

Syllabus

Cambridge IGCSE[®] Literature (English) 0486

For examination in June and November 2019.

Also available for examination in March 2019 for India only.



Why choose Cambridge?

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

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'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



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Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at cie.org.uk/ISO9001

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Changes to this syllabus



For information about changes to this syllabus for 2019, go to page 22.

The latest syllabus is version 2, published November 2016. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

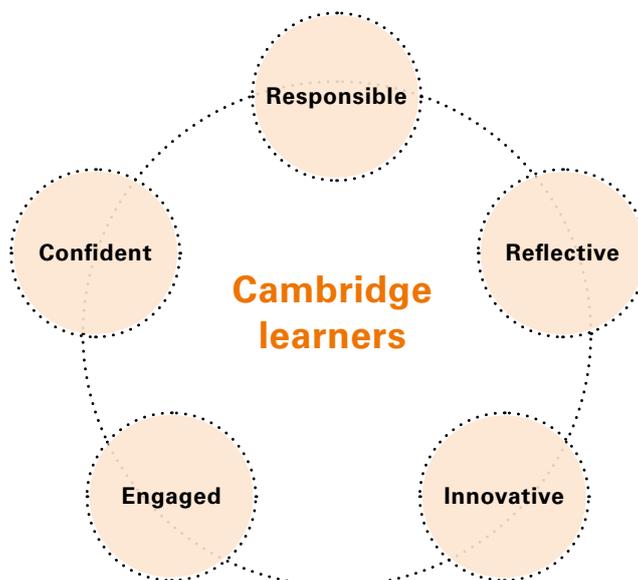
Cambridge IGCSE® syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

Cambridge IGCSE Literature (English) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of knowledge and understanding of literature in English.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

Recognition and progression

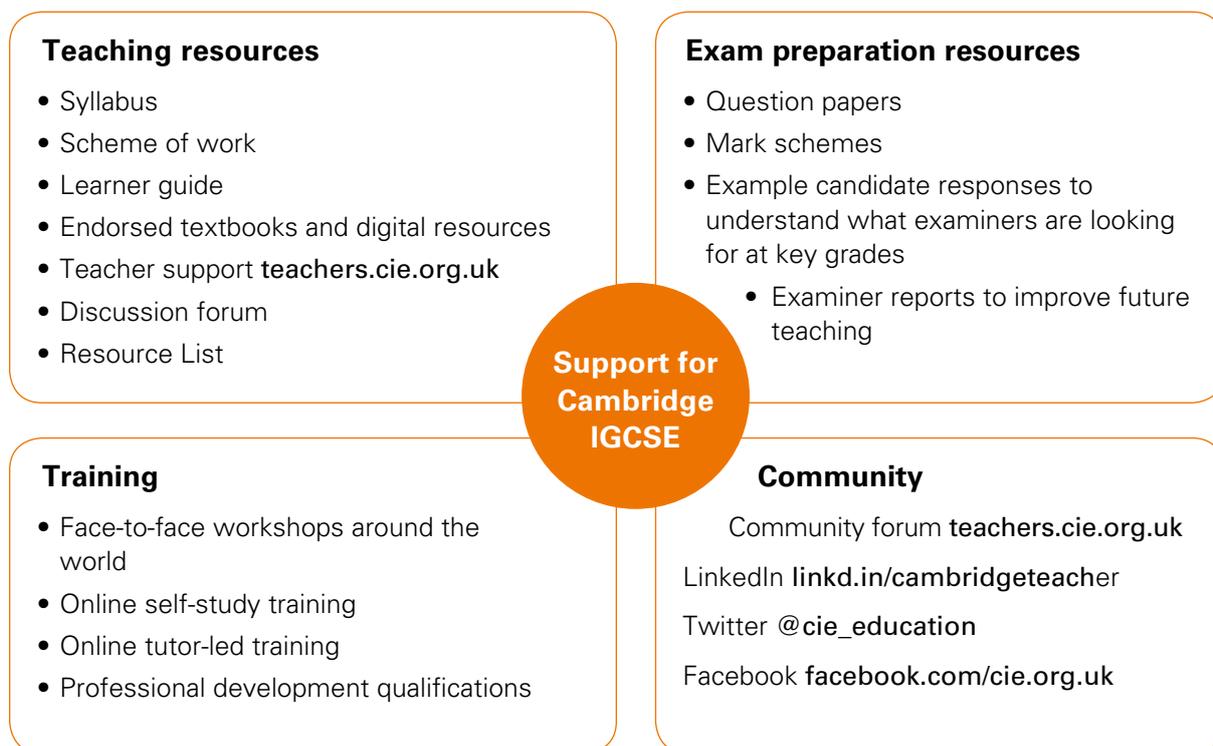
The combination of knowledge and skills in Cambridge IGCSE Literature (English) gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level English.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs to meet their entry requirements.

Learn more at www.cie.org.uk/recognition

Supporting teachers

We provide a wide range of practical resources, detailed guidance and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.



‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

2 Syllabus overview

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

Teacher support for Cambridge IGCSE Literature (English)



We provide a wide range of support resources to give your learners the best possible preparation for Cambridge programmes and qualifications. Support for IGCSE Literature (English) includes a Scheme of Work, Coursework Handbook, Learner Guide and Example Candidate Responses. These and other resources are available online through Teacher Support at <https://teachers.cie.org.uk>

Assessment

All candidates take Paper 1 Poetry and Prose, and EITHER Paper 2 Drama, OR Paper 3 Drama (Open Text) and Paper 4 Unseen, OR Paper 3 Drama (Open Text) and Component 5 Coursework.

All candidates take Paper 1:

Paper 1 1 hour 30 minutes
Poetry and Prose 50%
50 marks
Two questions on two texts: one Poetry
and one Prose
Externally assessed

and either Paper 2:

Paper 2 1 hour 30 minutes
Drama 50%
50 marks
Two questions on two texts
Externally assessed

or Paper 3:

Paper 3 45 minutes
Drama (Open Text) 25%
25 marks
One question on one text
Externally assessed

and Paper 4:

Paper 4 1 hour 15 minutes
Unseen 25%
25 marks
One question requiring critical
commentary
Externally assessed

or Paper 3:

Paper 3 45 minutes
Drama (Open Text) 25%
25 marks
One question on one text
Externally assessed

and Component 5:

Component 5
Coursework 25%
25 marks
Portfolio of two assignments each on a
different text
Internally assessed/externally moderated

3 Subject content

Unless otherwise indicated, candidates may use any edition of the set text, provided it is not an abridgement or simplified version.

2019 – Set texts for Paper 1

- * text examined also in June and November 2020
- ** text examined also in June and November 2020 and 2021

Candidates must answer on two different set texts, i.e. one set text from each section.

Section A: Poetry

Candidates answer on **one** set text in this section.

From *Songs of Ourselves Volume 1*, Part 5, the following 15 poems:

- Fleur Adcock, 'For Heidi With Blue Hair'
- James K Baxter, 'Elegy For My Father's Father'
- Elizabeth Bishop, 'One Art'
- Boey Kim Cheng, 'Reservist'
- Emily Brontë, 'Cold In The Earth'
- Robert Browning, 'Meeting At Night'
- Emily Dickinson, 'Because I Could Not Stop For Death'
- Philip Larkin, 'The Trees'
- Charlotte Mew, 'The Trees Are Down'
- Grace Nichols, 'Praise Song For My Mother'
- Wilfred Owen, 'Anthem For Doomed Youth'
- Siegfried Sassoon, 'Attack'
- Stephen Spender, 'My Parents'
- Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'
- Hone Tuwhare, 'Friend'

These may be found in *Songs of Ourselves Volume 1: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

** From *Songs of Ourselves Volume 2, Part 2*, the following 15 poems:

Kofi Awoonor, 'The Sea Eats the Land at Home'
 Robert Bridges, 'London Snow'
 Billy Collins, 'Afternoon with Irish Cows'
 David Constantine, 'Watching for Dolphins'
 William Cowper, 'The Poplar-Field'
 Allen Curnow, 'You will Know When You Get There'
 Gerard Manley Hopkins, 'The Caged Skylark'
 Elizabeth Jennings, 'In Praise of Creation'
 John Keats, 'Ode on Melancholy'
 Philip Larkin, 'Coming'
 Ruth Pitter, 'Stormcock in Elder'
 Peter Reading, 'Cetacean'
 Edna St Vincent Millay, 'The Buck in the Snow'
 Charlotte Smith, 'Written Near a Port on a Dark Evening'
 Alfred, Lord Tennyson, 'The Kraken'

These may be found in *Songs of Ourselves Volume 2: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

Gillian Clarke

The following 15 poems:

Journey
 Baby-Sitting
 Catrin
 Still Life
 Lunchtime Lecture
 Miracle on St David's Day
 Buzzard
 Friesian Bull
 Heron at Port Talbot
 Neighbours
 My Box
 Pipistrelle
 Clocks
 Musician
 Family House

These may be found in *Collected Poems* by Gillian Clarke (Carcenet). Poems printed in the paper will be printed as in this text.

Section B: Prose

Candidates answer on **one** set text in this section.

Jane Austen	<i>Mansfield Park</i>
Willa Cather	<i>My Ántonia</i>
** Anita Desai	<i>In Custody</i>
* Charles Dickens	<i>Hard Times</i>
Kate Grenville	<i>The Secret River</i>
** John Knowles	<i>A Separate Peace</i>
** Alan Paton	<i>Cry, the Beloved Country</i>
** From <i>Stories of Ourselves</i>	The following 10 stories: no. 2 Edgar Allan Poe, 'The Fall of the House of Usher' no. 7 Stephen Crane, 'The Open Boat' no. 8 Edith Wharton, 'The Moving Finger' no. 18 Ray Bradbury, 'There Will Come Soft Rains' no. 23 Alex La Guma, 'The Lemon Orchard' no. 32 Bernard MacLaverty, 'Secrets' no. 33 John McGahern, 'The Stroat' no. 36 Patricia Grace, 'Journey' no. 37 Janet Frame, 'The Bath' no. 48 Tim Winton, 'On Her Knees'

This selection of 10 short stories may be found in *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press); passages from these stories in the paper will be printed as in this text.

2019 – Set texts for Paper 2

- * text examined also in June and November 2020
- ** text examined also in June and November 2020 and 2021

Candidates must answer on **two** different set texts from the following:

- | | |
|------------------------|-------------------------------|
| ** Lorraine Hansberry | <i>A Raisin in the Sun</i> |
| Arthur Miller | <i>A View from the Bridge</i> |
| * Terence Rattigan | <i>The Winslow Boy</i> |
| * William Shakespeare | <i>Macbeth</i> |
| ** William Shakespeare | <i>Romeo and Juliet</i> |

2019 – Set texts for Paper 3

- * text examined also in June and November 2020
- ** text examined also in June and November 2020 and 2021

Candidates must answer on **one** set text from the following:

- | | |
|------------------------|-------------------------------|
| ** Lorraine Hansberry | <i>A Raisin in the Sun</i> |
| Arthur Miller | <i>A View from the Bridge</i> |
| * Terence Rattigan | <i>The Winslow Boy</i> |
| * William Shakespeare | <i>Macbeth</i> |
| ** William Shakespeare | <i>Romeo and Juliet</i> |

Resources: set text editions

Unless otherwise stated, candidates may use any edition of the set text, as long as it is not an abridged or simplified version. There are many editions of set texts available, with newer editions sometimes including notes (often displayed on facing pages), illustrations, activities and further resources which make these texts particularly useful and user-friendly.

The edition of Shakespeare used for setting extract questions on examination papers is the Alexander Text of *The Complete Works of William Shakespeare*, ed. Peter Alexander (Collins, 1951; new edition 2006, introduced by Peter Ackroyd). However, this complete, standard one-volume edition is not recommended for classroom study of individual plays.

Some examples of reliable and useful series:

Cambridge School Shakespeare series	edited R Gibson, V Wienand and R Andrews
Cambridge Literature series	edited J Baxter
Penguin Shakespeare	Penguin
Oxford School Shakespeare	Oxford University Press
Heinemann Shakespeare	Heinemann
Longman School Shakespeare	Pearson-Longman, series editor John O'Connor (useful for candidates with a second language English background)

4 Details of the assessment

For information on the Assessment objectives (AOs), see Section 5.

Paper 1 – Poetry and Prose

1 hour 30 minutes, 50 marks

This is a **compulsory** written paper.

Candidates answer **two** questions: one from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks (25 marks each).

There is a choice of two questions on each text.

Relevant passages/poems are printed on the question paper.

Set texts for this component are listed in Section 3 of this syllabus.

Candidates may **not** take their set texts into the exam room.

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’) (AO4).

This written paper is an externally set assessment, marked by Cambridge.

Paper 2 – Drama

1 hour 30 minutes, 50 marks

This is an optional written paper.

Candidates answer **two** questions on two texts. All questions carry equal marks (25 marks each).

There is a choice of two questions on each text: either (a) a passage-based question or (b) an essay question. Candidates must answer one passage-based question and one essay question.

Relevant passages are printed on the question paper.

Set texts for this component are listed in Section 3 of this syllabus.

Candidates may **not** take their set texts into the exam room.

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’) (AO4).

The written paper is an externally set assessment, marked by Cambridge.

Paper 3 – Drama (Open Text)

45 minutes, 25 marks

This is an optional written paper.

Candidates may take their set texts into the exam room, but these texts must not contain personal annotations, highlighting or underlining.

Candidates answer **one** question on one text.

There is a choice of two questions on each text. All questions carry equal marks (25 marks each).

Relevant passages are printed on the question paper.

Set texts for this component are listed in Section 3 of this syllabus.

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’) (AO4).

The written paper is an externally set assessment, marked by Cambridge.

Paper 4 – Unseen

1 hour 15 minutes, 25 marks

This is an optional written paper.

Candidates answer **one** question from a choice of two. Both questions require a critical commentary on and an appreciation of previously unseen literary writing printed in the question paper.

One question is based on a passage of literary prose (such as an extract from a novel or short story); the other question is based on a poem or extract from a poem. Both questions carry equal marks (25 marks each).

Candidates are advised to spend around 20 minutes reading the questions and planning their answer to the question they choose before starting to write.

All questions test all four assessment objectives.

The written paper is an externally set assessment, marked by Cambridge.

Component 5 – Coursework

25 marks

This is an optional component.

Candidates submit a portfolio of **two** assignments (600–1200 words each). Each assignment should be based on the study of one complete text. The text must be equivalent in scope and demand to the set texts for Papers 1, 2 and 3.

The assignments must be on different texts. One of the assignments (but not two) may be on a text set for Papers 1, 2 and 3.

The phrasing of each assignment's title must allow for assessment in relation to all four assessment objectives. One of the assignments may be an empathic response to a prose or drama text.

This component is assessed and marked by the Centre, and a sample is submitted for external moderation by Cambridge.

For more information and guidance on creating, presenting and marking coursework, see pages 13–15.

Coursework guidance notes

For information, dates and methods of submission of the coursework marks and sample, please refer to the *Cambridge Handbook* and Samples Database www.cie.org.uk/samples

The following notes provide general guidance for teachers on creating, presenting and marking the coursework portfolio.

Format

- The coursework portfolio must contain two assignments, each on a different text.
- Assignments should be between 600 and 1200 words (including quotations, but excluding references/bibliography). Candidates must not confuse length with quality. Assignments that are significantly over or under the word count guidance may be self-penalising.
- The assignments must be securely fastened and clearly marked with the candidate's name, number and the Centre number.
- Candidates may use typewriters or word processors or they can write their assignments by hand.
- Work sent to Cambridge for external moderation must not be sent in clear plastic folders or ringbinders. A completed Individual Candidate Record Card must be included with each portfolio and a completed Coursework Assessment Summary Form must also be submitted.

General

- Assignments can be completed at any time during the course, usually following a programme of study undertaken by a teaching group. The best assignments usually follow a shared learning experience. Candidates should undertake more than two assignments to provide a choice of assignments for their portfolio. Although assignments are selected by the candidate, it is recommended that the teacher and candidate discuss which are the best assignments to submit.
- Candidates should remember to proofread their work carefully.

Texts

- Assignment texts can be chosen by teachers or by candidates and teachers together. They must be originally written in English, and of a quality appropriate for study at Cambridge IGCSE.
- Candidates within a Centre do not have to submit assignments on the same texts.
- Assignments must show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates must cover a minimum of two poems or stories. Candidates are not required to compare poems or stories within the assignment, as it is assumed that the assignment is based on the study of a wider selection of poems or stories broadly equivalent to a poetry or short stories set text.

Authenticity

- A general discussion on the progress of assignments is a natural part of the teacher/candidate relationship, as it is for other parts of the exam. In addition, if plans and first drafts are completed under teacher supervision, teachers can be assured of the authenticity of the final assignment.
- Teachers should not mark, correct or edit draft assignment material; candidates can certainly draft and redraft work, but teachers should only give general guidance during this phase.
- It is the Centre's responsibility to make sure all coursework is the candidate's original work. Where appropriate, candidates should provide references to secondary source material, listing these at the end of the assignment.

Marking and moderating coursework

Each assignment is to be marked out of a total of 25, in accordance with the assessment criteria. Assessment involves balancing the strengths and weaknesses in the candidate's work. If a candidate submits no assignment, a mark of zero must be recorded.

Recording candidates' marks

Candidates' marks for Component 5 Coursework must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0486) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

Internal moderation

When several teachers in a Centre are involved in internal assessment, the Centre must make sure that all candidates are assessed to a common standard in order to produce a reliable order of rank. Centre assessments will then be subject to external moderation.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0486) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

External moderation

External moderation of internal assessment is carried out by Cambridge. Centres must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Handbook*.

Assessment criteria for Component 5: Coursework

Band	Marks	Description
Band 8	23–25	<p>Sustains personal engagement with task and text</p> <ul style="list-style-type: none"> • sustains a critical understanding of the text showing individuality and insight • responds sensitively and in detail to the way the writer achieves effects (sustaining a convincing voice in an empathic task) • incorporates well-selected reference to the text skilfully and with flair
Band 7	20–22	<p>Sustains a perceptive, convincing and relevant personal response</p> <ul style="list-style-type: none"> • shows a clear and critical understanding of the text • responds sensitively and in detail to the way the writer achieves effects (sustaining a convincing voice in an empathic task) • integrates much well-selected reference to the text
Band 6	17–19	<p>Makes a well-developed, relevant and detailed personal response</p> <ul style="list-style-type: none"> • shows a clear understanding of the text and some of its deeper implications • makes a developed response to the way the writer achieves effects (sustaining an appropriate voice in an empathic task) • supports with careful and relevant reference to the text
Band 5	14–16	<p>Makes a reasonably developed relevant personal response</p> <ul style="list-style-type: none"> • shows understanding of the text and some of its deeper implications • makes some response to the way the writer uses language (using suitable features of expression in an empathic task) • shows some thoroughness in the use of supporting evidence from the text
Band 4	11–13	<p>Begins to develop a relevant personal response</p> <ul style="list-style-type: none"> • shows some understanding of meaning • makes a little reference to the language of the text (beginning to assume a voice in an empathic task) • uses some supporting textual detail
Band 3	8–10	<p>Attempts to communicate a basic personal response</p> <ul style="list-style-type: none"> • makes some relevant comments • shows a basic understanding of surface meaning of the text (of character in an empathic task) • makes a little supporting reference to the text
Band 2	5–7	<p>Some evidence of simple personal response</p> <ul style="list-style-type: none"> • makes a few straightforward comments • shows a few signs of understanding the surface meaning of the text (of character in an empathic task) • makes a little reference to the text
Band 1	1–4	<p>Limited attempt to respond</p> <ul style="list-style-type: none"> • shows some limited understanding of simple/literal meaning
Band 0	0	Insufficient to meet the criteria of Band 1

5 Assessment objectives

The assessment objectives (AOs) are:

A01

A02

A03

A04

- A01** Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.
- A02** Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- A03** Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.
- A04** Communicate a sensitive and informed personal response to literary texts.

Weighting for 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 IGCSE %
AO1	25
AO2	25
AO3	25
AO4	25

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %				
	Paper 1	Paper 2	Paper 3	Paper 4	Component 5
AO1	25	25	25	25	25
AO2	25	25	25	25	25
AO3	25	25	25	25	25
AO4	25	25	25	25	25

6 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cie.org.uk/examsOfficers

Before you start

Previous study

We recommend that learners starting this course should have studied an English curriculum such as the Cambridge Secondary 1 programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course. The number of hours a learner needs to achieve the qualification will vary according to local practice and their previous experience of the subject.

Availability and timetables

You can enter candidates in the June and November exam series. If your school is in India, you can enter your candidates in the March exam series. You can view the timetable for your administrative zone at www.cie.org.uk/timetables

Private candidates can enter for the non-coursework options of this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge syllabuses in a single exam series. The only exceptions are:

- 2010 Cambridge O Level Literature in English
- 0408 Cambridge IGCSE World Literature
- 0477 Cambridge IGCSE (9–1) English Literature
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificates) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

Making entries

Exams officers are responsible for submitting entries to Cambridge. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Option codes for entries

To keep our exams secure we allocate all Cambridge schools to one of six administrative zones. Each zone has a specific timetable. The majority of option codes have two digits:

- the first digit is the component number given in the syllabus
- the second digit is the location code, specific to an administrative zone.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cie.org.uk/examsofficers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments 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 cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cie.org.uk/examsofficers

Language

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

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

Grade descriptions

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

A **Grade A** Cambridge IGCSE Literature (English) candidate will be able to:

- sustain a perceptive and convincing response with well-chosen detail of narrative and situation
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays
- make much well-selected reference to the text
- respond sensitively and in detail to the way language works in the text
- communicate a considered and reflective personal response to the text.

A **Grade C** Cambridge IGCSE Literature (English) candidate will be able to:

- make a reasonably sustained/extended response with detail of narrative and situation
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays
- show some thoroughness in use of the text for support
- make some response to the way language works in the text
- communicate an informed personal response to the text.

A **Grade F** Cambridge IGCSE Literature (English) candidate will be able to:

- make a few straightforward points in terms of narrative and situation
- show a few signs of understanding of the author's intentions and the surface meanings of the text
- make a little reference to the text
- show evidence of a simple personal response to the text.

Changes to this syllabus for 2019

The syllabus has been updated. The latest syllabus is version 2, published November 2016.

Changes to version 2 of this syllabus

A correction has been made to section 3.

Resources: set texts editions has been reinstated after it was mistakenly removed from version 1.

This document has been refreshed and rebranded. The subject content and the specimen papers remain the same.

Minor changes to the wording of some sections have been made to improve clarity.

Changes to set texts

The set texts have changed for 2019. Please see Section 3 of this syllabus for the set texts for 2019.

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

Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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