

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	
My Albert & speech is characteristic approxy neuron largery and consisting, categori the the states in and consisting, categori the states in the states of the states of the operation of the approximation of the states for approximation of the approximation and and states	O trunedate and purposeful essessment of the time of the passage.	
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See, e.g., b. Bern, mynthoff, e. S. Sei, and S. S. S. Serrer, S. S. Stern, and S. S. S. S. Serrer, and A. Saya J. S. Satarita and A. Sara. An analysis in the same of the saterial state of the same of a saterial state of the saterial state of the same of the saterial state of the saterial state of the same of the saterial state of the saterial state of the same of the same on the saterial state of the same of the saterial state of the saterial state of the same of the saterial state of the saterial state of the saterial state to point and state of the saterial state of the same of the saterial state of the	A developed account, when expendencing sequences, of the offer of one groups in dimensions for ADDOT's authority.	
Largert B. Best and Briss Lephy of Law can guarants, Broughts and converting O Set approxy program. Is anded by her refusal to a watch restrict "and" and "Ballymonia	An insightul awareness of the use and significance of pronouns and conjunctions.	

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. These booklets will be available in 2022.



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.

later 1 Reading		
Skills and Uncodedge	Ways to practice data	R A 6 Comments
Anading Aarms and styles	Read and understand the difference informs and plans of writing which may appear in advertisements, booksers, leafers, editorial, were travelet, and on eveness, blags, simultigizero possissis, bitters, polscars, participagebies, travelet, and entring, chains, escape, scripted geness, samstere writing, and description writing.	
Anading Ungalitic elements and Unerary 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 descented.	
Andre Autore	dentify and demonstrate knowledge and anderstanding of the significance of audience in both the design and exception of texts.	
Analog Genes, surrouse and content	identify and demonstrate knowledge and archevianding of the ways in which genus, purpose and control contribute to the meaning cifficult.	
Anaderg Manaine	Analyse the ways in which linguistic elements some together in a toot to create meaning.	
verting Analysis	Write analytically about the effects produced by a single of linguistic elements, and lineary heaves.	
feading	Selecting and relespest works and phrases from a fast with care and precision.	
with	integrate individual analytical points into a fusers, logically sequenced encoy	
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 quaturities 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.

3. Language Analysis Lesson Plan				
3.1 Lesson plans and ten	plates			
A lesson plan is written by the	teacher and should	include details of how th	e lesson is intended to proceed.	
should take account of				
 what is to be taught in what is to be actioned 		and the second se	and income second	
 how learners understa how learners at offerer 	nding will be monito	red (assessment of lear	ing)	
			inale limings showing how long	
such part of the lesson will last	 E should also note 	the language focus for i	he lesson in brief.	
A lesson should shady have t	www.main.partic			
 a beginning which ang browingling the learner 		the loament. This activity	will also stimulate the beokgroup	
 a middy she leaner 	the same service in the last	of lands and articles, of	The Manager	
an end, in which learn	ers can assess and	leedback their understan	ding of what has pone before.	
the second account of the later of the	and the second s	on in house showing N	to shall desire your out but the	
are many available on the inter	netorisbooks, Well	leve included an example	e lessor plan below and populati	
	to quide you A de	an version of the komplati	is is also available in the Append	
for you to sopy and use.				
3.2 Constructing a lesson				
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Lesson: Grading re-grams Exec	and word tables	Beheel: Wellington B Teacher name:	econdary	
	and averal tables	Teacher name:	humber absent: 0	
Euto: Ches: A Level English	Number process	Teacher name:	Number absent: 0	
Even: Class: A Lovel English Language Learning olipicTives to which this become is	Number present	Teacher name: 29	Number absent: 0	
Eve: Class: A Level English Language Learning stipelives to which this lesson is contributing	Number present	Teacher name: 128 e regrams and word tab	Number absent: 0	
Eve: Class: A Level English Language Learning stipelives to which this lesson is contributing	Number present	Teacher name: 28 In regrans and word tab	Number absent: 0 ns far Paper 3.	
Eve: Class: A Level English Language Learning stipelives to which this lesson is contributing	Number present	Teacher name: 28 In regrans and word tab Instan, learners will of the way regrans and in the the meaning and an	Number absent: 0	
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Teacher Guide

This guide 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.



Next Steps

This guide helps prepare you and your learners for the transition from Cambridge IGCSE[™] First Language English 0500 to Cambridge International AS & A Level English Language 9093. It contains an outline of the key differences between the IGCSE and the AS & A Level courses in both content and assessment, common questions asked by learners, suggested resources and an example classroom activity.

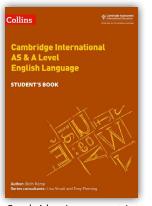
Other support

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.

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Cambridge University Press



For further information on endorsed resources and their approaches to teaching and learning, go to the 'Published resources' tab on the relevant syllabus page of our public website.