

Syllabus

Cambridge O Level Literature in English
Syllabus code 2010
For examination in June and November 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Developed for an international audience

International O Levels have been designed specially 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 curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Office of the Qualifications and Examinations Regulator (Ofqual). Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge O Level Literature in English?

International O Levels are established qualifications that keep pace with educational developments and trends. The International 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.

1.3 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

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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 session and the October/November examination session.

This syllabus is available to private candidates.

International 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 International O Level examinations should contact CIE Customer Services.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0476 Cambridge International Level 1/Level 2 Certificate English Literature
- 0486 IGCSE Literature (English)

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and 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 2013 contain questions on the following texts

Section A	Drama
Arthur Miller	<i>Death of a Salesman</i>
* William Shakespeare	<i>Julius Caesar</i>
**William Shakespeare	<i>The Tempest</i>
**Oscar Wilde	<i>The Importance of Being Earnest</i>

4. Curriculum content

Section B	Poetry
<p>Alfred, Lord Tennyson</p>	<p>The following poems: 'Mariana' 'The Lady of Shalott' 'Ulysses' extract from 'Maud' final section of Part II: from 'Dead, long dead' to 'Is enough to drive one mad' from 'In Memoriam A.H.H': VII ('Dark house, by which once more I stand') XXIV ('And was the day of my delight') L ('Be near me when my light is low') LXVII ('When on my bed the moonlight falls') CVI ('Ring out, wild bells, to the wild sky') CXV ('Now fades the long last streak of snow') 'Crossing the Bar'</p> <p>These appear in the Tennyson section of <i>Three Victorian Poets</i>, ed. Jane Ogborn (Cambridge University Press ISBN 0-521-62720-9 / ISBN 9-780521627108).</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: 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>

4. Curriculum content

Section C	Prose
Emily Brontë	<i>Wuthering Heights</i>
**Tsitsi Dangarembga	<i>Nervous Conditions</i>
**Anita Desai	<i>Fasting, Feasting</i>
* Kiran Desai	<i>Hullabaloo in the Guava Orchard</i>
F. Scott Fitzgerald	<i>The Great Gatsby</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 2014

** text examined also in June and November 2014 and June and November 2015

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

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

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 O Level Literature in English are well prepared to follow courses leading to 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

Ordinary Level (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.

5. Additional information

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 uniform percentage 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 session to another and from one subject to another) and it has been turned into a percentage.

5.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

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