

# SYLLABUS

## Cambridge International AS and A Level

English Language	<b>9093</b>
Literature in English	<b>9695</b>
Language and Literature in English	<b>8695</b>

For examination in June and November 2015

## Changes to syllabus for 2015

This syllabus has been updated, but there are no significant changes.

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# Contents

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1. Introduction .....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge International AS and A Level?	
1.3 Why choose Cambridge International AS and A Level English Language and Literature in English?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How can I find out more?	
1.6 Availability for the syllabuses within this booklet	
1.7 Exam combinations for the syllabuses within this booklet	
2. Teacher support .....	7
2.1 Support materials	
2.2 Resource lists	
2.3 Training	
3. Cambridge International AS and A Level English Language .....	8
3.1 Assessment at a glance	
3.2 Syllabus aims	
3.3 Assessment objectives	
3.4 Description of papers – Cambridge International AS and A Level English Language – 9093	
3.5 Exam combinations	
4. Cambridge International AS and A Level Literature in English.....	14
4.1 Assessment at a glance	
4.2 Syllabus aims	
4.3 Assessment objectives	
4.4 Description of papers – Cambridge International AS and A Level Literature in English – 9695	
4.5 Exam combinations	
5. Cambridge International AS Level Language and Literature .....	23
5.1 Assessment at a glance	
5.2 Syllabus aims	
5.3 Assessment objectives	
5.4 Description of papers – Cambridge International AS Level Language and Literature in English – 8695	
5.5 Exam combinations	
6. Appendix A: poems and stories to be studied in set texts .....	27
7. Other information .....	32

# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

## Support for teachers

A wide range of support materials and resources is available for teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Through our professional development courses and our support materials for Cambridge International AS and A Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge International AS and A Level English Language and Literature in English?

Cambridge International AS and A Levels in English Language and Literature in English are accepted by universities and employers as proof of knowledge and understanding.

### Why choose Cambridge International **AS and A Level English Language**?

Successful English Language students gain lifelong skills including:

- the ability to write clearly, accurately, creatively and persuasively
- the ability to use appropriate styles and registers for different contexts
- the ability to analyse a variety of complex texts in a variety of forms and styles
- an understanding of language use to inform and persuade.

### Why choose Cambridge International **AS and A Level Literature in English**?

Successful Literature in English students develop an understanding and enjoyment of literary texts that is a pleasure for life, and in addition gain skills for life, including:

- the ability to write clearly and effectively
- skills in developing arguments
- skills in researching and managing information
- the ability to analyse complex texts in different forms and styles.

## Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in English Language, or Literature in English.

## Progression

Cambridge International A Level English Language provides a suitable foundation for the study of English Language or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International A Level Literature in English provides a suitable foundation for the study of English Literature or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International AS Level English Language constitutes the first half of the Cambridge International A Level course in English Language and therefore provides a suitable foundation for the study of English Language at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities or some other subjects. It is also suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International AS Level Literature in English constitutes the first half of the Cambridge International A Level course in Literature in English and therefore provides a suitable foundation for the study of English Literature at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities or some other subjects. It is also suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

English Language falls into Group 2, Languages. Language and Literature in English fall into Group 3, Arts and Humanities.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startCambridge](http://www.cie.org.uk/startCambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

## 1.6 Availability for the syllabuses within this booklet

### Availability

These syllabuses are examined in the May/June examination series and the October/November examination series.

These syllabuses are available to private candidates, with the exception of 9695/08, Literature in English Coursework, which is not available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach this syllabus.

## 1.7 Exam combinations for the syllabuses within this booklet

The syllabuses within this booklet may be offered in the same exam series with any other Cambridge syllabuses except for the combinations listed below.

Syllabus **9093** must not be offered in the same series with:

- 8695 Language and Literature in English.

Syllabus **9695** must not be offered in the same series with:

- 8695 Language and Literature in English.

Syllabus **8695** must not be offered in the same series with:

- 9093 English Language
- 9695 Literature in English.



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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.

## 3. Cambridge International AS and A Level English Language

### 3.1 Assessment at a glance

A Cambridge International A Level qualification in English Language can be achieved either as a staged assessment over different examination series or in one examination series.

Once Advanced Subsidiary has been achieved, inform Cambridge if the candidate wishes to take the Advanced Level – this notification is not required in advance of achieving the AS qualification.

**Candidates following a staged assessment route who have taken AS English Language syllabus 8693 in year 2013 and who wish to sit Papers 3 and 4 of syllabus 9093 in 2014 will be able to gain an A Level. (Syllabus 8693 is examined for the last time in November 2013 and is replaced by Papers 1 and 2 of syllabus 9093 in 2014.)**

Candidates following a linear two year course, with all examinations at the end of their course, will be able to take Papers 1, 2, 3 and 4 of syllabus 9093 in 2015.

**Advanced Subsidiary (AS)** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	50%

and

Paper 2	Duration	Weighting
Writing	2 hours	50%

**Advanced Level** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	25%

**and**

Paper 2	Duration	Weighting
Writing	2 hours	25%

**and**

Paper 3	Duration	Weighting
Text Analysis	2 hours 15 minutes	25%

**and**

Paper 4	Duration	Weighting
Language Topics	2 hours 15 minutes	25%

## 3.2 Syllabus aims

The syllabus aims to develop:

- A critical and informed response to texts in a range of forms, styles and contexts
- The interdependent skills of reading, analysis and research
- Effective, creative, accurate and appropriate communication
- A firm foundation for further study of language and linguistics.

### 3.3 Assessment objectives

Candidates are assessed on their ability to:

AO1: read with understanding and analyse texts in a variety of forms

AO2: demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts

AO3: write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms

Assessment objective	Paper 1	Paper 2	Paper 3	Paper 4
AO1	✓		✓	✓
AO2	✓	✓	✓	✓
AO3	✓	✓	✓	✓

### 3.4 Description of papers – Cambridge International AS and A Level English Language – 9093

#### 3.4.1 Paper 1 – Passages (2 hours 15 minutes)

- The paper contains three questions.
- Candidates answer two questions: Question 1, and either Question 2 or Question 3.
- Questions carry equal marks.

Each question is based on one passage (or thematically related shorter passages) printed in the question paper.

Texts will be drawn from a range of English language sources such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, diaries, essays, scripted speech (e.g. a speech by a politician) and narrative/descriptive writing.

Each question is in two parts:

- (a) commentary on use of language in the passage(s) [15 marks]
- (b) directed writing task based on the passage(s) [10 marks]

In all questions, candidates are required to:

- identify distinguishing features of the texts, relate them to the function and context of the writing, and organise information in their answers
- comment on aspects such as vocabulary, figurative language (e.g. use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice, structure
- write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

Candidates are advised to spend approximately 15 minutes reading the whole paper before they begin writing.

Dictionaries may **not** be used.

### 3.4.2 Paper 2 – Writing (2 hours)

- The paper contains two sections: Section A and Section B. There are three questions in each section.
- Candidates answer two questions: one question from Section A and one question from Section B.
- Questions carry equal marks.

#### Section A: Imaginative Writing (narrative/descriptive)

Candidates choose one out of three questions.

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

#### Section B: Writing for an Audience (discursive/argumentative)

Candidates choose one out of three questions.

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

### 3.4.3 Paper 3 – (2 hours 15 minutes) (A Level only): Text Analysis

- The paper contains two questions.
- Candidates must answer both questions.
- Questions carry equal marks.

Each question is based on text(s) printed on the question paper. One of the texts (either for Question 1 or Question 2) will be a transcription of speech/spoken material/scripted speech (e.g. a campaigning broadcast or political speech). The other texts will be drawn from forms such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, diaries, essays, and narrative/descriptive writing.

In Question 1(a) candidates are required to write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

In Question 1(b) and Question 2 candidates are required to:

- identify and analyse distinguishing features of written and spoken language in the text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice
- relate these features to the function and context of the text(s)
- organise information coherently in their answers.

**Question 1** is in two parts:

- (a) directed writing task relating to the text, involving writing 120–150 words in a specific form and for a specified purpose/audience, using appropriate vocabulary, tone, and style. [10 marks]
- (b) comparison of the style and language of the candidate's writing in (a) with that of the original text [15 marks]

**Question 2** is based on two longer texts (300–400 words each). The texts will have some thematic connection, but will be from different types of source/form.

Candidates are required to compare style and language of the texts. [25 marks]

Candidates are advised to spend approximately 15 minutes studying the question paper before they begin writing.

Dictionaries may **not** be used.

### 3.4.4 Paper 4 – (2 hours 15 minutes) (A Level only): Language Topics

- The paper contains three questions, each on a separate topic area.
- Candidates answer any two questions.
- Questions carry equal marks.

The topic areas for examination in 2015 are:

- *Topic A: Spoken language and social groups*
- *Topic B: English as a global language*
- *Topic C: Language acquisition by children and teenagers*

One essay question will be set on each topic area. These topic areas will also be examined in 2016.

Each question will incorporate a short stimulus (such as a relevant text extract or speech transcription) relating to the topic area. Candidates will be expected to refer to this and to their own wider reading and research in answering.

Dictionaries may **not** be used.

*Topic A: Spoken language and social groups*

Relevant areas for study include:

- specific features of spoken language which are influenced by context
- the use of language to include and exclude
- group identity, power and status
- slang, jargon and other non-standard features
- idiolect/sociolect/dialect
- speech sounds and accents
- theories and studies of social variation in language, for example variations according to gender, age, occupation, social class

*Topic B: English as a global language*

Relevant areas for study include:

- issues arising from differing ideas of ‘world’/‘global’/‘international’ English
- Kachru’s Three Circles: inner circle, outer circle, expanding circle
- the local status of English – as an ‘official’ (second) language
- ‘Englishes’ – standard and non-standard varieties
- cultural effects – especially from, for example, British v. American English
- national government attitudes: language planning policies
- language death

*Topic C: Language acquisition by children and teenagers*

Relevant areas for study include:

- the main stages of early development, for example, the holophrastic, telegraphic and post-telegraphic stages
- the different functions of young people’s language, for example:
  - instrumental function: language used to fulfil a need – obtaining food, drink and comfort.
  - regulatory function: asking, commanding, requesting
  - interactional function: language that develops social relationships
  - personal function: language that expresses personal opinions
  - representational function: relaying or requesting information
  - heuristic function: language that is used to explore the world and to learn and discover
  - imaginative function: using language to tell stories and create imaginary worlds
- knowledge of some of the theories of how children acquire language, such as imitation and reinforcement (Skinner), the language acquisition device (Chomsky), cognitive development (Piaget), child-directed (or ‘caretaker’) speech.

### 3.5 Exam combinations

Candidates may take **9093** English Language as an Advanced Subsidiary or a Cambridge International A Level qualification.

Syllabus **9093** must not be offered in the same series with:

- 8695 Language and Literature in English.

## 4. Cambridge International AS and A Level Literature in English

### 4.1 Assessment at a glance

A Cambridge International A Level qualification in Literature in English can be achieved either as a staged assessment over different examination series or in one examination series.

Once Advanced Subsidiary has been achieved, inform Cambridge if the candidate wishes to take the Advanced Level – this notification is not required in advance of achieving the AS qualification.

**Advanced Subsidiary (AS)** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	50%

and

Paper 4	Duration	Weighting
Drama	2 hours	50%

**Advanced Level** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	25%

and

Paper 4	Duration	Weighting
Drama	2 hours	25%

and

Paper 5	Duration	Weighting
Shakespeare and other pre-20th Century Texts	2 hours	25%



and either

Paper 6	Duration	Weighting
20th Century Writing	2 hours	25%

or

Paper 7	Duration	Weighting
Comment and Appreciation	2 hours	25%

or

Paper 8	Duration	Weighting
Coursework		25%

Dictionaries may **not** be used.

Texts are **not** allowed in the examination room.

## 4.2 Syllabus aims

The syllabus aims to develop:

- Appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication.
- Wider reading and an understanding of how it may contribute to personal development.

## 4.3 Assessment objectives

Candidates must demonstrate:

AO1: The ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.

AO2: An understanding of the ways in which writers' choices of form, structure and language shape meanings.

AO3: The ability to produce informed, independent opinions and judgements on literary texts.

AO4: The ability to communicate clearly the knowledge, understanding and insight appropriate for literary study.

AO5: The ability to appreciate and discuss varying opinions of literary works [Cambridge International A Level only].

The table shows how the assessment objectives relate to the components of the scheme of assessment.

Assessment objective	Paper 3	Paper 4	Paper 5 (A Level only)	Paper 6 (A Level only)	Paper 7 (A Level only)	Paper 8 (A Level only)
AO1	✓	✓			✓	
AO2	✓	✓	✓	✓	✓	✓
AO3	✓	✓	✓	✓	✓	✓
AO4	✓	✓	✓	✓	✓	✓
AO5			✓	✓	✓	✓

For the Cambridge International **Advanced Subsidiary (AS) Level** qualification, each paper is worth 50% of the total marks and each question carries equal marks.

For the Cambridge International **Advanced (A) Level** qualification, each paper (including coursework) is worth 25% of the total marks and each question carries equal marks.

## 4.4 Description of papers – Cambridge International AS and A Level Literature in English – 9695

### 4.4.1 Paper 3 – Poetry and Prose (2 hours)

[This paper is timetabled with Paper 9.]

Candidates answer on two texts: **one** question from each section.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- The ways in which writers' choices of form, structure and language shape meanings,
- The language and style of texts,
- The effective use of narrative methods,
- How parts of the text relate to the work as a whole.

Texts are **not** allowed in the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts**

Section A	Poetry
*Wilfred Owen	<i>Selected Poems</i> (Wordsworth Poetry Library) (see full list of poems to be studied in Appendix A)
* <i>Songs of Ourselves</i>	<i>The University of Cambridge International Examinations Anthology of Poetry in English</i> (ISBN 81-7596-248-8) (from <b>Part 1</b> ) (see full list of poems to be studied in Appendix A)
*Ted Hughes	<i>Selected Poems from New Selected Poems 1957–1994</i> (see full list of poems to be studied in Appendix A)

Section B	Prose
Chimamanda Ngozi Adichie	<i>Half of a Yellow Sun</i>
E.M. Forster	<i>A Passage to India</i>
<i>Stories of Ourselves</i>	<i>The University of Cambridge International Examinations Anthology of Stories in English</i> (ISBN 9780 521 727 914) (see full list of stories to be studied in Appendix A)

\* texts will also be examined in 2016

#### 4.4.2 Paper 4 – Drama (2 hours)

Candidates answer **two** questions on two plays.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- The ways in which writers' choices of form, structure and language shape meanings,
- The language and style of texts,
- The effective use of narrative methods,
- How parts of the text relate to the work as a whole,
- The dramatic qualities of play texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts:**

Author	Text
Edward Albee	<i>Who's Afraid of Virginia Woolf?</i>
*William Shakespeare	<i>A Midsummer Night's Dream</i>
William Shakespeare	<i>Richard III</i>
*Robert Bolt	<i>A Man for All Seasons</i>
*Alan Ayckbourn	<i>Absurd Person Singular</i>

\* texts will also be examined in 2016

### 4.4.3 Paper 5 (Compulsory Paper at Advanced Level) – Shakespeare and other pre-20th Century Texts (2 hours)

This paper is divided into:

Section A: Shakespeare

Section B: Other pre-20th century texts.

Candidates answer **one** question from Section A, and **one** question from Section B.

- There are two questions on each text; one essay question, and one passage-based question. All questions carry equal marks.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- The ways in which writers' choices of form, structure and language shape meanings,
- The language and style of texts,
- The effective use of narrative methods,
- How parts of the text relate to the work as a whole,
- The dramatic qualities of play texts,
- Varying interpretation of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts:**

Section A	Shakespeare
William Shakespeare	<i>As You Like It</i>
*William Shakespeare	<i>Othello</i>

Section B	Other pre-20th century texts
Jane Austen	<i>Sense and Sensibility</i>
*Geoffrey Chaucer	<i>The Wife of Bath's Prologue and Tale</i>
*George Eliot	<i>The Mill on the Floss</i>
*John Keats	<i>Selected Poems</i> (Penguin Classics) (see full list of poems to be studied in Appendix A)
Thomas Hardy	<i>The Return of the Native</i>
*Christina Rossetti	<i>Selected Poems</i> (see full list of poems to be studied in Appendix A)

\* texts will also be examined in 2016

#### 4.4.4 Paper 6 (Advanced Level) – 20th Century Writing (2 hours)

Candidates answer one question on each of **two** different texts.

- There are two questions on each text, one essay question and one passage-based question. All questions carry equal marks.

In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- The ways in which writers' choices of form, structure and language shape meanings,
- The language and style of texts,
- The effective use of narrative methods,
- How parts of the text relate to the work as a whole,
- The dramatic qualities of play texts,
- Varying interpretation of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 will contain questions on the following texts:**

Author	Text
*Katherine Mansfield	<i>Selected Stories</i> (Oxford World's Classics) (see full list of stories to be studied in Appendix A)
Arundhati Roy	<i>The God of Small Things</i>
*Liz Lochhead	<i>Selected Poems</i> (Polygon) (see full list of poems to be studied in Appendix A)
Harold Pinter	<i>The Birthday Party</i>
W. H. Auden	<i>Selected Poems</i> (Faber) (see full list of poems to be studied in Appendix A)
*Athol Fugard	Athol Fugard Plays 1: Road to Mecca; My Children, My Africa!
L. P. Hartley	<i>The Go-Between</i>

\* texts will also be examined in 2016

#### 4.4.5 Paper 7 (Advanced Level) – Comment and Appreciation (2 hours)

- Candidates answer **two** out of three questions.
- Candidates write a critical appreciation of previously unseen passages printed on the question paper.
- The passages cover at least two of the categories: prose, poetry and drama.
- One question may involve a comparison of passages.
- All passages are from works originally written in English.
- At least one of the passages is from a work published after 1900.

The questions will test candidates' ability to read literature critically and to demonstrate, by informed discussion and opinion, an understanding of the ways in which meaning is expressed through a writer's choices of form, structure and language. The authors of the passages are named, with either the dates of the author or the date of the passage. Knowledge of the literary or historical background, or of other works by the named author, is not expected.

Dictionaries may **not** be used.

#### 4.4.6 Paper 8 (Available for ADVANCED LEVEL on special application only) – Coursework (School-based Assessment)

- Candidates submit a folder of two essays on two texts; the texts must not be set for study elsewhere in the Syllabus, and must be whole works, originally written in English.
- The two texts must be taken from two different forms (prose/poetry/drama).
- A minimum of 2000 and a maximum of 3000 words should be submitted in total (including quotations).
- The work will be internally marked and externally moderated.
- Candidates whose work is required for external moderation will be selected by Cambridge.
- The general coursework rules, published in the *Cambridge Handbook*, describe what is needed and give guidelines for internal (school-based) assessment of coursework.

If you wish to apply to offer Paper 8 Coursework, you must first write to Cambridge with a detailed plan and rationale for a proposed course. This component is not available to private candidates.

### 4.5 Exam combinations

Candidates may take **9695** Literature in English as an Advanced Subsidiary or a Cambridge International A Level qualification.

Syllabus **9695** must not be offered in the same series with:

- 8695 Language and Literature in English.



## 5. Cambridge International AS Level Language and Literature

**This syllabus is provided for Cambridge International AS Level only.**

### 5.1 Assessment at a glance

All candidates take:

Paper 2	Duration	Weighting
Writing	2 hours	50%

**and**

Paper 9	Duration	Weighting
Poetry, Prose and Drama	2 hours	50%

### 5.2 Syllabus aims

The syllabus aims to develop:

- A critical and informed response to writing in a range of forms, styles and contexts.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication.
- Appreciation of and informed personal response to literature in English.
- Wider reading and an understanding of how it may contribute to personal development.

### 5.3 Assessment objectives

Candidates must demonstrate:

AO1: A knowledge and understanding of features of English language.

AO2: The ability to write clearly, accurately and effectively for a particular purpose or audience.

AO3: The ability to respond to texts in two of the three main forms (Prose, Poetry and Drama), of different types and from different cultures.

AO4: An understanding of how writers' choices of form, structure and language shape meanings.

AO5: The ability to produce informed, independent opinions and judgements on literary texts.

AO6: The ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.

The table shows how the assessment objectives relate to the components of the scheme of assessment.

Assessment objective	Paper 2	Paper 9
AO1	✓	
AO2	✓	
AO3		✓
AO4		✓
AO5		✓
AO6		✓

Each paper is worth 50% of the total marks and each question carries equal marks.

## 5.4 Description of papers – Cambridge International AS Level Language and Literature in English – 8695

### 5.4.1 Paper 2 – Writing (2 hours)

- The paper contains two sections: Section A and Section B. There are three questions in each section.
- Candidates answer two questions: one question from Section A and one question from Section B.
- Questions carry equal marks.

#### Section A: Imaginative Writing (narrative/descriptive)

Candidates choose one out of three questions.

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

#### Section B: Writing for an Audience (discursive/argumentative)

Candidates choose one out of three questions.

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

### 5.4.2 Paper 9 – Poetry, Prose and Drama (2 hours)

Candidates answer on two texts: **one** question on each of two different texts, from two sections.

- An essay question and a passage-based question are set on each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of the ways in which writers' choices of form, structure and language shape meanings.

- How parts of the text relate to the work as a whole,
- The effective use of narrative methods,
- The style and language of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 will contain questions on the following texts:**

Poetry	
*Wilfred Owen	<i>Selected Poems</i> (Wordsworth Poetry Library) (see full list of poems to be studied in Appendix A)
* <i>Songs of Ourselves</i>	<i>The University of Cambridge International Examinations Anthology of Poetry in English</i> (ISBN 81-7596-248-8) (from <b>Part 1</b> ) (see full list of poems to be studied in Appendix A)
*Ted Hughes	<i>Selected Poems</i> (see full list of poems to be studied in Appendix A)

Prose	
Chimamanda Ngozi Adichie	<i>Half of a Yellow Sun</i>
E.M. Forster	<i>A Passage to India</i>
<i>Stories of Ourselves</i>	<i>The University of Cambridge International Examinations Anthology of Stories in English</i> (ISBN 9780 521 727 914) (see full list of stories to be studied in Appendix A)

Drama	
*Robert Bolt	<i>A Man for All Seasons</i>
Edward Albee	<i>Who's Afraid of Virginia Woolf?</i>
William Shakespeare	<i>Richard III</i>

\* texts will also be examined in 2016

## 5.5 Exam combinations

Candidates take **8695** Language and Literature in English as an Advanced Subsidiary (AS) qualification only.

Syllabus **8695** must not be offered in the same series with:

- 9093 English Language
- 9695 Literature in English.

## 6. Appendix A: poems and stories to be studied in set texts

Poems to be studied in poetry set texts:

### From Ted Hughes *New Selected Poems 1957–1994* Paper 3/Paper 9

The Thought-Fox  
Song  
The Jaguar  
Meeting  
Wind  
October Dawn  
Bayonet Charge  
Six Young Men  
Crow Hill  
Esther's Tomcat  
Hawk Roosting  
View of a Pig  
November  
Thrushes  
Snowdrop  
Pike  
Thistles

Her Husband  
Cadenza  
Second Glance at a Jaguar  
Skylarks  
Full Moon and Little Frieda  
A March Calf  
The River in March  
Swifts  
The Harvest Moon  
A Crane-fly in September  
Football at Slack  
When Men Got to the Summit  
A Memory  
Deaf School  
You Hated Spain  
The Tender Place  
Snow

### From The Poems of Wilfred Owen (Wordsworth Poetry Library) Paper 3/Paper 9

On My Songs  
Storm  
Music  
Maundy Thursday  
To Eros  
Shadwell Stair  
1914  
The Unreturning  
Sonnet: On seeing a piece of our heavy artillery  
brought into action  
The End  
The Parable of the Old Man and the Young  
Song of Songs  
The Dead-Beat  
The Letter  
Anthem for Doomed Youth

Disabled  
*Dulce et Decorum Est*  
Soldier's Dream  
Inspection  
Wild With All Regrets  
Miners  
The Last Laugh  
Insensibility  
Exposure  
The Send-Off  
Futility  
Mental Cases  
Strange Meeting  
The Sentry  
Spring Offensive

**From *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English* (ISBN 978 0521 727 914)  
Paper 3/Paper 9**

Nathaniel Hawthorne	The Hollow of the Three Hills
Edith Wharton	The Moving Finger
Saki (Hector Hugh Munro)	Sredni Vashtar
Virginia Woolf	The Lady in the Looking Glass: A Reflection
Bernard Malamud	The Prison
J.G. Ballard	Billennium
V.S. Naipaul	The Enemy
Doris Lessing	Report on the Threatened City
Janet Frame	The Bath
Raymond Carver	Elephant
Amit Chaudhuri	Real Time
Annie Proulx	The Contest

**From *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English* (ISBN 81-7596-248-8)  
Paper 3/Paper 9**

Sir John Suckling	<i>Song: Why So Pale and Wan, Fond Lover?</i>
George Peele	What Thing Is Love?
Lady Mary Wroth	Sonnet 11
Anonymous	<i>Song: Weep You No More, Sad Fountains</i>
Queen Elizabeth I	When I Was Fair And Young
Sir Thomas Wyatt	They Flee From Me, That Sometime Did Me Seek
Michael Drayton	Sonnet 61
Edmund Waller	<i>Song: Go, Lovely Rose!</i>
Queen Elizabeth I	No Crooked Leg, No Bleared Eye
Sir Philip Sidney	Sonnet 31
Chidiok Tichbourne	Written The Night Before His Execution
Sir Walter Raleigh	The Author's Epitaph, Made By Himself
Thomas Nashe	A Litany In Time Of Plague
Lady Mary Wroth	Sonnet 19
Ben Jonson	<i>From Underwoods</i>
Thomas Carew	A Song
Sir Walter Raleigh	Walsingham
Aemilia Lanyer	The Flowers That on The Banks and Walks Did Grow
Christopher Marlowe	Come Live with me, and be my Love
Edmund Spenser	Sonnet 54
Sir Walter Raleigh	What is Our Life?
Edmund Spenser	Sonnet 75
Thomas Nashe	<i>Song: Spring, The Sweet Spring</i>
William Shakespeare	Sonnet 18
William Shakespeare	Sonnet 73
Edmund Spenser	The Procession of The Seasons
Thomas Campion	The Man of Life Upright
Robert Greene	A Mind Content
Queen Elizabeth I	I Grieve, and Dare Not Show my Discontent
Ben Jonson	<i>Song: To Celia</i>
Thomas Dekker	Golden Slumbers
Isabella Whitney	A Farewell To The Reader

The poems on this list may be found in Part 1 of the Anthology. See the Cambridge website for further details.

**John Keats *Selected Poems* (Penguin Classics)**

**Paper 5**

On First Looking into Chapman's Homer  
 To My Brothers  
 On the Sea  
 When I have fears that I may cease to be  
 On Seeing the Elgin Marbles  
 To – ('Time's sea hath been five years at its  
 slow ebb')  
 To Ailsa Rock  
 'Bright Star! Would I were steadfast as thou art'  
 To Sleep  
 To Mrs Reynolds's Cat  
 O Solitude! if I must with thee dwell

To Leigh Hunt, Esq.  
 Ode to Psyche  
 Ode on a Grecian Urn  
 Ode to a Nightingale  
 Ode on Melancholy  
 To Autumn  
 To Fanny  
 La Belle Dame sans Merci  
 Sleep and Poetry  
 'Hush, hush! tread softly! hush, hush, my  
 dear!'  
 The Eve of St Agnes

**Christina Rossetti *Selected Poems***

**Paper 5**

An Apple Gathering  
 At Home  
 A Better Resurrection  
 Cousin Kate  
 A Christmas Carol  
 Cobwebs  
 The Convent Threshold  
 Despised and Rejected  
 Echo  
 Goblin Market  
 Good Friday  
 The Lowest Place  
 Maude Clare

Monna Innominata  
 My Dream  
 Promises like Piecrust  
 Remember  
 A Royal Princess  
 Song (When I am dead, my dearest)  
 Winter: My Secret  
 Shut Out  
 Twice  
 Memory  
 Up-Hill  
 'Summer is Ended'  
 To Lalla, reading my verses topsy-turvey



**Liz Lochhead *Selected Poems* (Polygon)  
Paper 6**

Persimmons  
Epithalamium  
Sorting Through  
Some Old Photographs  
For My Grandmother Knitting  
Poem for My Sister  
The Choosing  
The Teachers  
After a Warrant Sale  
Obituary  
Poems for Other Poor Fools  
Revelation  
Notes on the Inadequacy of a Sketch  
The Bargain

5th April 1990  
Hafiz on Danforth Avenue  
Fourth of July Fireworks  
Ontario October Going West  
My Rival's House  
Midsummer Night  
Rapunztiltskin  
The Other Woman  
Everybody's Mother  
Visit, Sonnet  
The Baker  
The New-married Miner  
Poets Need Not

**W. H. Auden from *Selected Poems* (ed. Edward Mendelson, Faber and Faber)  
Paper 6**

From the very first coming down  
Control of the passes was, he saw, the key  
It was Easter as I walked in the public gardens  
This lunar beauty  
"O where are you going?" said reader to rider  
Though aware of our rank and alert to obey  
orders  
O what is that sound which so thrills the ear  
Look, stranger, at this island now  
Now the leaves are falling fast  
Lay your sleeping head, my love  
As I walked out one evening  
Musée des Beaux Arts  
In Memory of W. B. Yeats  
Refugee Blues

The Unknown Citizen  
September 1, 1939  
The Door (from 'The Quest')  
But I Can't  
Jumbled in the common box  
The Lesson  
Lament for a Lawgiver  
A Walk After Dark  
First Things First  
The More Loving One  
Up There (from 'Thanksgiving for a Habitat')  
Fairground  
River Profile  
Old People's Home

**Katherine Mansfield *Selected Stories* (OUP Oxford World's Classics)  
Paper 6**

Frau Brechenmacher Attends a Wedding  
The Woman at the Store  
Millie  
The Wind Blows  
Prelude  
Mr Reginald Peacock's Day  
*Feuille d'Album*  
*Je ne parle pas Français*

Bliss  
Psychology  
Mr and Mrs Dove  
At the Bay  
A Married Man's Story  
The Garden Party  
The Doll's House

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## 7. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk](http://www.cie.org.uk)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

## Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

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