

SYLLABUS

Cambridge IGCSE[®]
Literature (English) (US)
0427

For examination in June and November 2019

Changes to syllabus for 2019

This syllabus has been updated but there are no significant changes.

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

Note

The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework, if applicable, a mandatory part of the syllabus.

Administration materials appear in UK English and are standard for all our international customers. Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website.

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1. Introduction

1.1 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 recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a nonprofit organization, we devote our resources to delivering high-quality educational programs that can unlock student's potential.

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

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

Cambridge Students

Our mission is to provide educational benefit through provision of international programs and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as students, 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 recognized 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

Support for Teachers

A wide range of materials and resources is available to support teachers and students 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

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

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

1.2 Why Choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabi provide opportunities for contextualized 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 goal is to balance knowledge, understanding, and skills in our programs 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 students 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 & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecondary2

Guided Learning Hours

Cambridge IGCSE syllabi are designed on the assumption that candidates 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 candidates' prior experience of the subject.

1.3 Why Choose Cambridge IGCSE Literature (English)?

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of real knowledge and understanding. Successful candidates gain lifelong skills, including the ability to:

- read, interpret, and evaluate texts through the study of literature in English;
- develop an understanding of literal and implicit meaning, relevant contexts, and of the deeper themes or attitudes that may be expressed;
- recognize and appreciate the ways in which writers use English to achieve a range of effects;
- present an informed, personal response to materials they have studied;
- explore wider and universal issues, promoting students' better understanding of themselves and of the world around them.

Prerequisites

We recommend that candidates who are beginning this course should have previously studied some creative writing (prose/poetry and/or drama) in English.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Literature (English) are well prepared to follow courses leading to Cambridge International AS and A Level English Literature 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 recognizing the achievements of candidates who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at 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

If You Are Not Yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organization can register to become a Cambridge school.

2. Teacher Support

2.1 Support Materials

You can go to our public website at www.cie.org.uk/igcse to download current and future syllabi together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabi is available from Teacher Support, our secure online support for Cambridge teachers. Go to <https://teachers.cie.org.uk> (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

2.2 Endorsed Resources

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

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. See www.cie.org.uk/i-want-to/resource-centre for further information.

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 for further information.

3. Assessment at a Glance

Component	Duration	Weighting
Paper 1: Poetry and Prose	1 hour, 30 minutes	50%
Paper 2: Drama	45 minutes	25%
Paper 3: Coursework Portfolio	Assessed by the Center; externally moderated by Cambridge	25%

The full range of grades (A*–G) is available.

Availability

This syllabus is examined in the June and November examination series.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Combining This with Other Syllabi

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

- syllabi with the same title at the same level
- 0408 Cambridge IGCSE World Literature

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificate) and Cambridge O Level syllabi are at the same level.

4. Syllabus Goals and Assessment Objectives

4.1 Goals

The syllabus goals, which are not listed in order of priority, are to encourage and develop candidates' ability to:

- 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

There are four Assessment Objectives (AOs) and candidates are assessed on their ability to:

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: recognize 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.

Each of the assessment objectives is present in each of the papers, with the following weighting:

	Paper 1	Paper 2	Paper 3
AO1	25%	25%	25%
AO2	25%	25%	25%
AO3	25%	25%	25%
AO4	25%	25%	25%

5. Description of Papers

5.1 Paper 1: Poetry and Prose

(1 hour, 30 minutes)

Candidates answer two questions. One from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks.

There is a choice of two questions on each text.

Relevant passages/poems are printed on the question paper.

Candidates may not take their set texts into the exam room for Paper 1.

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.

5.2 Paper 2: Drama

(45 minutes)

Candidates answer one question on one text.

There is a choice of two questions on each text.

Relevant passages are printed on the question paper.

Candidates may take their set text(s) into the exam room for Paper 2, but these must not contain personal annotations, underlining, or highlighting.

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.

5.3 Paper 3: Coursework Portfolio

Candidates submit a portfolio of **two** assignments.

- Each assignment should be between 600–1,000 words and should be based on the study of one complete text, equivalent in scope and demand to a set text on Paper 1 or Paper 2.
- The assignments must be on two different texts.
- One of the assignments (but not two) may be on a text prepared for Paper 1 or Paper 2. (There is no requirement to include work on a Paper 1 or Paper 2 text.)
- One of the assignments may be an empathic response to a prose or drama text.

Assignments can be handwritten, typed, or word-processed.

The phrasing of each assignment’s title must clearly address each of the four Assessment Objectives.

Coursework is assessed and marked by the Center, and a sample is submitted for external moderation by Cambridge.

For more information and guidance on creating, presenting, and marking the Coursework, see Section 9.

6. Set Texts for 2019

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

Set Texts for Paper 1: Poetry and Prose

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

Section A: Poetry

Candidates must answer on **one** set text from this section:

Robert Frost

The following thirteen poems:

Ghost House

My November Guest

Storm Fear

Going for Water

Reluctance

Mending Wall

After Apple-Picking

The Wood-Pile

The Road Not Taken

An Old Man's Winter Night

Meeting and Passing

'Out, Out –'

The Sound of the Trees

These may be found in *The Robert Frost Collection* by Robert Frost (Wilder). Poems printed in the paper will be printed as in this text.

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

- no. 30 Elizabeth Jennings, *In Praise of Creation*
- no. 34 Judith Wright, *Australia 1970*
- no. 38 Thomas Carew, *The Spring*
- no. 39 Philip Larkin, *Coming*
- no. 40 Thomas Hardy, *The Darkling Thrush*
- no. 42 Gerard Manley Hopkins, *The Caged Skylark*
- no. 44 Vivian Smith, *At the Parrot House, Taronga Park*
- no. 45 Alice Oswald, *Eel Tail*
- no. 46 Peter Reading, *Cetacean*
- no. 49 Billy Collins, *Afternoon with Irish Cows*
- no. 50 Edna St Vincent Millay, *The Buck in the Snow*
- no. 52 Walt Whitman, from *Crossing Brooklyn Ferry*
- no. 56 Charlotte Smith, *Written Near a Port on a Dark Evening*
- no. 58 Imtiaz Dharker, *Blessing*

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.

Section B: Prose

Candidates must answer on **one** set text from this section:

Maya Angelou	<i>I Know Why the Caged Bird Sings</i>
Jennifer Donnelly	<i>A Northern Light</i>
F Scott Fitzgerald	<i>The Great Gatsby</i>
Sue Monk Kidd	<i>The Secret Life of Bees</i>

From *Stories of Ourselves* The following ten stories:

- no. 3 Charles Dickens, *The Signalman*
- no. 5 Charlotte Perkins Gilman, *The Yellow Wallpaper*
- no. 6 Thomas Hardy, *The Son's Veto*
- no. 11 Arthur Conan Doyle, *How It Happened*
- no. 20 Graham Greene, *The Destroyers*
- no. 23 Alex La Guma, *The Lemon Orchard*
- no. 29 Ted Hughes, *The Rain Horse*
- no. 35 Borden Deal, *The Taste of Watermelon*
- no. 38 Morris Lurie, *My Greatest Ambition*
- no. 44 Jhumpa Lahiri, *The Third and Final Continent*

This selection of ten 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.

Set Texts for Paper 2: Drama

Candidates must answer on **one** set text in this section:

William Shakespeare	<i>Julius Caesar</i>
Tennessee Williams	<i>Cat on a Hot Tin Roof</i>
August Wilson	<i>Fences</i>

Texts for Paper 3 (Coursework)

Candidates submit two assignments, each on a different text.

One of these may be on a set text prepared for Paper 1 or Paper 2. (There is no requirement to include work on a Paper 1 or Paper 2 set text, however.)

If short stories or poetry texts are used for an assignment, candidates must cover a minimum of two stories/poems.

Each Center must submit to Cambridge before starting coursework:

- a list of the texts chosen for coursework
- details of the texts being taken for Paper 1 and Paper 2
- a list of sample essay titles

7. Grade Descriptions

Grade Descriptions	
Grade A	<p>A Grade A candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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	<p>A Grade C candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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	<p>A Grade F candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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.

8. Coursework Guidance

8.1 Coursework Portfolio (Paper 3): Guidance Notes

For further guidance and for the general regulations concerning internal Coursework assessment, see the *Cambridge Handbook*.

General Guidance

Portfolio Format

- The portfolio will contain **two** assignments, each on a different text.
- The assignments must be securely fastened and clearly marked with the candidate's name, number, and the Center number.
- Work sent to Cambridge for external moderation must not be sent in clear plastic folders or ring binders. A completed Candidate Record Card must be included with each portfolio.

Assignments: General Issues

- Assignments usually follow a program of study undertaken by a teaching group. The best assignments usually follow a shared learning experience but are selected by the candidate. It is recommended that the teacher and the candidate discuss which are the best assignments to submit.
- Candidates do not have to produce assignments under timed examination-type conditions.
- Assignments may be completed at any stage during the course. Candidates should undertake more than two assignments to provide a choice of assignments for their portfolio.

Assignments: 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 Center do not have to submit assignments on the same texts.
- Assignments should show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates should 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 from the list.

Drafting Assignments

- 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 reassured of the authenticity of the final assignment.
- Teachers should not, however, mark, correct, or edit draft assignment material; candidates can certainly draft and redraft work, but teachers should give only general guidance during this phase.

Length of Assignments

- Assignments should be between 600 and 1,000 words. This is a guideline. Candidates must not confuse length with quality. Although no assignment is penalized per se because of its length, assignments significantly under or over this word count guidance may be self-penalizing.

Presenting Assignments

- Candidates may use computers or word-processors or can write their assignments by hand. Candidates should remember to carefully proofread their work.

Checking Portfolios for Authenticity

- It is the Center'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.

Feedback Following External Moderation

- Centers receive a brief report from the external moderator following the assessment of their candidates' portfolios, usually at the same time as the final exam results.

8.2 Marking and Moderating Coursework

As well as commenting on the overall quality of the portfolio, recorded on the Individual Candidate Record Card, teachers must mark each assignment by indicating the strengths and errors and by providing a final comment.

Each assignment is to be marked out of a total of 25, in accordance with the criteria that follow.

Assessment usually involves balancing 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 3 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, 0427) and your Center number, after which it will take you to the correct forms. Follow the instructions when completing each form.

Internal Moderation

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

External Moderation

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

8.3 Assessment Criteria for 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 skillfully 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 8

9. Appendix A

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.

Any of these texts may be taken into the examination room for Paper 2 (Drama), but the text must not contain any annotations made by the candidate.

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
Cambridge Literature series (includes classics of poetry, prose, and drama)	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)

Resources are also listed on Cambridge's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.

10. Other Information

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 goal 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

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 result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry Option 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 option 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 option codes can be found in the *Cambridge Guide to Making Entries*.

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