

## **IMPORTANT NOTICE**

### **Cambridge International Examinations (CIE) in the UK and USA**

With effect from the June 2003 examination Cambridge International Examinations will only accept entries in the UK and USA from students registered on courses at CIE registered Centres.

UK and USA private candidates will not be eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination after June 2003.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at Cambridge International Examinations.

# LITERATURE IN ENGLISH (2010)

## GCE Ordinary Level

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### AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in Literature for the GCE examination.

The aims, which are not listed in order of priority, are 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 the reading of literature and appreciate its contribution to aesthetic and imaginative growth;
- explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

### ASSESSMENT OBJECTIVES

Candidates should be able to:

- (i) demonstrate first-hand knowledge of the content of literary texts;
- (ii) demonstrate an understanding of literary texts in ways which may range from a grasp of their surface meaning to a deeper awareness of their themes 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 it will not normally be possible or desirable to test them in isolation.

### SCHEME OF ASSESSMENT

[May not be taken with Subject 9695, 0486]

One paper (Paper 2010/01) of 2 hours 40 minutes will be set.

Candidates will be required to write on **three or four** books chosen from the list of prescribed texts.

On each text three questions will be set: one passage-based question and two essay questions.

In the passage-based questions candidates will be asked to read an extract printed on the question paper before answering a question or questions. For each text, one of the essay questions may be an empathetic task (i.e. a directed task requiring the candidate to write from the perspective of a particular character, for example).

The paper will be divided into three sections: Poetry, Prose and Drama.

Candidates must answer four questions in the paper. (Each of these may be on a different text, or alternatively candidates may write two answers on one text.) These questions must be taken from at least two of the sections Prose, Poetry and Drama.

All questions carry equal marks.

The prescribed texts for 2005 are:

### Prose

Douglas R. Barnes & R. F. Egford, eds *Twentieth Century Short Stories* (Nelson)

all stories are to be studied: Joseph Conrad, 'The Secret Sharer'; D.H. Lawrence, 'Odour of Chrysanthemums'; Saki, 'The Lumber-Room'; Katherine Mansfield, 'The Daughters of the Late Colonel'; E.M. Forster, 'The Machine Stops'; Graham Greene, 'The Destructors'

- \* Anita Desai *The Village by the Sea*
- \*\* Charles Dickens *Great Expectations*
- \*\* Graham Greene *Travels with my Aunt*
- Dalene Matthee *Fiela's Child*
- \*\* Henry Handel Richardson [Ethel Florence Lindesay Richardson] *The Getting of Wisdom*
- \* Amy Tan *The Bonesetter's Daughter*

### Poetry

- \*\* Samuel Taylor Coleridge from Selected Poems ed. John Beer (Everyman's Poetry: Everyman/Dent/Orion; ISBN 0-460-87826-3):

the following poems are to be studied:

'Frost at Midnight', 'Kubla Khan', 'The Rime of the Ancient Mariner', 'Christabel'

- \* Jack Hydes, ed. from *Touched with Fire* (Cambridge University Press ISBN 0-521-31537-9):

the following poems, taken from Section E, are to be studied: Seamus Heaney, 'Mid-Term Break'; D.H. Lawrence, 'Snake'; Matthew Arnold, 'Dover Beach'; Ben Jonson, 'On My First Sonne'; Chinua Achebe, 'Refugee Mother and Child'; Louis MacNeice, 'Prayer before Birth'; Dylan Thomas, 'Poem in October'; John Keats, 'To Autumn'; Wole Soyinka, 'Season'; William Wordsworth, 'Composed upon Westminster Bridge'; Edwin Muir, 'Horses'; Andrew Marvell, 'To His Coy Mistress'; Elizabeth Jennings, 'One Flesh'; John Betjeman, 'Diary of a Church Mouse'; Robert Frost, 'Stopping by Woods on a Snowy Evening'

\* Jo Phillips, ed.

from *Poems Deep & Dangerous* (Cambridge University Press ISBN 0-521-47990-8)

the following poems (taken from Sections 1, 2 and 3) are to be studied: Wole Soyinka, 'Telephone Conversation'; Fleur Adcock, 'Bogyman'; John Keats, 'La Belle Dame sans Merci'; Sylvia Plath, 'Balloons'; Norman MacCaig, 'Writing a Letter'; Philip Larkin, 'Essential Beauty'; R.S. Thomas, 'The Film of God'; Sylvia Kantaris, 'Snapshotland'; Tony Harrison, 'Background Material'; Frank Chipasula, 'Manifesto on *Ars Poetica*'; Charlotte Mew, 'The Trees are Down'; D.H. Lawrence, 'Mountain Lion'; Thomas Hardy, 'Fallow Deer at the Lonely House'; Margaret Atwood, 'A Holiday'; Sujata Bhatt, 'Kankaria Lake'

### Drama

\* Alan Ayckbourn

*Absent Friends*

\*\* Liz Lochhead/Gina Moxley

*Cuba AND Dog House*  
(Faber & Faber/Stanley Thornes, ISBN 0-7487-4291-3)

Arthur Miller

*All My Sons*

William Shakespeare

*Twelfth Night*

\*\* George Bernard Shaw

*The Devil's Disciple*

\*set also for 2006

\*\*set also for 2006 and 2007

*Note: the edition of Shakespeare which will be used by the examiners will be the Alexander (Collins) edition, unless otherwise stated. It is not intended, however, that this should be regarded as the prescribed edition. Candidates may use any editions for study, unless otherwise stated.*