

Accredited

AS LEVEL

Specification

ENGLISH LANGUAGE

H070

For first assessment in 2016

ocr.org.uk/alevelenglishlanguage



OCR
Oxford Cambridge and RSA

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (ocr.org.uk) and this may differ from printed versions.

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Cambridge
CB1 2EU.

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Introducing...

AS Level in English Language (from September 2015)

At GCE, the English team aims to develop new AS levels that prepare students for university study, and engage and enthuse aspiring students and teachers alike. By AS level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our AS levels enable depth and breadth of study, with flexible content that supports independence, research skills and wider reading.

For AS English Language, in particular, we offer clear continuity from GCSE in such areas as creativity, exploration of unseen texts, and application of linguistic terminology. The course incorporates a variety of assessment types suitable for the concept or topic assessed, and there's a clear sense of development throughout the course, encouraging learners to engage critically with texts, exploring the ways writers construct meaning to achieve particular purposes. This provides excellent preparation for learners as they move into the workplace, or go on to further study. This AS level is co-teachable with the first year of OCR's A Level English Language.

Meet the team

We have a dedicated team of people working on our AS Level English Language qualifications.

Find out more about our English Language team at ocr.org.uk/englishteam

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

- **01223 553998**
- english@ocr.org.uk
- [@OCR_English](https://twitter.com/OCR_English)

Teaching and learning resources

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

Designed to support progression for all

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

We want to...

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

Plenty of useful resources

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

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

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

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

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

Professional development

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

An introduction to the new specification

We'll be running events to help you get to grips with our AS Level English Language qualification.

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

Watch out for details at cpdhub.ocr.org.uk

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

1 Why choose an OCR AS Level in English Language?

1a. Why choose an OCR qualification?

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

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

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

Our Specifications

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

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

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

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

All AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's AS Level in English Language is (QN: 601/4703/9).

1b. Why choose an OCR AS Level in English Language?

The two components complement and connect with each other in ways that support preparation for a linear AS level qualification. The specification has been produced in consultation with teachers and lecturers from a variety of institutions. It provides more advanced transferable skills, such as critical reading and creative uses of language, which offer excellent preparation for further study and the modern workplace.

Through a rich and varied programme of study, learners will develop a deep knowledge of how English language works and a secure understanding of the language system. They will explore data and examples of language in use and apply concepts and methods appropriate for the analysis of language.

Learners are expected to engage creatively with topical issues relevant to language in use and develop their interest in and enjoyment of English.

Aims and learning outcomes

The aims of this specification are to encourage learners to develop their interest in and enjoyment of English as they:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English

- develop their skills as producers and interpreters of language.

The OCR AS Level in English Language specification is designed to give teachers and learners a well-structured, coherent and engaging course of study. The subject consists of two components that are externally-assessed.

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

- The AS level specification has been designed to maximise co-teachability alongside the full A level.
- The two examined components are distinctive and together support a coherent course of study.
- Component 01 focuses on knowledge and understanding of language levels and application of critical analysis skills.
- Component 02 includes an engaging writing production task where learners demonstrate their own language skills as well as engagement with topical issues, promoting the study of English Language as a modern, relevant topic.
- Component 02 also specifies interesting and varied contexts for further exploration of language in use: language and gender, and language and power.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered centre and would like to find out more go to www.ocr.org.uk

Want to find out more?

Ask a Subject Specialist:

Email: ocrenglish@ocr.org.uk

Customer Contact Centre: 01223 553998

Teacher support: www.ocr.org.uk

2 The specification overview

2a. Overview of AS Level in English Language (H070)

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

Content Overview	Assessment Overview	
<ul style="list-style-type: none">Linguistic analysis of authentic texts in both the spoken and written mode.Original writing for a real-world purpose on a topical language issue.Analysis of how issues relating to language and gender or language and power influence particular authentic, unseen texts.	Exploring language (01)* Written paper 60 marks 1 hour 30 minutes	50% of total AS level
	Exploring contexts (02)* Written paper 60 marks 1 hour 30 minutes	50% of total AS level

* Indicates synoptic assessment

2b. Content of AS Level in English Language (H070)

The OCR AS Level in English Language introduces learners to the concepts and methods of English language. Learners develop an ability to analyse a wide range of spoken and written forms of English, including electronic and multi-modal forms.

Learners will develop contextual and theoretical knowledge and understanding through their course of study.

Learners will develop a broad knowledge and understanding of the language levels, including:

- **Phonetics, phonology and prosodics:** how speech sounds and effects are articulated and analysed
- **Lexis and semantics:** the vocabulary of English, including social and historical variation
- **Grammar including morphology:** the structural patterns and shapes of English at sentence, clause, phrase and word level
- **Pragmatics:** the contextual aspects of language use
- **Discourse:** extended stretches of communication occurring in different genres, modes and contexts.

At AS level, learners are required to show knowledge and understanding of how relevant language levels can be applied to a range of contexts for language use, including how texts and discourses are shaped and interpreted.

This specification requires learners to apply language concepts and methods of analysis appropriately and systematically to data. Learners will apply critical and creative skills in close reading, description, evaluation, analysis, interpretation, and production of texts and discourses as well as accurately using a range of terminology associated with the study of language. Making accurate references to texts and sources is also a requirement.

The term 'data' in the context of this specification refers to any source of English language that can be analysed. This may mean written texts, multi-modal texts or transcriptions of speech. In the course of study this may also include speech or media sources which are experienced and explored without transcription.

Exploring language (Component 01) offers learners the opportunity to develop their ability to apply the analytical tools to texts in varying modes.

Exploring contexts (Component 02) explores language use in particular contexts as well as to engage with current debates about language in use.

2c. Content of Exploring language (Component 01)

Exploring language (Component 01) is an externally-assessed written paper that focuses on linguistic analysis of authentic texts in both the spoken and written mode.

There are two sections to this component:

- Section A: Understanding language features in context
- Section B: Comparing and contrasting texts.

Exploring language		
Section	Topic coverage	Learners should be able to:
A: Understanding language features in context	<p>The focus of this section is on the effect of writers' linguistic features in a short written text.</p> <p>Learners should study a range of texts and genres, and they are expected to be able to explore how and why particular features have been used in the construction of the text.</p> <p>Learners should be able to identify and analyse a variety of features across a range of language levels, exploring the possible effects of contextual factors on language use.</p>	<ul style="list-style-type: none"> • show knowledge and understanding of the language levels in relation to an unseen text, including: <ul style="list-style-type: none"> – lexis and semantics: the vocabulary of English, including social variation – grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level – pragmatics: the contextual aspects of language use – discourse: extended stretches of communication occurring in different genres, modes and contexts • show knowledge and understanding of how the language levels above can be applied to a range of contexts for language use, including how texts and discourses are shaped and interpreted (discourses in this context means extended stretches of communication) • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses (discourses in this context means extended stretches of communication) • use accurately a range of terminology associated with the study of language • make accurate references to texts.

Exploring language		
Section	Topic coverage	Learners should be able to:
B: Comparing and contrasting texts	<p>The focus of this section is on exploring linguistic connections and comparisons between different modes of communication, e.g. in spoken and written texts or spontaneous and crafted speech. At least one spoken text will always be included in the paper. Learners should be prepared to explore the effects of mode across the two texts.</p> <p>Learners should focus on analysing linguistic features. However, they may choose to apply theoretical concepts and issues broadly, for example with reference to gender or power.</p>	<ul style="list-style-type: none"> • show knowledge and understanding of the language levels, including: <ul style="list-style-type: none"> – phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed – lexis and semantics: the vocabulary of English, including social variation – grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level – pragmatics: the contextual aspects of language use – discourse: extended stretches of communication occurring in different genres, modes and contexts • apply knowledge of the language levels in a range of contexts for language use, including how texts and discourses are shaped and interpreted • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • explore connections across different texts and discourses.

2c. Content of Exploring contexts (Component 02)

Exploring contexts (Component 02) is an externally-assessed paper that focuses on original writing for a real-world purpose on a topical language issue and analysis of how issues relating to language and gender or language and power influence particular authentic, unseen texts.

There are two sections in this component:

- Section A: Writing about a topical language issue
- Section B: Exploring language in context.

Exploring contexts		
Section	Topic coverage	Learners should be able to:
A: Writing about a topical language issue	<p>This section focuses on an issue or concept related to language in use and gives learners the opportunity to explore their own ideas and attitudes in a piece of original writing.</p> <p>Learners should be encouraged to engage with a range of topical language issues in the course of their studies, particularly in relation to the issues associated with language and gender, and language and power. They should critically explore such issues, evaluating and responding to the underlying attitudes towards language and language users.</p> <p>In writing about topical issues, learners should be given a real-world purpose, form and audience, and their writing should be shaped to match the genre, mode and context specified.</p> <p>Engaging with a variety of texts and contexts in Component 01 will help to prepare learners to emulate these styles in this section.</p>	<ul style="list-style-type: none"> • show critical understanding of issues and concepts relevant to language use • critically evaluate attitudes towards language and its users • demonstrate how texts and discourses are shaped in different genres, modes and contexts • apply critical and creative skills in the production of texts and discourses.

Exploring contexts		
Section	Topic coverage	Learners should be able to:
<p>B: Exploring language in context</p>	<p>This section offers learners a choice of two texts and contexts to explore.</p> <p>Learners will explore and respond to an unseen text in relation to gender theories and issues, or they will explore and respond to a different unseen text in relation to power theories and issues.</p> <p>Both texts will be multi-modal and require learners to apply language concepts and theories to their analysis of linguistic and graphological features.</p> <p>In preparing for this section, learners should explore:</p> <ul style="list-style-type: none"> • language and gender: the ways gender is represented and reproduced in a variety of texts and discourses • language and power: the ways power is represented in a variety of texts and discourses. 	<ul style="list-style-type: none"> • show knowledge and understanding of the language levels, including: <ul style="list-style-type: none"> – phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed – lexis and semantics: the vocabulary of English, including social variation – grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level – pragmatics: the contextual aspects of language use – discourse: extended stretches of communication occurring in different genres, modes and contexts • apply knowledge of the language levels in a range of contexts for language use, including how texts and discourses are shaped and interpreted • apply language concepts and methods of analysis appropriately and systematically • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate reference to texts and sources • consider the contextual aspects of language use and evaluate language in different genres, modes and contexts.

2d. Prior knowledge, learning and progression

The specification builds on the knowledge, understanding and skills established in GCSE English and in the National Curriculum Programmes of Study for Key Stage 4. It is expected that learners for GCE English Language will have studied English Language at GCSE level or equivalent.

Throughout the course of study learners are encouraged to develop a critical awareness of the

structure of English and the ways in which the language is used, and to become confident and skilled in using English accurately and creatively. This specification therefore provides skills useful in a range of courses in Higher Education. Equally it is also suitable for learners of various ages and backgrounds as part of a course of general education and lifelong learning.

3 Assessment of OCR AS Level in English Language

3a. Forms of assessment

The assessment of the OCR AS Level in English Language is split into two externally-assessed components.

Exploring language (Component 01)

Component 01 is an externally assessed written paper testing AO1, AO3 and AO4 through linguistic analysis of authentic texts in both the spoken and written mode.

It represents 50% of the marks for AS level. There are two sections to this component.

Section A: Understanding language features in context

The focus of this section is on the effect of writers' linguistic features in a short written text. There is one open question that invites learners to explore how and why particular features have been used in the construction of the text. Learners are expected to

identify and analyse a range of features demonstrating their grasp of particular features across a range of language levels. Learners must consider the influence of contextual factors on language use. There are 24 marks available for this section.

Section B: Comparing and contrasting texts

The focus of this section is on exploring linguistic connections and comparisons between different modes of texts, e.g. in spoken and written texts, or spontaneous and crafted speech. At least one spoken text will always be included in the paper.

The focus is on analysis of linguistic features. However, learners may choose to apply theoretical concepts and issues broadly, e.g. with reference to gender or power. There are 36 marks available for this section.

Exploring contexts (Component 02)

Component 02 is an externally-assessed paper testing AO1, AO2, AO3 and AO5 through original writing for a real-world purpose on a topical language issue and analysis of how issues relating to language and gender

or language and power influence particular authentic, unseen texts. It represents 50% of the marks for AS level. There are two sections in this component.

Section A: Writing about a topical language issue

This section focuses on an issue or concept related to language in use and gives learners the opportunity to explore their own ideas and attitudes in a piece

of original writing. A real-world purpose, form and audience for the writing will be given in the task. There are 24 marks available for this section.

Section B: Exploring language in context

This section offers learners a choice of two texts and contexts to explore. Learners will explore and respond to an unseen text in relation to gender theories and issues, or they will explore and respond to a different unseen text in relation to power theories and issues.

Both texts will be multi-modal and require learners to apply language concepts and theories to their analysis of linguistic and graphological features. There are 36 marks available for this section.

3b. Assessment objectives (AO)

There are five assessment objectives in OCR's AS Level in English Language. These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
AO4	Explore connections across texts, informed by linguistic concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways. <i>Note: This assessment objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.</i>

AO weightings in AS Level English Language:

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

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language (H070/01)	20%	0%	20%	10%	0%	50%
Exploring contexts (H070/02)	5%	25%	10%	0%	10%	50%
	25%	25%	30%	10%	10%	100%

3c. Assessment availability

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

All examined components must be taken in the same examination series at the end of the course. This specification will be certificated from the June 2016 examination series onwards.

3d. Retaking the qualification

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

3e. Assessment of extended responses

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

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

3f. Synoptic assessment

Synoptic assessment allows learners to demonstrate their understanding between different aspects of the subject.

Synoptic assessment involves the explicit drawing together of knowledge, skills and understanding of different aspects of the AS course. The emphasis of synoptic assessment is to encourage the understanding of English language as a discipline.

Synoptic assessment is embedded throughout the AS level.

Synoptic assessment tests the learners' understanding of the connections between different elements of the subject. Both components fulfil this requirement, as they require a synthesis of insights developed through the application of linguistic knowledge to the study of speech, writing and multi-modal texts in a variety of contexts, bringing a range of concepts and issues to bear when exploring texts.

3g. Calculating qualification results

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

compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

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

More information about these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website:

www.ocr.org.uk.

4a. Pre-assessment

Estimated entries

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

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

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking AS Level in English Language must be entered for H070.

Entry code	Title	Component code	Component title	Assessment type
H070	English Language	01	Exploring language	External Assessment
		02	Exploring contexts	External Assessment

4b. Accessibility and special consideration

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

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

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

4c. External assessment arrangements

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

4d. Results and certificates

Grade scale

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

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

Results

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

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

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

The following supporting information will be available:

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

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary in English Language'.

4e. Post-results services

A number of post-results services are available:

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

4f. Malpractice

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

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

5 Appendices

5a. Grade descriptors

Details to be confirmed by Ofqual.

5b. Overlap with other qualifications

There is overlap between the content of this specification and that of the OCR A Level English Language specification in order that these qualifications may be co-taught alongside one another.

There is some overlap between the content of this specification and that of OCR's AS and A Level in

English Language and Literature (EMC). Learners who enter for this AS Level in English Language specification may not also enter for any other AS or A level specification with the certification title *English Language and Literature* in the same examination series. They may, however, enter for AS or A Level in English Literature.

5c. Avoidance of bias

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

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



Your checklist

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

- Bookmark ocr.org.uk/alevelenglishlanguage for all the latest resources, information and news on AS and A Level English Language
- Be among the first to hear about support materials and resources as they become available – register for English updates at ocr.org.uk/updates
- Find out about our professional development at cpdhub.ocr.org.uk
- View our range of skills guides for use across subjects and qualifications at ocr.org.uk/skillsguides
- Discover our new online past paper service at ocr.org.uk/examcreator
- Learn more about Active Results at ocr.org.uk/activeresults
- Join our English Language social network community for teachers at social.ocr.org.uk

Download high-quality, exciting and innovative AS and A Level English Language resources from ocr.org.uk/alevelenglishlanguage

Free resources and support for our AS Level English Language qualification, developed through collaboration between our English Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our English Subject Specialists for specialist advice, guidance and support, giving you individual service and assistance whenever you need it.

Meet the team at ocr.org.uk/englishteam and contact them at:
01223 553998

english@ocr.org.uk

[@OCR_english](https://twitter.com/OCR_english)

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

English community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of English support materials.

To sign up, go to social.ocr.org.uk

follow us on



[facebook.com/
ocrexams](https://facebook.com/ocrexams)



[linkedin.com/
company/ocr](https://linkedin.com/company/ocr)



[@OCR_english](https://twitter.com/OCR_english)



[youtube.com/
ocrexams](https://youtube.com/ocrexams)



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