

Syllabus

Cambridge IGCSE[®] (9–1) First Language English 0627

For Centres in the UK

For examination in June and November 2017, 2018 and 2019.



Version 3

This syllabus is regulated in England as a Cambridge International Level 1/Level 2 (9–1) Certificate (QN: 601/5296/5).

Please check the syllabus page at www.cie.org.uk/igcse to see if this syllabus is available in your administrative zone.



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.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

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

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



Quality management

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 2017, 2018 and 2019, go to page 19.

The latest syllabus is version 3, published July 2017.

Any textbooks endorsed to support the syllabus for examination from 2017 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.

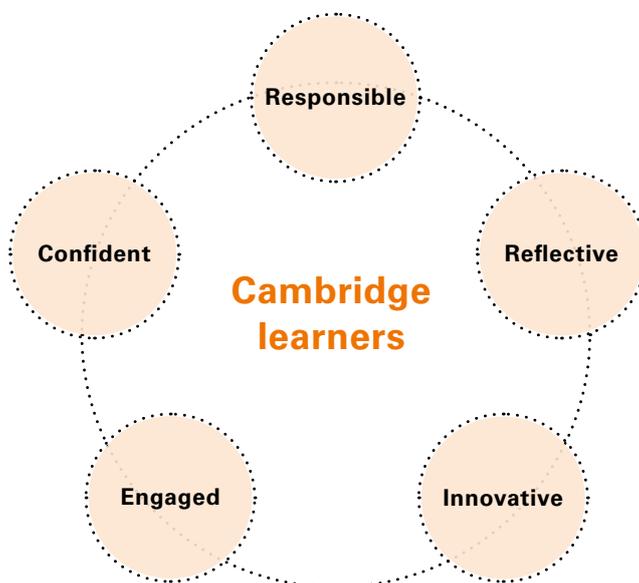
Cambridge IGCSE (9–1) First Language English allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

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

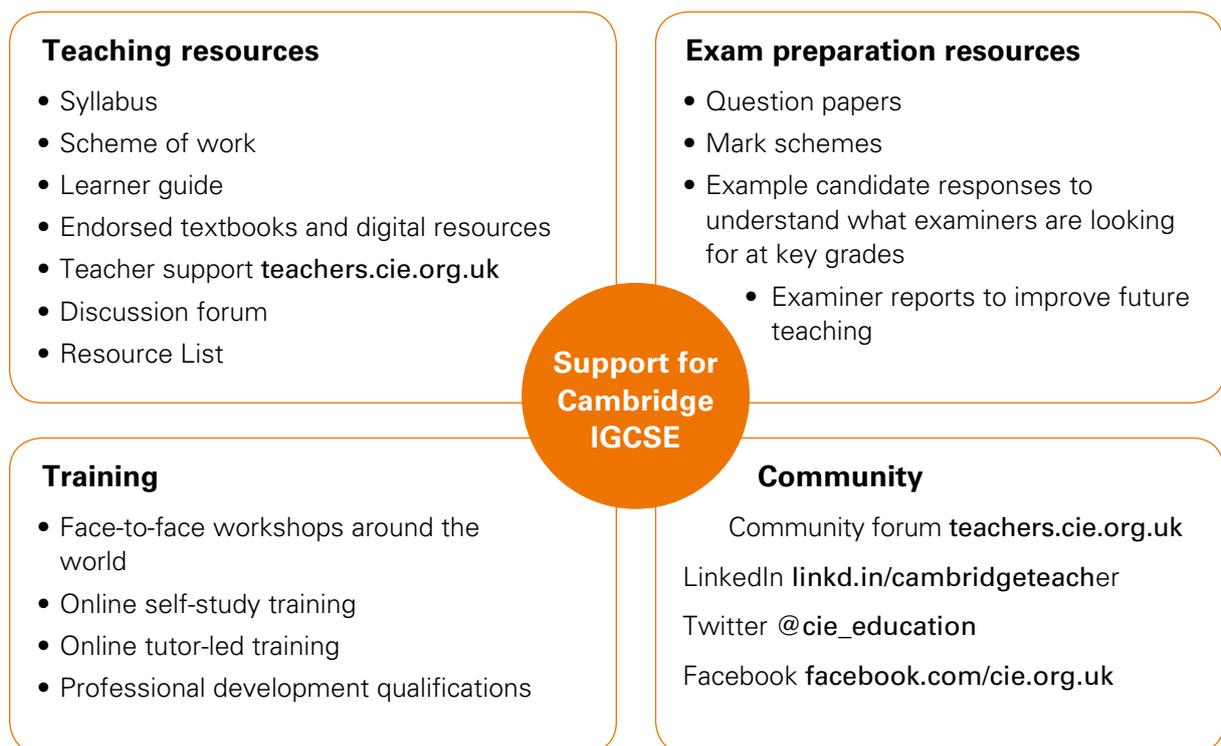
The combination of knowledge and skills in Cambridge IGCSE (9–1) First Language English gives learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses including Cambridge International AS & A Level English Language.

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 enable learners to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference
- listen to, understand and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Content

Cambridge IGCSE (9–1) First Language English offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The (unseen) passages from the 19th, 20th and 21st centuries cover a range of genres and types, including literature, fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates also have the opportunity to develop both their speaking and listening skills, presenting to others and responding to feedback and questions. Candidates are able to develop a range of skills in organising content and adapting their written and spoken language to meet the needs of the purpose and audience.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Teacher support for Cambridge IGCSE (9–1) First Language 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 (9–1) English includes a Scheme of Work, Example Candidate Responses and Specimen Paper Answers. These and other resources are available online through Teacher Support at <https://teachers.cie.org.uk>

Assessment

All candidates take three components.

All candidates take:

Paper 1 2 hours 10 minutes
 Reading Passages 50%
 80 marks
 Structured and extended writing questions
 Questions will be based on three reading passages
 Externally assessed

and:

Paper 2 2 hours
 Directed Writing and Composition 50%
 80 marks
 Extended writing questions
 Questions will be based on two passages and a composition task
 Externally assessed

and:

Component 3 Approximately 8–10 minutes
 Speaking and Listening Test separately endorsed
 40 marks
 Individual presentation and questions
 Internally assessed/externally moderated

3 Subject content

The skills covered in the syllabus are outlined below for the different areas of language developed.

Reading

- Demonstrate understanding of extended texts, and of the words and phrases within them
- Synthesise, develop, analyse and critically evaluate facts, ideas and opinions
- Extract appropriate information for specific purposes
- Summarise and use material for a specific audience and purpose
- Demonstrate understanding of how writers achieve their effects and influence readers
- Recognise and respond to linguistic devices, including figurative language
- Compare writers' ideas and perspectives and how these are conveyed.

Candidates should engage with a range of genres and types from the 19th, 20th and 21st centuries, including literature, fiction and non-fiction, and other forms of writing, such as essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.

Writing

- Express what is thought, felt and imagined
- Organise and convey facts, ideas and opinions effectively
- Demonstrate use of imaginative and varied vocabulary
- Demonstrate a sense of audience, purpose and context
- Demonstrate accuracy in spelling, punctuation and grammar
- Use effectively a variety of sentence structures.

As developing writers themselves, candidates should be introduced to a range of skills – including the ability to compare, summarise and change perspective. Candidates should develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They should also learn to create a discursive/argumentative letter or article and a (descriptive/narrative) composition.

Speaking and Listening

- Describe and reflect on experience, and express what is thought, felt and imagined
- Understand and convey complex information
- Order and present facts, ideas and opinions effectively
- Respond appropriately to questions
- Communicate with clarity, focus and purpose
- Communicate appropriately for the audience and context
- Evaluate and reflect on what is heard.

As speakers and listeners, candidates should also study using language devices and language appropriately, and develop presentation skills in employing and organising content. They should develop skills in listening to, and responding to, questions appropriately.

4 Details of the assessment

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

Paper 1 – Reading Passages

Written paper, 2 hours 10 minutes, 80 marks

Candidates answer three compulsory questions. Candidates write all their answers in the space provided on the question paper. Dictionaries may **not** be used.

The passages will be printed on the question paper Insert.

Question 1 Comprehension (30 marks)

This comprises a series of sub-questions requiring candidates to respond to Passage A. These include short answers and more extended responses on the writer's use of language and structure, and the effect these have.

Passage A will be up to 600 words long and will be from the 19th century.

This question tests the following Reading assessment objectives (30 marks):

- R1 Demonstrate understanding of explicit and implicit meanings and attitudes
- R4 Demonstrate understanding of how writers achieve effects and influence readers.

Question 2 Summary (25 marks)

This question, requiring candidates to respond to Passage B, is a summary for a specific purpose and audience. It requires candidates to change the perspective from that given in the passage. Candidates respond in their own words deriving all content for the summary from the passage. Candidates respond to the summary question in one of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. Candidates are advised that their response should be no longer than 250 words.

Passage B will be up to 550 words long and will be from the 20th or 21st century.

This question tests the following Reading assessment objectives (10 marks):

- R1 Demonstrate understanding of explicit and implicit meanings and attitudes
- R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text.

This question also tests the following Writing assessment objectives (15 marks):

- W1 Articulate and express what is thought, felt and imagined
- W2 Organise and structure ideas and opinions for deliberate effect
- W3 Use a range of appropriate vocabulary and sentence structures
- W4 Use register appropriate to audience and purpose
- W5 Make accurate use of spelling, punctuation and grammar.

Question 3 Comprehension and Comparison (25 marks)

This comprises a series of sub-questions requiring candidates to respond to Passage B and Passage C, and requires answers of different lengths. These include short answers which focus on fact, ideas, perspectives, opinions and bias, and a comparison question on writers' or characters' ideas and perspectives and how these are conveyed.

Passage C will be up to 550 words long, and will be thematically linked to Passage B. Passage C will be from the 20th or 21st century, and will be from a different century to Passage B.

This question tests the following Reading assessment objectives (25 marks):

R2 Compare how writers convey ideas and perspectives

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R4 Demonstrate understanding of how writers achieve effects and influence readers.

Paper 2 – Directed Writing and Composition

Written paper, 2 hours, 80 marks

Candidates answer two questions, one from each section. Candidates write all their answers in the space provided on the question paper. Dictionaries may **not** be used.

The passages will be printed on the question paper Insert.

Section 1 Directed Writing (40 marks)

Candidates answer one compulsory question on two passages – Passage A and Passage B. Candidates use and evaluate the information in the two passages to create a discursive/argumentative letter or article. Candidates write about 250–350 words.

Passage A and Passage B will be a combined total of up to 950 words long, and will be thematically linked. Passage A and Passage B may be taken from either the 20th or 21st century, and could be from the same century.

This question tests the following Writing assessment objectives (25 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

This question also tests the following Reading assessment objectives (15 marks):

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R5 Select and synthesise information for specific purposes.

Section 2 Composition (40 marks)

Candidates answer one question from a choice of four titles: two descriptive and two narrative.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

This question tests the following Writing assessment objectives (40 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

Component 3 – Speaking and Listening Test

Presentation and questions, approximately 8–10 minutes, 40 marks

This component is separately endorsed. Marks for Component 3 do not contribute to the overall syllabus grade.

Teachers must treat this component as a non-coursework speaking test and must read this information in conjunction with the relevant sections of the *Cambridge Handbook (UK)* available at www.cie.org.uk

There are two parts to the Speaking and Listening Test. In Part 1, candidates present an individual task. This is a formal presentation. In Part 2, candidates answer spoken questions.

There is no question paper for the test. The test is **audio recorded** for **all** candidates within a set speaking test period. Candidates must take the Speaking and Listening Test **once** only.

Part 1 Individual Task (approximately 4–5 minutes) (20 marks)

The candidate delivers a formal presentation of approximately 4–5 minutes, speaking on a single topic or theme. There is no question paper and each candidate chooses their own subject with guidance from their teacher. Teachers should advise on the suitability of topics or themes, but must **not** be involved in the preparation of material for the individual task. The interaction is between the candidate and the teacher, although the class may be present as an audience.

Candidates may bring one 'cue card' (about postcard size) into the presentation room, to remind them of the main points they wish to make. The cue card should contain a list of key points, not continuous sentences. Candidates may write their points on one side of the cue card only. Candidates may also use a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. A script is **not** allowed. The cue card and (if used) illustrative material must be retained by Centres until six months after publication of results. The cue card and (if used) illustrative material must be labelled with the candidate's name and number.

Dictionaries may be used to prepare the individual task, but they may **not** be taken into the test.

The presentation should be continuous. Teachers should only interrupt to prompt candidates who are finding it difficult to continue, or to begin Part 2 if candidates show no signs of finishing after about 5½ minutes.

This part of the test is to be assessed using Table A of the assessment criteria.

The individual task tests the following Speaking and Listening assessment objectives (20 marks):

- SL1 Articulate experience and express what is thought, felt and imagined
- SL2 Present facts, ideas and opinions in a sustained, cohesive order
- SL3 Communicate clearly and purposefully using fluent language
- SL4 Use register appropriate to a formal setting.

Part 2 Questions (approximately 4–5 minutes) (20 marks)

The individual task leads into spoken questions from the teacher/examiner about the candidate's chosen topic or theme.

In order to give the candidate every opportunity, questions should be open, such as the 'tell me more about...', 'why?' and 'how?' variety, rather than closed questions which may be answered by 'yes/no'. Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but these questions must not be judgemental. Teachers/examiners should be ready to explore another aspect of the topic or theme if a candidate is unable to respond. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

This part of the test is to be assessed using Table B of the assessment criteria.

The questions test the following Speaking and Listening assessment objectives (20 marks):

- SL1 Articulate experience and express what is thought, felt and imagined
- SL2 Present facts, ideas and opinions in a sustained, cohesive order
- SL3 Communicate clearly and purposefully using fluent language
- SL4 Use register appropriate to a formal setting
- SL5 Listen to and respond appropriately to questions.

Marking instructions

The teacher must mark each candidate's test out of a total of 40, in line with the assessment criteria. The total mark for the test is divided into 20 marks for Speaking in Part 1 (Individual Task), and 10 marks for Speaking and 10 marks for Listening in Part 2 (Questions).

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

Assessment criteria

Note: It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each examination series based on available evidence.

Marking: general principles

- 1 You should consider the band descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- 2 The general approach is a positive one.
- 3 Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
- 4 Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

Table A: Band descriptors for Component 3, Part 1 – Individual Task (20 marks)

Band	Marks	
5	17–20	<ul style="list-style-type: none"> • Full and well organised use of content. • Lively delivery. • Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently. • Appropriate and accurate use of language throughout.
4	13–16	<ul style="list-style-type: none"> • Sound use of content. • Delivery may occasionally be stilted. • Employs a good range of language devices (e.g. tone, irony, emphasis) soundly. • Mainly appropriate and accurate use of language.
3	9–12	<ul style="list-style-type: none"> • Adequate use of content. • Delivery is secure but at times unimaginative. • Language devices (e.g. tone, irony, emphasis) are used safely and appropriately. • Often appropriate and accurate use of language, but some inaccuracy may be present.
2	5–8	<ul style="list-style-type: none"> • Content is thin or perhaps inconsistently used. • Delivery is not secure. • Limited employment of language devices (e.g. tone, irony, emphasis) with some inaccuracy. • Some appropriate use of language, but with some inaccuracy.
1	1–4	<ul style="list-style-type: none"> • Content is mostly undeveloped and/or very thin. • Delivery is weak. • Not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error. • Language is not used appropriately, or is used with serious inaccuracy.
0	0	<ul style="list-style-type: none"> • Does not meet the above criteria.

Table B: Band descriptors for Component 3, Part 2 – Questions (20 marks)

For Part 2, record separate marks for each category (speaking and listening).

Speaking			Listening		
Band	Marks		Band	Marks	
5	9–10	<ul style="list-style-type: none"> Extends the subject matter. Appropriate and accurate use of language throughout. 	5	9–10	<ul style="list-style-type: none"> Responds to questions fully and in detail, confidently and sometimes enthusiastically.
4	7–8	<ul style="list-style-type: none"> Expresses the subject matter competently. Mainly appropriate and accurate use of language. 	4	7–8	<ul style="list-style-type: none"> Responds to questions appropriately and in some detail.
3	5–6	<ul style="list-style-type: none"> Expresses the subject matter adequately. Often appropriate and accurate use of language, but some inaccuracy may be present. 	3	5–6	<ul style="list-style-type: none"> Responds to questions adequately, but may miss opportunities to provide further detail.
2	3–4	<ul style="list-style-type: none"> Expresses some relevant ideas but with some inconsistency. Some appropriate use of language, but with some inaccuracy. 	2	3–4	<ul style="list-style-type: none"> Responds to questions in a limited way.
1	1–2	<ul style="list-style-type: none"> Expresses simple facts and ideas. Language is not used appropriately, or is used with serious inaccuracy. 	1	1–2	<ul style="list-style-type: none"> Responds to questions simply, or is unable to respond.
0	0	<ul style="list-style-type: none"> Does not meet the above criteria. 	0	0	<ul style="list-style-type: none"> Does not meet the above criteria.

5 Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

AO2 Writing

AO3 Speaking and Listening

AO1 Reading

Candidates will be assessed on their ability to:

- R1 Demonstrate understanding of explicit and implicit meanings and attitudes
- R2 Compare how writers convey ideas and perspectives
- R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text
- R4 Demonstrate understanding of how writers achieve effects and influence readers
- R5 Select and synthesise information for specific purposes.

AO2 Writing

Candidates will be assessed on their ability to:

- W1 Articulate and express what is thought, felt and imagined
- W2 Organise and structure ideas and opinions for deliberate effect
- W3 Use a range of appropriate vocabulary and sentence structures
- W4 Use register appropriate to audience and purpose
- W5 Make accurate use of spelling, punctuation and grammar.

AO3 Speaking and Listening

Candidates will be assessed on their ability to:

- SL1 Articulate experience and express what is thought, felt and imagined
- SL2 Present facts, ideas and opinions in a sustained, cohesive order
- SL3 Communicate clearly and purposefully using fluent language
- SL4 Use register appropriate to a formal setting
- SL5 Listen to and respond appropriately to questions.

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 Reading	50
AO2 Writing	50
AO3 Speaking and Listening	0

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	81	19	0
AO2 Writing	19	81	0
AO3 Speaking and Listening	0	0	100

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 a level of English equivalent to first language competence. They should have previously studied an English curriculum such as the Cambridge Secondary 1 programme or equivalent national educational framework. Learners in England will normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

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.

Total qualification time

This syllabus has been designed on the assumption that the total qualification time per subject will include both guided learning and independent learning activities. The estimated amount of guided learning hours for this syllabus is 130 hours per subject over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 200 hours per subject over the duration of the course. These values are guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

Availability and timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cie.org.uk/timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is not available in all administrative zones. To find out about the availability visit the syllabus page at www.cie.org.uk/igcse

Private candidates can enter for this syllabus.

Combining with other syllabuses

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

- Cambridge IGCSE English as a Second Language (0510)
- Cambridge IGCSE First Language English (0500)
- Cambridge IGCSE (9–1) First Language English* (0990)
- Cambridge IGCSE English as a Second Language (Count-in oral) (0511)
- Cambridge O Level English Language (1123)
- 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.

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.

* Available from June 2019

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 (UK)* 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 1, 2, 3, 4, 5, 6, 7, 8 and 9 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. '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.

Cambridge International Level 1/Level 2 (9–1) Certificate results are shown by one of the grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicating the standard achieved, 9 being the highest and 1 being the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 1. 'Ungraded' will be reported on the statement of results but not on the certificates. The letters Q (result pending) and X (no result) may also appear on the statement of results but not on the certificate.

Cambridge International Examinations reports speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in this syllabus for the Speaking and Listening Test. 'Unclassified' indicates that the candidate's performance fell short of the standard required for a Pass endorsement grade. 'Unclassified' will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results but not on the certificate.

Regulation

Cambridge International Level 1/Level 2 (9–1) Certificates are regulated in England. This syllabus is included in the *Register of Regulated Qualifications* as a Cambridge International Level 1/ Level 2 (9–1) Certificate.

Candidates awarded grades 1 to 3 have achieved an award at Level 1 of the Regulated Qualifications Framework. Candidates awarded grades 4 to 9 have achieved an award at Level 2 of the Regulated Qualifications Framework.

For the most up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website and search on 'performance tables'.

Grade descriptions

We expect to provide grade descriptions in an update to this syllabus in due course.

Changes to this syllabus for 2017, 2018 and 2019

The syllabus has been updated. The latest syllabus is version 3, published July 2017.

Changes to version 2, published September 2016.

This document has been refreshed and rebranded. The subject content remains the same.

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

The specimen materials for Paper 1 have been updated.

The syllabus has been revised for first examination in 2017.

Previous changes for this syllabus, in version 1

Changes to syllabus code

- **0627** replaces syllabus 0522 for examination from 2017 onwards.

Changes to syllabus content

- The syllabus sections have all been updated.
- The syllabus aims have been updated to reflect changes made to the qualification.

Changes to assessment

- The assessment objectives have been updated and the assessment structure revised.
- Paper 1 and Paper 2 will be graded using a numerical grading scale of 9–1. The Speaking and Listening Test will be graded as Distinction, Merit or Pass.
- Paper 1 Reading Passages is 2 hours 10 minutes and untiered, and is worth 50 per cent of the total marks.
- Paper 1 has three questions: Comprehension; Summary; Comprehension and Comparison. The three unseen passages for Paper 1 will be taken from the 19th, 20th and 21st centuries.
- Paper 2 Directed Writing and Composition is 2 hours and untiered, and is worth 50 per cent of the total marks.
- Paper 2 has two sections. The first section, Directed Writing, has one question, based on two unseen passages. The passages will be taken from either the 20th or 21st century, or both. The second section, Composition, has one task from a choice of four: two descriptive and two narrative.
- Component 3, the Speaking and Listening Test, has been revised and is now separately endorsed. It is a non-coursework speaking test. Teachers must apply the regulations for non-coursework speaking tests.
- The Speaking and Listening Test has two parts: Part 1 Individual Task; Part 2 Questions.
- The new Speaking and Listening Test is approximately 8–10 minutes long, with each part taking approximately 4–5 minutes.
- The section 'Additional information for Component 3' has been removed. Teachers must refer to the relevant sections of the *Cambridge Handbook (UK)*. These documents are available at www.cie.org.uk

In addition to reading the syllabus, teachers should refer to the updated specimen papers.

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

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

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