

# SYLLABUS

**Cambridge IGCSE<sup>®</sup>**  
**Literature (English)**  
**0486**

For examination in June and November 2017 and 2018.  
Also available for examination in March 2017 and 2018  
for India only.

## Changes to syllabus for 2017 and 2018

This syllabus **0486** is available for use in Centres from 2017.

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Key changes are listed below.

- Page 8: Assessment Objective 1 (AO1) has the following additional wording added: 'supported by reference to the text'.
- Pages 10–15: the list of set texts for the syllabus has been updated. Please also note, the number of poems candidates are required to study has increased from 14 to 15 for each collection.
- Page 19: the terminology has been changed to refer to coursework as 'Centre-based assessment' rather than 'school-based assessment'.
- Page 21: Component 5: Coursework, the band descriptors have been updated to further clarify the assessment criteria for an empathic response. The bands have also been inverted so that the highest band is Band 8 and the lowest is Band 0.
- There are some changes to the format of the mark schemes for assessment components 1–4. The band descriptors have changed and the bands have been inverted so that the highest band is Band 8 and the lowest is Band 0. New specimen mark schemes for examination from 2017 are available on our website at **[www.cie.org.uk](http://www.cie.org.uk)**
- There are no changes to the format of the question papers for components 1–4. The specimen question papers for examination from 2015 are still applicable for examinations from 2017. Please note, the specimen questions used in the specimen question papers for examination from 2015 are for general illustrative purposes. Please see Section 5 of this syllabus for details of the set texts for 2017 and 2018.
- References to regulation of the syllabus have been removed.
- Please note, this syllabus **0486** is not regulated in England for 2017 and 2018. For first examination in 2017, a separate syllabus 0477 is regulated in England.

**You are advised to read the whole syllabus before planning your teaching programme. In addition, you are advised to refer to the published specimen assessment materials on our website at [www.cie.org.uk](http://www.cie.org.uk)**

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. 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 learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for 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.

## 1.3 Why choose Cambridge IGCSE Literature (English)?

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, 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.

### Prior learning

We recommend that candidates who are beginning this course should have previously studied an English curriculum such as that of the Cambridge Secondary 1 programme, the Key Stage 3 Programme of Study within the National Curriculum for England, or equivalent national educational frameworks. Learn more at [www.cie.org.uk/cambridgesecundary1](http://www.cie.org.uk/cambridgesecundary1)

## Progression

Cambridge IGCSE Certificates are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades A\* to C in Cambridge IGCSE Literature (English) are well prepared to follow courses leading to Cambridge International AS and A Level English, International Baccalaureate Certificates in English or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.

### 3. Assessment at a glance

Cambridge IGCSE Literature (English) candidates take Component 1 and **either** Component 2 **or** Components 3 and 4 **or** Components 3 and 5.

Components	Weighting
<b>All candidates take</b>	
<p><b>Component 1</b> <b>Poetry and Prose</b> <span style="float: right;">1 hour 30 minutes</span></p> <p>Candidates answer <b>two</b> questions on <b>two</b> texts: one poetry and one prose.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text.</p> <p>50 marks</p> <p>Externally marked</p>	50%

<b>and either:</b>		
<p><b>Component 2</b> <b>Drama</b> <span style="float: right;">1 hour 30 minutes</span></p> <p>Candidates answer <b>two</b> questions on <b>two</b> texts.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text. Candidates must answer one passage-based question and one essay question.</p> <p>50 marks</p> <p>Externally marked</p>	50%	

<b>or:</b>		<b>and:</b>		
<p><b>Component 3</b> <span style="float: right;">45 minutes</span> <b>Drama (Open Text)</b></p> <p>Candidates answer <b>one</b> question on <b>one</b> text.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text.</p> <p>25 marks</p> <p>Externally marked</p>		<p><b>Component 4</b> <span style="float: right;">1 hour 15 minutes</span> <b>Unseen</b></p> <p>Candidates answer <b>one</b> question.</p> <p>There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem).</p> <p>25 marks</p> <p>Externally marked</p>		25% + 25%

or:		and:	
<b>Component 3 Drama (Open Text)</b>	45 minutes	<b>Component 5 Coursework</b>	25% + 25%
Candidates answer <b>one</b> question on <b>one</b> text.		Candidates submit a portfolio of <b>two</b> assignments each on a different text.	
There is a choice of two questions (one passage-based and one essay) on each text.			
25 marks		25 marks	
Externally marked		Internally assessed and externally moderated	

## Availability

This syllabus is examined in the June and November examination series. This syllabus is also available for examination in March for India only.

This syllabus is available to private candidates (for the non-coursework options).

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

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

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

Cambridge IGCSE Literature (English) aims 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.

### 4.2 Assessment objectives

The assessment objectives in Cambridge IGCSE Literature (English) are:

**AO1:** show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text

**AO2:** understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

**AO3:** recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects

**AO4:** communicate a sensitive and informed personal response to literary texts.

### 4.3 Relationship between assessment objectives and components

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

Assessment objective	Component 1	Component 2	Component 3	Component 4	Component 5	Weighting for qualification
AO1	25%	25%	25%	25%	25%	25%
AO2	25%	25%	25%	25%	25%	25%
AO3	25%	25%	25%	25%	25%	25%
AO4	25%	25%	25%	25%	25%	25%

## 4.4 Grade descriptions

### Grade A

To achieve a Grade A, a 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.

### Grade C

To achieve a Grade C, a 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.

### Grade F

To achieve a Grade F, a 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.

## 5. Syllabus content

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

### 5.1 2017 – Set texts for Component 1

\* text examined also in June and November 2018

\*\* text examined also in June and November 2018 and 2019

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 1, the following 15 poems:

William Blake, 'The Clod and the Pebble'  
 Patricia Beer, 'The Lost Woman ...'  
 Dilip Chitre, 'Father Returning Home'  
 Amanda Chong, 'lion heart'  
 John Donne, 'Lovers' Inifiniteness'  
 George Herbert, 'Love (3)'  
 Sam Hunt, 'Stabat Mater'  
 Emma Jones, 'Tiger in the Menagerie'  
 John Keats, 'Last Sonnet'  
 Liz Lochhead, 'For My Grandmother Knitting'  
 Kathleen Raine, 'Passion'  
 Owen Sheers, 'Coming Home'

Edith Sitwell, 'Heart and Mind'  
 William Wordsworth, 'She was a Phantom of Delight'  
 Lady Mary Wroth, 'Song' (*Love a child...*)

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.

*	Chinua Achebe	<i>No Longer at Ease</i>
**	Jane Austen	<i>Mansfield Park</i>
**	Willa Cather	<i>My Ántonia</i>
	George Eliot	<i>Silas Marner</i>
*	Michael Frayn	<i>Spies</i>
**	Kate Grenville	<i>The Secret River</i>
*	R K Narayan	<i>The English Teacher</i>
*	From <i>Stories of Ourselves</i>	The following 10 stories: no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar' no. 17 Sylvia Townsend Warner, 'The Phoenix' no. 19 Bernard Malamud, 'The Prison' no. 22 J G Ballard, 'Billennium' no. 24 Maurice Shadbolt, 'The People Before' no. 30 Patricia Highsmith, 'Ming's Biggest Prey' no. 34 Anita Desai, 'Games at Twilight' no. 39 Paule Marshall, 'To Da-duh, in Memoriam' no. 40 Rohinton Mistry, 'Of White Hairs and Cricket' no. 45 Adam Thorpe, 'Tyres'

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.

## 5.2 2017 – Set texts for Component 2

- \* text examined also in June and November 2018
- \*\* text examined also in June and November 2018 and 2019

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

- \* J Lawrence / R Lee *Inherit the Wind*
- \*\* Arthur Miller *A View From The Bridge*
- J B Priestley *An Inspector Calls*
- \* William Shakespeare *Henry V*
- William Shakespeare *The Merchant of Venice*

## 5.3 2017 – Set texts for Component 3

- \* text examined also in June and November 2018
- \*\* text examined also in June and November 2018 and 2019

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

- \* J Lawrence / R Lee *Inherit the Wind*
- \*\* Arthur Miller *A View From The Bridge*
- J B Priestley *An Inspector Calls*
- \* William Shakespeare *Henry V*
- William Shakespeare *The Merchant of Venice*

## 5.4 2018 – Set texts for Component 1

- \* text examined also in June and November 2019
- \*\* text examined also in June and November 2019 and 2020

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 1*, the following 15 poems:

William Blake, 'The Clod and the Pebble'  
 Patricia Beer, 'The Lost Woman ...'  
 Dilip Chitre, 'Father Returning Home'  
 Amanda Chong, 'lion heart'  
 John Donne, 'Lovers' Infiniteness'  
 George Herbert, 'Love (3)'  
 Sam Hunt, 'Stabat Mater'  
 Emma Jones, 'Tiger in the Menagerie'  
 John Keats, 'Last Sonnet'  
 Liz Lochhead, 'For My Grandmother Knitting'  
 Kathleen Raine, 'Passion'  
 Owen Sheers, 'Coming Home'  
 Edith Sitwell, 'Heart and Mind'  
 William Wordsworth, 'She was a Phantom of Delight'  
 Lady Mary Wroth, 'Song' (*Love a child...*)

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.

	Chinua Achebe	<i>No Longer at Ease</i>
*	Jane Austen	<i>Mansfield Park</i>
*	Willa Cather	<i>My Ántonia</i>
**	Charles Dickens	<i>Hard Times</i>
	Michael Frayn	<i>Spies</i>
*	Kate Grenville	<i>The Secret River</i>
	R K Narayan	<i>The English Teacher</i>

From *Stories of Ourselves* The following 10 stories:

- no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar'
- no. 17 Sylvia Townsend Warner, 'The Phoenix'
- no. 19 Bernard Malamud, 'The Prison'
- no. 22 J G Ballard, 'Billennium'
- no. 24 Maurice Shadbolt, 'The People Before'
- no. 30 Patricia Highsmith, 'Ming's Biggest Prey'
- no. 34 Anita Desai, 'Games at Twilight'
- no. 39 Paule Marshall, 'To Da-duh, in Memoriam'
- no. 40 Rohinton Mistry, 'Of White Hairs and Cricket'
- no. 45 Adam Thorpe, 'Tyres'

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.

## 5.5 2018 – Set texts for Component 2

- \* text examined also in June and November 2019
- \*\* text examined also in June and November 2019 and 2020

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

	J Lawrence / R Lee	<i>Inherit the Wind</i>
*	Arthur Miller	<i>A View From The Bridge</i>
**	Terence Rattigan	<i>The Winslow Boy</i>
	William Shakespeare	<i>Henry V</i>
**	William Shakespeare	<i>Macbeth</i>

## 5.6 2018 – Set texts for Component 3

\* text examined also in June and November 2019

\*\* text examined also in June and November 2019 and 2020

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

J Lawrence / R Lee *Inherit the Wind*

\* Arthur Miller *A View From The Bridge*

\*\* Terence Rattigan *The Winslow Boy*

William Shakespeare *Henry V*

\*\* William Shakespeare *Macbeth*

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## 6. Description of components

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### 6.1 Component 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 5 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.

### 6.2 Component 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 5 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.

### 6.3 Component 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 5 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.

## 6.4 Component 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.

## 6.5 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 Paper 1, Paper 2 and Paper 3.

The assignments must be on different texts. One of the assignments (but not two) may be on a text set on 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 Section 7.

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## 7. Coursework assessment

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### 7.1 Coursework guidance notes

For further guidance and for the general regulations concerning Centre-based coursework assessment, see the *Cambridge Handbook*.

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 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 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, then 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.

## **7.2 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](http://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, then 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](http://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 Administrative Guide*.

### 7.3 Assessment criteria for Component 5: Coursework

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

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## 8. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed 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* which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has 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. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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## 9. Appendix

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### 9.1 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)

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