

# SYLLABUS

**Cambridge O Level**  
**Literature in English**

**2010**

For examination in June and November 2015

## Changes to syllabus for 2015

**This syllabus has been revised. The following table summarises key revisions for 2015. These relate to aspects of the set texts papers. You are advised to read through the whole syllabus before planning your teaching programme.**

	Syllabus for first examination in 2015
<b>Component structure</b>	<p><b>There will be two compulsory components, timetabled separately.</b></p> <p><i>Component 1: Prose and Poetry</i> Candidates answer two questions, each on a different text.</p> <p><i>Component 2: Drama</i> Candidates answer two questions. (These may both be on one text, or on two different texts.)</p>
<b>Duration, component marks and component weighting</b>	<p>Component 1: 1 hour 30 minutes (50 marks; 50% weighting)</p> <p>Component 2: 1 hour 30 minutes (50 marks; 50% weighting)</p>
<b>Question-types</b>	<p>There will be a choice of passage-based and essay questions on each prose and drama text. On poetry texts, all poems mentioned in the questions will now be printed on the question paper.</p> <p>Empathic tasks will no longer be set.</p>

**It is emphasised that fundamentals of the syllabus, examination and assessment will remain the same:**

- Syllabus aims: unchanged
- Syllabus assessment objectives: unchanged
- Minimum number of set texts (3) to be answered on: unchanged
- Minimum number of genres (prose/poetry/drama) (2) to be answered on: unchanged
- Number of questions candidates must answer in the examination as a whole (4): unchanged
- Marking approach and generic marking criteria: unchanged
- Closed text examination (i.e. candidates do not take set texts into the examination room): unchanged
- Types and style of wording of passage-based and essay questions: unchanged
- Marks per question (25), and total number of marks in examination as a whole: unchanged
- Weighting per question (25%) in the overall assessment: unchanged

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# 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 O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). 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 materials and resources is available to support 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 exams 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 O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

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.

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

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. 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 O Level Literature in English?

Cambridge O Level Literature in English offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to works of contemporary literature. The course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge O Level Literature in English will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world around them.

Cambridge O Level Literature in English is accepted by universities and employers as proof of knowledge and understanding.

## Prior learning

We recommend that learners who are beginning this course should have previously studied an English curriculum such as that of the Cambridge Secondary 1 programme.

## Progression

Cambridge O Level Certificates are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in Cambridge O Level Literature in English are well prepared to follow courses leading to Cambridge International AS and A Level Literature in English, or the equivalent.

## 1.4 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**

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

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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/olevel](http://www.cie.org.uk/olevel)** 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. Assessment at a glance

All candidates take **both** components.

Components	Weighting
<b>All candidates take:</b>	
<p><b>Component 1 Poetry and Prose</b> 1 hour 30 minutes</p> <p>Candidates answer <b>two</b> questions, each on a different text.</p> <p>There is a choice of two questions on each text.</p> <p>All questions carry equal marks.</p> <p>50 marks</p> <p>Externally marked</p>	50%
<p><b>Component 2 Drama</b> 1 hour 30 minutes</p> <p>Candidates answer <b>two</b> questions (these may both be on one play or they may be on two different plays).</p> <p>There is a choice of two questions on each text.</p> <p>All questions carry equal marks.</p> <p>50 marks</p> <p>Externally marked</p>	50%

The components will be timetabled separately.

**Set texts may NOT be taken into the examination room.**

Relevant passages/poems are printed on the question papers.

#### Availability

This syllabus is examined in the June examination series and in the November examination series.

This syllabus is available to private candidates.

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

Cambridge O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.



## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0408 Cambridge IGCSE World Literature
- 0486 Cambridge IGCSE Literature (English)

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge International Level 1/Level 2 Certificate syllabuses are at the same level.

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

The syllabus aims to develop the ability of learners to:

- communicate accurately, appropriately and effectively in speech and writing
- understand and respond imaginatively to what they hear, read and experience
- enjoy literature and appreciate its contribution to aesthetic and imaginative growth
- explore areas of universal human concern, which will lead to a better understanding of themselves and others

### 4.2 Assessment objectives

The assessment objectives in Cambridge O Level Literature in English are:

- AO1** Show detailed knowledge of the content of literary texts
- AO2** Understand the ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts
- AO3** Recognise and appreciate ways in which writers use language
- AO4** Recognise and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)
- AO5** Communicate a sensitive and informed personal response to what is read.

### 4.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Component 1	Component 2	Weighting for qualification
AO1	20%	20%	20%
AO2	20%	20%	20%
AO3	20%	20%	20%
AO4	20%	20%	20%
AO5	20%	20%	20%

## 5. Syllabus content

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

- \* text examined also in June and November 2016
- \*\* text examined also in June and November 2016 and 2017

### 5.1 Set texts for Component 1

Candidates must answer on **two** different set texts from the following:

- \* Thomas Hardy
  - The following 14 poems:
  - Neutral Tone
  - 'I Look into My Glass'
  - Drummer Hodge
  - The Darkling Thrush
  - On the Departure Platform
  - The Pine Planters
  - The Convergence of the Twain
  - The Going
  - The Voice
  - At the Word 'Farewell'
  - During Wind and Rain
  - In Time of 'The Breaking of Nations'
  - No Buyers: A Secret Scene
  - Nobody Comes

These may be found in *Selected Poems*, ed. Harry Thomas (Penguin). Poems printed in the paper will follow this text.

- \* from Jo Phillips, ed.
  - Poems Deep & Dangerous*
  - The following 14 poems (from Section 4 'One Another'):
  - John Clare, 'First Love'
  - Matthew Arnold, 'To Marguerite'
  - Elizabeth Jennings, 'One Flesh'
  - Christina Rossetti, 'Sonnet' ('I wish I could remember that first day')
  - William Shakespeare, 'Shall I Compare Thee...?'
  - Elma Mitchell, 'People Etcetera'
  - Simon Armitage, 'In Our Tenth Year'
  - William Shakespeare, 'The Marriage of True Minds'
  - Seamus Heaney, 'Follower'
  - Michael Laskey, 'Registers'
  - Chris Banks, 'The Gift'
  - Liz Lochhead, 'Laundrette'
  - Liz Lochhead, 'Poem for My Sister'
  - Patricia McCarthy, 'Football After School'

These may be found in *Poems Deep & Dangerous*, ed. Jo Phillips (Cambridge University Press). Poems printed in the paper will follow this text.

from *Songs of Ourselves*, Part 4 (Poems from the Nineteenth and Twentieth Centuries): Poems 110 to 123 inclusive, i.e. the following 14 poems:

Sujata Bhatt, 'A Different History'  
 Gerard Manley Hopkins, 'Pied Beauty'  
 Allen Curnow, 'Continuum'  
 Edwin Muir, 'Horses'  
 Judith Wright, 'Hunting Snake'  
 Ted Hughes, 'Pike'  
 Christina Rossetti, 'A Birthday'  
 Dante Gabriel Rossetti, 'The Woodspurge'  
 Kevin Halligan, 'The Cockroach'  
 Margaret Atwood, 'The City Planners'  
 Boey Kim Cheng, 'The Planners'  
 Norman MacCaig, 'Summer Farm'  
 Elizabeth Brewster, 'Where I Come From'  
 William Wordsworth, 'Sonnet Composed Upon Westminster Bridge'

These may be found in *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will follow this text.

* Jane Austen	<i>Northanger Abbey</i>
Tsitsi Dangarembga	<i>Nervous Conditions</i>
Anita Desai	<i>Fasting, Feasting</i>
Helen Dunmore	<i>The Siege</i>
* George Eliot	<i>Silas Marner</i>
* Susan Hill	<i>I'm the King of the Castle</i>
* Robert Louis Stevenson	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>
from <i>Stories of Ourselves</i>	The following 10 stories:

- no. 6 Thomas Hardy, 'The Son's Veto'
- no. 12 Katherine Mansfield, 'Her First Ball'
- no. 14 V.S. Pritchett, 'The Fly in the Ointment'
- no. 15 P.G. Wodehouse, 'The Custody of the Pumpkin'
- no. 20 Graham Greene, 'The Destroyers'
- no. 27 R.K. Narayan, 'A Horse and Two Goats'
- no. 29 Ted Hughes, 'The Rain Horse'
- no. 38 Morris Lurie, 'My Greatest Ambition'
- no. 42 Ahdaf Soueif, 'Sandpiper'
- no. 46 Penelope Fitzgerald, 'At Hiruhamara'

These may be found in *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press). Passages printed in the paper will follow this text.

## 5.2 Set texts for Component 2

Candidates must answer on **one** or **two** of the following drama texts:

* Arthur Miller	<i>All My Sons</i>
** J.B. Priestley	<i>An Inspector Calls</i>
** William Shakespeare	<i>The Merchant of Venice</i>
William Shakespeare	<i>A Midsummer Night's Dream</i>
William Shakespeare	<i>The Tempest</i>
Oscar Wilde	<i>The Importance of Being Earnest</i>

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## 6. Description of components

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### 6.1 Component 1: Poetry and Prose (1 hour 30 minutes)

Candidates answer **two** questions, each on a different set text.

There is a choice of **two** questions on each text: one passage-based question and one essay question. For poetry texts, all poems mentioned in the questions are printed on the question paper.

Each question is worth 25 marks.

All questions encourage an informed personal response and test all the assessment objectives. Candidates will have to demonstrate the following:

- Personal response: sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (by answering questions such as ‘Explore the ways in which...’)
- Knowledge of the text by referring to details and quotations from the text
- Understanding of characters, relationships, situations and themes
- Understanding of the writer’s intentions and methods, and response to the writer’s use of language.

Candidates may not take copies of the set texts into the examination room. All relevant poems and passages are printed on the question papers.

### 6.2 Component 2: Drama (1 hour 30 minutes)

Candidates answer **two** questions (these may be both on one play or there may be on **two** different plays).

There is a choice of **two** questions on each text: one passage-based question and one essay question.

Each question is worth 25 marks.

All questions encourage an informed personal response and test all the assessment objectives. Candidates will have to demonstrate the following:

- Personal response: sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (by answering questions such as ‘Explore the ways in which...’)
- Knowledge of the text by referring to details and quotations from the text
- Understanding of characters, relationships, situations and themes
- Understanding of the writer’s intentions and methods, and response to the writer’s use of language.

Candidates may not take copies of the set texts into the examination room. All relevant poems and passages are printed on the question papers.

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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 O 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.

### 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 can be found in the *Cambridge Guide to Making Entries*.

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