

Syllabus

Cambridge IGCSE[®] (9–1) English Literature 0477

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: 601/5295/3).

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 21.

Any textbooks endorsed to support the syllabus for examination from 2017 are still suitable for use with this syllabus.



1 Why choose this syllabus?

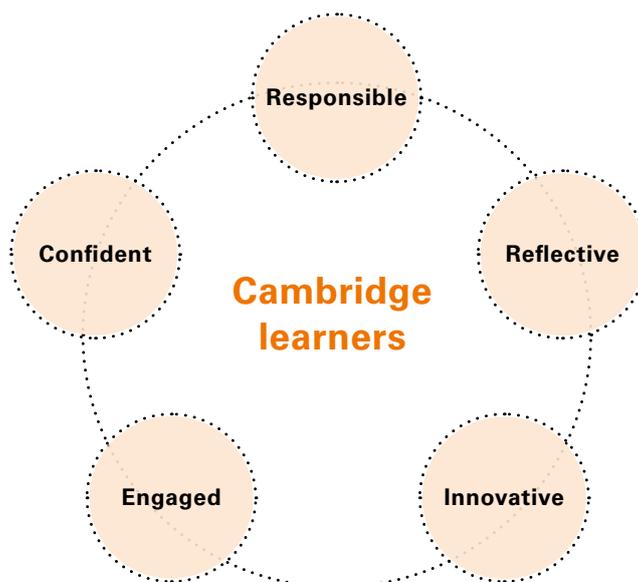
Key benefits

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) English Literature offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary texts. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE (9–1) English Literature will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

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

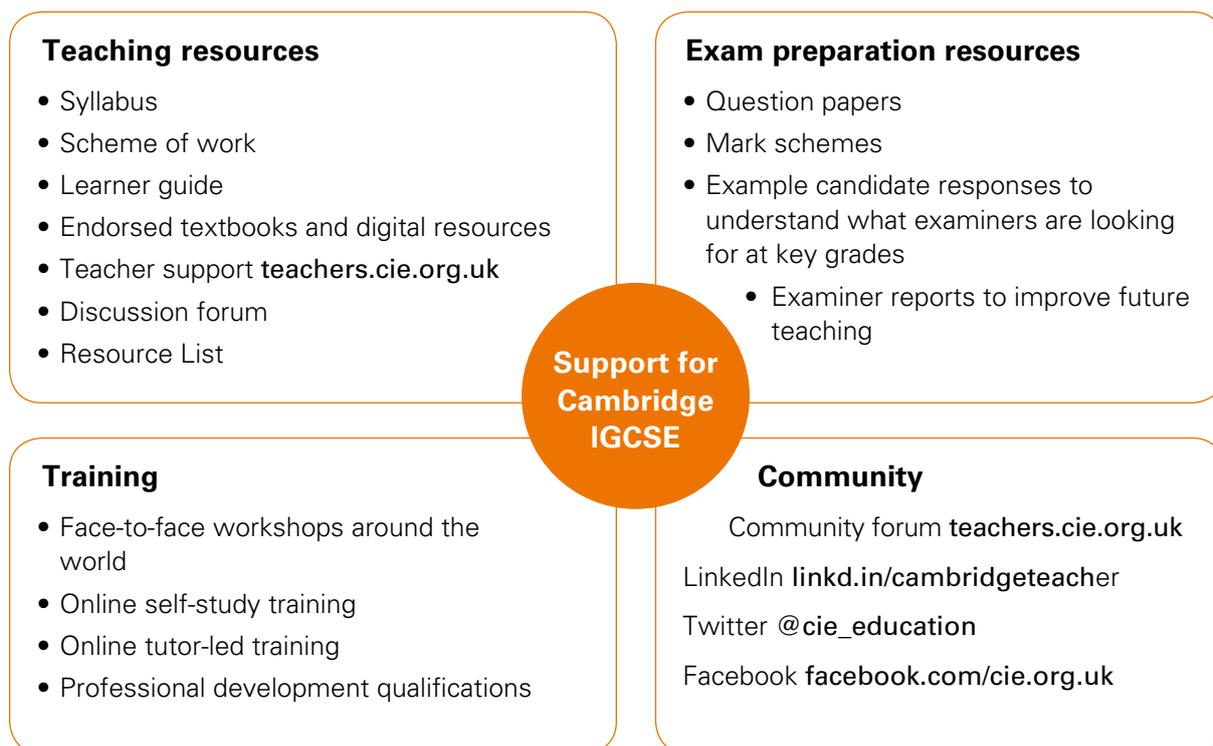
The combination of knowledge and skills in Cambridge IGCSE (9–1) English Literature gives learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses including Cambridge International AS & A Level English Literature.

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

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

Supporting teachers

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



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

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

2 Syllabus overview

Aims

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

The aims are to develop learners who:

- enjoy the experience of reading a wide range of literature
- can understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- analyse and evaluate critically the methods writers use in creating meaning and effects
- accurately use Standard English and critical terminology to articulate ideas effectively
- relate texts to their wider contexts and make comparisons between texts
- experience literature’s contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content

For Cambridge IGCSE (9–1) English Literature candidates will study:

- a novel
- a wide selection of poetry
- a Shakespeare play
- modern drama
- a selection of poems/prose extracts in preparation for the unseen comparison.

Teacher support for Cambridge IGCSE (9–1) English Literature



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 Literature includes a Scheme of Work and Example Candidate Responses. These and other resources are available online through Teacher Support at <https://teachers.cie.org.uk>

Assessment

All candidates take three papers.

All candidates take:

Paper 1 1 hour 30 minutes
 Poetry and Prose 35%
 50 marks
 Two questions on two texts
 Questions will be based on the poetry anthologies and prose texts
 Externally assessed

and:

Paper 2 1 hour 30 minutes
 Drama 35%
 50 marks
 Two questions on two texts
 Questions will be based on one Shakespeare play and one modern drama
 Externally assessed

and:

Paper 3 1 hour 30 minutes
 Unseen Comparison 30%
 40 marks
 One question comparing two unseen texts
 Externally assessed

3 Subject content

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

2017 – Set texts for Component 1

* text examined also in June and November 2018

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

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

Section A: Poetry

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

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

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

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

* From *Songs of Ourselves Volume 2*, Part 1, the following 15 poems:

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

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

Section B: Prose

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

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

2017 – Set texts for Component 2

* text examined also in June and November 2018

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

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

Section A: Shakespeare

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

* William Shakespeare	<i>Henry V</i>
William Shakespeare	<i>The Merchant of Venice</i>

Section B: Drama

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

* J Lawrence / R Lee	<i>Inherit the Wind</i>
** Arthur Miller	<i>A View from the Bridge</i>
J B Priestley	<i>An Inspector Calls</i>

2018 – Set texts for Component 1

* text examined also in June and November 2019

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

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

Section A: Poetry

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

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

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

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

From *Songs of Ourselves Volume 2*, Part 1, the following 15 poems:

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

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

Section B: Prose

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

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

2018 – Set texts for Component 2

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

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

Section A: Shakespeare

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

	William Shakespeare	<i>Henry V</i>
**	William Shakespeare	<i>Macbeth</i>

Section B: Drama

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

	J Lawrence / R Lee	<i>Inherit the Wind</i>
*	Arthur Miller	<i>A View from the Bridge</i>
**	Terence Rattigan	<i>The Winslow Boy</i>

2019 – Set texts for Component 1

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

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

Section A: Poetry

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

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

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

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

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

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

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

Section B: Prose

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

Jane Austen	<i>Mansfield Park</i>
Willa Cather	<i>My Ántonia</i>
** Anita Desai	<i>In Custody</i>
* Charles Dickens	<i>Hard Times</i>
Kate Grenville	<i>The Secret River</i>
** John Knowles	<i>A Separate Peace</i>
** Alan Paton	<i>Cry, the Beloved Country</i>

2019 – Set texts for Component 2

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

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

Section A: Shakespeare

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

* William Shakespeare	<i>Macbeth</i>
** William Shakespeare	<i>Romeo and Juliet</i>

Section B: Drama

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

** Lorraine Hansberry	<i>A Raisin in the Sun</i>
Arthur Miller	<i>A View from the Bridge</i>
* Terence Rattigan	<i>The Winslow Boy</i>

4 Details of the assessment

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

Paper 1 – Poetry and Prose

Written paper, 1 hour 30 minutes, 50 marks

Candidates answer **two** questions on two texts. Each question is worth 25 marks.

Candidates must answer one question from Section A: Poetry and one question from Section B: Prose. There is a choice of two questions on each of the poetry anthologies. There is a choice of two questions (one passage-based and one essay) on each prose text.

Relevant passages/poems are printed on the question paper.

Set texts for Paper 1 are listed in Section 3 of the syllabus.

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

All questions encourage an informed personal response and test assessment objectives AO1, AO2, AO3 and AO4. Candidates will be expected 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 writers' intentions and methods – response to writers' use of language (AO3)
- personal response – sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (answering questions such as 'Explore the ways in which...') (AO4).

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

Paper 2 – Drama

Written paper, 1 hour 30 minutes, 50 marks

Candidates answer **two** questions on two texts. Each question is worth 25 marks.

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

Relevant passages are printed on the question paper.

Set texts for Paper 2 are listed in Section 3 of the syllabus.

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

All questions encourage an informed personal response and test assessment objectives AO1, AO2, AO3 and AO4. Candidates will be expected 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 writers’ intentions and methods – response to writers’ use of language (AO3)
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’) (AO4).

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

A note on the assessment of context in Paper 1 and Paper 2

In Papers 1 and 2, candidates will have some cultural, historical and social background to inform their work. Any contextual comment of a historical or social nature should be accurate, economical and fully integrated into essay responses. It should be demonstrably necessary to the answering of a specific question.

The word ‘context’ may mean the immediate surroundings of a word or phrase in a sentence, paragraph or stanza; or, in the case of a short text such as a poem or prose extract, the consideration of the context within the wider prose and drama texts. ‘Context’ may also refer to the world in which the text was written, as well as its interweaving with the contemporary world in which we receive and appreciate it.

Paper 3 – Unseen Comparison

Written paper, 1 hour 30 minutes, 40 marks

Candidates answer **one** question from a choice of two. The question requires candidates to compare two unseen pieces of literary writing. Candidates will be presented with a choice of either two poems or of two prose extracts to compare.

Candidates are advised to spend about 20 minutes reading the question paper and planning their answer before starting to write.

The response to the task is marked out of 40; up to 33 marks are awarded for the response and up to 7 marks are awarded for spelling, punctuation and grammar.

The question tests all five assessment objectives. Candidates will be expected 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 writers’ intentions and methods – response to writers’ use of language (AO3)
- personal response (AO4)
- use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO5).

Paper 3 requires candidates to show the abilities described in AO1, AO2, AO3, AO4 and AO5 through a task which requires them to make comparisons across texts.

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

A note on the assessment of context in Paper 3

Inference about social, cultural and literary context will inform the comparison of texts in Paper 3. The paper requires the comparison and contrast of two unseen poems or two unseen literary prose passages which are linked through subject matter and/or style, forming an immediate context of juxtaposition. The authors and dates of the writers will not be given, so no extrinsic biographical or historical information is necessary. Helpful glosses to unusual vocabulary will be provided where appropriate.

The word ‘context’ may mean the immediate surroundings of a word or phrase in a sentence, paragraph or stanza; or, in the case of a short text such as a poem or prose extract, its relatedness to other texts in immediate juxtaposition with it. ‘Context’ may also refer to the world in which the text was written, as well as its interweaving with the contemporary world in which we receive and appreciate it.

Spelling, punctuation and grammar performance descriptors

Spelling, punctuation and grammar are marked out of 7 using the following performance descriptors:

Level	Mark	Performance descriptor
High performance	7	<ul style="list-style-type: none"> spell and punctuate with largely consistent accuracy
	6	<ul style="list-style-type: none"> use a wide range of vocabulary and sentence structures to achieve effective control of meaning
Intermediate performance	5	<ul style="list-style-type: none"> spell and punctuate with considerable accuracy
	4	<ul style="list-style-type: none"> use a range of vocabulary and sentence structures to achieve general control of meaning
Threshold performance	3	<ul style="list-style-type: none"> spell and punctuate with reasonable accuracy
	2	<ul style="list-style-type: none"> use a somewhat limited range of vocabulary and sentence structures <p>At this level errors do not detract from effective communication.</p>
Performance below threshold	1	<ul style="list-style-type: none"> spell and punctuate with limited accuracy use a very limited range of vocabulary and sentence structures <p>At this level the quantity of errors impedes effective communication.</p>
	0	A mark of zero should be awarded for work that is incomprehensible.

5 Assessment objectives

The assessment objectives (AOs) are:

A01

A02

A03

A04

A05

A01 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.

A02 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

A03 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

A04 Communicate a sensitive and informed personal response to literary texts.

A05 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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	23.8
AO2	23.8
AO3	23.8
AO4	23.8
AO5	5

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Paper 3
AO1	25	25	20.6
AO2	25	25	20.6
AO3	25	25	20.6
AO4	25	25	20.6
AO5	0	0	17.5

6 What else you need to know

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

Before you start

Previous study

We recommend that learners starting this course should have studied an English curriculum such as the Cambridge Secondary 1 programme or equivalent national educational framework. 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 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 number of guided learning hours for this syllabus is 130 hours 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 Literature (English) (0486)
- Cambridge O Level Literature in English (2010)
- Cambridge IGCSE World Literature (0408)
- 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.

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 or 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.

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

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

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.

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

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

Changes to syllabus code

- **0477** is the regulated syllabus 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.
- Candidates will be required to study a novel, a wide selection of poetry, a Shakespeare play, modern drama, and be prepared to write a comparison of two unseen texts.
- The set texts have been updated.

Changes to assessment

- The assessment objectives have been updated and the assessment structure revised.
- This qualification will be graded using a numerical grading scale of 9–1.
- The qualification comprises three compulsory components which are assessed by examination only.
- Paper 1 Poetry and Prose is worth 35 per cent of the total marks for the qualification.
- Paper 2 Drama is worth 35 per cent of the total marks for the qualification.
- Paper 3 Unseen Comparison is worth 30 per cent of the total marks for the qualification.
- In Paper 1 candidates answer two questions, one from Section A: Poetry and one from Section B: Prose.
- In Paper 2 candidates answer two questions, one on Shakespeare and the other on modern drama. Candidates must answer one passage-based question and one essay question.
- In Paper 3 candidates answer one question. The skill of comparison has been introduced to the qualification and will be assessed in Paper 3. This task requires candidates to compare two unseen texts. Candidates will be presented with a choice of either two poems to compare or two prose texts to compare.
- Spelling, Punctuation and Grammar (SPaG) will be assessed in Paper 3 and will be worth 5 per cent of the total marks for the qualification.
- A new assessment objective (AO5) has been introduced for the assessment of SPaG in Paper 3 only.
- This syllabus covers three years of assessment. Set texts lists are provided for each year of entry, and the duration that a text will remain on the syllabus is indicated by asterisks.

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.

Any textbooks endorsed to support the syllabus for examination from 2017 are suitable for use with this syllabus.



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

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