



Cambridge Assessment
International Education

Next Steps

Cambridge IGCSE™ Literature in English 0475 and Cambridge International AS & A Level Literature in English 9695

For Cambridge IGCSE examination from 2020

For Cambridge International AS & A Level examination from 2021



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Introduction

The focus of this guide is on moving on from teaching and studying the **Cambridge IGCSE™ Literature in English 0475** syllabus to the **Cambridge International AS & A Level Literature in English 9695** syllabus.

This guide will help you and your learners:

- understand what to expect when you start the AS & A Level course
- prepare for the AS & A Level course
- think about ways to achieve success and gain confidence.

You may be using this document at the end of the academic year for Cambridge IGCSE Literature in English or at the start of the academic year for Cambridge International AS & A Level Literature in English. Either way, the aim is to motivate and inspire learners. If there is to be a time gap between delivering this session and starting the Cambridge International AS & A Level course, then the aim is for every learner to look forward to the new course positively.

This Introduction, the Resources and Suggested classroom activity sections of this guide are written directly for you, the teacher. The rest of this guide has been written to make it easy for you to adapt and reproduce the content for use by your learners.

Frequently asked questions by learners

Listed below are some questions which learners frequently ask. The answers to each of the questions below are written as a direct communication to your learners. You could copy and paste these to make a PowerPoint, read them out to your group, or produce a booklet for them to read through and discuss.

Is it helpful to have taken the Cambridge IGCSE Literature in English course?

Yes. The move from Cambridge IGCSE to Cambridge International AS & A Level has been designed to be as smooth a transition as possible. Many of the topic headings are the same so you will already be familiar with the topic and will just progress from there. The style of questions may be similar and the skills you have developed will be useful.

What extra work will I have to do, if I have not taken Cambridge IGCSE Literature in English?

This will depend on the course you have taken. Many learners without a Cambridge IGCSE background have the same skills and subject knowledge and generally adjust quickly to the 'Cambridge' style when they start their Cambridge International AS & A Level.

You may not have covered some topics that are a useful base for Cambridge International AS & A Level. This is not a problem – you will probably find that your teacher goes over some Cambridge IGCSE work as a start to a new AS & A Level topic, or if not, you can easily develop your research skills and read up what you need to know. You will find that teaching yourself subject matter at Cambridge IGCSE level is much easier when you are working to a higher level.

What is the syllabus?

The syllabus for Cambridge International AS & A Level Literature in English is a complete description of the content, examinations and what you need to do to be successful in the qualification. '9695' is the reference number of the Literature in English syllabus.

Your teacher may give you a copy of the subject content of the syllabus. Or go to the Cambridge website at www.cambridgeinternational.org/9695 for the full copy of the syllabus.

How do I make the transition from Cambridge IGCSE Literature in English to Cambridge International AS & A Level Literature in English?

This guide will help you prepare for the transition, so there are no surprises in what to expect.

You may find you hardly notice the transition to AS & A Level, or you may find it more difficult to adjust at first and need a bit of time to settle into the new course. Try and assess your own situation and then decide your best course of action.

What are the differences?

Some of the main differences you will find when you study Cambridge International AS & A Level compared to Cambridge IGCSE are listed in the table below.

Fewer subjects	Hopefully you will have chosen the subjects that you really enjoy, are really good at or those which you need to take you on to university and/or your chosen career.
Smaller classes	You will have an opportunity to contribute more to lessons and have more one-to-one interaction with your teacher. You will have more lessons each week: the recommended number of guided learning hours for Cambridge IGCSE Literature in English is 130 compared with 180 guided learning hours for AS and 360 learning hours for the full A Level qualification.
Detailed and specialist content	You will find increased challenge as you study in greater depth, work more independently and begin to develop your own ideas. You will be able to explore topics in much more depth than at Cambridge IGCSE, maybe finding answers to questions that were not answered at that level, and learning about certain topics which are completely new.
Independent study	Greater independence is a key part of Cambridge International AS & A Level qualifications which helps prepare you for study at university. It is important that you use this independent study time well. You can use this time in a variety of constructive ways – for completion of homework tasks, assignments, research or for completing additional reading around the subject.
Revision	Try to build in some time for revision throughout the course – consolidating and learning notes as you go along makes it much easier to remember when it comes to examination time.
Read around your subject	Use a range of textbooks and internet sites, though you will probably find the Cambridge-endorsed textbooks the most helpful.
Take notes	When you take notes, try to summarise the main information that you need. Use headings and bullet points to reduce the content, and colours to highlight key pieces of information. If using the internet, don't just print pages of information; make notes from them or highlight text to show the key points. Always use your own words where possible.
Independent research	You might have completed some wider reading tasks at Cambridge IGCSE but you can expect this to be a more regular feature of homework tasks. Ask your teacher for a recommended list of textbooks and websites that you can use so you have a good starting point. Save useful websites to your Favourites bar so you know where to find them again.

Folders	<p>You will probably move from exercise books to folders to record your learning and it is important to be organised. Divide your folder into topic sections and keep your notes in date order. Keep copies of past questions, mark schemes and example answers alongside any completed assessed work. Highlight examination advice in your notes and keep key documents about examinations in a separate section of your folder.</p>
Command words	<p>These are the words in an exam question that explain to you what you need to do such as: describe, explain, evaluate. You may well have underlined these when looking at example examination questions. At Cambridge International AS & A Level, you may be introduced to some new command words. You could start your own glossary too.</p>
Assessment	<p>You need to know what examinations you will sit; how long each examination is; whether you have a choice of questions or not; how many marks each question and paper carries and what the structure of the questions is like. It is a good idea to have an assessment overview and copies of past papers and mark schemes.</p>
Key concepts	<p>You will be introduced to key concepts that help you to develop a deeper understanding of the subject and make links between the different areas of the syllabus.</p> <p>The key concepts for Cambridge International AS & A Level Literature in English are:</p> <ul style="list-style-type: none"> • Language – exploring the variety and use of language in literary texts, including use of literary techniques. • Form – considering the ways in which writers use – or depart from – conventions of literary forms of prose, poetry and drama and how those inform meaning and effects. • Structure – analysing the organisation of a text or passage to find out how this contributes to meaning and effects, and using structure in writing to construct a relevant and supported argument appropriate to the question. • Genre – exploring the characteristics of different types of texts e.g. tragedy, comedy and satire. • Context – considering the relationship between a text and its historical, social, cultural and literary context. • Style – analysing ways in which form, structure and language create a distinctive style in literary works. • Interpretation – evaluating and explaining different ideas within a text to reach an interpretation (at AS Level); evaluating and explaining different ideas within a text to reach an interpretation, including the use of different critical readings in support of literary arguments (at A Level).

Skills, topics and assessment

What are the skills needed for the Cambridge International AS & A Level course?

For the examinations taken at AS & A Level, you will be assessed on assessment objectives (AOs) which detail the skills and knowledge you need to display in order to fulfil the requirements of the qualification. These skills are divided into five main groups:

- AO1** Knowledge and understanding of literary texts in a variety of forms, from different cultures, with an appreciation of relevant contexts that illuminate readings of the texts
- AO2** Analyse ways in which writers' choices of language, form and structure shape meanings and effects
- AO3** Produce informed independent opinions and interpretations of literary texts
- AO4** Communicate a relevant, structured and supported response appropriate to literary study
- AO5** Discuss and evaluate varying opinions and interpretations of literary texts

How will I be assessed?

For the AS Level qualification you take two papers: Paper 1 Drama and Poetry and Paper 2 Prose and Unseen. For the full A Level qualification you take two more papers: Paper 3 Shakespeare and Drama and Paper 4 Pre- and Post-1900 Poetry and Prose. You will have a choice of one out of two questions for each set text and for the unseen passage. For all questions you need to write an essay-length response. The essay-style questions at AS and A Level provide greater opportunities for extended writing and independent interpretation. At AS Level learners will study **three** set texts and prepare for **one** unseen text. At A Level they will study **four** further set texts.

What topics will be studied?

Cambridge IGCSE Literature in English 0475 serves as a foundation for Cambridge International AS & A Level Literature in English 9695 which prepares learners for the study of English Literature at university. There are some areas of the Cambridge International AS & A Level syllabus which you will already have studied and some areas that will be new to you. The table below shows the main areas of progression between the Cambridge IGCSE and the Cambridge International AS & A Level syllabus.

Where topics are completely new, there may be more key words and you may need to read around these topics more widely to consolidate your knowledge and understanding.

Cambridge IGCSE Literature in English 0475	Cambridge International AS & A Level Literature in English 9695
Structure	
Three routes to IGCSE: <ul style="list-style-type: none"> • Paper 1 Poetry and Prose, Paper 2 Drama OR • Paper 1 Poetry and Prose, Paper 3 Drama (Open Text), Paper 4 Unseen OR • Paper 1 Poetry and Prose, Paper 3 Drama (Open Text), Coursework 	Three routes for AS & A Level: <ul style="list-style-type: none"> • AS Level: Paper 1 Drama and Poetry, Paper 2 Prose and Unseen (in one series) OR • A Level: Paper 1 and Paper 2 (in one series) <u>followed by</u> Paper 3 Shakespeare and Drama and Paper 4 Pre- and Post-1900 Poetry and Prose (in next series) OR • Papers 1, 2, 3 and 4 (all in the same series)
<ul style="list-style-type: none"> • A choice of one from two questions is available for each text studied 	<ul style="list-style-type: none"> • A choice of one from two questions is available for each text studied

Cambridge IGCSE Literature in English 0475	Cambridge International AS & A Level Literature in English 9695
Content	
<ul style="list-style-type: none"> Study poetry, prose and drama texts with a range of text choices An 'Unseen' text question is included for Paper 4 (optional) 	<ul style="list-style-type: none"> Study poetry, prose and drama texts with a range of text choices An 'Unseen' text question is compulsory on Paper 2
<ul style="list-style-type: none"> Cambridge IGCSE texts are selected to reflect the diverse international community of Cambridge learners, encouraging enjoyment of reading and appreciation of literary study 	<ul style="list-style-type: none"> AS & A Level texts may be more challenging or complex than texts studied at Cambridge IGCSE level. They are selected to reflect the diverse international community of Cambridge learners who wish to extend and develop their study from IGCSE The objective of enjoyment in reading and engagement with literary study is a key aim

Cambridge IGCSE Literature in English 0475	Cambridge International AS & A Level Literature in English 9695
Skills	
<ul style="list-style-type: none"> Study and explore literary texts from the three main genres: drama, prose and poetry 	<ul style="list-style-type: none"> Study of literary texts covers all three forms: drama, prose and poetry, with a compulsory Unseen element Texts on the specification reflect the higher level of challenge required for success at AS and A Level
<ul style="list-style-type: none"> Know the content of texts studied and be able to support points with textual detail and/or quotations (AO1) 	<ul style="list-style-type: none"> Know the content of texts studied and be able to support points with reference to text and quotations, appreciating relevant contexts (AO1) 'Context' includes aspects of literary, social, cultural and historical context as well as the context of a passage or extract within the complete text
<ul style="list-style-type: none"> Understand characters, relationships, situations and themes in literary texts (AO2) 	<ul style="list-style-type: none"> Understand characters, relationships, situations, themes and the significance of context in literary texts Understanding develops to include a deeper critical awareness of the meaning of texts (AO1)
<ul style="list-style-type: none"> Recognise and appreciate writers' intentions in using different methods to create meaning and effects (AO3) 	<ul style="list-style-type: none"> Analyse and select ways in which writers use aspects of form, structure and language to create meaning and shape literary effects in texts (AO2) Requires building a critical vocabulary and exploring different approaches to analysing literary effects
<ul style="list-style-type: none"> Respond personally to literary texts and form opinions about characters, themes and ideas (AO4) 	<ul style="list-style-type: none"> Respond personally to literary texts, constructing informed, independent opinions (AO3) Requires deepening and extending personal views and arguments, developing more sophisticated, personal responses to aspects of characters, themes and ideas
<ul style="list-style-type: none"> Communicate ideas and arguments with engagement and conviction (AO4) 	<ul style="list-style-type: none"> Communicate ideas and arguments that are relevant, effectively structured and supported

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	(AO4) <ul style="list-style-type: none"><li data-bbox="799 293 1410 376">• Requires developing a critical style appropriate for academic study when writing about literary texts
	<ul style="list-style-type: none"><li data-bbox="799 405 1410 488">• Discuss and evaluate varying opinions and interpretations of literary texts (AO5) – Papers 3 and 4 (A Level) only<li data-bbox="799 499 1410 582">• Requires exploring a range of different critical views of literary texts, using these to inform own analysis and understanding

Resources

Although some of the resources for Cambridge International AS & A Level are similar to those for Cambridge IGCSE such as past papers and endorsed textbooks, some areas of study, such as different critical views for Papers 3 and 4, will be new. Reading widely and learning new skills are part of the challenge for learners of stepping up to Cambridge International AS & A Level Literature in English.

Past/specimen papers and mark schemes

Past examination papers and specimen papers provide opportunities for learners to become familiar with the assessment requirements of the course. Learners should try to get as much practice as they can before their final exams. These are available to learners at www.cambridgeinternational.org

Textbooks

There is a wide variety of textbooks available, some which cover the entire course and others which specialise in certain areas of study. Give your learners a list of suggested reading materials. There are two endorsed textbooks which are currently available for this course.

To find a list of the endorsed textbooks go to www.cambridgeinternational.org

Websites

There are some specific AS & A Level Literature in English revision sites which are great to use. You can also use general search engines to find information although some sites might be more relevant than others. Sometimes, teachers put lesson presentations on the internet too. Remember to check all internet resources for suitability, making sure that the content is relevant for your syllabus. Some websites match a certain syllabus. That does not mean that they are not useful, you will just need to be selective about the topics that you choose from them.

Paper 1 and Paper 2

www.classicsenglishliterature.com

www.poetryfoundation.org/learn/glossary-terms

www.gutenberg.org

www.bibliomania.com

www.bl.uk/20th-century-literature/articles/howards-end-and-the-condition-of-england

www.academia.edu/Documents/in/The_Changeling

Paper 3 and Paper 4

www.bl.uk/romantics-and-victorians

www.literaryhistory.com

www.victorianweb.org

www.tes.com/teaching-resource/literary-criticism-a-level-feminism-marxism-psychoanalysis-queer-theory-etc-11581782

Suggested classroom activity

You could use the plan below to deliver a lesson that supports the transition to AS & A Level study.

<p>Lesson objectives:</p> <p>To explore an unseen prose text, considering perspective and context.</p> <p>To learn how to analyse features of prose text and write about them.</p> <p>To learn how to build a personal view into literary analysis.</p>	<p>Lesson outcomes:</p> <p>To be able to explore and analyse an unseen text, using different methods to engage with genre, perspective and effects of writing.</p> <p>To be able to select features of a text to use in analysing the text.</p> <p>To be able to discuss and write an analysis of an unseen prose text by looking at its context, narrative structure and effects.</p>
<p>Introduction:</p> <p>Discuss the importance of genre to a reader's understanding of prose</p> <p>Read the opening to 'The Wife's Story' by Ursula Le Guin to the class and discuss the genre of the story and main features (first person narrator etc.)</p>	<p>Resources:</p> <p>A copy of the short story 'The Wife's Story' by Ursula Le Guin</p> <p>www.frielingreth.files.wordpress.com/2013/03/the-wifes-story-ursula-k.pdf</p>
<p>Main activities:</p> <ul style="list-style-type: none"> • Introduce the story. In pairs, learners discuss the title and what the story's themes and narrative might be, based on this. 'The Wife's Story' has many connotations so be open to different ideas. Learners may make a mind map to refer to later if appropriate. • Read the story from a screen or your own copy so that learners cannot read ahead to see development and outcome. Explain that when we read an unseen text, we make certain assumptions based on different cues such as the title, language used and narrative view. • Read the opening paragraph and ask learners to discuss in pairs and make notes on perceived genre, context, style, language (e.g. vernacular/informal style, American, first person, past tense so narrator is omniscient). Discuss effects on the reader and what is likely to come. Learners provide feedback and offer evidence to back up the points made. • Read to the end of the first page, this time asking learners to consider how the writer creates atmosphere. How does this affect learners' views on the genre and direction of the story? Again, collect views on the importance of language choices and narrative techniques. • Read the paragraphs on second page down to '... I didn't know what for'. Learners discuss the use of dialogue and consider how the story is building to a climax. • When you read the next section down to the end of the page, learners will realise at different points that there is a twist in the narrative. At the end of the page, pause and ask them to explain what is happening and how the writer has used descriptive language to set this up. • Read to the end of the story, asking learners to consider how Le Guin has created a climax to the story and how her narrative style has contributed to this. Discuss in pairs and then as a whole group. • After discussion, pass learners a printed copy of the story to review and reread. • Using their notes, learners work independently or in small groups to write an analysis of the story. The analysis should cover what genre they believe the story belongs to, how Le Guin uses the narrator to build tension, the use of descriptive language and structural effects. Encourage learners to come up with a personal opinion about the success of this story in its genre and as a short story. They should explore this in their writing in detail with evidence. 	

- Aspects to include:
 - Title and opening paragraph
 - Narrative voice
 - Characterisation of the husband
 - Use of descriptive language
 - Structure and pace of the story
 - Genre
 - Climax and ending

Homework: Complete the written analysis of 'The Wife's Story'.

Organisation:

Learners make notes of observations related to narrative trajectory, narrator and style of the story as you read.

Discussion work can be done in pairs or small groups and as a whole class.

Plenary:

Peer pairs read and assess each other's written analysis and each learner highlights two or three short sections of text from their partner's work that illustrate a particular strength. Each pair shares with the class. A pop-up display can be made with the highlights as an additional activity.

Challenge:

Consider the story from the point of view of another genre e.g. fantasy.

Assessment opportunities:

Notes made during reading.

Pair and group activity feedback.

Analysis of the story – written essay.

Bridging exercise

Note for teachers

This activity is designed to follow on from the learning in the classroom activity. It makes use of an exam question to give an indication of how each learner has gained knowledge and understanding from completing the earlier activity. Learners may need access to one of the endorsed textbooks. They will also need a copy of the 9695 Specimen Paper 1 (for examination from 2021) Section B Question 7b and a copy of the mark scheme for Paper 1 Section B. These are available from the [School Support Hub](#). As this is the first activity they have attempted, it would be a good idea to pair learners together, providing each with a study partner for support.

- **Quotation explosion** – model a quotation explosion by selecting one quotation from the poem (e.g. ‘Hereto I come to view a voiceless ghost’) and using it to demonstrate a deep analysis. Write the quotation on the board or a flip chart and explain how A Level analysis will require a deeper level of thought. Examine the quotation in as much detail as possible, writing each point around the quotation until you have a large number of points. Then give each learner or pair their own quotation to explode, ensuring that they apply their knowledge of poetic terminology and context to the quotation, deconstructing it in as much detail as possible.
- **Silent debate** – after reading and discussing the poem in pairs, set up a silent debate. Use six or seven sheets of A3 or flip chart paper. On each one, place a question or contentious statement e.g., ‘The persona is bitter rather than sad’; ‘The poem is about death’; ‘The tone of the poem is completely negative’.

Ensure each learner has a marker pen and for 15 minutes, allow them to walk around the tables where the A3 sheets are placed and write their comments and views down without speaking. This is a very good way of ensuring that everyone in the class engages with the comments thoughtfully. They can agree, disagree, provide evidence and respond to each other in the notation.

After 15 minutes, learners sit with one of the sheets and discuss the comments. They then feed back to the group. They evaluate the value of the statement or question as a group and deliver their views to the whole class. This discussion encourages the development of informed personal opinion.

Learner task

You will now have completed your classroom activity and hopefully you have enjoyed learning about one way of analysing and responding to a text. You are going to complete the following activity to give you an idea of how you might work independently as part of the AS & A Level Literature in English course. Make sure that you first use your resources, then your partner, and lastly your teacher for support.

Aim: We want you to answer a Cambridge International AS Level question that asks you to analyse a poem. This will involve relating the bigger picture of context, meaning and theme to the closer picture of individual details and effects.

- Look at the past question you have been given – Specimen Paper 1 Section B Question 1 7b – and underline the key terms and command words. Make sure that you understand what the question is asking you to do before you start.
- Read the poem through several times and highlight key features and ideas. Annotate your copy of the poem with details **related to the question**.
- Your teacher will set up a ‘Quotation explosion’ activity to help you engage with the detail of the poem at a deeper level than you may be used to.
- Your teacher will set up a silent debate so that you can think widely about the poem’s themes and ideas and reflect on different aspects.
- Make notes with your study partners to plan an answer.
- Write a first draft for the question. Remember, this is the first time that you have seen an AS Level question so don’t worry if you find it challenging at this stage.

- Now look at the mark scheme provided to self-assess your first draft. Answer these questions:
 - What has gone well?
 - What could be improved?
- Add any additional ideas you might have into your answer in a different colour. If there is anything that you are not sure about, do some extra note taking, chat to your study partner about it or ask your teacher.
- Fasten all your work together and submit it to your teacher. You have successfully completed a close analysis and interpretation of literary text and your first AS Level standard question. Great work!

Next Steps

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