

# SYLLABUS

Cambridge O Level  
Literature in English  
**2010**

For examination in June and November 2017, 2018 and 2019

## Changes to syllabus for 2017, 2018 and 2019

This syllabus **2010** is available for use in Centres from 2017.

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Key changes are listed below.

- Pages 9–14: the list of set texts for the syllabus has been updated. Please also note, the number of poems candidates are required to study has increased from 14 to 15 for each collection.
- There are some changes to the format of the mark schemes for assessment components 1 and 2. The band descriptors have changed and the bands have been inverted so that the highest band is Band 8 and the lowest is Band 0. New specimen mark schemes for examination from 2017 are available on our website at **[www.cie.org.uk](http://www.cie.org.uk)**
- There are no changes to the format of the question papers for components 1 and 2. The specimen question papers for examination from 2015 are still applicable for examinations in 2017. Please note, the specimen questions used in the specimen question papers for examination from 2015 are for general illustrative purposes. Please see Section 5 of this syllabus for details of the set texts for 2017.

**You are advised to read the whole syllabus before planning your teaching programme. In addition, you are advised to refer to the published specimen assessment materials on our website at [www.cie.org.uk](http://www.cie.org.uk)**

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **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.

### Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700 000 entries a year in nearly 70 countries. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### 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)

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 learners 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 students 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 learners 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 learners 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

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series 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 from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 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> <span style="float: right;"><b>1 hour 30 minutes</b></span></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> <span style="float: right;"><b>1 hour 30 minutes</b></span></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 and 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 abridged or simplified version.

### 5.1 2017 – Set texts for Component 1

\* text examined also in June and November 2018

\*\* text examined also in June and November 2018 and 2019

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

\*\* From *Songs of Ourselves Volume 1*, Part 5, the following 15 poems:

Fleur Adcock, 'For Heidi With Blue Hair'  
 James K Baxter, 'Elegy For My Father's Father'  
 Elizabeth Bishop, 'One Art'  
 Boey Kim Cheng, 'Reservist'  
 Emily Brontë, 'Cold In The Earth'  
 Robert Browning, 'Meeting At Night'  
 Emily Dickinson, 'Because I Could Not Stop For Death'  
 Philip Larkin, 'The Trees'  
 Charlotte Mew, 'The Trees Are Down'  
 Grace Nichols, 'Praise Song For My Mother'  
 Wilfred Owen, 'Anthem For Doomed Youth'  
 Siegfried Sassoon, 'Attack'  
 Stephen Spender, 'My Parents'  
 Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'  
 Hone Tuwhare, 'Friend'

These may be found in *Songs of Ourselves Volume 1: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

\* From *Songs of Ourselves Volume 2*, Part 1, the following 15 poems:

William Blake, 'The Clod and the Pebble'  
 Patricia Beer, 'The Lost Woman ...'  
 Dilip Chitre, 'Father Returning Home'  
 Amanda Chong, 'lion heart'  
 John Donne, 'Lovers' Infiniteness'  
 George Herbert, 'Love (3)'  
 Sam Hunt, 'Stabat Mater'  
 Emma Jones, 'Tiger in the Menagerie'  
 John Keats, 'Last Sonnet'  
 Liz Lochhead, 'For My Grandmother Knitting'  
 Kathleen Raine, 'Passion'

Owen Sheers, 'Coming Home'  
 Edith Sitwell, 'Heart and Mind'  
 William Wordsworth, 'She was a Phantom of Delight'  
 Lady Mary Wroth, 'Song' (*Love a child...*)

These may be found in *Songs of Ourselves Volume 2: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

\*\* Gillian Clarke                      The following 15 poems:  
 Journey  
 Baby-Sitting  
 Catrin  
 Still Life  
 Lunchtime Lecture  
 Miracle on St David's Day  
 Buzzard  
 Friesian Bull  
 Heron at Port Talbot  
 Neighbours  
 My Box  
 Pipistrelle  
 Clocks  
 Musician  
 Family House

These may be found in *Collected Poems* by Gillian Clarke (Carcenet). Poems printed in the paper will be printed as in this text.

\* Chinua Achebe                      *No Longer at Ease*  
 \*\* Jane Austen                        *Mansfield Park*  
 \*\* Willa Cather                        *My Antonia*  
 George Eliot                         *Silas Marner*  
 \* Michael Frayn                       *Spies*  
 \*\* Kate Grenville                    *The Secret River*  
 \* R K Narayan                         *The English Teacher*

\* From *Stories of Ourselves* The following 10 stories:  
 no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar'  
 no. 17 Sylvia Townsend Warner, 'The Phoenix'  
 no. 19 Bernard Malamud, 'The Prison'  
 no. 22 J G Ballard, 'Billennium'  
 no. 24 Maurice Shadbolt, 'The People Before'  
 no. 30 Patricia Highsmith, 'Ming's Biggest Prey'  
 no. 34 Anita Desai, 'Games at Twilight'  
 no. 39 Paule Marshall, 'To Da-duh, in Memoriam'  
 no. 40 Rohinton Mistry, 'Of White Hairs and Cricket'  
 no. 45 Adam Thorpe, 'Tyres'

This selection of 10 short stories may be found in *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press); passages from these stories in the paper will be printed as in this text.

## 5.2 2017 – Set texts for Component 2

- \* text examined also in June and November 2018
- \*\* text examined also in June and November 2018 and 2019

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

- \* William Shakespeare      *Henry V*
- William Shakespeare      *The Merchant of Venice*
- \* J Lawrence / R Lee        *Inherit the Wind*
- \*\* Arthur Miller              *A View From The Bridge*
- J B Priestley                  *An Inspector Calls*

## 5.3 2018 – Set texts for Component 1

- \* text examined also in June and November 2019
- \*\* text examined also in June and November 2019 and 2020

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

- \* From *Songs of Ourselves Volume 1*, Part 5, the following 15 poems:

Fleur Adcock, 'For Heidi With Blue Hair'  
 James K Baxter, 'Elegy For My Father's Father'  
 Elizabeth Bishop, 'One Art'  
 Boey Kim Cheng, 'Reservist'  
 Emily Brontë, 'Cold In The Earth'  
 Robert Browning, 'Meeting At Night'  
 Emily Dickinson, 'Because I Could Not Stop For Death'  
 Philip Larkin, 'The Trees'  
 Charlotte Mew, 'The Trees Are Down'  
 Grace Nichols, 'Praise Song For My Mother'  
 Wilfred Owen, 'Anthem For Doomed Youth'  
 Siegfried Sassoon, 'Attack'  
 Stephen Spender, 'My Parents'  
 Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'  
 Hone Tuwhare, 'Friend'

These may be found in *Songs of Ourselves Volume 1: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

From *Songs of Ourselves Volume 2*, Part 1, the following 15 poems:

William Blake, 'The Clod and the Pebble'  
 Patricia Beer, 'The Lost Woman ...'  
 Dilip Chitre, 'Father Returning Home'  
 Amanda Chong, 'lion heart'  
 John Donne, 'Lovers' Infiniteness'  
 George Herbert, 'Love (3)'  
 Sam Hunt, 'Stabat Mater'  
 Emma Jones, 'Tiger in the Menagerie'

John Keats, 'Last Sonnet'  
 Liz Lochhead, 'For My Grandmother Knitting'  
 Kathleen Raine, 'Passion'  
 Owen Sheers, 'Coming Home'  
 Edith Sitwell, 'Heart and Mind'  
 William Wordsworth, 'She was a Phantom of Delight'  
 Lady Mary Wroth, 'Song' (*Love a child...*)

These may be found in *Songs of Ourselves Volume 2: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

\* Gillian Clarke                      The following 15 poems:  
 Journey  
 Baby-Sitting  
 Catrin  
 Still Life  
 Lunchtime Lecture  
 Miracle on St David's Day  
 Buzzard  
 Friesian Bull  
 Heron at Port Talbot  
 Neighbours  
 My Box  
 Pipistrelle  
 Clocks  
 Musician  
 Family House

These may be found in *Collected Poems* by Gillian Clarke (Carcenet). Poems printed in the paper will be printed as in this text.

Chinua Achebe	<i>No Longer at Ease</i>
* Jane Austen	<i>Mansfield Park</i>
* Willa Cather	<i>My Ántonia</i>
** Charles Dickens	<i>Hard Times</i>
Michael Frayn	<i>Spies</i>
* Kate Grenville	<i>The Secret River</i>
R K Narayan	<i>The English Teacher</i>

From *Stories of Ourselves* The following 10 stories:  
 no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar'  
 no. 17 Sylvia Townsend Warner, 'The Phoenix'  
 no. 19 Bernard Malamud, 'The Prison'  
 no. 22 J G Ballard, 'Billennium'  
 no. 24 Maurice Shadbolt, 'The People Before'  
 no. 30 Patricia Highsmith, 'Ming's Biggest Prey'  
 no. 34 Anita Desai, 'Games at Twilight'  
 no. 39 Paule Marshall, 'To Da-duh, in Memoriam'  
 no. 40 Rohinton Mistry, 'Of White Hairs and Cricket'  
 no. 45 Adam Thorpe, 'Tyres'

This selection of 10 short stories may be found in *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press); passages from these stories in the paper will be printed as in this text.

## 5.4 2018 – Set texts for Component 2

- \* text examined also in June and November 2019
- \*\* text examined also in June and November 2019 and 2020

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

William Shakespeare	<i>Henry V</i>
** William Shakespeare	<i>Macbeth</i>
J Lawrence / R Lee	<i>Inherit the Wind</i>
* Arthur Miller	<i>A View From The Bridge</i>
** Terence Rattigan	<i>The Winslow Boy</i>

## 5.5 2019 – Set texts for Component 1

- \* text examined also in June and November 2020
- \*\* text examined also in June and November 2020 and 2021

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

From *Songs of Ourselves Volume 1*, Part 5, the following 15 poems:

Fleur Adcock, 'For Heidi With Blue Hair'  
 James K Baxter, 'Elegy For My Father's Father'  
 Elizabeth Bishop, 'One Art'  
 Boey Kim Cheng, 'Reservist'  
 Emily Brontë, 'Cold In The Earth'  
 Robert Browning, 'Meeting At Night'  
 Emily Dickinson, 'Because I Could Not Stop For Death'  
 Philip Larkin, 'The Trees'  
 Charlotte Mew, 'The Trees Are Down'  
 Grace Nichols, 'Praise Song For My Mother'  
 Wilfred Owen, 'Anthem For Doomed Youth'  
 Siegfried Sassoon, 'Attack'  
 Stephen Spender, 'My Parents'  
 Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'  
 Hone Tuwhare, 'Friend'

These may be found in *Songs of Ourselves Volume 1: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

- \*\* From *Songs of Ourselves Volume 2*, Part 2, the following 15 poems:

Kofi Awoonor, 'The Sea Eats the Land at Home'  
 Robert Bridges, 'London Snow'  
 Billy Collins, 'Afternoon with Irish Cows'  
 David Constantine, 'Watching for Dolphins'  
 William Cowper, 'The Poplar-Field'  
 Allen Curnow, 'You will Know When You Get There'  
 Gerard Manley Hopkins, 'The Caged Skylark'  
 Elizabeth Jennings, 'In Praise of Creation'

John Keats, 'Ode on Melancholy'  
 Philip Larkin, 'Coming'  
 Ruth Pitter, 'Stormcock in Elder'  
 Peter Reading, 'Cetacean'  
 Edna St Vincent Millay, 'The Buck in the Snow'  
 Charlotte Smith, 'Written Near a Port on a Dark Evening'  
 Alfred, Lord Tennyson, 'The Kraken'

These may be found in *Songs of Ourselves Volume 2: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

Gillian Clarke	The following 15 poems:
	Journey
	Baby-Sitting
	Catrin
	Still Life
	Lunchtime Lecture
	Miracle on St David's Day
	Buzzard
	Friesian Bull
	Heron at Port Talbot
	Neighbours
	My Box
	Pipistrelle
	Clocks
	Musician
	Family House

These may be found in *Collected Poems* by Gillian Clarke (Carcanet). Poems printed in the paper will be printed as in this text.

Jane Austen	<i>Mansfield Park</i>
Willa Cather	<i>My Ántonia</i>
** Anita Desai	<i>In Custody</i>
* Charles Dickens	<i>Hard Times</i>
Kate Grenville	<i>The Secret River</i>
** John Knowles	<i>A Separate Peace</i>
** Alan Paton	<i>Cry, the Beloved Country</i>

\*\* From *Stories of Ourselves* The following 10 stories:

no. 3 Charles Dickens, 'The Signalman'  
 no. 9 H G Wells, 'The Door in the Wall'  
 no. 16 Evelyn Waugh, 'An Englishman's Home'  
 no. 18 Ray Bradbury, 'There Will Come Soft Rains'  
 no. 23 Alex La Guma, 'The Lemon Orchard'  
 no. 25 V S Naipaul, 'The Enemy'  
 no. 31 Bessie Head, 'The Village Saint'



- no. 32 Bernard MacLaverly, 'Secrets'
- no. 33 John McGahern, 'The Stoa'
- no. 35 Boden Deal, 'The Taste Of Watermelon'

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.

## 5.6 2019 – Set texts for Component 2

- \* text examined also in June and November 2020
- \*\* text examined also in June and November 2020 and 2021

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

- \* William Shakespeare      *Macbeth*
- \*\* William Shakespeare     *Romeo and Juliet*
- \*\* Lorraine Hansberry        *A Raisin in the Sun*
- Arthur Miller                *A View From The Bridge*
- \* Terence Rattigan            *The Winslow Boy*

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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 they 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/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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