken from a short story or a chapter from a book. The pre-released passage will be despatched to centres in mid-February of the year of the examination.

The passage set will be selected from reading from other cultures and traditions as required in the Subject Criteria for English.

The passage will be in prose.

The task may include:

- responses to character, plot and setting;
- responses to the ways in which themes are developed and to an author's or narrator's attitude;
- responses to language and style;
- personal responses to texts or specific aspects of texts;
- responses to the distinctive qualities of texts from other cultures and traditions.

Section A assesses understanding of and response to reading. The marks are worth 10% of the marks for the whole examination.

### **Section B**

Two writing tasks linked to the passage used in Section A will be set.

One task will assess aspects of writing to inform, explain and describe, and to argue, persuade and instruct. The other will assess writing to explore, imagine and entertain.

Section B assesses writing. The marks are worth 20% of the marks for the whole examination.

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## **4.3 Coursework**

### **Reading and Writing 20%;**

### **Speaking and Listening 20%**

This section should be read in conjunction with the assessment objectives which are listed in Section 3.

Further notes on the content and marking of coursework will be found in Appendices A and B. Extended advice on planning, task setting, and assessment procedures will be found in OCR's English and English Literature Handbook for Teachers.

### **Reading and Writing**

Three units of coursework are required for the assessment of English reading and writing.

Unit 1: non-fiction writing to inform, explain and describe.

Unit 2: writing to explore, imagine and entertain.

Unit 3: writing to analyse, review and comment is part of Unit 3. Centres must indicate on the candidate's Coursework Assessment Form which task in Unit 3 they have used for this assessment.

Unit 3 also includes reading in the English literary heritage. This unit must include:

- drama, prose and poetry from the English literary heritage
- a play by Shakespeare
- work published before 1900 by a writer specified in the Order
- work by a major writer whose work was published after 1900

It is likely that these requirements will be covered in three responses of writing, but Centres may link the requirements in fewer responses as they wish.

Any response submitted as part of English coursework, Unit 3 may also be submitted for assessment in English Literature provided that it meets the appropriate assessment objectives and content requirements for English Literature.

At least one response must be in the candidate's own handwriting.

### **Speaking and Listening**

The major purposes of speaking and listening are to:

- explain, describe, narrate,
- explore, analyse, imagine,
- discuss, argue, persuade.

Throughout the course, the candidate should participate in a range of activities that fit these purposes and meet the assessment objectives.

At the end of the course the teacher must for each candidate:

- (i) select three activities that demonstrate coverage of the content and the assessment objectives;
- (ii) give a mark that represents the overall standard attained.

#### **4.3.1 Moderation**

All coursework is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which external moderation takes place in accordance with OCR procedures (see Appendix C). The purpose of moderation is to ensure that the standard for the award of marks in coursework 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 submitted to the Moderator for moderation must show clearly how the marks have been awarded in relation to the marking criteria.

If they wish, Centres may operate in consortia (see Appendix C).

### 4.3.2 Minimum Coursework Requirements

At least one written and one speaking and listening response must be submitted by the candidate. If a candidate submits no written coursework or fails to participate in any speaking or listening activity, then the candidate should be indicated as being absent from that component on the coursework mark sheets submitted to OCR.

### 4.3.3 Incomplete Coursework

Candidates must include the following:

- non-fiction writing to inform, explain and describe;
- imaginative writing to explore, imagine and entertain;
- writing to analyse, review and comment;
- study of a play by Shakespeare;
- study of prose **and** of poetry from the English literary heritage;
- study of work published before 1900 by a writer specified in the Order; **and** study of work by a major writer whose work was published after 1900.

If these requirements are not met, the teacher must:

- mark the folder for overall quality, disregarding any requirement that is not met.
- then reduce the mark awarded by 15% for each requirement that is not met.

If a candidate completes any work at all for the coursework component then the work should be assessed according to the above criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

### 4.3.4 Authentication

Teachers must supervise the work of each candidate to ensure its originality and that the candidate has not been given unfair help.

- All candidates should do some of their early drafting in the classroom.
- No candidate may copy out a draft that has been corrected in detail or for accuracy by the teacher.

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## 4.4 Spelling, Punctuation and Grammar

No separate assessment is required since these are included in the assessment objectives for writing.



#### 4.5 Differentiation

In the terminal examination and coursework, differentiation will be achieved by task and by outcome.

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#### 4.6 Awarding of Grades

The question papers will have a total weighting of 60% and the coursework a weighting of 40%.

A candidate's mark for each of the two papers taken will be combined with the coursework mark in the appropriate weighting to give the candidate's total mark for the syllabus. The candidate's grade will be determined by this total mark. **Candidates failing to achieve the minimum mark for a Grade G in the Foundation Tier or for a Grade D in the Higher Tier will be ungraded.**

### 5 SYLLABUS CONTENT

The syllabus content accords with the range of requirements specified in the National Curriculum Programmes of Study for reading and writing and speaking and listening.

The requirements for reading will be tested in the following components.

Papers 1 and 3 will test reading of:

- non-fiction texts,
- media texts.

Papers 2 and 4 will test reading of:

- prose from other cultures and traditions.

Written coursework will test:

- reading in the English literary heritage (see page 12 for details).

Candidates must be assessed on their use of writing to:

- explore, imagine, entertain, (Unit 2, coursework; Papers 2 and 4),
  - inform, explain and describe, (Unit 1, coursework; Papers 2 and 4),
  - argue, persuade and instruct, (Papers 1, 2, 3 and 4),
  - analyse, review and comment, (Unit 3, coursework)
- in a variety of forms and genres.

Candidates must be assessed on their use of talk to:

- explain, describe, narrate,
- explore, analyse, imagine,
- discuss, argue, persuade.

They should speak to a variety of audiences and in different situations (for example, pair work, small group work, to the class or to a formal audience, to peers and to adults).

Candidates should be assessed on the effectiveness of their listening (for example to:

- assimilate information,
- make judgements,
- report back to others,
- guide the course of a discussion).

Records must be kept of the activities of each candidate.

The content of the question papers and the coursework is summarised in the following plan:

<b>PAPERS 1 AND 3 NON-FICTION AND MEDIA TEXTS (30%)</b>
<b>Texts:</b> pre-released material to introduce the topic of the paper only (not tested) previously unseen texts (tested)
<b>Tasks:</b> Section A: <ul style="list-style-type: none"> <li>• selection and evaluation of information and argument</li> <li>• response to and development of ideas</li> </ul> Section B: <ul style="list-style-type: none"> <li>• writing to discuss, argue and persuade</li> </ul> <b>2 hours + 10 minutes reading time</b>

<b>PAPERS 2 AND 4 LITERARY TEXTS (30%)</b>
<b>Text:</b> pre-released prose text
<b>Tasks:</b> Section A: <ul style="list-style-type: none"> <li>• response to character, setting, theme, style and language</li> </ul> Section B: <ul style="list-style-type: none"> <li>• writing linked to texts</li> <li>• writing to inform, explain and describe or to argue, persuade and instruct</li> <li>• writing to explore, imagine and entertain</li> </ul> <b>2 hours + 10 minutes reading time</b>

<b>COURSE- WORK (20%)</b>	<b>COURSEWORK: READING AND WRITING (20%)</b>		
	ENGLISH UNIT 1	ENGLISH UNIT 2	ENGLISH UNIT 3 READING IN THE ENGLISH LITERARY HERITAGE
SPEAKING AND LISTENING			WORK IN THIS UNIT MAY ALSO CONTRIBUTE TO THE ASSESSMENT OF ENGLISH LITERATURE
records of three coursework assessments	Non-fiction writing to inform, explain and describe	Writing to explore, imagine and entertain	Responses to the reading of a Shakespeare play and the work of a major pre-20th Century writer and a major post 1900 writer; responses to poetry and prose. Writing to analyse, review and comment.
	At least one response in candidate's own hand writing		

## 6 GRADE DESCRIPTIONS

The following grade descriptions give a general indication of the standards of achievement likely to have been shown by candidates awarded grades F, C and A. 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 examination may be balanced by better performances in others.

### Grade F

Candidates talk and listen in a range of contexts. Their talk is adapted to the purpose, developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions which are responsive to others' ideas and views. They use some of the core features of standard English vocabulary and grammar appropriately.

In responding to their reading of a range of texts, candidates show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information effectively.

Candidates' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately. Handwriting is legible.

### Grade C

Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it.

Candidates show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information from different sources.

Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is generally accurate and handwriting is neat and legible.

## Grade A

In a range of contexts, candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of standard English in a range of situations and for a variety of purposes.

Candidates articulate and sustain their response to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, and opinion and alternative interpretations, making cross references where appropriate. They make apt and careful comparison within and between texts.

Candidates' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects, and non-fiction is coherent, logical and persuasive. A wide range of grammatical construction is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

## 7 FURTHER INFORMATION AND TRAINING FOR TEACHERS

In support of this syllabus, OCR will make the following materials and services available to teachers:

- a full programme of In-Service Training (INSET) meetings;
- specimen question papers and marking guidelines;
- coursework guidance materials;
- a dedicated subject-specific telephone number;
- written advice on coursework proposals from regional Coursework Consultants;
- past question papers and mark schemes after each examination session;
- a Report on the Examination after each Summer examination session;
- individual feedback to each Centre on the moderation of coursework.

If you would like further information about this syllabus, please contact OCR. The address is given on the back cover of this syllabus booklet.

## NOTES OF GUIDANCE ON COURSEWORK

### 1 NATURE AND SETTING OF COURSEWORK

- 1.1 Coursework should provide candidates with opportunities to address most of the assessment objectives for reading, all of those for writing, and all of those for speaking and listening as set out on pages 5 and 6 and in the grid on pages 7–8.

Teachers, knowing their candidates, should set tasks and material for study which offer appropriate challenges to their ability and which enable a suitable range of grades to be awarded. For example, a short story that is simple narrative and makes few challenges through its language, characterisation or theme will normally be unsuitable for candidates working above Grade E.

Candidates working at high levels must study literary texts which allow them to focus their study in depth, for example to sustain interpretations, to evaluate ways in which the texts are written and to demonstrate the various effects of language use.

#### 1.2 Pre-moderation Monitoring of Coursework

OCR will provide exemplification to guide teachers in setting tasks. Centres should note that OCR may request samples of the tasks planned or used by the Centres at any stage during the course. Teachers may seek further guidance on task setting from the Coursework Consultant allocated to the Centre.

### 2 READING AND WRITING COURSEWORK

#### 2.1 Coursework Units

It is convenient to arrange work in units because coursework for English reflects the varied reading requirements in the National Curriculum Revised English Order and the GCSE Subject Criteria for English, and because comparison is a key feature of coursework for English Literature.

A unit of coursework may be:

- a continuous response, for example a story about a fantastic experience told in flashback (Unit 2);

- subdivided into sections, for example two separate but linked responses, one describing the first day at a work experience placement and the other an explanation of the company's health and safety arrangements (Unit 1);
- based on more than one text, for example poems by Tennyson and 'The Woman in Black' by Susan Hill with settings as a starting point (Unit 3).
- completely separate responses designed to cover all the prescribed reading.

## 2.2 Covering the Assessment Objectives

**Reading:** assessment objectives (i), (v) and relevant aspects of (iv) must be assessed in Unit 3, reading in the English literary heritage.

**Writing:** the content of the folder should be such as to allow the assessment of all the writing objectives.

In considering the range Centres should bear in mind the different purposes of writing to:

- inform, explain, describe;
- explore, imagine, entertain;
- analyse, review, comment.

The range of writing purposes and forms set by Centres for coursework will be complemented by the writing tasks set in the question papers.

## 2.3 Knowledge about Language

Centres are reminded that this is no longer part of the content of coursework but must be addressed through reading objective (v), 'understand and evaluate how writers use linguistic, structural and presentational devices in order to achieve their effects, and comment on ways language varies and changes'.

Section 3 of the Revised Order for English in the National Curriculum (1995) gives the detail of what must be taught.

## 2.4 Reading and Writing Units

There are three units of coursework for the assessment of reading and writing.

#### **2.4.1 Unit 1: Non-fiction writing to inform, explain and describe**

Candidates should use any appropriate form such as a letter, a newspaper report or article, or the words of an information sheet. The writing may be autobiographical and may include accounts of interests, achievements and work experience. The use of language and the choice of style should be appropriate to the assessment of writing to inform, explain and describe.

#### **2.4.2 Unit 2: Imaginative and creative writing to explore, imagine and entertain**

Candidates should write in any appropriate style, for example narrative, poetry or drama script. The content and the style of the writing should be different from that of Unit 1. The use of language and the choice of style should be appropriate to the assessment of writing to explore, imagine and entertain.

#### **2.4.3 Unit 3: Reading in the English literary heritage**

Candidates must respond to the range of reading specified in the revised National Curriculum Order for KS3 and KS4 English.

The depth and detail of the study of reading is indicated by the marking criteria for English, reading in the English literary heritage, to be found in sections 5, 6 and 7 of Appendix B in this syllabus. Centres must ensure that the texts and the tasks set are of sufficient length and quality to provide candidates with the opportunity to meet the descriptions given for reading at the various grade-related marking bands.

Candidates may comment in their writing on taped and live performances provided that their comments are linked to the study of the written text.

#### **2.4.4 Length of Units**

Candidates should avoid unnecessary length. Very bulky folders are strongly discouraged. Candidates must not misinterpret the function of a unit, which is to give coherence to the requirements of the examination.

### **2.5 The Relationship of Speaking and Listening to the Assessment of Reading**

The assessment of reading must be made from written work. Speaking and listening assignments may only be used instead of written units where the written unit contains a transcript or an evaluation of a tape-recorded speaking and listening activity.

Centres may modify their assessment of reading in the light of speaking and listening assignments provided that the candidate or the teacher includes notes that explain the content and the quality of the work. Such modifications would normally be very slight.

## 2.6 Presentation of the Reading and Writing Folder

The candidate's work must be placed with the Coursework Assessment Forms (see Appendix E) or in a flat A4 folder.

Each piece of written evidence must:

- be clearly headed with the date of writing and the candidate's name;
- include a title and description of the nature of the task and, where relevant, the source or text upon which the work is based;
- show evidence of having been marked by the teacher.

Work must **not** be altered or re-copied after it has been marked.

OCR will provide a Coursework Assessment Form (see Appendix E) for each candidate. The form must be completed by the teacher and the candidate and securely attached to the work. This will then be the complete record of the coursework submitted by the candidate and of the marks awarded by the Centre.

## 3 SPEAKING AND LISTENING COURSEWORK

### 3.1 Setting tasks

Candidates are required to use talk to:

- explain, describe, narrate,
- explore, analyse, imagine,
- discuss, argue, persuade.

Centres should cover these uses of talk by their choice of assignment. Within any one assignment a number of different purposes for talk may take place.

**Example 1:** candidates discussing a painting explore, analyse and imagine.

**Example 2:** candidates formulating an advertising campaign discuss, argue and persuade.

**Example 3:** candidates taking part in a role play explain, describe and narrate.



## **3.2 Making assessments and keeping records**

- 3.2.1** Each candidate must be assessed on a sufficient number of occasions to represent the range of speaking and listening activities indicated in section 3.1 above.

Internal records must be kept of candidates' achievements in speaking and listening. These records must reflect all of the assessment objectives.

Internal records of speaking and listening achievements should include:

- the date of the activity;
- brief details of what the candidate had to do;
- brief details of the quality of the candidate's performance;
- the mark awarded.

- 3.2.2** At the end of the course, Centres must record descriptions of three activities for each candidate on the Speaking and Listening Coursework Assessment Form (see Appendix E). They must also give a summative comment that relates the candidate's overall achievement to the assessment objectives and the grade descriptions.

The final mark will be based on the candidate's achievement as a whole and will not be the result of an arithmetical calculation.

## MARKING AND STANDARDISATION OF COURSE WORK

### 1 DIFFERENTIATION AND MARKING OF COURSEWORK

Marking should be positive, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work and not its **quantity** which is assessed.

The assessment objectives which indicate in general terms what candidates should achieve are common to all. Differentiation in coursework is by task and by outcome, with teachers helping candidates to select tasks which provide opportunities to show what they know, understand and can do, so that they score appropriately when the marking criteria are applied.

The award of marks must be directly related to the marking criteria set out in Section 5, 6 and 7 below. The relationship of the Centre's marking to the marking criteria must be made clear:

- each unit of **written work** must bear evidence of the teacher's marking. The evidence may consist of comments at the end or in the margin. At least some of the errors made should be indicated, and comments should indicate which of the marking criteria are most evident;
- the descriptions of three activities on the candidate's **Speaking and Listening** Coursework Assessment Form must relate the candidate's achievements to the assessment objectives and the grade descriptions.

The candidate's overall strengths and weaknesses may be summarised on the Coursework Assessment Forms.

## 2 MARKING COURSEWORK

The written work in each folder must be marked as a whole according to the mark band descriptions set out below. A separate mark, also out of 100, is required for speaking and listening. These mark bands are **approximately** equivalent to the grades indicated by the letters.

0 - 20	below mark band G
21 - 30	mark band G
31 - 40	mark band F
41 - 50	mark band E
51 - 60	mark band D
61 - 70	mark band C
71 - 80	mark band B
81 - 90	mark band A
91 - 100	mark band A*

## 3 HOW TO APPLY THE MARKING CRITERIA

Teachers must give two coursework marks for each candidate. The first mark is for the candidate's overall achievements in Speaking and Listening and is out of 100. The second mark is also out of 100 and is the aggregate of marks out of 50 for reading and 50 for writing.

Separate criteria for Speaking and Listening, Reading and Writing are printed in Sections 5, 6 and 7 of this Appendix.

For each, the first column describes general qualities related to grades. This is followed by criteria specific to the syllabus content.

Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of candidates. Each successive mark range assumes the continued demonstration of the qualities described in the lower ranges.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis. Compensation between higher achievement in one aspect of a unit of work and lower achievement in another is permissible and encouraged.

Teachers should make a broad judgement using the criteria describing general qualities. Then the judgement should be refined using the specific criteria.

The specific criteria should be used for guidance in assessing individual units or responses within a unit.

The GCSE grade equivalents are given for guidance only.

The final mark of any candidate whose coursework is incomplete must be reduced in accordance with the instructions given on page 13 of this syllabus.

#### 4 INTERNAL STANDARDISATION

Centres are required to nominate an internal moderator for each coursework component (Reading and Writing **and** Speaking and Listening). The same person may be the internal moderator for both components, if necessary. For the relevant coursework component(s), the internal moderator must:

- supervise all procedures concerned with the administration, marking and standardisation of coursework within the Centre;
- train and assist other colleagues involved in the implementation of these procedures;
- attend meetings of a consortium if the Centre is a member (see Appendix C).
- ensure that OCR standards are applied to the Centre's marking for moderation purposes.

Centres are required to ensure that internal standardisation is undertaken and that the internal moderator is enabled to fulfil the above role.

The purpose of internal standardisation is to ensure that the content of the coursework meets the stated requirements and that the marks awarded reflect the relative attainment of all the Centre's candidates in the subject.

The internal moderator must therefore:

- ensure that the tasks cover the required syllabus content and meet the assessment objectives;
- ensure that the tasks offer sufficient challenge and depth of study for higher grades to be awarded;
- ensure that all staff preparing coursework meet to discuss and agree the marking of specimens of work and that their marking is to a common standard;

- internally moderate the folders of each teaching set. This must be done by sampling at the lower borderline of Grades F, C and A;

**and/or**

- internally moderate the speaking and listening of each teaching set. This should be done by sampling the marking of classroom activities either by visit or on tape.

The marking of any teacher found to be lenient or severe should be adjusted to bring it into line with the rest of the Centre's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work must be re-marked. At the end of this process all the Centre's marks for each coursework component will have been placed in a single rank order.

The candidates' folders must be marked, internally standardised and available for external moderation by a date in May to be specified by OCR.

The candidates' speaking and listening work must be marked, internally standardised, and summarised on coursework assessment sheets which must be available for external moderation by the date to be specified by OCR, which will normally be **31 March** in the year of the examination.

## 5 MARKING CRITERIA FOR SPEAKING AND LISTENING

GENERAL CRITERIA		SPECIFIC CRITERIA		
		Explain, Describe, Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade
U 0–20 marks	Candidates make some attempt to speak and listen.	<ul style="list-style-type: none"> <li>use some detail and straightforward vocabulary and chronology</li> <li>respond to general points</li> </ul>	<ul style="list-style-type: none"> <li>begin to follow and explain main points</li> <li>make general contributions</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond to some points made by others</li> <li>occasionally make contributions</li> <li>express a point of view</li> </ul>
G 21–30 marks	Candidates speak and listen with regard to personal interests and familiar contexts. They speak audibly and listen to others, showing some recognition of the functions of standard English.	<ul style="list-style-type: none"> <li>use an increasing vocabulary for defining and ordering events</li> <li>are able to provide a factual account</li> </ul>	<ul style="list-style-type: none"> <li>are able to raise questions</li> <li>compare key features of subject matter</li> <li>follow the central ideas and possibilities</li> </ul>	<ul style="list-style-type: none"> <li>respond appropriately to others' contributions</li> <li>express a point of view and occasionally use emphatic language</li> </ul>
F 31–40 marks	Candidates speak with some confidence in a range of familiar contexts, communicating clearly and adapting and organising talk to audience and purpose. They use some features of standard English vocabulary and grammar appropriately. They listen carefully to a range of talk and respond appropriately.	<ul style="list-style-type: none"> <li>use straightforward and appropriate language to fit audience and purpose</li> <li>give structured and, on occasions, developed accounts, responding to requests for clarification when asked</li> </ul>	<ul style="list-style-type: none"> <li>respond to familiar and less familiar subject matter</li> <li>show some ability to develop a line of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>listen with concentration and respond with some order</li> <li>express an opinion and make a useful contribution</li> <li>occasionally make decisive points to good effect.</li> </ul>
E 41–50 marks	Candidates speak confidently in different contexts, showing sensitivity to situation and audience. They generally use standard English vocabulary and grammar where appropriate. They listen with concentration to a range of talk.	<ul style="list-style-type: none"> <li>give ordered and, at times, focused accounts of events and processes</li> <li>use detailed points of clarification in response to listeners' requests</li> </ul>	<ul style="list-style-type: none"> <li>present an interpretation of central issues</li> <li>show some understanding of unfamiliar ideas</li> <li>show evidence of deductive and empathic skills</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond with some discrimination</li> <li>recognise others' opinions</li> <li>use language effectively to convey opinion or line of argument</li> </ul>
D 51–60 marks	Candidates make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They are increasingly aware of the need for and use of standard English vocabulary and grammar. They listen carefully and make responses which show some understanding.			

		SPECIFIC CRITERIA			
		GENERAL CRITERIA	Explain, Describe, Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade
C	61–70 marks	Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They show a competent use of standard English vocabulary and grammar in situations which demand it. They adapt their talk to a range of different audiences, showing judgement in their choice of style and delivery to interest listeners. They listen closely and sympathetically, responding as appropriate.	<ul style="list-style-type: none"> <li>use varied and appropriate vocabulary and expression</li> <li>sustain the interest of the listener</li> <li>show a consistent style of delivery</li> </ul>	<ul style="list-style-type: none"> <li>show order and precise use of vocabulary to communicate ideas and issues</li> <li>respond with understanding to ideas of varying complexity</li> </ul>	<ul style="list-style-type: none"> <li>make a significant contribution to discussion</li> <li>engage with others' ideas, recognising obvious assumptions and biases</li> <li>are able to promote a point of view</li> </ul>
B	71–80 marks	Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They exhibit confidence and fluency in talk and show effective use of standard English vocabulary and grammar in a range of situations. They listen with some sensitivity and respond accordingly.	<ul style="list-style-type: none"> <li>respond using a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects</li> <li>manage challenging subject matter effectively</li> </ul>	<ul style="list-style-type: none"> <li>analyse and reflect effectively on real or imagined experience</li> <li>formulate and interpret information, developing significant points</li> </ul>	<ul style="list-style-type: none"> <li>manage collaborative tasks</li> <li>build on, and challenge the points made by others</li> <li>make probing contributions, structuring and organising points for impact on audience</li> </ul>
A	81–90 marks	Candidates initiate speech and take a leading role in discussion, responding in detail to the ideas of others. They understand and discuss aspects of challenging content. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes. They listen and respond to a range of complex speech.	<ul style="list-style-type: none"> <li>show cogency and explicit depth of detail when required</li> <li>use a range of highly developed vocabulary to suit a range of purposes and processes</li> <li>skilfully involve listeners</li> </ul>	<ul style="list-style-type: none"> <li>articulate and analyse complex ideas and information</li> <li>identify priorities</li> <li>synthesise essential points, resolving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>initiate and sustain discussion through a variety of sensitive contributions</li> <li>respond persuasively and engagingly</li> </ul>
A*	91–100 marks	Candidates show an exceptionally high ability in handling a wide range of roles. They adapt readily to talk and audience, showing originality and flair where appropriate, and exhibiting a depth of understanding of challenging content. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured. They listen perceptively to a range of complex speech.	<ul style="list-style-type: none"> <li>show originality and flair in the use of vocabulary, intonation, expression and gesture</li> <li>express irony or detachment</li> </ul>	<ul style="list-style-type: none"> <li>show sophistication and originality in applying and cross-referencing ideas</li> </ul>	<ul style="list-style-type: none"> <li>use language in a dynamic and influential way</li> <li>make thought-provoking contributions through powerful expression and command of the situation</li> </ul>

## 6 MARKING CRITERIA FOR READING IN THE ENGLISH LITERARY HERITAGE (UNIT 3)

GENERAL CRITERIA		SPECIFIC CRITERIA		
		Response to Shakespeare	Response to Poetry	Response to Prose
U 0-10 Marks	Candidates make some attempt to respond to texts			
G 11-15 marks	Candidates make a response to texts. They identify some aspects of content, characters or situation.	<p>Candidates show response to the play as a whole</p> <ul style="list-style-type: none"> <li>• significant characters and relationships</li> <li>• the main events</li> </ul>	<p>Candidates show response to the poem as a whole</p> <ul style="list-style-type: none"> <li>• specific words and phrases</li> <li>• the main ideas</li> </ul>	<p>Candidates show response to the text's explicit meanings and ideas</p> <ul style="list-style-type: none"> <li>• particular episodes</li> <li>• the main characters</li> </ul>
F 16-20 marks	Candidates make a personal response which shows understanding of key ideas, themes, events and characters. They use inference and deduction and refer to aspects of texts when explaining their views.	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> <li>• the play's explicit meanings and ideas</li> <li>• significant features of character and plot</li> <li>• Shakespeare's language</li> </ul>	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> <li>• the poem's explicit meanings and ideas</li> <li>• significant features of the subject matter</li> <li>• the poet's language</li> </ul>	<p>Candidates show awareness when describing</p> <ul style="list-style-type: none"> <li>• the text's explicit meanings and ideas</li> <li>• main features of character and plot</li> <li>• how the story is told</li> </ul>
E 21-25 marks	Candidates make personal responses to texts commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.	<p>They show familiarity when describing</p> <ul style="list-style-type: none"> <li>• the nature of the play, its meanings and ideas</li> <li>• sequence of events and variety of characters</li> <li>• the impact on an audience</li> </ul>	<p>They show familiarity when describing</p> <ul style="list-style-type: none"> <li>• the nature of the poem's meaning and ideas</li> <li>• the range and variety of language</li> <li>• the impact on the reader</li> </ul>	<p>They show familiarity when describing</p> <ul style="list-style-type: none"> <li>• the nature of the text's subject matter</li> <li>• the variety of character, situation, narration</li> <li>• the impact on the reader</li> </ul>
D 26-30 marks	Candidates give a personal response to literary texts. They show understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> <li>• the nature and implications of the play and its structure</li> <li>• the appeal of the play to an audience</li> <li>• Shakespeare's language</li> </ul>	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> <li>• the nature and implications of the poem</li> <li>• structure and verse form</li> <li>• the poet's language</li> </ul>	<p>Candidates show understanding when discussing</p> <ul style="list-style-type: none"> <li>• the nature and implications of the texts</li> <li>• the narrative sequence and structure</li> <li>• the writer's language</li> </ul>



GENERAL CRITERIA		SPECIFIC CRITERIA			
		Respond to Shakespeare	Response to Poetry	Response to Prose	
C 31–35 marks	Candidates give personal and critical responses to literary texts, which show understanding of the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.	<p>Candidates show insight when discussing</p> <ul style="list-style-type: none"> <li>the nature of the play, its implication and relevance</li> <li>characters, structure and stagecraft</li> <li>Shakespeare's use of language</li> </ul>	<p>Candidates show insight when discussing</p> <ul style="list-style-type: none"> <li>the nature of poetry, its implications and relevance</li> <li>verse style and structure and tone</li> <li>the poet's characteristic use of language</li> </ul>	<p>Candidates show insight when discussing</p> <ul style="list-style-type: none"> <li>the nature of the text, its implications and relevance</li> <li>style, structure and characters</li> <li>the writer's characteristic use of language</li> </ul>	
B 36–40 marks	Candidates develop a perceptive personal response. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme, structure and context.	<p>Candidates show analytical skill when exploring</p> <ul style="list-style-type: none"> <li>the play's implications, contemporary relevance and historical context</li> <li>characterisation, structure and theatricality</li> <li>Shakespeare's use of linguistic devices</li> </ul>	<p>Candidates show analytical skill when exploring</p> <ul style="list-style-type: none"> <li>the poem's implications, contemporary relevance and historical context</li> <li>verse style, structure and tone</li> <li>the poet's use of linguistic devices</li> </ul>	<p>Candidates show analytical skill when exploring</p> <ul style="list-style-type: none"> <li>the text's implications, contemporary relevance and historical context</li> <li>style, structure and characterisation</li> <li>the writer's use of language</li> </ul>	
A 41–45 marks	Candidates appreciate and analyse alternative interpretations, making cross references where appropriate. They develop their ideas and refer in detail to aspects of language, structure and presentation, making apt and careful comparison within and between texts.	<p>Candidates show analytical and interpretative skill when evaluating</p> <ul style="list-style-type: none"> <li>the play's moral and philosophical context</li> <li>significant achievements within the dramatic genre</li> <li>Shakespeare's exploitation of language for dramatic, poetic and figurative effect</li> </ul>	<p>Candidates show analytical and interpretative skill when evaluating</p> <ul style="list-style-type: none"> <li>moral and philosophical context of poems</li> <li>significant achievements within the poetic genre</li> <li>the poet's exploitation of language for emotive, aural and figurative effect.</li> </ul>	<p>Candidates show analytical and interpretative skill when evaluating</p> <ul style="list-style-type: none"> <li>moral and philosophical context of text</li> <li>significant achievements within the prose genre</li> <li>the writer's exploitation of language for emotive and figurative effect</li> </ul>	
A* 46–50 marks	Candidates make cogent and critical responses to texts, in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure and presentation. Candidates make subtle and discriminating comparisons within and between texts.	<p>Candidates show originality of analysis and interpretation when evaluating</p> <ul style="list-style-type: none"> <li>the play's moral, philosophical or social significance</li> <li>Shakespeare's stagecraft and appeal to audience</li> <li>the patterns and details of words and images</li> </ul>	<p>Candidates show originality of analysis and interpretation when evaluating</p> <ul style="list-style-type: none"> <li>moral, philosophical or social significance of poems</li> <li>the poet's verse craft and appeal to audience</li> <li>the patterns and details of words and images</li> </ul>	<p>Candidates show originality of analysis and interpretation when evaluating</p> <ul style="list-style-type: none"> <li>moral, philosophical or social significance of text</li> <li>the writer's narrative craft and appeal to reader</li> <li>the patterns and details of words and images</li> </ul>	

## 7 MARKING CRITERIA FOR WRITING

GENERAL CRITERIA		SPECIFIC CRITERIA		
		Inform, Explain, Describe	Explore, Imagine, Entertain	Analyse, Review, Comment
U 0-10 marks	Candidates make some attempt to complete writing tasks			
G 11-15 marks	Candidates' writing shows some signs of organisation and clarity, and of application to task. Simple words are spelt correctly and candidates begin to use basic punctuation with some accuracy. Handwriting is legible.	<p>Candidates</p> <ul style="list-style-type: none"> <li>use most of the information required to complete simple tasks and make an attempt to order facts and events</li> <li>use mostly correct vocabulary</li> </ul>	<p>Candidates</p> <ul style="list-style-type: none"> <li>write stories as series of events provide beginnings and endings use simple language, typically that of speech</li> </ul>	<p>Candidates</p> <ul style="list-style-type: none"> <li>write brief comments on what has been seen, done or read</li> </ul>
F 16-20 marks	Candidates' writing communicates clearly, is lively and organised. The main features of different forms are used appropriately. The grammatical structure of simple and some complex sentences is usually accurate, as is spelling. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately.	<ul style="list-style-type: none"> <li>communicate facts and events clearly in forms such as letters and newspaper reports</li> <li>use some of the conventions of different forms and present information and events in a reasonable order</li> <li>use a range of simple but effective language to aid clarity</li> </ul>	<ul style="list-style-type: none"> <li>write stories mostly as a series of events, but with some setting and character</li> <li>develop one or two events within the clear order of the writing</li> <li>use lively, simple language to describe familiar subjects</li> </ul>	<ul style="list-style-type: none"> <li>comment successfully on a range of activities and give simple impressions of everyday experience</li> </ul>
E 21-25 marks	Candidates' writing attempts to match style and form to purpose and audience, developing ideas within appropriate structures and showing some grasp of organising sentences into paragraphs. Candidates make some use of complex sentences. Common and some irregular words are spelt correctly and a range of punctuation is employed.	<ul style="list-style-type: none"> <li>communicate clearly in a range of forms including those that require explanation of processes</li> <li>give full and orderly descriptions</li> <li>make some conscious choice of vocabulary to improve clarity</li> </ul>	<ul style="list-style-type: none"> <li>begin to develop stories and add detail for the reader's benefit</li> <li>begin to write other types of imaginative writing</li> <li>occasionally use language to make writing attractive to the reader</li> </ul>	<ul style="list-style-type: none"> <li>begin to comment effectively on reading material and give more extended impressions of experience</li> </ul>
D 26-30 marks	Candidates' writing usually matches style and form to purpose and audience, beginning to make use of sentence structures and vocabulary to achieve particular effects to engage the interest of the reader. The spelling of irregular words is generally accurate and punctuation helps to clarify meaning.	<ul style="list-style-type: none"> <li>communicate clearly and fully in explaining and describing more difficult subject matter</li> <li>sequence facts, events and explanations in different forms which are stylistically appropriate and largely correct</li> <li>show a sense of audience in the choice of language</li> </ul>	<ul style="list-style-type: none"> <li>use imagination to extend stories and build up detail</li> <li>begin to take an interest in using interesting and adventurous vocabulary, usually successfully</li> </ul>	<ul style="list-style-type: none"> <li>write more extended commentaries on what has been read, and begin to give detail to justify views</li> </ul>

GENERAL CRITERIA		SPECIFIC CRITERIA		
		Inform, Explain, Describe	Explore, Imagine, Entertain	Analyse, Review, Comment
C 31–35 marks	Candidates' writing engages and sustains readers' interest. It shows adaptation of style and register to different forms. Candidates use a range of sentence structures and varied vocabulary to create effects. Spelling is accurate; paragraphing and punctuation are correct. Handwriting is neat and legible, and work is presented clearly.	<p>Candidates</p> <ul style="list-style-type: none"> <li>communicate clearly and fully in different forms</li> <li>control and order explanations and begin to handle detail in processes and reports</li> <li>adapt style and register to audience and form</li> </ul>	<p>Candidates</p> <ul style="list-style-type: none"> <li>write well-balanced stories with some explanation of interesting events, characters and backgrounds</li> <li>use language and structure for effect</li> </ul>	<p>Candidates</p> <ul style="list-style-type: none"> <li>write intelligently and at some length, extend some of their ideas and justify them in appropriate, secure language.</li> </ul>
B 36–40 marks	Candidates' writing is coherent and controlled, demonstrating an assured match of style and form to audience and purpose. Candidates follow syntactical conventions with paragraphing aiding meaning, and spell most complex words correctly. Punctuation is used effectively. Work is presented attractively, with occasional lapses not inhibiting readers' responses.	<ul style="list-style-type: none"> <li>communicate clearly in response to challenging tasks such as reports of meetings or explanations of complex processes</li> <li>use appropriate and sometimes complex language to express shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>writing is often imaginative and unusual, for example, in providing an unexpected ending</li> <li>interesting detail is provided where appropriate</li> <li>begin to use a more complex style</li> </ul>	<ul style="list-style-type: none"> <li>begin to analyse and to write coherently, ordering ideas, using detail and technical language where necessary</li> </ul>
A 41–45 marks	Candidates' writing has shape and assured control of a range of styles. A wide range of grammatical constructions is used accurately; paragraphs are well-constructed and linked to clarify the organisation of the writing as a whole. Vocabulary and punctuation are often ambitious and usually accurate.	<ul style="list-style-type: none"> <li>communicate effectively and accurately, making responses to difficult tasks quite clear to the reader</li> <li>use language which is consistently clear, accurate, helpful to the reader, and confident</li> </ul>	<ul style="list-style-type: none"> <li>writing is enjoyable for its originality</li> <li>for its fluency of style</li> <li>and in its security and control of structure</li> </ul>	<ul style="list-style-type: none"> <li>control the entire writing securely and balance analysis of main ideas with the use of detail; show a strong grasp of appropriate language</li> </ul>
A* 46–50 marks	Candidates' writing is elaborate or concise, vigorous or restrained, according to purpose and audience. It employs a wide vocabulary and a precise, fluent style in which syntax, spelling and punctuation are almost faultless.	<ul style="list-style-type: none"> <li>complete difficult tasks without fault and with no clumsiness or ambiguity. Detail is supplied appropriately and language is a strength throughout</li> </ul>	<ul style="list-style-type: none"> <li>show complete control over subject matter and structure</li> <li>use a thoroughly convincing style</li> </ul>	<ul style="list-style-type: none"> <li>writing is enjoyable and imaginative in its ability to analyse clearly and to present unusual ideas</li> <li>exert a strong control over language</li> <li>use a thoroughly convincing style</li> </ul>

## PROCEDURES FOR THE MODERATION OF COURSEWORK IN ENGLISH AND ENGLISH LITERATURE

### 1 ENGLISH, READING AND WRITING, AND ENGLISH LITERATURE

- 1.1 The moderation of English coursework, reading and writing, and of English Literature coursework will be by post.
- 1.2 OCR will provide marked samples of candidates' work for the purpose of internal standardisation. These samples must be used as reference when Centres standardise their work.
- 1.3 In May of the year of the examination, the Centre will submit marks to the OCR Moderator who will request a sample of the Centre's marked written coursework.

### 2 ENGLISH, SPEAKING AND LISTENING

- 2.1 The Moderation of English coursework, speaking and listening, will follow a procedure common to all the Examining Groups.
- 2.2 This procedure will be as follows:
  - a co-ordination meeting for teachers will be held during the Autumn term of the year of the examination;
  - OCR will send to each Centre a video tape of examples of speaking and listening activities. The tape will be common to all the Examining Groups. The Centre will assess the candidates on the tape and will submit marks to OCR by 28 February in the year of the examination;
  - OCR will compare the marks awarded by the Centre with the agreed marks;
  - where the Centre's marking of the video tape does not meet the agreed standards, the OCR Moderator will visit the Centre to sample the assessment of the work of candidates;

- after the visit, the Moderator will compare his/her marks with those awarded by the Centre. As a result of this moderation, the final marks awarded by the Centre to all its candidates will be subject to adjustment as necessary;
- in addition to the arrangements given above, all OCR Centres will receive a visit from the Moderator within a given period to time.

### **3 CONSORTIUM PROCEDURES FOR THE MODERATION OF ENGLISH AND ENGLISH LITERATURE**

Centres wishing to form consortia for the purpose of moderation may adopt consortium procedures as an alternative to those outlined in Section 1 above.

#### **3.1 RATIONALE**

Moderation by consortium has considerable advantages for Centres, for OCR and for the examination and its assessment. It:

- brings Centres together for discussion and support;
- establishes a working relationship between OCR and its Centres;
- builds up expertise in the application of standards;
- formalises the standardisation of marking prior to moderation.

#### **3.2 SETTING UP A CONSORTIUM**

A consortium may consist of three or more Centres. It should not consist of more than twelve Centres.

Centres must confirm their membership before the end of the Autumn term of the first year of the course. In doing so they agree to act collectively in establishing a single rank order of their candidates. They must also agree to attend two meetings during the examination year. The consortium correspondent must inform OCR of the Centres in the consortium.

Centres wishing to form a consortium should apply to OCR for details of the procedures to be followed.

## CANDIDATES ENTERING FOR BOTH ENGLISH AND ENGLISH LITERATURE

The same coursework may be submitted for assessment for both English and English Literature.

Set books for the English Literature terminal examination may also be used as a basis for coursework in English.

The following plan shows the relationship between the syllabuses for English and for English Literature.

## OCR ENGLISH AND ENGLISH LITERATURE

<b>English Papers 1 and 3 Non-fiction and Media Texts (30%)</b>	
Texts	Pre-released material to introduce the topic of the paper only (not tested) Two previously unseen texts (tested)
Tasks	Section A: two reading tasks Section B: one writing task
2 hours + 10 minutes reading time	

<b>English Papers 2 and 4 Literary Texts (30%)</b>	
Text	One pre-released prose text.
Tasks	Section A: one reading task Section B: two writing tasks
2 hours + 10 minutes reading time	

<b>English Literature Papers 11, 12, 21 and 22 Set Books (70%)</b>	
Section A	Post - 1900 drama: Set book
Section B	Pre - or Post - 1900 prose: Set book
Section C	Post - 1900 poetry: Set book
Tasks	3, one from each section
2 hours 30 minutes	

<b>Coursework</b>	ENGLISH Speaking and Listening (20%)
3 records of coursework assessments	

<b>Coursework</b>		ENGLISH, READING AND WRITING, 20% ENGLISH LITERATURE, 30%	ENGLISH LITERARY HERITAGE)	ENGLISH LITERATURE UNIT
ENGLISH UNIT 1	ENGLISH UNIT 2	Non-fiction writing to inform, explain and describe	Writing to explore, imagine and entertain	English literary heritage <ul style="list-style-type: none"> <li>• prose</li> <li>• poetry</li> <li>• drama</li> <li>• Shakespeare play</li> <li>• pre 1900 writer</li> <li>• post 1900 writer</li> </ul>
		Writing to inform, analyse, review and comment	Writing to analyse, review and comment	English Literature <ul style="list-style-type: none"> <li>• comparisons</li> <li>• literary tradition and historical/social/cultural links</li> <li>• pre - 1900 drama</li> <li>• pre - or Post - 1900 prose</li> <li>• pre - 1900 poetry</li> </ul>
This plan shows how the sets of English and English Literature coursework may overlap. Most responses can be submitted for assessment in both subjects provided that they meet the content requirements and assessment objectives for both.				
One response for each subject in the candidate's own handwriting				

**ENGLISH (1500)  
 ENGLISH LITERATURE (1501)**

**COURSEWORK ASSESSMENT FORM  
 GCSE EXAMINATIONS 2000**

This assessment form must be completed by the teacher and candidate and attached to the candidate's folder.

Candidate's Name (in capitals) _____		
Centre Number _____	Candidate's Number _____	
Centre Name _____		
Teacher's Name (in capitals) _____		
Syllabus(es) entered – ring number(s):	1500	1501

**ASSESSMENT SUMMARY**

Please write the final marks below after internal moderation.

<b>ENGLISH</b>		
<b>Reading</b> (Mark out of 50) <b>and</b> <b>Writing</b> (Mark out of 50)	<input style="width: 100%; height: 100%;" type="text"/> <input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/> <input style="width: 100%; height: 100%;" type="text"/>
TOTAL (Mark out of 100)		<input style="width: 100%; height: 100%;" type="text"/>

<b>ENGLISH LITERATURE</b>		
(Mark out of 100) (Mark out of 5 for spelling, punctuation and grammar)	<input style="width: 100%; height: 100%;" type="text"/> <input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/> <input style="width: 100%; height: 100%;" type="text"/>
TOTAL (Mark out of 105)		<input style="width: 100%; height: 100%;" type="text"/>



## CONTENTS CHECKLIST

### ENGLISH

#### Reading and Writing

Unit 1, non-fiction writing to inform, explain and describe

Unit 2, writing to explore, imagine and entertain

Unit 3, writing to analyse, review and comment

reading in the English literary heritage including:

- drama, prose and poetry from the English literary heritage
- a play by Shakespeare
- a work by a major pre-twentieth century writer as designated in the English Order, Key Stage 3 and 4 Programme of Study
- a work by a major writer published after 1900. The writer must have a well established critical reputation.

### ENGLISH LITERATURE

- work exploring comparisons between texts
- work exploring literary tradition, historical and social influences and cultural contexts
- prose written before or since 1900
- poetry written before 1900
- drama written before 1900

#### Candidate's Declaration

This folder represents my work in English, reading and writing, and in English Literature. All this coursework is my own work. I have not copied any part of it.

Candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

(If the folder is for English only or English Literature only the declaration should be amended as appropriate.)

## RECORD OF WRITTEN COURSEWORK

List the responses in the folder. Tick the columns to show whether the unit is for assessment in English or English Literature, **or both**. Write **A** in the English column to show which response in English Unit 3 has been assessed for writing to analyse, review and comment.

Date	Details of responses	English	English Literature
	ENGLISH UNIT 1		
	ENGLISH UNIT 2		
	ENGLISH UNIT 3/ENGLISH LITERATURE		
	ENGLISH LITERATURE (not overlapping with Unit 3)		

### ENGLISH LITERATURE QUESTION PAPER

State the **prose** book studied for the English Literature question paper.

.....

## TEACHER COMMENTS

Teachers are invited to give to the Moderator any information relevant to the candidate's work and to the award of marks.

### ENGLISH

#### Reading and Writing

### ENGLISH LITERATURE

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_



**ENGLISH (1500)  
SPEAKING AND LISTENING**

**COURSEWORK ASSESSMENT FORM  
GCSE EXAMINATIONS 2000**

RECOGNISING ACHIEVEMENT

This assessment form must be completed  
by the teacher and candidate

Centre Number	Centre Name
Candidate Number	Candidate Name

Description of Activity Include whether pair, group, etc.	Explain, Describe, Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade	Summative Comment Comment on Candidate's overall achievement in relation to the assessment objectives and the grade descriptions.
	Please tick as appropriate			
<b>1</b>				
<b>2</b>				
<b>3</b>				

FINAL MARK OUT OF 100	
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