

Support for Cambridge International AS & A Level English Language 9093

Supporting you every step of the way

We provide a wide range of support so that you can give your learners the best possible preparation for Cambridge qualifications. Here is a list of the teaching and learning support available for the Cambridge International AS & A Level English Language 9093 syllabus that is available for examination in 2021.

Our support material is available online through the School Support Hub at: www.cambridgeinternational.org/support



Syllabus and assessment materials

The syllabus is well designed, interesting to teach, accessible to learners and has been updated for first teaching in 2019. It explains what your learners need to know, how they will be assessed, and the relationship between assessment objectives and the examination papers.

Use the specimen papers and mark schemes to familiarise yourself with the overall assessment approach.



Scheme of Work

This medium term teaching plan provides ideas about how to construct and deliver Cambridge International AS & A Level English Language 9093. The syllabus has been broken down into teaching units, with suggested teaching activities and learning resources to use in the classroom. This document is a guide offering advice, tips and ideas to provide you with a basis to plan your lessons.

Question 1a		
Example candidate response - high	Examiner comments	
Mr. Othership, appendie in interview and by arrange and a hosping and and accessible, and go and the the states in and accessible, and go a states and accessible and accessible and other and accessible accessible and accessible of the appendix of the accessible and accessible and the appendix of the accessible and accessed the	Innectans and purposed assessment of the brie of the parage.	
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Example Candidate Responses (ECR)

The ECR booklets provide illustrative examples of candidate work at different levels of performance. Each answer is annotated with examiner comments on the awarded mark and any mistakes the candidate has made. The examiner explains how the candidate could have improved their answer, and lists common mistakes made in this question across all candidates who sat the exam.



Specimen Paper Answers

This booklet exemplifies high-standard examination responses for the new Cambridge International AS & A Level English Language 9093 syllabus and assessment structure. Use this resource to develop your learners' understanding of what is required to gain marks based on answers written in the style of a Cambridge International AS & A Level candidate.

taper 1. Reading				
forms and styles	appear is advertisements, brochurer, leafers, editariais, news ritories, articles, reviews, blogs, meetigetive pounaion, letters, pedicarts, factoblographies, toawit writing, charles, escaps, scripted speech, sarrative writing, and descriptive writing.			
Anading Congulation elements and Diseasy features	dentity and use the impactic elements and transplatanee of taxis including parts of quest/seard cases, vocatalize, figurative language, phonology, molphalage, absoluted and use, solar, appet, taxis, modely, sandtare perspective, well-caloring and uniterus infoctane, paragraph, and land-land structure. Name and antimizer taxes are dependent.			
Reading Authence	Identify and demonstrate knowledge and anderstanding of the significance of audience in both the design and exception of texts.			
Reading Genes, purpose and content	Meetify and demonstrate knowledge and andemizeding of the ways in which germ, purpose and context contribute to the meaning of licets.			
Anaderg	Analyse the ways in which linguistic elements come together in alread to create meaning.			
verting Analysis	Write analytically about the effects produced by a single of linguistic elements, and lineary heaves.			
hading	Selecting and interpret work and phrases from a text with care and precision.			
Writing .	integrate individual analytical points into a futent, logically sequenced excep-			
Andre	Assignise and comment on the overall style of a test, and give examples of this through specific instances from the test.			
writing	Use quotations, evidence and evaluation, to produce procise, meaningful commentation.			
Autor	Use appropriate language to link quatations and evidence with explanatory comments.			

Learner Guide

Learners can use this guide to develop an understanding of the Cambridge course and how it will be assessed, helping to increase their confidence. The guide describes each exam paper and includes useful advice to help your learners understand what to expect in the exams, and how to plan their study and revision programme. There is also an Example Candidate Response for one question to help demonstrate the Cambridge standard.

Language Anz	ilysis Lesso	on Plan	
3.1 Lesson plans and ten	plates		
Alesson plan is written by the should take account of what is to be taught () what is to be achieved what he learners understa box learners understa box learners of other	aming stject-es) by the learners (les by know (produce) oding will be monito	exer objectives, content tearning and relevant for and (assessment of tear	outedge) ning)
I should detail the learning an such part of the lesson will be	Notes which will tak	e place and have appro	simala timings showing how long the lesson in brief.
knowledge the tearset a middle which covers an end, in which leaves are many available on the inter- and sectors with helpful scien-	ages and inclusion is can bring to the list the main training a mis can assess and printed template to a metor indexets. We	gili mit tangunga activities o heotback their understa use in besson planning. N have individed an avang	y will also stimulate the backgrou the lesson ding of what has gone before. The back design year own but the lesson gian before and popular lesson gian before and popular
	plan		
tr you'to copy and use. 3.2 Constructing a lesson Lesson: Creating in grams		School Wellington	lecondary
3.2 Constructing a lessor		School Wellington	leandary
3.2 Constructing a lessor Lesson Granting regrams		Teacher name:	Number about: 0
2 Constructing a lessor Lesson, Grading re-grams Bate: Class: A Level English	and word tables	Teacher name:	Number absent: 0
3.2 Constructing a lessor Lesson: Growing in grams Even: Class: A Level English Language Learning stips:Eves to which this become is	Number present Comparing data By the end of the analysis brighting National States analysis brighting National States National States	Teacher name: If an optimise and word tail in outprints and word tail in the outprint and an outprint and an outprint and an outprint and an outprints and and outprints	Number absent: 9 Instar Paper 3. Instar Paper 3. Instar being provide data and Topyschill in the English out and for Impugge Names.

Teacher Guide

This guide for Paper 3 offers guidance on organising and planning your teaching and on how to prepare your learners for the final assessment. The Teacher Guide also suggests some teaching strategies that incorporate language learning in the classroom. Many of our candidates are either multi-lingual or possess English as a second language and by integrating language learning into normal classroom teaching, teachers can expose learners to expressing themselves in English at the same time as they are acquiring knowledge and skills within the subject.

	Classroom advites		
Beginning	Introduce a topic for a discussion easay - choice depends on class interest and teacher material, e.g. is competition genery? Is inside impetitor?? Computer games - reas and ows?? Should heating fined cest less than park field?? Should interest to allowed to many phones at school?		
	Deled class link three proper a forfivers (of-whitegen) - selenteurs (planetapen) - julgen		
Middle	Prepare for a debate		
	Pighters and suboleum is the advantages and disadvantages in preparation for the dobter. They also anticipate the coperate parties and by others in a given which points some first, and which must The piggings which is to likely the block groups and take notes to get a good overview of what the parties will be presenting in the following dobters. Judges and always edgings for taskets addies, but the other groups studied unsit is not over 15 williams.		
	Each group chases one representative for the debate to be held as a TV/radio interview.		
	Fighter and Sobuteur are shallo quests, the representative for the judges is the hest. Groups get five minutes to pre- pare their representative. You set up the 'studio'.		
	The fighters start, followed by the substaura. Dobate for a maximum of 10 minutes. Judge needs to step each point after one minute. The remaining learners take up seats as the audience and take notes.		
	Class notes are displayed on the board and the judge gives the prize to the 'winners'. They should be able to justify their vended after this, but sometimes a little support night be needed from their judges' team.		
	Learners ropy the title and three arguments into their netebooks or electronic device to be used as revision netes.		
None and	Write one answert into a proper paragraph following the PEE (Point, Evidence, Explanation) rules.		

Writing skills lesson plans

Writing skills lesson plans provide specific support on teaching Argumentative, Descriptive, Discursive, Descriptive and Narrative essay writing skills.

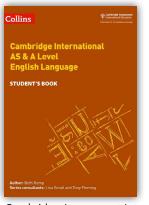
Other support

School Support Hub hosts an active **English forum**, which is a great way for you to keep up to date with your subject. Ask questions, get the latest information and connect with other Cambridge teachers around the world.

Our **public website** contains a list of endorsed textbooks and other suggested resources for Cambridge International AS & A Level English Language. Many of our syllabuses are supported by a range of different endorsed textbooks to ensure that schools have choice. Teachers are advised to choose the textbook that best suits their needs. There is information on the back of endorsed textbooks about which examination series it was first produced for.

Endorsed resources go through a rigorous quality-assurance process to make sure they closely reflect the syllabus and are appropriate for Cambridge schools worldwide. Resources may be endorsed for full syllabus coverage or endorsed to cover specific sections, topics or approaches. Look for the specific 'endorsed for' logo on the resource.

Collins



Cambridge University Press



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