

# SYLLABUS

Cambridge International AS and A Level (US)

English Language (US) **8287**

Literature in English (US) **9276**

Language and Literature in English (US) **8274**

For examination in June and November 2015

These syllabi are available only to Centers taking part in the  
Board Examination Systems (BES) Pilot.

If you have any questions about these syllabi, please contact Cambridge at  
[international@cie.org.uk](mailto:international@cie.org.uk) quoting syllabus codes: 8274; 8287; 9276.

## Changes to syllabus for 2015

### ***For syllabi with no changes***

This syllabus has been updated, but there are no significant changes.

### ***For syllabi with substantive changes (black lines included)***

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

### **Note**

**The range of components available is limited to make coursework, if applicable, a mandatory part of the syllabus.**

**Administration materials appear in UK English and are standard for all our international customers. Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website.**

Cambridge International Examinations retains the copyright on all its publications. Registered Centers are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centers to photocopy any material that is acknowledged to a third party even for internal use within a Center.

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2013

---

# Contents

---

<b>1. Introduction .....</b>	<b>2</b>
1.1 Why Choose Cambridge?	
1.2 Why Choose Cambridge International AS and A Level?	
1.3 Why Choose Cambridge International AS and A Level English Language and Literature in English?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How Can I Find Out More?	
1.6 Availability for the Syllabi within This Booklet	
1.7 Exam Combinations for the Syllabi within This Booklet	
<b>2. Teacher support .....</b>	<b>7</b>
2.1 Resources	
2.2 Resource Lists	
2.3 Training	
<b>3. Cambridge International AS Level English Language (US).....</b>	<b>8</b>
3.1 Assessment at a Glance	
3.2 Syllabus Goals	
3.3 Assessment Objectives	
3.4 Description of Papers: Cambridge International AS Level English Language (US) 8287	
3.5 Exam Combinations	
<b>4. Cambridge International AS and A Level Literature in English (US) .....</b>	<b>12</b>
4.1 Assessment at a Glance	
4.2 Syllabus Goals	
4.3 Assessment Objectives	
4.4 Description of Papers: Cambridge International AS and A Level Literature in English (US) 9276	
4.5 Exam Combinations	
<b>5. Cambridge International AS Level Language and Literature (US) .....</b>	<b>20</b>
5.1 Assessment at a Glance	
5.2 Syllabus Goals	
5.3 Assessment Objectives	
5.4 Description of Papers: Cambridge International AS Level Language and Literature in English (US) 8274	
5.5 Exam Combinations	
<b>6. Appendix: Poems and Stories to Be Studied in Set Texts .....</b>	<b>24</b>
<b>7. Other Information .....</b>	<b>27</b>

---

# 1. Introduction

---

## 1.1 Why Choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programs and qualifications for students 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 recognized by the world's universities and employers.

Cambridge International AS or A Levels are recognized around the world by schools, universities, and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination are equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing are often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

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 9,000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their students an international education based on our curricula and leading to our qualifications. Every year, thousands of students use Cambridge qualifications to gain admission to universities around the world.

Our syllabi are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take into account the different national contexts where they are taught.

Cambridge programs and qualifications are designed to support students 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 students, 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 support materials and resources is available for teachers and students 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 exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)

## Nonprofit, Part of the University of Cambridge

We are a nonprofit organization where the needs of the teachers and students 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 programs for students aged 5 to 19 are certified as meeting the internationally recognized 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 International AS and A Level?

Cambridge International AS and A Levels are international in outlook but retain a local relevance. The syllabi provide opportunities for contextualized learning, and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop essential lifelong skills, including creative thinking, and problem solving.

Our goal is to balance knowledge, understanding, and skills in our programs and qualifications to enable candidates to become effective students and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give students building blocks for an individualized curriculum that develops their knowledge, understanding, and skills.

Schools can offer almost any combination of 60 subjects, and students can specialize or study a range of subjects, ensuring a breadth of knowledge. Giving students the power to choose helps motivate them throughout their studies.

Through our professional development courses and our support materials for Cambridge International AS and A 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 International AS and A Levels have a proven reputation for preparing students well for university, employment, and life. They help develop the in-depth subject knowledge and understanding that are so important to universities and employers.

Students studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject content
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgments, recommendations, and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided Learning Hours

Cambridge International A Level syllabi are designed with the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabi are designed with the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

## 1.3 Why Choose Cambridge International AS and A Level English Language and Literature in English?

Cambridge International AS and A Levels in English Language and Literature in English are accepted by universities and employers as proof of knowledge and understanding.

### Why Choose Cambridge International **AS English Language**?

Successful English Language students gain lifelong skills, including:

- the ability to write clearly, accurately, creatively, and persuasively
- the ability to use appropriate styles and registers for different contexts
- the ability to analyze a variety of complex texts in a variety of forms and styles
- an understanding of language use to inform and persuade.

### Why Choose Cambridge International **AS and A Level Literature in English**?

Successful Literature in English students develop an understanding and enjoyment of literary texts that is a pleasure for life, and in addition gain skills for life, including:

- the ability to write clearly and effectively
- skills in developing arguments
- skills in researching and managing information
- the ability to analyze complex texts in different forms and styles.

### Prerequisites

We recommend that candidates who are beginning this course should have previously completed a Cambridge IGCSE course in English Language or Literature in English.

## Progression

Cambridge International AS Level English Language provides a suitable foundation for the study of English Language or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International A Level Literature in English provides a suitable foundation for the study of English Literature or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

Cambridge International AS Level Literature in English constitutes the first half of the Cambridge International A Level course in Literature in English and therefore provides a suitable foundation for the study of English Literature at Cambridge International A Level and thereafter for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities, or some other subjects. It is also suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

English Language and Literature in English fall into Group C, Arts and Humanities.

Credits gained from Cambridge AS Level Global Perspectives (8275) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

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

## 1.5 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 organization can register to become a Cambridge school.

## 1.6 Availability for the Syllabi within This Booklet

### Availability

These syllabi are examined in the May/June examination series and the October/November examination series.

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

## 1.7 Exam Combinations for the Syllabi within This Booklet

The syllabi within this booklet may be offered in the same exam series with any other Cambridge syllabi except for the combinations listed below.

Syllabus **8287** must not be offered in the same series with:

- 8274 Language and Literature in English

Syllabus **9276** must not be offered in the same series with:

- 8274 Language and Literature in English

Syllabus **8274** must not be offered in the same series with:

- 8287 English Language
- 9276 Literature in English



---

## 2. Teacher support

---

### 2.1 Resources

Syllabi, 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. These materials are also on our public website.

Go to our public website at **[www.cie.org.uk/alevel](http://www.cie.org.uk/alevel)** to download the following materials:

- current and future syllabi
- past question papers, mark schemes, and examiner reports from one series
- specimen papers
- frequently asked questions
- resource lists

For teachers at registered Cambridge schools additional support materials for specific syllabi are available. For our Teacher Support website go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Resource Lists

We work with publishers providing a range of resources including textbooks, websites, CDs, etc. Lists of endorsed, recommended, and suggested resources are available on our website as soon as they are published. The most up to date resource lists can be accessed from our public and Teacher Support websites. The resource lists can be filtered to show all resources or just those that 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 make sure 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. Cambridge International AS Level English Language (US)

This syllabus is provided for Cambridge International AS Level only.

### 3.1 Assessment at a Glance

**Advanced Subsidiary (AS)** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours, 15 minutes	50%

and

Paper 2	Duration	Weighting
Writing	2 hours	50%

### 3.2 Syllabus Goals

The syllabus aims to develop:

- a critical and informed response to texts in a range of forms, styles, and contexts
- the interdependent skills of reading, analysis, and research
- effective, creative, accurate, and appropriate communication.

### 3.3 Assessment Objectives

Candidates are assessed on their ability to:

AO1: read with understanding and analyze texts in a variety of forms

AO2: demonstrate a knowledge and understanding of English language and its use in a variety of contexts

AO3: write clearly, accurately, creatively, and effectively for different purposes/audiences, using different forms.

This table shows how the assessment objectives relate to the components of the scheme of assessment.

Assessment Objective	Paper 1	Paper 2
AO1	✓	
AO2	✓	✓
AO3	✓	✓

Each paper is worth 50% of the total marks and each question is worth the same number of marks.

### 3.4 Description of Papers: Cambridge International AS Level English Language (US) 8287

#### 3.4.1 Paper 1—Passages (2 hours, 15 minutes)

- The paper is divided into three questions.
- Candidates answer two questions: Question 1, and either Question 2 or Question 3.
- Questions are worth equal marks.

Each question is based on one passage (or thematically related shorter passages) printed in the question paper.

Texts will be drawn from a range of English language sources such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, diaries, essays, scripted speech (e.g., a speech by a politician), and narrative/descriptive writing.

Each question is in two parts:

- (a) commentary on use of language in the passage(s) [15 marks]
- (b) directed writing task based on the passage(s) [10 marks]

In all questions, candidates are required to:

- identify distinguishing features of the texts, relate them to the function and context of the writing, and organize information in their answers
- comment on aspects such as vocabulary, figurative language (e.g., use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice, and structure
- write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

Candidates are advised to spend approximately 15 minutes reading the whole paper before they begin writing.

Dictionaries may **not** be used.

### 3.4.2 Paper 2—Writing (2 hours)

- The paper is divided into two sections: Section A and Section B. There are three questions in each section.
- Candidates answer two questions: one question from Section A and one question from Section B.
- Questions are worth equal marks.

#### **Section A: Imaginative Writing (narrative/descriptive)**

Candidates choose one of three questions.

Candidates should write a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates must show that they can write imaginatively, using language to create deliberate effects, e.g., in conveying a mood or describing a character.

#### **Section B: Writing for an Audience (discursive/argumentative)**

Candidates choose one of three questions.

Candidates should write a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g., a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates must show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

## 3.5 Exam Combinations

Candidates take **8287** English Language as an Advanced Subsidiary (AS) qualification only.

Syllabus **8287** must not be offered in the same series with:

- 8274 Language and Literature in English

BLANK PAGE

## 4. Cambridge International AS and A Level Literature in English (US)

### 4.1 Assessment at a Glance

A Cambridge International A Level qualification in Literature in English can be achieved either as a staged assessment over different examination series or in one examination series.

Once Advanced Subsidiary (AS) has been achieved, inform Cambridge if the candidate wishes to take the Advanced Level—this notification is not required in advance of achieving the AS qualification.

**Advanced Subsidiary (AS)** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	50%

and

Paper 4	Duration	Weighting
Drama	2 hours	50%

**Advanced Level** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	25%

and

Paper 4	Duration	Weighting
Drama	2 hours	25%

and

Paper 5	Duration	Weighting
Shakespeare and other pre-20th-Century Texts	2 hours	25%

and

Paper 8	Duration	Weighting
Coursework		25%

Dictionaries may **not** be used.

Texts are **not** allowed in the examination room.

## 4.2 Syllabus Goals

The syllabus aims to develop:

- appreciation of and informed personal response to literature in English in a range of texts in different forms and from different periods and cultures
- the interdependent skills of reading, analysis, and communication
- effective and appropriate communication
- wider reading and an understanding of how it may contribute to personal development.

## 4.3 Assessment Objectives

Candidates must demonstrate:

AO1: the ability to respond to texts in the three main forms (Prose, Poetry, and Drama) of different types and from different cultures

AO2: an understanding of the ways in which writers' choices of form, structure, and language shape meanings

AO3: the ability to produce informed, independent opinions and judgments on literary texts

AO4: the ability to communicate clearly the knowledge, understanding, and insight appropriate for literary study

AO5: the ability to appreciate and discuss varying opinions of literary works [Cambridge International A Level only].

This table shows how the assessment objectives relate to the components of the scheme of assessment.

Assessment Objective	Paper 3	Paper 4	Paper 5 (A Level only)	Paper 8 (A Level only)
AO1	✓	✓		
AO2	✓	✓	✓	✓
AO3	✓	✓	✓	✓
AO4	✓	✓	✓	✓
AO5			✓	✓

For the **Advanced Subsidiary (AS) Level** qualification, each paper is worth 50% of the total marks and each question is worth the same number of marks.

For the **Advanced (A) Level** qualification, each paper (including coursework) is worth 25% of the total marks and each question is worth the same number of marks.



## 4.4 Description of Papers: Cambridge International AS and A Level Literature in English (US) 9276

### 4.4.1 Paper 3: Poetry and Prose (2 hours)

[This paper is timetabled with Paper 9.]

Candidates answer questions on two texts: **one** question from each section.

- An essay question and a passage-based question are presented for each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure, and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole.

Texts are **not** allowed in the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts:**

Section A	Poetry
* Sylvia Plath	<i>Ariel</i> (see full list of poems to be studied in Appendix A)
* Songs of Ourselves	<i>The University of Cambridge International Examinations Anthology of Poetry in English</i> (see full list of poems to be studied in Appendix A)
* William Blake	<i>Songs of Innocence and Experience</i>

Section B	Prose
* Maxine Hong Kingston	<i>The Woman Warrior</i>
* Henry James	<i>Washington Square</i>
* Stories of Ourselves	<i>The University of Cambridge International Examinations Anthology of Stories in English</i> (see full list of stories to be studied in Appendix A)

\* Texts will also be examined in 2016.

#### 4.4.2 Paper 4: Drama (2 hours)

Candidates answer **two** questions on two plays.

- An essay question and a passage-based question are presented for each text.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure, and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole
- the dramatic qualities of play texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts:**

Author	Text
*Arthur Miller	<i>All My Sons</i>
*William Shakespeare	<i>As You Like It</i>
*William Shakespeare	<i>Measure for Measure</i>
*Tennessee Williams	<i>The Glass Menagerie</i>
*Athol Fugard	<i>Township Plays</i>

\* Texts will also be examined in 2016.

### 4.4.3 Paper 5 (Mandatory Paper at Advanced Level): Shakespeare and Other Pre-20th-Century Texts (2 hours)

This paper is divided into:

Section A: Shakespeare

Section B: Other pre-20th-century texts.

Candidates answer **one** question from Section A and **one** question from Section B.

- There are two questions on each text; one essay question and one passage-based question. All questions are worth the same number of marks.
- In all answers, candidates must show understanding of the text and an informed independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure, and language shape meanings
- the language and style of texts
- the effective use of narrative methods
- how parts of the text relate to the work as a whole
- the dramatic qualities of play texts
- varying interpretation of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.

**Examinations in June and November 2015 contain questions on the following texts:**

Section A	Shakespeare
*William Shakespeare	<i>Othello</i>
*William Shakespeare	<i>Coriolanus</i>

Section B	Other pre-20th Century Texts
*Jane Austen	<i>Pride and Prejudice</i>
*Mark Twain	<i>Huckleberry Finn</i>
*Emily Dickinson	<i>Selected Poems</i> (any edition) (see full list of poems to be studied in Appendix A)
*John Donne	<i>Selected poems for The Metaphysical Poets</i> (ed. Helen Gardner, Penguin) (see full list of poems to be studied in Appendix A)
*Nathaniel Hawthorne	<i>The Scarlet Letter</i>

\* Texts will also be examined in 2016.

#### 4.4.4 Paper 8: Coursework (Internal Assessment)

- Centres must submit a coursework plan including texts and sample titles to Cambridge before starting work on Paper 8.
- Candidates submit a folder of two essays on two texts; the texts must not be set for study elsewhere in the syllabus and must be whole works, originally written in English.
- The two texts must be taken from two different forms (prose/poetry/drama).
- A minimum of 2,000 and a maximum of 3,000 words should be submitted in total (including quotations).
- The work will be internally marked and externally moderated.
- Candidates whose work is required for external moderation will be selected by Cambridge.
- The general coursework rules, published in the *Cambridge Handbook*, describe what is needed and give guidelines for internal assessment of coursework.

### 4.5 Exam Combinations

Candidates may take **9276** Literature in English as an Advanced Subsidiary or an A Level qualification.

Syllabus **9276** must not be offered in the same series with:

- 8274 Language and Literature in English



BLANK PAGE

## 5. Cambridge International AS Level Language and Literature (US)

This syllabus is provided for Cambridge International AS Level only.

### 5.1 Assessment at a Glance

All candidates take:

Paper 2	Duration	Weighting
Writing	2 hours	50%

and

Paper 9	Duration	Weighting
Poetry, Prose, and Drama	2 hours	50%

### 5.2 Syllabus Goals

The syllabus aims to develop:

- a critical and informed response to writing in a range of forms, styles, and contexts
- the interdependent skills of reading, analysis, and communication
- effective and appropriate communication
- appreciation of and informed personal response to literature in English
- wider reading and an understanding of how it may contribute to personal development.

## 5.3 Assessment Objectives

Candidates must demonstrate:

AO1: a knowledge and understanding of features of English language

AO2: the ability to write clearly, accurately, and effectively for a particular purpose or audience

AO3: the ability to respond to texts in two of the three main forms (Prose, Poetry, and Drama), of different types and from different cultures

AO4: an understanding of how writers' choices of form, structure, and language shape meanings

AO5: the ability to produce informed, independent opinions and judgments on literary texts

AO6: the ability to communicate clearly the knowledge, understanding, and insight appropriate to literary study.

This table shows how the assessment objectives relate to the components of the scheme of assessment.

Assessment Objective	Paper 2	Paper 9
AO1	✓	
AO2	✓	
AO3		✓
AO4		✓
AO5		✓
AO6		✓

Each paper is worth 50% of the total marks and each question is worth the same number of marks.

## 5.4 Description of Papers: Cambridge International AS Level Language and Literature in English (US) 8274

### 5.4.1 Paper 2—Writing (2 hours)

- The paper is divided into two sections: Section A and Section B. There are three questions in each section.
- Candidates answer two questions: one question from Section A and one question from Section B.
- Questions are worth equal marks.

#### **Section A: Imaginative Writing (narrative/descriptive)**

Candidates choose one of three questions.

Candidates should write a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates must show that they can write imaginatively, using language to create deliberate effects, e.g., in conveying a mood or describing a character.

#### **Section B: Writing for an Audience (discursive/argumentative)**

Candidates choose one of three questions.

Candidates should write a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g., a magazine feature, article, review, letter to a newspaper, scripted speech, voiceover) for a specified audience.

Candidates must show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

Dictionaries may **not** be used.

### 5.4.2 Paper 9: Poetry, Prose, and Drama (2 hours)

Candidates answer questions on two texts: **one** question on each of two different texts, from two sections.

- An essay question and a passage-based question are presented for each text.
- In all answers, candidates must show understanding of the text and an informed, independent opinion; they must communicate these clearly and appropriately.

Questions will test candidates' understanding of:

- the ways in which writers' choices of form, structure, and language shape meanings
- how parts of the text relate to the work as a whole
- the effective use of narrative methods
- the style and language of texts.

Texts may **not** be taken into the examination room.

Dictionaries may **not** be used.



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

Poetry	
* Sylvia Plath	<i>Ariel</i> (see full list of poems to be studied in Appendix)
* Songs of Ourselves	<i>The University of Cambridge International Examinations Anthology of Poetry in English</i> (see full list of poems to be studied in Appendix A)
* William Blake	<i>Songs of Innocence and Experience</i>

Prose	
* Maxine Hong Kingston	<i>The Woman Warrior</i>
* Henry James	<i>Washington Square</i>
* Stories of Ourselves	<i>The University of Cambridge International Examinations Anthology of Stories in English</i> (see full list of stories to be studied in Appendix A)

Drama	
* Arthur Miller	<i>All My Sons</i>
* William Shakespeare	<i>Measure for Measure</i>
* Tennessee Williams	<i>The Glass Menagerie</i>

\* Texts will also be examined in 2015.

## 5.5 Exam Combinations

Candidates take **8274** Language and Literature in English as an Advanced Subsidiary (AS) qualification only.

Syllabus **8274** must not be offered in the same series with:

- 8287 English Language
- 9276 Literature in English

## 6. Appendix: Poems and Stories to Be Studied in Set Texts

Paper 3/Paper 9

Poems to be studied in poetry set texts:

**From Sylvia Plath *Ariel***

**Candidates must study ALL of the set poems**

Morning Song

The Couriers

Sheep in Fog

The Applicant

Lady Lazarus

Tulips

Cut

The Night Dances

Poppies in October

Ariel

Death & Co.

Nick and the Candlestick

Medusa

The Moon and the Yew Tree

A Birthday Present

Letter in November

Daddy

You're

The Bee Meeting

The Arrival of the Bee Box

Poppies in July

Words

**From *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English***

**Candidates must study ALL of the set poems**

Seamus Heaney	Mid-Term Break
Liz Lochhead	Storyteller
Adrienne Rich	Amends
Ted Hughes	Full Moon and Little Frieda
Vachel Lindsay	The Flower-Fed Buffaloes
Gillian Clarke	Lament
George Gordon, Lord Byron	So, We'll Go No More A-Roving
Elizabeth Barrett Browning	Sonnet 43
Elizabeth Bishop	One Art
Alfred, Lord Tennyson	Song: Tears, Idle Tears
Dennis Scott	Marrysong
Edna St Vincent Millay	Sonnet 29
Anna Laetitia Barbauld	The Rights of Woman
Katherine Philips	A Married State
William Shakespeare	Song: Sigh No More, Ladies
Isaac Watts	The Ant or Emmet
Abraham Cowley	The Grasshopper
John Keats	On the Grasshopper and the Cricket

**From *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English***

**Candidates must study ALL of the set stories**

Edgar Allan Poe	The Fall of the House of Usher
Stephen Crane	The Open Boat
Patricia Highsmith	Ming's Biggest Prey
Oscar Wilde	The Happy Prince
Arthur Conan Doyle	How It Happened
Graham Greene	The Destructors
Amit Chaudhuri	Real Time
Borden Deal	The Taste of Watermelon
Annie Proulx	The Contest
Katherine Mansfield	Her First Ball

## Paper 5

**John Donne: from *The Metaphysical Poets* (ed. Helen Gardner, Penguin)**  
**Candidates must study ALL of the set poems**

Elegie: To his Mistris Going to Bed  
 The Flea  
 The Good-Morrow  
 Song: 'Goe, and catch a falling star'  
 The Undertaking  
 The Sunne Rising  
 Song: 'Sweetest love, I do not goe'  
 Aire and Angels  
 The Anniversarie  
 Twicknam Garden  
 Loves Growth  
 The Dreame  
 A Valediction: forbidding mourning  
 The Extasie  
 The Relique

Holy Sonnets: Divine Meditations  
 1 'As due by many titles I resign'  
 2 'Oh my blacke Soul! now thou art summoned'  
 3 'This is my playes last scene, here heavens appoint'  
 4 'At the round earths imagin'd corners, blow'  
 5 'If poisonous minerals, and if that tree'  
 6 'Death be not proud, though some have called thee'  
 Holy Sonnet: 'Batter my heart, three person'd God; for, you'  
 Holy Sonnet: 'Since she whome I lov'd, hath payd her last debt'  
 The Expiration

**From Emily Dickinson *Selected Poems***  
**Candidates must study ALL of the set poems**

I have never seen 'Volcanoes'  
 An Awful Tempest mashed the air  
 There's a certain slant of light  
 I felt a funeral in my brain  
 How the old mountains drip with sunset  
 The mushroom is the elf of plants  
 I dreaded that first robin, so,  
 The wind – tapped like a tired man –  
 I died for beauty –but was scarce  
 I heard a fly buzz – when I died  
 This world is not conclusion  
 It was not death for I stood up  
 The soul has bandaged moments  
 I think the hemlock likes to stand

Because I could not stop for death  
 Bloom upon the mountain – stated  
 My life had stood – a loaded gun  
 The loneliness one dare not sound  
 There came a wind like a bugle  
 As imperceptibly as grief  
 The crickets sang  
 A narrow fellow in the grass  
 As the starved maelstrom laps the navies  
 Victory comes late  
 The brain is wider than the sky  
 One need not be a chamber – to be haunted  
 Crisis is a hair

## 7. Other Information

### Equality and Inclusion

Cambridge 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 International Examinations 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 to if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access a component of the assessment 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 International A 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. 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.

Cambridge International AS Level results are shown by one of the grades 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. 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.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit, and Pass) for candidates who satisfy the conditions stated in the syllabus.

## 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 for your administrative zone 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)

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2013