

General Certificate of Education  
Ordinary Level

**Syllabus**

LITERATURE IN ENGLISH 2010

For examination in June and November 2010

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# LITERATURE IN ENGLISH (2010)

GCE Ordinary Level

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### **Exclusions**

This syllabus must not be offered in the same session with the following syllabus:

0486 Literature (English)



## AIMS

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The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in Literature for the GCE examination.

The aims, which are not listed in order of priority, are to develop the ability of students to:

- communicate accurately, appropriately and effectively in speech and writing;
- understand and respond imaginatively to what they hear, read and experience;
- enjoy the reading of literature and appreciate its contribution to aesthetic and imaginative growth;
- explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

## ASSESSMENT OBJECTIVES

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Candidates should be able to:

- (i) demonstrate first-hand knowledge of the content of literary texts;
- (ii) demonstrate an understanding of literary texts in ways which may range from a grasp of their surface meaning to a deeper awareness of their themes and attitudes;
- (iii) recognise and appreciate ways in which writers use language;
- (iv) recognise and appreciate other ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood);
- (v) communicate a sensitive and informed personal response to what is read.

These Assessment Objectives are inter-related and it will not normally be possible or desirable to test them in isolation.

## SCHEME OF ASSESSMENT

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[May not be taken with Subject 9695, 0486]

One paper (Paper 2010/01) of 2 hours 40 minutes will be set.

Candidates will be required to write on **three or four** books chosen from the list of prescribed texts.

The paper will be divided into three sections: Drama, Poetry and Prose.

**Candidates must answer four questions in the paper.** (Each of these may be on a different text, or alternatively candidates may write two answers on one text.) **These questions must be taken from at least two of the sections Drama, Poetry and Prose.**

All questions carry equal marks. Set texts may NOT be taken into the examination room.

For each poetry text, there will be one passage-based question, and two essay questions. For each drama and prose text, there will be one passage-based question (in a response to a passage from the set text printed on the question paper), one essay question, and one 'empathic' question.

All questions will encourage informed personal response, and are designed to test all the Assessment Objectives. In practical terms this means that candidates will be asked to demonstrate:

- personal response: sometimes directly, for example, 'What do you think?', 'What are your feelings about...?' and sometimes by implication: 'Explore the ways in which...';
- knowledge of the text through the use of close reference to details and use of quotations from it;
- understanding of characters, relationships, situations and themes;
- understanding of the writer's intentions and methods, and response to the writer's use of language.

Empathic tasks (sometimes known as 'empathetic' or 'creative response' tasks) address the same assessment objectives as the essay and passage-based questions. They are intended to test knowledge, understanding and response; but they give the candidate the opportunity to engage more imaginatively with the text, by the assumption of a suitable 'voice', i.e. manner of speaking, for the character concerned.

### SET TEXTS FOR EXAMINATION IN YEAR 2010

\* text examined also in June and November 2011

\*\* text examined also in June and November 2011 and June and November 2012

**Unless otherwise indicated, students may use any edition of the set text, provided it is not an abridgement or simplified version.**

#### Section A: DRAMA

Alan Ayckbourn	<i>A Small Family Business</i>
* Charlotte Keatley	<i>My Mother Said I Never Should</i>
Arthur Miller	<i>The Crucible</i>
** William Shakespeare	<i>Much Ado About Nothing</i>
* William Shakespeare	<i>Richard III</i>
** R. C. Sheriff	<i>Journey's End</i>

#### Section B: POETRY

\*\* from *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English* (Foundation Books; ISBN 81-7596-248-8)

from Section C: Poems 96 to 109 inclusive, i.e. the following poems:

Thomas Hardy, 'The Voice'  
 Allen Curnow, 'Time'  
 Mathew Arnold, 'Dover Beach'  
 Adrienne Rich, 'Amends'  
 Ted Hughes, 'Full Moon and Little Frieda'  
 Gillian Clarke, 'Lament'  
 John Keats, 'The Grasshopper and The Cricket'  
 Vachel Lindsay, 'The Flower-fed Buffaloes'  
 Boey Kim Cheng, 'Report to Wordsworth'  
 John Clare, 'First Love'  
 Dennis Scott, 'Marrysong'  
 George Gordon Lord Byron, 'So, We'll Go No More A-Roving'  
 Elizabeth Barrett Browning, Sonnet 43 ('How do I love thee? Let me count the ways!')  
 Edna St Vincent Millay, Sonnet 29 ('Pity me not because the light of day')

John Keats

from *Poems* (Everyman's Poetry selected and edited by Nicholas Roe, Dent/Orion: ISBN 0-460-87808-5)

The following ten poems:

*from* Endymion: A Poetic Romance, Book 1: lines 1-33 (from 'A thing of beauty is a joy for ever:' to 'They always must be with us, or we die.')

The Eve of St Agnes

La belle dame sans merci

Ode to Psyche

Ode to a Nightingale

Ode on a Grecian Urn

Ode on Melancholy

Ode on Indolence

To Autumn

'Bright Star, would I were stedfast as thou art'

### Section C: PROSE

Jane Austen

Ian Cross

\* Anita Desai

Thomas Hardy

\*\* Bessie Head

\*\* Edith Wharton

\*\* from *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Foundation Books; ISBN 9780521727914)

*Pride and Prejudice*

*The God Boy*

*Games at Twilight, and Other Stories*

*Far From the Madding Crowd*

*When Rain Clouds Gather*

*Ethan Frome*

The following ten stories:

Charles Dickens, 'The Signalman'

Charlotte Perkins Gilman, 'The Yellow Wall Paper'

Arthur Conan Doyle, 'How It Happened'

Ray Bradbury, 'There Will Come Soft Rains'

John Wyndham, 'Meteor'

Alex La Guma, 'The Lemon Orchard'

Bernard MacLaverty, 'Secrets'

Borden Deal, 'The Taste of Watermelon'

Jhumpa Lahiri, 'The Third and Final Continent'

Tim Winton, 'On Her Knees'

*Note: the edition of Shakespeare which will be used by the Examiners will be the Alexander (Collins) edition, unless otherwise stated. It is not intended, however, that this should be regarded as the prescribed edition. Candidates may use any editions for study, unless otherwise stated.*