



**Cambridge Assessment
International Education**

Cambridge
Pre-U

SYLLABUS

**Cambridge International Level 3
Pre-U Certificate in
Literature in English (Principal)**

9765

For centres in the UK

For examination in 2023 and 2024
Re-sit opportunity only in 2024

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/3685/3

Changes to the syllabus for 2023 and 2024

The syllabus has been updated. The latest syllabus is version 1, published February 2020.

There are no significant changes which affect teaching. The set texts will not change for 2023 and 2024.

This syllabus is available for examination in June 2023 and is being offered as a re-sit opportunity in June 2024.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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

Copyright © UCLES February 2020

Contents

| | |
|---|----|
| Introduction | 2 |
| Why choose Cambridge Pre-U? | |
| Why choose Cambridge Pre-U Literature in English? | |
| Syllabus aims | 5 |
| Scheme of assessment..... | 6 |
| Assessment objectives | 7 |
| Relationship between scheme of assessment and assessment objectives | 8 |
| Grading and reporting..... | 9 |
| Grade descriptions..... | 10 |
| Description of components | 11 |
| Paper 1 Poetry and Prose | |
| Paper 2 Drama | |
| Paper 3 Comment and Analysis | |
| Paper 4 Personal Investigation | |
| Set texts 2023 and 2024 | 15 |
| Additional information..... | 18 |

Introduction

Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

Why choose Cambridge Pre-U Literature in English?

- Cambridge Pre-U Literature in English offers opportunities to explore a range of texts and approaches to them. Teachers can foster interest and enjoyment in the subject by selecting syllabus content from Chaucer to contemporary literature.
- The course emphasises breadth as well as depth of teaching and learning, providing scope to cover key areas of the canon while also following areas of individual interest.
- The linear assessment structure means that learners are tested at the end of the two-year course. This allows learners to approach the examination in a mature and confident way with time to formulate their viewpoints and develop their knowledge, understanding and skills. By the end of the course, learners will have had time to consider and revisit texts after studying a wide range of literature.
- The syllabus encourages literary debate and discussion. It raises questions which elicit learners' independent, supported views, judgements and comparisons. Learners are rewarded for offering informed independent views which result from genuine engagement with the study of literature.
- The question papers promote wide reading, developing skills in responding to writers' use of language, form and style.
- The Personal Investigation enables learners to pursue a topic which engages their interests and imagination. The word limit enables learners to work in depth, but at the same time requires them to discriminate in their choice of supporting evidence and to develop economy in writing.

Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills gained by learners achieving a good pass in Level 1/Level 2 qualifications.

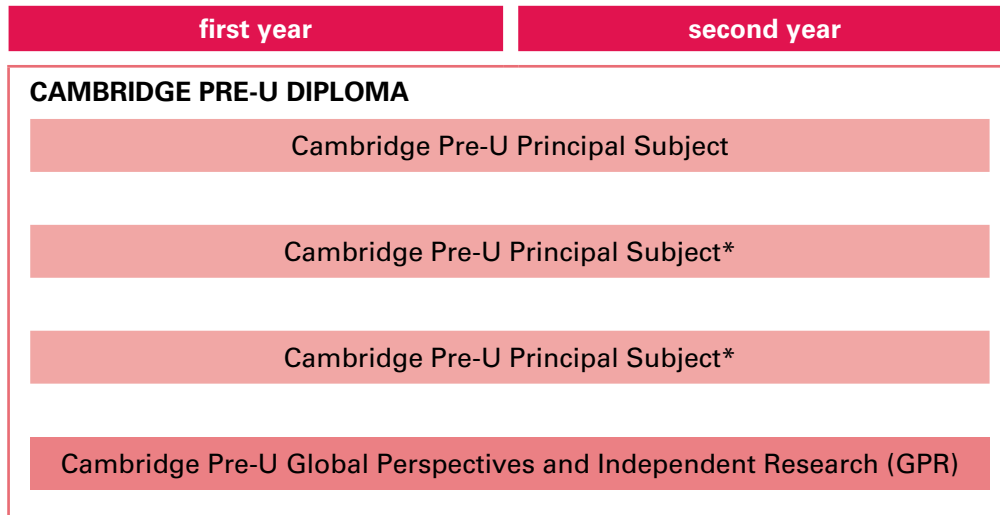
Progression

Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers. Cambridge Pre-U Literature in English is exactly what it claims to be – a preparation for future study at university. This syllabus offers learners the opportunity to study what interests them, to try new topics, to build on previous skills and knowledge, and to question and challenge accepted views. Many of the skills this syllabus aims to develop – evaluation, analysis and exercise of well-considered personal judgement – are not only relevant to further study in other disciplines, but are valued as important skills for success in the modern world.

The course will equip learners with a base of transferable skills and knowledge suitable for further study in humanities and arts subjects, while stimulating independent thought and encouraging a love of reading.

Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects* together with Global Perspectives and Independent Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at www.cambridgeinternational.org/cambridgepreu

Support

Cambridge International provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at the School Support Hub www.cambridgeinternational.org/support

Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates.

The syllabus is designed to encourage learners to read both closely and widely, beyond the demands of assessment, to enjoy their reading and to be able to debate their responses to it. The syllabus aims to encourage:

- a critical and informed response to texts in a range of forms, styles and contexts
- the use of knowledge and understanding of individual texts to explore comparisons and connections between texts, informed by an appreciation of the traditions of English literature
- an understanding and appreciation of the ways in which writers use form, structure and language to shape meaning and effect
- confident, independent, reflective engagement with a range of texts, leading to effective expression of responses to texts in speech and writing
- the use of critical concepts and terminology with understanding and discrimination
- reflection on learners' own responses to texts, informed by other readers' interpretations, with an awareness of the contexts in which texts were written and the significance of cultural and historical influences upon readers and writers
- a habit of critical thinking.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Scheme of assessment

For Cambridge Pre-U Literature in English, candidates take all four components.

| Component | Weighting |
|--|-----------|
| <p>Paper 1 Poetry and Prose 2 hours</p> <p>Written paper, two essay questions on two texts, externally assessed, 50 marks</p> | 25% |
| <p>Paper 2 Drama 2 hours</p> <p>Written paper, two essay questions on two texts, externally assessed, 50 marks</p> | 25% |
| <p>Paper 3 Comment and Analysis 2 hours 15 minutes</p> <p>Written paper, two extended writing questions, unseen texts, externally assessed, 50 marks</p> | 25% |
| <p>Paper 4 Personal Investigation</p> <p>Externally assessed project, one essay, 25 marks</p> | 25% |

Availability

This syllabus is examined in the June 2023 series and is being offered in the June 2024 series as a re-sit opportunity only. This syllabus will not be offered again and there will be no further re-sit opportunities.

Some components are not available to private candidates. For more information, please see the *Cambridge Guide to Making Entries (UK)*.

Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge International syllabus, except syllabuses with the same title at the same level.

Assessment objectives

| | |
|-------------|--|
| A01 | Demonstrate competence in the discipline of literary studies through clear written expression, using appropriate terminology and concepts to analyse literary texts. |
| A02 | Demonstrate detailed critical understanding of the ways in which form, structure and language shape meanings in literary texts. |
| A03a | Make connections between part and whole texts and between different interpretations of texts, within a coherent and informed response to literature. |
| A03b | Make connections between part and whole texts, between different interpretations of texts, and between whole texts, within a coherent and informed response to literature. |
| A04 | Explore the significance of the contexts in which literary texts are written and received. |

Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

| Assessment objective | Weighting in Pre-U % |
|----------------------|----------------------|
| A01 | 25 |
| A02 | 25 |
| A03a | 19 |
| A03b | 6 |
| A04 | 25 |

Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | | | |
|----------------------|---------------------------|---------|---------|---------|
| | Paper 1 | Paper 2 | Paper 3 | Paper 4 |
| A01 | 25 | 25 | 25 | 25 |
| A02 | 25 | 25 | 25 | 25 |
| A03a | 25 | 25 | 25 | 0 |
| A03b | 0 | 0 | 0 | 25 |
| A04 | 25 | 25 | 25 | 25 |

Each component will be marked holistically using the mark levels printed in the specimen mark schemes for Cambridge Pre-U Literature in English.

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

| Cambridge Pre-U band | Cambridge Pre-U grade |
|----------------------|-----------------------|
| Distinction | 1 |
| | 2 |
| | 3 |
| Merit | 1 |
| | 2 |
| | 3 |
| Pass | 1 |
| | 2 |
| | 3 |

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement likely to have been shown by candidates awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

Distinction (D2)

- Insightful work that may often be original.
- Perceptive exploration of literary texts in their contexts and in the light of literary concepts, demonstrating excellent ability to analyse the roles of form, structure and language in creating meaning.
- Eloquent expression in seamlessly presented critical arguments.

Merit (M2)

- Proficient work exploring texts in their contexts, with understanding of literary concepts and analysis of the roles of form, structure and language in creating meaning.
- Clear expression in presenting coherent critical arguments.

Pass (P2)

- Basic work making an appropriate response to texts in their contexts, showing knowledge and understanding of some of the ways in which form, structure and language create meaning.
- Employing clear expression in presenting an argument within a structure.

Description of components

Paper 1 Poetry and Prose

Written paper, 2 hours, 50 marks

Candidates answer two essay questions, each on a different text: one from Section A Poetry and one from Section B Prose. Candidates are required to answer questions on one text written before 1900 and one text written after 1900.

Two essay questions will be set on each text.

All questions carry equal marks (25 marks per question). Assessment objectives 1, 2, 3a and 4 are equally weighted in all questions on this paper.

All texts should be studied in their literary and historical context. Candidates should be able to make reference to this in their answers. This may be covered by reference to any of the following: the writer's other work, the work of other writers as influences, literary movements, and relevant social and historical events or themes. This reference should be appropriate to the question and to the candidate's argument. Contextual material which is merely appended, without being relevant to the question or argument, will not attract reward.

No texts may be taken into the examination.

Set texts are listed on pages 15–17.

Paper 2 Drama

Written paper, 2 hours, 50 marks

Candidates answer two questions, each on a different text: one from Section A and one from Section B. Two questions will be set on each text: one passage-based and one essay.

Candidates must answer at least one passage-based question. Passage-based questions will require candidates to relate a passage from the play to the play as a whole.

All questions carry equal marks (25 marks per question). Assessment objectives 1, 2, 3a and 4 are equally weighted in all questions on this paper.

All texts should be studied in their literary and historical context. Candidates should be able to make reference to this in their answers. This may be covered by reference to any of the following: the writer's other work, the work of other writers as influences, literary movements, and relevant social and historical events or themes. This reference should be appropriate to the question and to the candidate's argument. Contextual material which is merely appended, without being relevant to the question or argument, will not attract reward.

No texts may be taken into the examination.

Set texts are listed on pages 15–17.

Paper 3 Comment and Analysis

Written paper, 2 hours 15 minutes, 50 marks

The time allowed includes 15 minutes for reading and annotation. Assessment objectives 1, 2, 3a and 4 are equally weighted in all questions on this paper.

Candidates answer one compulsory question and one other question from a choice of two. Each question requires a response to a previously **unseen** passage. The paper will include:

- one compulsory comparative task
- at least one piece from each of poetry, prose and drama
- one piece of prose which may be fiction or non-fiction (e.g. travel writing or reportage)
- one piece of writing from before 1800.

Author names and dates will be provided, but no prior knowledge will be expected. Authors whose works are set for study on Paper 1 and Paper 2 will not be used.

The questions will require close analysis of the language and style of the passages. All questions carry equal marks (25 marks per question).

Candidates will need to be introduced to a wide range of literature from different periods, forms, genres and styles in preparation for this paper. They will need to undertake wide and varied reading beyond the set texts studied for the other papers.

Candidates will need a thorough grounding in practical criticism skills in order to use critical terminology to address the ways in which form, structure and language shape meanings in unseen texts. Candidates should make use of secondary texts in order to acquire a thorough understanding of these skills.

Select two secondary texts from this list of recommendations:

Abbs and Richardson, *The Forms of Narrative: A Practical Guide*, CUP (9780521371599)

Abbs and Richardson, *The Forms of Poetry*, CUP (9780521371605)

Calvo and Weber, *The Literature Workbook*, Routledge (9780415169875)

Croft and Cross, *Literature, Criticism and Style*, OUP (9780198314738)

Fenton, *An Introduction to English Poetry*, Penguin (9780141004396)

Montgomery, et al., *Ways of Reading*, Routledge (9780415677479).

Or centres may propose their own secondary texts, to be approved by Cambridge International.

Paper 4 Personal Investigation

Project, 25 marks

One essay of 3000–3500 words will be required.

The title and scope of the Personal Investigation must be **individual** to the candidate.

The essay must involve significant comparisons between **two authors**.

At least **two** whole texts by **two** different authors must be studied as principal texts, with reference to at least **two** further subsidiary texts.

Texts set for study on Papers 1 and 2 may **not** be used as principal or subsidiary texts.

Texts chosen must be originally written in English.

In the case of poetry or short stories, a text should consist of a particular published selection.

Exploration may be by genre, period, theme or other appropriate concept.

It is hoped that this component will provide opportunities for the deepening of individual interests and enthusiasms, while also encouraging candidates to make connections between different authors.

Proposals for areas of study are submitted to Cambridge International for approval in advance using the Outline Proposal Form. Centres should submit an Outline Proposal Form for each candidate as this will assist each candidate with their direction of study. Proposals should be not more than 500 words, describing the proposed area of study, title and, where appropriate, list of source material to be consulted.

An Outline Proposal Form is submitted by the centre to Cambridge International after it has been completed by the candidate. Further details can be found in the *Cambridge Handbook (UK)*.

Each candidate must have an individual focus and title, but a class may share a general area – a period, theme, authors and texts – and conduct background work together. Each candidate must then settle on an individual title.

The Personal Investigation must be entirely the candidate's own work. The teacher will need to assist with finding a focus, wording the title, giving advice on researching the area, and teaching the proper academic conventions for presentation of the essay, but once writing has begun, the candidate must complete the process without further assistance. The teacher must not view or comment on drafts.

As the Personal Investigation involves research and is a preparation for academic study, it will require candidates to follow the conventions of academic writing, including the use of footnotes and bibliographies to acknowledge sources where appropriate.

Presentation of Personal Investigation

Essays should normally be word processed.

- Headings, footnotes, quotations and bibliography will not count towards the 3000–3500 word limit.
- The essay must be word processed on A4 paper.
- The essay and a copy of the Outline Proposal Form should be attached securely to the coversheet provided.
- The candidate's name and centre details should appear on every page.
- The essay should **not** be enclosed in any kind of file, folder or plastic wallet.
- A complete bibliography of all resources used/referred to must be attached to the work.
- Direct quotations from the work of critics or others must be referenced by means of footnotes, giving full details of the source.

Avoidance of plagiarism

Candidates should be made aware of the academic conventions governing quotation and reference to the work of others and taught to use them.

At the time of submission, the candidate is required to sign a declaration that the Personal Investigation/ Coursework is their own work and the teacher countersigns to confirm that they believe the work is that of the candidate. Centres should use the Pre-U Cover Sheet for this purpose. Further details can be found in the *Cambridge Handbook (UK)*.

A teacher will be required to countersign the statement when it is submitted for external examination.

The statement must appear on the title page of the document.

The Personal Investigation will be externally marked (25 marks).

Assessment objectives 1, 2, 3b and 4 are equally weighted in this component.

Set texts 2023 and 2024

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting suitable texts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies.

In the June 2023 and 2024 examinations, questions will be set on the following texts.

| 9765/01 Poetry and Prose | |
|--|--|
| <p>Section A Poetry</p> <p>Pre-1900 George Gordon Byron, Lord Byron Geoffrey Chaucer John Milton Alexander Pope</p> <p>Post-1900 Liz Lochhead Alice Oswald Sylvia Plath</p> | <p><i>Selected Poems</i> <i>The Nun's Priest's Tale</i> <i>Paradise Lost</i> Books 9 and 10 <i>The Rape of the Lock</i></p> <p><i>Selected Poems</i> Selected poems from <i>Woods, etc.</i> Selected poems from <i>The Colossus</i></p> |
| <p>Section B Prose</p> <p>Pre-1900 Jane Austen Charles Dickens Henry Fielding Henry James</p> <p>Post-1900 Alice Munro Edith Wharton Virginia Woolf</p> | <p><i>Mansfield Park</i> <i>Our Mutual Friend</i> <i>Tom Jones</i> <i>What Maisie Knew</i></p> <p>Selected short stories from <i>Too Much Happiness</i> <i>The House of Mirth</i> <i>Mrs Dalloway</i></p> |
| 9765/02 Drama | |
| <p>Section A William Shakespeare William Shakespeare William Shakespeare</p> <p>Section B Hannah Cowley</p> <p>Brian Friel Richard Brinsley Sheridan Tom Stoppard</p> | <p><i>Richard III</i> <i>Troilus and Cressida</i> <i>A Midsummer Night's Dream</i></p> <p><i>The Belle's Stratagem</i> (in <i>Eighteenth-Century Women Dramatists</i>, ed. Melinda C Finberg, Oxford World's Classics)</p> <p><i>Translations</i> <i>The School for Scandal</i> <i>Arcadia</i></p> |

2023 and 2024 Set Poems and Short Stories

| George Gordon Byron, Lord Byron: Selected poems | |
|--|--|
| The Adieu And thou art dead as young and fair Away, away ye notes of woe! Darkness The Dream The Destruction of Sennacherib Epistle to Augusta Epitaph on a beloved friend The Eve of Waterloo Lines on hearing that Lady Byron was ill | Love's last adieu On the death of a young lady On this day I complete my thirty-sixth year Prometheus She walks in Beauty like the night Remind me not, remind me not There be none of Beauty's daughters Solitude When we two parted To Woman |
| Liz Lochhead: Selected poems | |
| Mirror's Song The Empty Song Epithalamium Sorting Through Some Old Photographs For My Grandmother Knitting Poem for My Sister The Choosing The Teachers After a Warrant Sale Obituary Poems for Other Poor Fools Revelation Notes on the Inadequacy of a Sketch | The Bargain 5th April 1990 Hafiz on Danforth Avenue Fourth of July Fireworks Ontario October Going West My Rival's House Midsummer Night Rapunzstiltskin The Other Woman Everybody's Mother Visit Sonnet The Baker The New-married Miner Poets Need Not |
| Alice Oswald: Selected poems from <i>Woods, etc.</i> | |
| Sea Poem Seabird's Blessing Birdsong for Two Voices Owl Woods, etc. Leaf Wood Not Yet Out A Winged Seed Song of a Stone Autobiography of a Stone The Stone Skimmer | Sonnet (<i>towards winter flowers, forms of ecstatic water</i>) Field Ideogram for Green Solomon Grundy Poem for Carrying a Baby out of Hospital Story of a Man Another Westminster Bridge Hymn to Iris Moon Hymn Excursion to the Planet Mercury Sonnet (<i>Spacecraft Voyager 1 has boldly gone</i>) |

2023 and 2024 Set Poems and Short Stories continued

Sylvia Plath: Selected poems from *The Colossus*

| | |
|-------------------------------------|-------------------------------|
| The Manor Garden | Black Rook in Rainy Weather |
| Night Shift | A Winter Ship |
| Sow | Full Fathom Five |
| The Eye-Mote | Blue Moles |
| Hardcastle Crags | Man in Black |
| Faun | Snakecharmer |
| Departure | The Hermit at Outermost House |
| The Colossus | Medallion |
| Point Shirley | Spinster |
| Suicide Off Egg Rock | Mussel Hunter at Rock Harbour |
| Mushrooms | The Beekeeper's Daughter |
| Watercolour of Grantchester Meadows | The Burnt-out Spa |

Alice Munro: Selected short stories

| | |
|---------------|---|
| Dimensions | Some Women |
| Fiction | Child's Play |
| Wenlock Edge | Wood |
| Deep-Holes | |
| Free Radicals | (These short stories are printed in Munro's collection <i>Too Much Happiness</i> .) |
| Face | |

Additional information

Equality and inclusion

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access arrangements and receive recognition of their attainment. We do not agree access arrangements 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 (UK)*, for the relevant year, which can be downloaded from the website www.cambridgeinternational.org/eoguide

Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 380 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 500 hours per subject over the duration of the course. These values are 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.

Entries

For entry information, please refer to the *Cambridge Guide to Making Entries (UK)* for the relevant year, available from the website www.cambridgeinternational.org/eoguide

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/join
Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

Language

This syllabus and the associated assessment materials are available in English only.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org