



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
O Level

SYLLABUS

**Cambridge O Level
Literature in English
2010**

For examination in June and November 2014

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1. Introduction

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.

Developed for an international audience

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.

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at 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

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 O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge O Level Literature in English?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Literature in English is accepted by universities and employers as proof of knowledge and understanding. Successful candidates gain lifelong skills, including the ability to:

- Read, interpret and evaluate texts through the study of literature in English.
- Develop an understanding of literal and implicit meaning, relevant contexts and the deeper themes or attitudes that may be expressed.
- Recognise and appreciate the ways in which writers use English to achieve a range of effects.
- Present an informed, personal response to materials they have studied.
- Explore wider and universal issues, promoting better understanding of themselves and of the world around them.

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 **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**.
Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Component	Duration	Weighting
Paper 1: Set Texts Answer 4 questions from at least 2 of the sections Drama, Poetry, Prose	2 hours 40 minutes	Each question 25% 4 × 25% = 100%

Availability

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

This syllabus is available to private candidates.

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
- 0476 Cambridge International Level 1/Level 2 Certificate English Literature
- 0486 Cambridge IGCSE Literature (English)

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

3. Syllabus aims and objectives

3.1 Aims

The syllabus aims 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 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.

3.2 Assessment objectives

Candidates should be able to:

- (i) Show detailed knowledge of the content of literary texts.
- (ii) Understand the ways literary texts can be interpreted, from surface level to deeper awareness of ideas 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 are not tested separately.

4. Curriculum content

Paper 1: Set Texts (2 hours 40 minutes)

- **Candidates must answer four questions in the paper.**
- All questions carry equal marks
- The paper is divided into three sections: Drama, Poetry and Prose.
- **Candidates must choose from at least two of the sections Drama, Poetry and Prose.**
- Candidates write on **three or four** books chosen from the list of prescribed texts. Each question may be on a different text, or candidates may write two answers on one text.
- Set texts may NOT be taken into the examination room.
- All questions encourage informed personal response, and test all the Assessment Objectives. In practical terms, this means candidates should 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 by referring to details and using quotations.
 - Understanding of characters, relationships, situations and themes.
 - Understanding of the writer's intentions and methods, and comment on the writer's use of language.
- **Poetry texts:** for each poetry text, there will be one passage-based question (the passage will be printed on the question paper), and two essay questions.
- **Drama and Prose texts:** for each drama and prose text, there will be one passage-based question (the passage will be printed on the question paper), one essay question, and one 'empathic' question.
 - Empathic tasks (sometimes known as 'empathetic' or 'creative response' tasks) address the same assessment objectives as the essay and passage-based questions. They test knowledge, understanding and response but the candidate is able to engage more imaginatively with the text, by assuming a suitable 'voice', i.e. manner of speaking, for the character concerned.

Examinations in June and November 2014 contain questions on the following texts

Section A	Drama
** Arthur Miller	<i>All My Sons</i>
William Shakespeare	<i>Julius Caesar</i>
* William Shakespeare	<i>The Tempest</i>
* Oscar Wilde	<i>The Importance of Being Earnest</i>

Section B	Poetry
<p>** Thomas Hardy</p>	<p>The following fourteen poems:</p> <p>Neutral Tones '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 Street Scene Nobody Comes</p> <p>These may be found in <i>Selected Poems</i>, ed. Harry Thomas (Penguin). Poems printed in the paper will follow this text.</p>
<p>* from <i>Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English</i> (Cambridge University Press ISBN-10: 8175962488 ISBN-13: 978-8175962484)</p>	<p>from Part 4 (Poems from the Nineteenth and Twentieth Centuries): Poems 110 to 123 inclusive, i.e. the following fourteen poems:</p> <p>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'</p>

Section C	Prose
* Tsitsi Dangarembga	<i>Nervous Conditions</i>
* Anita Desai	<i>Fasting, Feasting</i>
Kiran Desai	<i>Hullabaloo in the Guava Orchard</i>
** George Eliot	<i>Silas Marner</i>
** Susan Hill	<i>I'm the King of the Castle</i>
* from <i>Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English</i> (Cambridge University Press: ISBN-10: 052172791X ISBN-13: 978-0521727914)	The following ten stories: Thomas Hardy, 'The Son's Veto' Katherine Mansfield, 'Her First Ball' V.S. Pritchett, 'The Fly in the Ointment' P.G. Wodehouse, 'The Custody of the Pumpkin' Graham Greene, 'The Destroyers' R.K. Narayan, 'A Horse and Two Goats' Ted Hughes, 'The Rain Horse' Morris Lurie, 'My Greatest Ambition' Ahdaf Soueif, 'Sandpiper' Penelope Fitzgerald, 'At Hiruhamara'

* text examined also in June and November 2015

** text examined also in June and November 2015 and June and November 2016

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

Note: the Examiners will use the Alexander (Collins) edition of Shakespeare unless otherwise stated. This should not be regarded as the prescribed edition. Candidates may use any editions for study, unless otherwise stated.

5. Additional information

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

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

5.2 Recommended prior learning

We recommend that candidates who are beginning this course should have previously studied some creative writing (prose/poetry and/or drama) in English.

5.3 Progression

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

Candidates who are awarded grades C to A* 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.

5.4 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.

5.5 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, Grade A* being the highest and Grade 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.

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.

5.6 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.

5.7 Support and 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/olevel**. 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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