



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSETM World Literature 0408

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June and November series.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

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Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, go to page 29.



1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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

Cambridge IGCSE World Literature offers learners the opportunity to read, interpret, evaluate and respond to a range of literature, including texts in translation. This course enables learners to deepen their understanding and appreciation of the ways in which writers create meanings and achieve effects in poetry, prose and drama. Cambridge IGCSE World Literature will encourage learners to read for pleasure as well as to explore wider and universal issues, thereby developing a better understanding of themselves and the world.

Our approach in Cambridge IGCSE World Literature encourages learners to be:

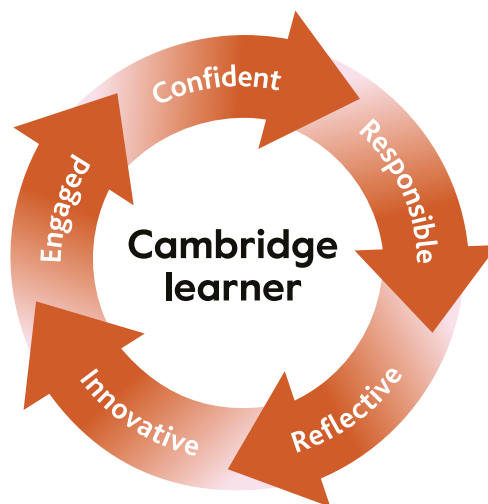
confident, exploring texts and ideas and beginning to form personal insight

responsible, developing approaches to analysis to better understand ideas of culture, context and the community

reflective, considering literary ideas that are presented in a range of ever-changing contexts

innovative, thinking critically in the approach to tasks and texts

engaged, recognising the role literature plays in matters of personal, social and global significance.



School feedback: '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.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE World Literature gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Literature in English.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: '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.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- enjoy the experience of reading literature from around the world
- explore literary texts in different forms, from different periods, diverse cultures and societies
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers create meanings and achieve effects
- develop the transferable critical reading and writing skills needed for future learning.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

Cambridge IGCSE World Literature provides learners with the opportunity to develop a deeper knowledge and understanding of international poetry, prose and drama. A range of inspiring international set texts have been carefully selected to offer a breadth and depth of literary study and to encourage lively and stimulating classroom discussion.

For the coursework component, learners study at least one drama text, with the option to study a further drama text. For Paper 2, learners study 15 set text poems and also prepare for an unseen poem. For Paper 3, learners have the option of studying one or two prose set texts.

Throughout the course, learners are encouraged to practise their skills of close reading through the study of literary extracts, unseen texts, and whole texts, including texts in translation. They explore the conventions of different genres and recognise and appreciate the ways in which writers create meanings and achieve effects. Learners also develop skills in analysis and interpretation of texts and are encouraged to express an informed personal response.

Assessment overview

All candidates take three components. Candidates will be eligible for grades A* to G.

All candidates take:

Component 1

Coursework approx. 33%

50 marks

Candidates submit two essays:

- critical essay based upon a drama text
- empathic essay based upon a drama text.

Internally assessed and externally moderated

and:

Paper 2

1 hour 30 minutes

Poetry approx. 33%

50 marks

Candidates answer two compulsory questions:

- one question on a set text poem
- one question on an unseen poem.

Externally assessed

and:

Paper 3

1 hour 30 minutes

Set Text (Prose) approx. 33%

50 marks

Candidates answer two questions:

- Section A, one extract-based question from a choice of three
- Section B, one essay question from a choice of three.

Externally assessed

Information on availability is in the **Before you start** section.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Component 1.

Assessment objectives

The assessment objectives (AOs) 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

Analyse ways in which writers use language, structure and form to create meanings and achieve effects.

AO4

Communicate a sensitive and informed personal response to literary texts.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1	25
AO2	25
AO3	25
AO4	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Component 1	Paper 2	Paper 3
AO1	25	25	25
AO2	25	25	25
AO3	25	25	25
AO4	25	25	25
Total	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

This course helps learners develop highly transferable skills through close reading of set texts, unseen texts and literary extracts. Learners are required to engage with how language is used to create meanings and achieve effects. They learn skills of analysis and communication, developing writing techniques such as how to write a well-structured essay and how to use quotations and references to support their ideas. These skills are valuable for the study of literature as well as having broader benefits for study in other subject areas.

In preparation for Component 1 Coursework, learners read and understand at least one drama text (it is possible for learners to study two drama texts, but this is optional). Examples of texts suitable for coursework can be found in section 4, Details of the assessment.

In preparation for Paper 2 Poetry, learners should study a range of poems of different types for the unseen poetry question, in addition to all of the 15 set text poems.

In preparation for Paper 3 Set Text (Prose), learners study at least one set text and answer two questions in the examination: one question from Section A and one question from Section B. Candidates may choose to respond to both questions on the same set text, or they may choose to answer on two different set texts they have studied. If short stories are chosen as a set text option, all 10 short stories should be studied. The set text list for each year of examination includes a selection of international text options; you are encouraged to choose the most appropriate text(s) for your learners.

All components encourage an informed personal response. 'Personal response' means expressing what the text means to the candidate in response to the task, and 'informed' means referring closely to the text in justifying these interpretations.

Set texts change regularly on the syllabus and may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take their examinations. For some texts we specify which edition to use. Where the edition is not specified, candidates may use any edition of the set text, provided it is not an abridged or simplified version.

Set texts for examination in 2028

Paper 2 Poetry

For the set text poetry question, from *Songs of Ourselves, Volume 3*, study **all** of the following 15 poems:

Rainer Maria Rilke (tr. Len Krisak) – *The Panther*
 James Wright – *A Blessing*
 Hone Tuwhare – *Toroa: Albatross*
 Marilène Phipps – *Frog*
 Pascale Petit – *#ExtinctionRebellion*
 Alari (tr. Shash Trevett) – *The Sun Wanders, Searching for Shade*
 Toru Dutt – from *Our Casuarina Tree*
 Dorothy Parker – *Fair Weather*
 Siriman Cissoko (tr. John Reed and Clive Wake) – *O Earth*
 Leung Ping-Kwan (tr. Gordon T Osing) – *An Old Colonial Building*
 Iman Mersal (tr. Robyn Creswell) – *Map Store*
 Imtiaz Dharker – *Leaving Fingerprints*
 Charles Kingsley – from *Andromeda*
 E E Cummings – *when faces called flowers float out of the ground*
 Togara Muzanenhamo – *Captain of the Lighthouse*

These are found in *Songs of Ourselves, Volume 3: Cambridge International Education Anthology of Poetry in English* (Cambridge University Press & Assessment). Poems printed on the examination paper are the same as those found in the *Anthology of Poetry*.

Paper 3 Set Text (Prose)

Candidates study at least **one** set text.

Chinua Achebe – *A Man of the People*
 Sayaka Murata – *Convenience Store Woman*

From *Stories of Ourselves, Volume 2*, **all** of the following 10 short stories:

Walter Scott – *Death of the Laird's Jock*
 Charles Dickens – *George Silverman's Explanation*
 Oscar Wilde – *The Nightingale and the Rose*
 Arthur Conan Doyle – *The Copper Beeches*
 Margaret Oliphant – *A Story of a Wedding Tour*
 Walter Besant – *The Shrinking Shoe*
 Saki (Hector Hugh Munro) – *Gabriel-Ernest*
 M R James – *A Warning to the Curious*
 P G Wodehouse – *Indian Summer of an Uncle*
 Virginia Woolf – *Lappin and Lapinova*

These are found in *Stories of Ourselves, Volume 2: Cambridge Assessment International Education Anthology of Stories in English* (Cambridge University Press). Extracts printed on the examination paper are the same as those found in the *Anthology of Stories*.

Set texts for examination in 2029

Paper 2 Poetry

For the set text poetry question, from *Songs of Ourselves, Volume 3*, study **all** of the following 15 poems:

Rainer Maria Rilke (tr. Len Krisak) – *The Panther*
 James Wright – *A Blessing*
 Hone Tuwhare – *Toroa: Albatross*
 Marilène Phipps – *Frog*
 Pascale Petit – *#ExtinctionRebellion*
 Alari (tr. Shash Trevett) – *The Sun Wanders, Searching for Shade*
 Toru Dutt – from *Our Casuarina Tree*
 Dorothy Parker – *Fair Weather*
 Siriman Cissoko (tr. John Reed and Clive Wake) – *O Earth*
 Leung Ping-Kwan (tr. Gordon T Osing) – *An Old Colonial Building*
 Iman Mersal (tr. Robyn Creswell) – *Map Store*
 Imtiaz Dharker – *Leaving Fingerprints*
 Charles Kingsley – from *Andromeda*
 E E Cummings – *when faces called flowers float out of the ground*
 Togara Muzanhenhamo – *Captain of the Lighthouse*

These are found in *Songs of Ourselves, Volume 3: Cambridge International Education Anthology of Poetry in English* (Cambridge University Press & Assessment). Poems printed on the examination paper are the same as those found in the *Anthology of Poetry*.

Paper 3 Set Text (Prose)

Candidates study at least **one** set text.

Chinua Achebe – *A Man of the People*
 Sayaka Murata – *Convenience Store Woman*

From *Stories of Ourselves, Volume 3*, **all** of the following 10 short stories:

Guy de Maupassant – *The Necklace*
 Oscar Wilde – *The Model Millionaire*
 Begum Rokeya Sakhawat Hossain – *Sultana's Dream*
 Saki (Hector Hugh Munro) – *The Interlopers*
 Chinua Achebe – *The Sacrificial Egg*
 Anita Desai – *Sale*
 John Wickham – *The Light on the Sea*
 Edwidge Danticat – *New York Day Women*
 J M Coetzee – *Nietverloren*
 Sharon Morse – *Hard to Say*

These are found in *Stories of Ourselves, Volume 3: Cambridge International Education Anthology of Stories in English* (Cambridge University Press & Assessment). Extracts printed on the examination paper are the same as those found in the *Anthology of Stories*.

Set texts for examination in 2030

Paper 2 Poetry

For the set text poetry question, from *Songs of Ourselves, Volume 3*, study **all** of the following 15 poems:

Rainer Maria Rilke (tr. Len Krisak) – *The Panther*

James Wright – *A Blessing*

Hone Tuwhare – *Toroa: Albatross*

Marilène Phipps – *Frog*

Pascale Petit – *#ExtinctionRebellion*

Alari (tr. Shash Trevett) – *The Sun Wanders, Searching for Shade*

Toru Dutt – from *Our Casuarina Tree*

Dorothy Parker – *Fair Weather*

Siriman Cissoko (tr. John Reed and Clive Wake) – *O Earth*

Leung Ping-Kwan (tr. Gordon T Osing) – *An Old Colonial Building*

Iman Mersal (tr. Robyn Creswell) – *Map Store*

Imtiaz Dharker – *Leaving Fingerprints*

Charles Kingsley – from *Andromeda*

E E Cummings – *when faces called flowers float out of the ground*

Togara Muzanhenhamo – *Captain of the Lighthouse*

These are found in *Songs of Ourselves, Volume 3: Cambridge International Education Anthology of Poetry in English* (Cambridge University Press & Assessment). Poems printed on the examination paper are the same as those found in the *Anthology of Poetry*.

Paper 3 Set Text (Prose)

Candidates study at least **one** set text.

Anita Desai – *Fasting, Feasting*

Sayaka Murata – *Convenience Store Woman*

From *Stories of Ourselves, Volume 3*, **all** of the following 10 short stories:

Guy de Maupassant – *The Necklace*

Oscar Wilde – *The Model Millionaire*

Begum Rokeya Sakhawat Hossain – *Sultana's Dream*

Saki (Hector Hugh Munro) – *The Interlopers*

Chinua Achebe – *The Sacrificial Egg*

Anita Desai – *Sale*

John Wickham – *The Light on the Sea*

Edwidge Danticat – *New York Day Women*

J M Coetzee – *Nietverloren*

Sharon Morse – *Hard to Say*

These are found in *Stories of Ourselves, Volume 3: Cambridge International Education Anthology of Stories in English* (Cambridge University Press & Assessment). Extracts printed on the examination paper are the same as those found in the *Anthology of Stories*.

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Component 1 – Coursework

50 marks

This is a compulsory component. It is marked and internally moderated (if applicable) by the centre and externally moderated by Cambridge International.

Candidates submit **two** essays:

- 1 Critical essay – 25 marks
- 2 Empathic essay – 25 marks

The two essays will be based upon drama text(s). Candidates **may** study a separate drama text for each essay, or base both essays on the same text.

The drama text(s) will be equivalent in scope and demand to the set texts listed for Paper 3. Cambridge advises using texts from different parts of the world to those on the set text list for Paper 3. This ensures a greater study of depth and breadth of world literature.

The title of each essay must be phrased to allow for the assessment of all four assessment objectives.

Candidates do not have to produce the essays under examination conditions.

The Coursework component as a whole is marked out of 50. Candidates will be awarded a mark out of 25 for each essay.

Note that essays which go significantly below or beyond the advised word count may be self-penalising.

1 Critical essay

- Approximately 1000 words (including quotations).
- The critical essay must be based on **one** drama text.
- The text may be the same or different to the drama text used for the empathic essay.

Examples of possible critical essay titles:

Explore the ways in which Ibsen presents the character of Nora at two different moments in *A Doll's House*.

To what extent does Shakespeare make you sympathise with the Nurse and her actions in *Romeo and Juliet*?

2 Empathic essay

- Approximately 800 words.
- The empathic essay assumes the voice of **one** character in a play.
- The task prescribes a particular moment in the text (which may be the end of the text).
- The text may be the same or different to the drama text used for the critical essay.
- The empathic essay will test knowledge, understanding and response, but gives candidates the opportunity to engage more imaginatively with a drama text by assuming a suitable 'voice' (i.e. manner of speaking for a specific character) at a particular moment in their chosen play.
- The full wording of the task, including the character name and chosen moment for the empathic essay, must be included at the start of the assignment.

Examples of possible empathic essay titles

Federico García Lorca, *The House of Bernarda Alba*

You are Adela in the final scene of the play. Write your thoughts.

J B Priestley, *An Inspector Calls*

You are Eric after he comes back from outside to confess to his relationship with Eva. Write your thoughts.

Guidance for centres on coursework

The following notes provide guidance that teachers should give candidates on creating and presenting coursework, as well as guidance on internal marking and internal moderation.

For more detailed information, please refer to the *Cambridge Handbook* for the relevant year of assessment and samples database at www.cambridgeinternational.org/samples

Format

- Candidates submit two essays.
- Both essays will be based upon a drama text; either the same text for both essays, or a different text for each essay.
- One essay must be a critical essay, and one essay must be an empathic essay.
- Essays must be written electronically, with the title typed in full at the top of each essay.

General

- Candidates can complete their coursework essays at any time during the course, usually following a programme of study undertaken by a teaching group.
- Candidates should remember to proofread their work carefully.

Texts

- Text(s) can be chosen by teachers or by candidates and teachers together. The texts must be of a quality that is equivalent in scope and demand to the set texts for Paper 3.
- Candidates within a centre do not have to submit essays on the same text.
- Essays must show that the candidate has studied and understood the whole text.
- It is advised to use text(s) from different parts of the world to those on the set text list for Paper 3.
- Texts must not be simplified or abridged editions.

Examples of suitable drama texts for coursework

Teachers who choose to use a text which is not on this list must ensure it is of similar level and demand.

Candidates who work with very short texts are unlikely to have enough material to adequately demonstrate their understanding.

Ama Ata Aidoo – *Anowa* (Ghana)

Bertolt Brecht – *Mother Courage and Her Children* (Germany)

Athol Fugard – *“Master Harold” ... and the boys* (South Africa)

Lorraine Hansberry – *A Raisin in the Sun* (USA)

Federico García Lorca – *The House of Bernarda Alba* (Spain)

William Shakespeare – *Romeo and Juliet* (England)

Sophocles – *Antigone* (Ancient Greece)

Wole Soyinka – *Death and the King’s Horseman* (Nigeria)

August Strindberg – *Miss Julie* (Sweden)

Jean Tay – *Anything but the Brain* (Singapore)

Ngũgĩ wa Thiong’o and Ngũgĩ wa Mirii – *I Will Marry When I Want* (Kenya)

Assessment criteria for Component 1 Coursework

All assessment objectives in the marking criteria are equally weighted. Each essay assesses all assessment objectives.

Use the marking criteria below to mark each essay.

Level	Level descriptor	Marks
5	Critical and perceptive - Demonstrates detailed textual knowledge integrating well-selected reference. (AO1) - Shows critical understanding of the text and its implications. (AO2) - Sustains analysis of how writers create meanings and achieve effects (or sustains a convincing voice for the character in an empathic task). (AO3) - Sustains a perceptive personal response to the task. (AO4)	21–25
4	Clear and developed - Demonstrates textual knowledge carefully supported by relevant reference. (AO1) - Shows clear understanding of the text and its implications. (AO2) - Analyses how writers create meanings and achieve effects (or develops a generally authentic voice for the character in an empathic task). (AO3) - Makes a well-developed personal response to the task. (AO4)	16–20
3	Relevant and supported - Demonstrates textual knowledge supported by relevant reference. (AO1) - Shows overall understanding of the text. (AO2) - Makes relevant response to how writers create meanings and achieve effects (or uses suitable features of expression for the character in an empathic task). (AO3) - Develops a personal response to the task. (AO4)	11–15
2	Some relevance - Demonstrates knowledge of the text with some supporting reference. (AO1) - Shows some understanding of meaning. (AO2) - Makes some reference to how writers create meanings and achieve effects (or some understanding of the character and voice in an empathic task). (AO3) - Gives a personal response to the task. (AO4)	6–10
1	Limited - Demonstrates a little knowledge of the text. (AO1) - Shows a little understanding of meaning. (AO2) - Shows a little awareness of how writers create meanings and achieve effects (or shows a little understanding of character in an empathic task). (AO3) - Makes a limited attempt to respond. (AO4)	1–5
0	No creditable response.	0

Administration of coursework

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Using the samples database

The samples database refers you to key information about the administration of externally moderated coursework, speaking tests, externally set assignments and examined coursework for each syllabus.

Use the samples database to find out:

- when and how to submit your marks for moderated coursework and moderated non-coursework tests
- when and how to submit your candidates' work
- which forms to complete and submit with your candidates' work.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- The qualification type (e.g. Cambridge International AS & A Level, Cambridge IGCSE and O Level, Cambridge Checkpoint Global Perspectives)
- Your country / territory
- The series (e.g. June, November)
- The syllabus code (i.e. 0408 for this syllabus).

The samples database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Recording and submitting candidates' marks and work

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and work. You should follow the instructions for Component 1: Coursework, on the samples database.

You should record marks on the required forms which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on these forms must be identical to the marks you submit to Cambridge International.

Marking

Teachers must mark each coursework essay out of 25, in accordance with the assessment criteria. The assessment criteria set out in this section must be used for each essay. If a candidate submits no essay, a mark of zero must be recorded.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to standardise your teachers' marking so that all candidates are assessed to a common standard. After work has been internally assessed, you must arrange for an internal moderation stage to check the marking of each teacher. This is to ensure that all marking within the centre is consistent. If only one teacher is marking internal assessments, no internal moderation is necessary. You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions on the samples database at **www.cambridgeinternational.org/samples**

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected. The samples database also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Supervising coursework

Coursework must be a candidate's own, unaided work. The teacher must be able to authenticate the work is the candidate's own.

A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course. Candidates can revise their work following feedback, but you should only give brief summative comments on progress.

Teachers can support candidates by reviewing their work before it is handed in for final assessment. Teachers can do this orally or through written feedback. Teachers should not correct or edit draft coursework. Advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Authenticity and avoidance of plagiarism

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must **not** submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation of, and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as their own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org/teachingandassessment**. Cambridge International has robust systems in place to detect, investigate and address plagiarism once work has been submitted.

Cambridge International has a policy on the use of generative AI by candidates in coursework. The inappropriate use of AI should be treated as a form of plagiarism. The policy includes guidance on how to detect use of AI in coursework and what action teachers should take. It can be found at: **www.cambridgeinternational.org/generative-ai-in-coursework**

You will be required to declare the authenticity of the work when submitting work.

Paper 2 – Poetry

Written paper, 1 hour 30 minutes, 50 marks

This is a compulsory written paper. It is an externally set assessment, marked by Cambridge International.

Candidates answer two compulsory questions: one on a set text poem and one on an unseen poem. Each question is worth 25 marks.

The material for both poems is taken from texts originally written in English or in English translation.

Question 1: Set text poem

The question asks candidates for an analysis and critical commentary on a set text poem printed on the question paper.

Question 2: Unseen poem

The question asks candidates for an analysis and critical commentary on a previously unseen poem or extract of an unseen poem printed on the question paper. Bullet points provide suggestions about aspects of the poem the candidate may focus on.

Both questions encourage an informed personal response and assess all four assessment objectives holistically.

Candidates will demonstrate the following:

- knowledge of the content of the poem – through selection of relevant material supported by use of textual reference (AO1)
- understanding of ideas, characters, relationships, situations and themes conveyed in the poem (AO2)
- analysis of ways in which the writer creates meanings and achieves effects, including poetic, through use of language, structure and form (AO3)
- informed personal response to the question and the poem (AO4).

Both poems are printed on the question paper. Candidates do **not** take their set texts into the examination room.

Set texts for this component are listed in Section 3 Subject content.

Set texts for this component regularly change. Before you begin teaching, check the set text list for the year in which your candidates take their examinations.

Paper 3 – Set Text (Prose)

Written paper, 1 hour 30 minutes, 50 marks

This is a compulsory written paper. It is an externally set assessment, marked by Cambridge International.

Candidates answer **two** questions in total: **one** from Section A and **one** from Section B. Each question is worth 25 marks.

Questions are set on three prose texts originally written in English or in English translation.

The question paper is divided into:

- Section A: extract-based questions
- Section B: essay questions.

Candidates may choose to respond to both questions on the same set text, or they may choose to answer on two different set texts they have studied.

Section A

Extract-based questions which focus on one section of the chosen text. Candidates must re-read a specific extract from the set text before answering. As well as analysing the detail on the extract in response to the task, candidates should comment on the extract's position within the set text as a whole. The extract is printed on the question paper.

Section B

Essay questions which require a more general approach to the set text as a whole, or a significant element/character within it.

Questions in both sections of the paper encourage an informed personal response and assess all four assessment objectives holistically.

Candidates demonstrate the following:

- knowledge of the content of the text – through selection of relevant material supported by use of textual reference (AO1)
- understanding of ideas, characters, relationships, situations and themes conveyed in the text (AO2)
- analysis of ways in which the writer creates meanings and achieves effects, through use of language, structure and form (AO3)
- informed personal response to the question and the text (AO4).

This is a 'closed book' question paper. Candidates do **not** take their set texts into the examination room.

Set texts for this component are listed in section 3 Subject content.

Set texts regularly change on the syllabus. Before you begin teaching, check the set text list for the year in which your candidates will take their examinations.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Explore	write in detail about particular aspects

Phrases such as the following may also be seen in the assessment for this syllabus:

- Explore how ... / Explore the ways in which the writer ...
- How does the writer ... ?
- In what ways does the writer ... ?
- How far does the writer ... ?
- To what extent does the writer ... ?

5 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.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

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

- Cambridge IGCSE Literature in English (0475)
- Cambridge IGCSE (9–1) Literature in English (0992)
- Cambridge O Level Literature in English (2010)
- Cambridge IGCSE Literature (Spanish) (0488)
- syllabuses with the same title at the same level.

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

Group awards: Cambridge ICE

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

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries. 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 access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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 entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Component 1 Coursework can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

After the exam

Grading and reporting

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

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been reviewed and revised for first examination in 2028.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	The set text lists have been updated. Refer to the syllabus for the year of examination.
Changes to assessment (including changes to specimen papers)	- Changes to Assessment Objectives - The word analysis has been added to AO3. This is consistent with the approach taken across our suite of English qualifications to provide good progression to Cambridge International AS & A Level. - Changes to Component 1 Coursework - Both essays must be based upon a drama text. - Changes to Paper 2 - New title: Poetry. - Contains two compulsory poetry-based questions: one set text and one unseen poem. Each question is worth 25 marks. - Total marks have increased to 50. - Exam duration has increased to 1 hour 30 minutes. - Changes to Paper 3 - Paper 3 title is Set Text (Prose). - Prose texts only. - Each component is equally weighted. - Updated marking criteria.
Carry forward arrangements	- Marks achieved in Component 1: Coursework, in 2027 can be carried forward to the future series in 2028, subject to the regulations set out in the <i>Cambridge Handbook</i> for the relevant year of assessment and the <i>Carry-forward regulations supplement</i> at www.cambridgeinternational.org/eoguide - Please note, Component 1: Coursework, is weighted at approximately 33% of the qualification in 2028.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2028 are suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.



Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015.

Learn more at www.cambridgeinternational.org/about-us/our-standards/

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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