

# SYLLABUS

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

For examination in June and November 2016

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate (QN: 500/5657/8).

## Changes to syllabus for 2016

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

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# Contents

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1. Introduction .....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE?	
1.3 Why choose Cambridge IGCSE Literature (English)?	
1.4 Cambridge ICE (International Certificate of Education)	
1.5 How can I find out more?	
2. Teacher support .....	5
2.1 Support materials	
2.2 Resource lists	
2.3 Training	
3. Assessment at a glance .....	6
4. Syllabus aims and assessment objectives.....	8
4.1 Syllabus aims	
4.2 Assessment objectives	
4.3 Relationship between assessment objectives and components	
4.4 Grade descriptions	
5. Syllabus content .....	10
5.1 Set texts for Component 1	
5.2 Set texts for Component 2	
5.3 Set texts for Component 3	
6. Description of components .....	13
6.1 Component 1: Poetry and Prose (1 hour 30 minutes)	
6.2 Component 2: Drama (1 hour 30 minutes)	
6.3 Component 3: Drama (Open Text) (45 minutes)	
6.4 Component 4: Unseen (1 hour 15 minutes)	
6.5 Component 5: Coursework	
7. Coursework assessment.....	16
7.1 Coursework guidance notes	
7.2 Marking and moderating coursework	
7.3 Assessment criteria for Component 5: Coursework	
8. Other information .....	19
9. Additional information for England, Wales and Northern Ireland .....	20
10. Appendix.....	22
10.1 Resources: set text editions	

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

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

### Support for teachers

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

### Support for exams officers

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

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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

## 1.2 Why choose Cambridge IGCSE?

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

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

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

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

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

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

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of knowledge and understanding of Literature in English.

## Prior learning

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

## Progression

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

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

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group 1, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Literature (English) (0486) is in Group 2, Humanities and Social Sciences

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

The Cambridge ICE is awarded from examinations administered in the June and November series each year. In India, the Cambridge ICE is also awarded from examinations administered in the March series each year.

## 1.5 How can I find out more?

### If you are already a Cambridge school

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

### If you are not yet a Cambridge school

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

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

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

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

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

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

### 3. Assessment at a glance

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

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

<b>and either:</b>		
<p><b>Component 2</b> <b>Drama</b> <span style="float: right;">1 hour 30 minutes</span></p> <p>Candidates answer <b>two</b> questions on <b>two</b> texts.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text.</p> <p>50 marks</p> <p>Externally marked</p>		50%
<b>or:</b>		<b>and:</b>
<p><b>Component 3</b> <span style="float: right;">45 minutes</span> <b>Drama (Open Text)</b></p> <p>Candidates answer <b>one</b> question on <b>one</b> text.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text.</p> <p>25 marks</p> <p>Externally marked</p>	<p><b>Component 4</b> <span style="float: right;">1 hour 15 minutes</span> <b>Unseen</b></p> <p>Candidates answer <b>one</b> question.</p> <p>There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem).</p> <p>25 marks</p> <p>Externally marked</p>	25% + 25%



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

## Availability

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

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

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

## Combining this with other syllabuses

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

- syllabuses with the same title at the same level
- 2010 Cambridge O Level Literature in English
- 0408 Cambridge IGCSE World Literature

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

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

Cambridge IGCSE Literature (English) aims to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

### 4.2 Assessment objectives

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

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

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

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

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

### 4.3 Relationship between assessment objectives and components

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

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

## 4.4 Grade descriptions

### Grade A

To achieve a Grade A, a candidate will be able to:

- sustain a perceptive and convincing response with well-chosen detail of narrative and situation
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays
- make much well-selected reference to the text
- respond sensitively and in detail to the way language works in the text
- communicate a considered and reflective personal response to the text

### Grade C

To achieve a Grade C, a candidate will be able to:

- make a reasonably sustained/extended response with detail of narrative and situation
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays
- show some thoroughness in use of the text for support
- make some response to the way language works in the text
- communicate an informed personal response to the text

### Grade F

To achieve a Grade F, a candidate will be able to:

- make a few straightforward points in terms of narrative and situation
- show a few signs of understanding of the author's intentions and the surface meanings of the text
- make a little reference to the text
- show evidence of a simple personal response to the text.

## 5. Syllabus content

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

\* text examined also in June and November 2017

\*\* text examined also in June and November 2017 and 2018

### 5.1 Set texts for Component 1

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.

Thomas Hardy      The following 14 poems:  
 Neutral Tone  
 'I Look into My Glass'  
 Drummer Hodge  
 The Darkling Thrush  
 On the Departure Platform  
 The Pine Planters  
 The Convergence of the Twain  
 The Going  
 The Voice  
 At the Word 'Farewell'  
 During Wind and Rain  
 In Time of 'The Breaking of Nations'  
 No Buyers: A Secret Scene  
 Nobody Comes

These may be found in *Selected Poems*, ed. Harry Thomas (Penguin). Poems printed in the paper will follow this text.

From Jo Phillips, ed. *Poems Deep & Dangerous*  
 The following 14 poems (from Section 4 'One Another'):  
 John Clare, 'First Love'  
 Matthew Arnold, 'To Marguerite'  
 Elizabeth Jennings, 'One Flesh'  
 Christina Rossetti, 'Sonnet' ('I wish I could remember that first day')  
 William Shakespeare, 'Shall I Compare Thee...?'  
 Elma Mitchell, 'People Etcetera'  
 Simon Armitage, 'In Our Tenth Year'  
 William Shakespeare, 'The Marriage of True Minds'  
 Seamus Heaney, 'Follower'  
 Michael Laskey, 'Registers'  
 Chris Banks, 'The Gift'  
 Liz Lochhead, 'Laundrette'

Liz Lochhead, 'Poem for My Sister'  
 Patricia McCarthy, 'Football After School'

These may be found in *Poems Deep & Dangrous*, ed. Jo Phillips (Cambridge University Press). Poems printed in the paper will follow this text.

\*\*From *Songs of Ourselves Volume 2*, Part 1, the following 14 poems:

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

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 follow this text.

### Section B: Prose

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

Jane Austen	<i>Northanger Abbey</i>
* George Eliot	<i>Silas Marner</i> (note this will now stay on the syllabus until 2017)
Susan Hill	<i>I'm the King of the Castle</i>
Robert Louis Stevenson	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>
** Chinua Achebe	<i>No Longer at Ease</i>
** Michael Frayn	<i>Spies</i>
** R.K. Narayan	<i>The English Teacher</i>
** from <i>Stories of Ourselves</i>	The following 10 stories:
	no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar'
	no. 17 Sylvia Townsend Warner, 'The Phoenix'
	no. 19 Bernard Malamud, 'The Prison'
	no. 22 J G Ballard, 'Billenium'
	no. 24 Maurice Shadbolt, 'The People Before'
	no. 30 Patricia Highsmith, 'Ming's Biggest Prey'
	no. 34 Anita Desai, 'Games at Twilight'
	no. 39 Paule Marshall, 'To Da-duh, in Memoriam'
	no. 40 Rohinton Mistry, 'Of White Hairs and Cricket'
	no. 45 Adam Thorpe, 'Tyres'

These may be found in *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press). Passages printed in the paper will follow this text.

## 5.2 Set texts for Component 2

Candidates must answer on **two** different set texts.

	Arthur Miller	<i>All My Sons</i>
*	J.B. Priestley	<i>An Inspector Calls</i>
*	William Shakespeare	<i>The Merchant of Venice</i>
**	William Shakespeare	<i>Henry V</i>
**	J Lawrence/R Lee	<i>Inherit The Wind</i>

## 5.3 Set texts for Component 3

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

	Arthur Miller	<i>All My Sons</i>
*	J.B. Priestley	<i>An Inspector Calls</i>
*	William Shakespeare	<i>The Merchant of Venice</i>
**	William Shakespeare	<i>Henry V</i>
**	J Lawrence/R Lee	<i>Inherit The Wind</i>

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## 6. Description of components

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### 6.1 Component 1: Poetry and Prose (1 hour 30 minutes)

This is a **compulsory** written paper.

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

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.

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer's intentions and methods – response to the writer's use of language (AO3)
- personal response – sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (answering questions such as 'Explore the ways in which...') (AO4).

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

### 6.2 Component 2: Drama (1 hour 30 minutes)

This is an optional written paper.

Candidates answer two questions on two texts. All questions carry equal 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.

Relevant passages are printed on the question paper.

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

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer's intentions and methods – response to the writer's use of language (AO3)
- personal response – sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (answering questions such as 'Explore the ways in which...') (AO4).

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

### 6.3 Component 3: Drama (Open Text) (45 minutes)

This is an optional written paper.

Candidates may take their set texts into the exam room, but these texts must not contain personal annotations, highlighting or underlining.

Candidates answer one question on one text.

There is a choice of two questions on each text.

Relevant passages are printed on the question paper.

All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer's intentions and methods – response to the writer's use of language (AO3)
- personal response – sometimes directly (answering questions such as 'What do you think?', 'What are your feelings about...?') and sometimes by implication (answering questions such as 'Explore the ways in which...') (AO4).

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

### 6.4 Component 4: Unseen (1 hour 15 minutes)

This is an optional written paper.

Candidates answer one question from a choice of two. Both questions require a critical commentary on and an appreciation of previously unseen literary writing printed in the question paper.

One question is based on a passage of literary prose (such as an extract from a novel or short story); the other question is based on a poem or extract from a poem.



Candidates are advised to spend around 20 minutes reading the questions and planning their answer to the question they choose before starting to write.

All questions test all four assessment objectives.

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

## 6.5 Component 5: Coursework

This is an optional component.

Candidates submit a portfolio of **two** assignments (600–1200 words each). Each assignment should be based on the study of one complete text. The text must be equivalent in scope and demand to the set texts for Paper 1, Paper 2 and Paper 3.

The assignments must be on different texts. One of the assignments (but not two) may be on a text set on Papers 1, 2 and 3.

The phrasing of each assignment's title must allow for assessment in relation to all four assessment objectives.

This component is assessed and marked by the Centre, and a sample is submitted for external moderation by Cambridge.

For more information and guidance on creating, presenting and marking coursework, see Section 7.

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## 7. Coursework assessment

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### 7.1 Coursework guidance notes

Teachers may not undertake school-based assessment until they have been accredited by Cambridge. Accreditation usually follows the successful completion of the *Coursework Training Handbook*. Contact Cambridge for further information.

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

The following notes provide general guidance for teachers on creating, presenting and marking the coursework portfolio.

#### Format

- The coursework portfolio must contain two assignments, each on a different text.
- Assignments should be between 600 and 1200 words (including quotations, but excluding references/bibliography). Candidates must not confuse length with quality. Assignments that are significantly over or under the word count guidance may be self-penalising.
- The assignments must be securely fastened and clearly marked with the candidate's name, number and the Centre number.
- Candidates may use typewriters or word processors, or can write their assignments by hand.
- Work sent to Cambridge for external moderation must not be sent in clear plastic folders or ringbinders. A completed Individual Candidate Record Card must be included with each portfolio and a completed Coursework Assessment Form must also be submitted.

#### General

- Assignments can be completed at any time during the course, usually following a programme of study undertaken by a teaching group. The best assignments usually follow a shared learning experience. Candidates should undertake more than two assignments to provide a choice of assignments for their portfolio. Although assignments are selected by the candidate, it is recommended that the teacher and candidate discuss which are the best assignments to submit.
- Candidates should remember to proofread their work carefully.

#### Texts

- Assignment texts can be chosen by teachers or by candidates and teachers together. They must be originally written in English, and of a quality appropriate for study at Cambridge IGCSE.
- Candidates within a Centre do not have to submit assignments on the same texts.
- Assignments must show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates must cover a minimum of two poems or stories. Candidates are not required to compare poems or stories within the assignment, as it is assumed that the assignment is based on the study of a wider selection of poems or stories broadly equivalent to a poetry or short stories set text.

### Authenticity

- A general discussion on the progress of assignments is a natural part of the teacher/candidate relationship, as it is for other parts of the exam. In addition, if plans and first drafts are completed under teacher supervision, then teachers can be assured of the authenticity of the final assignment.
- Teachers should not mark, correct or edit draft assignment material; candidates can certainly draft and redraft work, but teachers should only give general guidance during this phase.
- It is the Centre's responsibility to make sure all coursework is the candidate's original work. Where appropriate, candidates should provide references to secondary source material, listing these at the end of the assignment.

## 7.2 Marking and moderating coursework

Each assignment is to be marked out of a total of 25, in accordance with the assessment criteria. Assessment involves balancing the strengths and weaknesses in the candidate's work. If a candidate submits no assignment, a mark of zero must be recorded.

### Recording candidates' marks

Candidates' marks for Component 5 Coursework must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 0486) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

### Internal moderation

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

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 0486) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

### External moderation

External moderation of internal assessment is carried out by Cambridge. Centres must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide*.

### 7.3 Assessment criteria for Component 5: Coursework

Band	Marks	Description
Band 1	23–25	<p><b>Sustains personal engagement with task and text</b></p> <ul style="list-style-type: none"> <li>• sustains a critical understanding of the text showing individuality and insight</li> <li>• responds sensitively and in detail to the way the writer achieves effects</li> <li>• incorporates well-selected reference to the text skilfully and with flair</li> </ul>
Band 2	20–22	<p><b>Sustains a perceptive, convincing and relevant personal response</b></p> <ul style="list-style-type: none"> <li>• shows a clear and critical understanding of the text</li> <li>• responds sensitively and in detail to the way the writer achieves effects</li> <li>• integrates much well-selected reference to the text</li> </ul>
Band 3	17–19	<p><b>Makes a well-developed, relevant and detailed personal response</b></p> <ul style="list-style-type: none"> <li>• shows a clear understanding of the text and some of its deeper implications</li> <li>• makes a developed response to the way the writer achieves effects</li> <li>• supports with careful and relevant reference to the text</li> </ul>
Band 4	14–16	<p><b>Makes a reasonably developed relevant personal response</b></p> <ul style="list-style-type: none"> <li>• shows understanding of the text and some of its deeper implications</li> <li>• makes some response to the way the writer uses language</li> <li>• shows some thoroughness in the use of supporting evidence from the text</li> </ul>
Band 5	11–13	<p><b>Begins to develop a relevant personal response</b></p> <ul style="list-style-type: none"> <li>• shows some understanding of meaning</li> <li>• makes a little reference to the language of the text</li> <li>• uses some supporting textual detail</li> </ul>
Band 6	8–10	<p><b>Attempts to communicate a basic personal response</b></p> <ul style="list-style-type: none"> <li>• makes some relevant comments</li> <li>• shows a basic understanding of surface meaning of the text</li> <li>• makes a little supporting reference to the text</li> </ul>
Band 7	5–7	<p><b>Some evidence of simple personal response</b></p> <ul style="list-style-type: none"> <li>• makes a few straightforward comments</li> <li>• shows a few signs of understanding the surface meaning of the text</li> <li>• makes a little reference to the text</li> </ul>
Band 8	1–4	<p><b>Limited attempt to respond</b></p> <ul style="list-style-type: none"> <li>• shows some limited understanding of simple/literal meaning</li> </ul>
Band 9	0	Insufficient to meet the criteria of Band 8

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## 8. Other information

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### Equality and inclusion

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk/exams/officer](http://www.cie.org.uk/exams/officer)

### Language

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

### Grading and reporting

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

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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## 9. Additional information for England, Wales and Northern Ireland

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This syllabus appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) as a Cambridge International Level 1/Level 2 Certificate. In other contexts it is known as a Cambridge IGCSE.

Cambridge International Level 1/Level 2 Certificates are approved for regulation in England, Wales and Northern Ireland and are eligible for inclusion in school and college performance tables.

For 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'.

Candidates who are awarded grades D to G will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who are awarded grades A\* to C will have achieved an award at Level 2 of the National Qualifications Framework.

### Prior learning

Learners starting Cambridge International Level 1/Level 2 Certificate in Literature (English) should have achieved a general educational level equivalent to the National Curriculum Key Stage 3 or the Entry Level within the National Qualifications Framework.

### Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications which enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

This syllabus provides a foundation for further study at Levels 2 and 3 of the National Qualifications Framework, including Cambridge International AS and A Level and Cambridge Pre-U qualifications.

Candidates who are awarded grades A\* to C for this qualification are well prepared to follow courses leading to Level 3 AS and A Level English Literature, Cambridge Pre-U Literature in English or Cambridge International AS and A Level in Literature in English.

### Grading and reporting

Cambridge International Level 1/Level 2 Certificate results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

## Overlapping qualifications

Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will only have one grade (the highest) counted for the purpose of the school and college performance tables. Centres may wish to advise candidates that, if they take two qualifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or the institution to which they wish to progress.

## Spiritual, moral, ethical, social, legislative, economic and cultural issues

Study of Literature (English) promotes in candidates an understanding of the cultural contexts from which spring the many forms and varieties of literature written in English. The study of a range of texts will raise moral and ethical issues and will help develop candidates' awareness of other cultures and widen their appreciation of social and cultural issues. All components prompt consideration of these issues.

## Sustainable development, health and safety considerations and international developments

Through the study of a variety of texts, opportunities may arise to explore ideas on sustainable development, environmental issues, health and safety, and the international dimension.

## Key Skills

This syllabus provides opportunities for learners to develop the following Key Skills at Level 1 and/or Level 2:

- Application of number
- Communication
- Information technology
- Improving own learning and performance
- Working with others
- Problem solving.

The extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning. Further information on Key Skills can be found on the Ofqual website **[www.ofqual.gov.uk](http://www.ofqual.gov.uk)**

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## 10. Appendix

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### 10.1 Resources: set text editions

Unless otherwise stated, candidates may use any edition of the set text, as long as it is not an abridged or simplified version. There are many editions of set texts available, with newer editions sometimes including notes (often displayed on facing pages), illustrations, activities and further resources which make these texts particularly useful and user-friendly.

The edition of Shakespeare used for setting extract questions on examination papers is the Alexander Text of *The Complete Works of William Shakespeare*, ed. Peter Alexander (Collins, 1951; new edition 2006, introduced by Peter Ackroyd). However, this complete, standard one-volume edition is not recommended for classroom study of individual plays.

Some examples of reliable and useful series:

Cambridge School Shakespeare series

edited R Gibson

Cambridge Literature series

edited J Baxter

Penguin Shakespeare

Penguin

Oxford School Shakespeare

Oxford University Press

Heinemann Shakespeare

Heinemann

Longman School Shakespeare

Pearson-Longman, series editor John O'Connor

(useful for candidates with a second language English background)



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