



# SYLLABUS

## Cambridge International AS and A Level

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

For examination in June and November 2014

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# 1. Introduction

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## 1.1 Why choose Cambridge?

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

### Recognition

A Cambridge International AS or A Level is 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 students 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. They 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 A/AS 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

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

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

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

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

## 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.

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

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level 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 areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

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

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

## 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 [international@cie.org.uk](mailto:international@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 [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organisation can 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.

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.

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

### 2.1 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 and 3 of syllabus 9093 in 2014.

**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%

## 2.2 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.

## 2.3 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	✓	✓	✓	✓

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

### 2.4.1 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.

## 2.4.2 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.

## 2.4.3 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.

#### 2.4.4 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 2014 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 2015.

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 e.g. 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.

## 2.5 Exam combinations

Candidates take **9093** English Language as a Cambridge International Advanced Subsidiary (AS) Level qualification only.

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

- 8695 Language and Literature in English.

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

### 3.1 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.

## 3.2 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.

## 3.3 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.

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

### 3.4.1 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 2014 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)
Seamus Heaney	<i>District and Circle</i> (Faber) (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 2015

### 3.4.2 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 2014 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>
Oscar Wilde	<i>An Ideal Husband</i>

\* texts will also be examined in 2015

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### 3.4.3 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 2014 contain questions on the following texts:**

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

<b>Section B</b>	<b>Other pre-20th century texts</b>
*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: Keats</i> (Penguin Classics) (see full list of poems to be studied in Appendix A)
*Thomas Hardy	<i>The Return of the Native</i>
Thomas Middleton	<i>The Changeling</i>

\* texts will also be examined in 2015

### 3.4.4 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 2014 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>
Fleur Adcock	from <i>Collected Poems</i> (Bloodaxe) (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)
Wole Soyinka	<i>The Trials of Brother Jero</i> and <i>Jero's Metamorphosis</i>
*L. P. Hartley	<i>The Go-Between</i>

\* texts will also be examined in 2015

### 3.4.5 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.

### 3.4.6 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 2,000 and a maximum of 3,000 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.

## 3.5 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.

## 4. Cambridge International AS Level Language and Literature

This syllabus is provided for Cambridge International AS Level only.

### 4.1 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%

### 4.2 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.

### 4.3 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.

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

### 4.4.1 Paper 2 – Writing (2 hours)

- The paper contains six questions, three 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(s) clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

### 4.4.2 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 2014 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)
Seamus Heaney	<i>District and Circle</i> (Faber) (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 2015

## 4.5 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.

## 5. Appendix A: Poems and stories to be studied in set texts

Poems to be studied in poetry set texts:

### From Seamus Heaney *District and Circle* (Faber and Faber) Paper 3/Paper 9

The Turnip-Snedder A Shiver Polish Sleepers Anahorish 1944 To Mick Joyce in Heaven The Aerodrome Anything Can Happen Helmet Out of Shot Rilke: <i>After the Fire</i> District and Circle To George Seferis in the Underworld Wordsworth's Skates The Harrow-Pin	Poet to Blacksmith Midnight Anvil Súcán Senior Infants 1 The Sally Rod 2 A Chow 3 One Christmas Day in the Morning The Nod A Clip Edward Thomas on the Lagans Road The Lift Höfn The Tollund Man in Springtime The Blackbird of Glanmore
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### 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 <i>Dulce et Decorum Est</i> 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
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**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

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

**Selected Poems: Keats (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

**Fleur Adcock: Collected Poems (Bloodaxe)**  
**Paper 6**

Unexpected Visit  
 For Andrew  
 Regression  
 The Pangolin  
  
 On a Son Returned to New Zealand  
 The Three-toed Sloth  
  
 The Voyage Out  
 In Memoriam: James K Baxter  
  
 Mr Morrison  
 A Way Out  
  
 A Walk in the Snow  
 House-talk

Going Back  
 Instead of an Interview  
  
 Weathering  
 Tadpoles  
  
 Witnesses  
 Last Song  
  
 Toads  
  
 Flames  
 Water  
  
 Willow Creek

**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 rider 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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## 6. Additional information

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### 6.1 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. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### 6.2 Recommended 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.

### 6.3 Progression

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 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 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.

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.

### 6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 6.5 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, Grade A\* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either Cambridge International AS Level or A Level. 'Ungraded' will be reported 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.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

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

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## 6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

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

## 6.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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