



# Syllabus

## Cambridge IGCSE™

### Literature (English) (US) 0427

For examination in June and November 2023.

This syllabus is available only to schools in Arizona in the USA.



Version 2

Please check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse) to see if this syllabus is available in your administrative zone.

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**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 2023, go to page 22.**

The latest syllabus is version 2, published April 2022. There are no significant changes which affect teaching.

## 1 Why Choose This Syllabus?

### Key Benefits

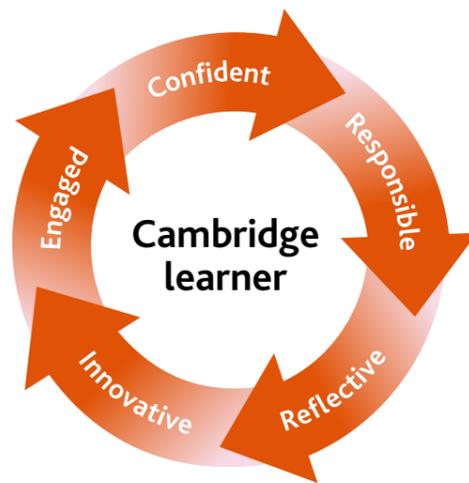
Cambridge IGCSE™ syllabi are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabi that are suitable for different countries, different types of schools, and for learners with a wide range of abilities.

Cambridge IGCSE Literature (English) (US) allows learners to:

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

Our programs 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 recognized 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

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programs and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Literature (English) (US) 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 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 or equivalent to meet their entry requirements.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

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

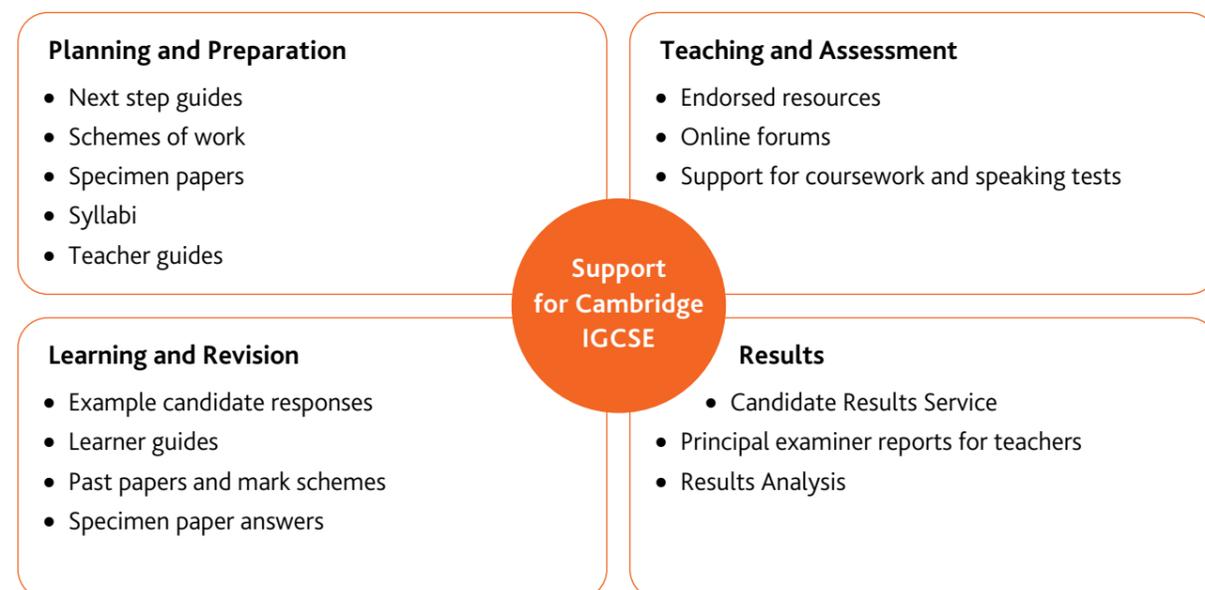
Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programs. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



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- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

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- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

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## 2 Syllabus Overview

### Goals

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

The goals are to enable students to:

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

### Content Overview

The syllabus enables students to read, interpret, and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.



Cambridge Assessment International Education is an education organization and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavor to treat all aspects of the exam process neutrally.

## Assessment Overview

All candidates take three papers. Paper 1, Paper 2 and Component 3.

All candidates take:		and:	
<b>Paper 1</b>	1 hour 30 minutes	<b>Paper 2</b>	45 minutes
Poetry and Prose	50%	Drama	25%
50 marks		25 marks	
Two questions on two texts: one poetry and one prose		One question on one text	
Externally assessed		Externally assessed	
<b>and:</b>			
<b>Component 3</b>			
Coursework Portfolio	25%		
50 marks			
Two assignments, each on a different text			
Internally assessed and externally moderated			

## 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

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

### AO4

Communicate a sensitive and informed personal response to literary texts.

## Weighting for Assessment Objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarized 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 %		
	Paper 1	Paper 2	Component 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.

Set texts regularly rotate 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.

The set texts for each year of the syllabus are listed below. 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 abridgement or a simplified version.

#### Set Texts for Examination in 2023—Paper 1

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

##### Section A: Poetry

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

From *I Just Hope It's Lethal*, the following 13 poems:

Margaret Atwood, 'A Sad Child'	Alvin Delgado, 'When I Was a Kid in Nueva York'
Angelina Weld Grimké, 'The Eyes of My Regret'	Elizabeth Bishop, 'One Art'
Liz Rosenberg, 'End of Winter'	Deena November, 'Always Secondary'
Edwin Arlington Robinson, 'Richard Cory'	Antler, 'Raising My Hand'
Stevie Smith, 'Not Waving but Drowning'	Howard Nelson, 'The Journey'
Paul Laurence Dunbar, 'Sympathy'	May Sarton, 'A Glass of Water'
Das Lanzilloti, 'Ornate Iron Gates'	

These may be found in *I Just Hope It's Lethal* (Houghton Mifflin). Poems printed in the paper will be as printed in this text.

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

Lady Mary Wroth, 'Song'	David C Ward, 'Surplus Value'
Elizabeth Tollet, 'Winter Song'	Dilip Chitre, 'Father Returning Home'
William Wordsworth, 'She was a Phantom of Delight'	Gwen Harwood, 'In the Park'
Elizabeth Barrett Browning, 'If Thou must Love Me'	Patricia Beer, 'The Lost Woman...'
Moniza Alvi, 'The Wedding'	Sam Hunt, 'Stabat Mater'
William Shakespeare, 'Sonnet 19'	Owen Sheers, 'Coming Home'
Liz Lochhead, 'For My Grandmother Knitting'	John Cassidy, 'Songs, Departing'

You can find these poems in *Songs of Ourselves Volume 2: The University of Cambridge International Examinations Anthology of Poetry in English* (Cambridge University Press). Poems printed in the paper will be as printed in this text.

##### Section B: Prose

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

Laurie Halse Anderson *Chains*  
 Barbara Kingsolver *The Bean Trees*  
 John Steinbeck *The Wayward Bus*  
 Colm Tóibín *Brooklyn*

From *Stories of Ourselves*, the following 10 stories:

Saki, 'Sredni Vashtar'	R K Narayan, 'A Horse and Two Goats'
V S Pritchett, 'The Fly in the Ointment'	Patricia Highsmith, 'Ming's Biggest Prey'
Sylvia Townsend Warner, 'The Phoenix'	Bessie Head, 'The Village Saint'
John Wyndham, 'Meteor'	Raymond Carver, 'Elephant'
V S Naipaul, 'The Enemy'	Annie Proulx, 'The Contest'

You can find these stories in the anthology *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* (Cambridge University Press). Passages from these stories that appear in the paper will be as printed in this text.

#### Set Texts for Examination in 2023—Paper 2

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

Athol Fugard *"Master Harold"... and the Boys*  
 Arthur Miller *Death of a Salesman*  
 William Shakespeare *A Midsummer Night's Dream*

## Texts for Component 3 Coursework Portfolio

Candidates submit two assignments, each on a different text.

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

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

Each center must submit to Cambridge International before candidates start their coursework:

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

### Requirements: set texts in open-book examinations

Candidates are not able to take into open-book examinations set texts that include any notes, highlighting, or underlining. Check section 4: Details of the assessment for further information.

### Resources: set text editions for classroom use

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 for classroom use.

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.

Although we do not specify editions of individual plays, here are some examples of reliable and useful series:

- Cambridge School Shakespeare series    edited R Gibson, V Wienand and R Andrews
- 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)

## 4 Details of the Assessment

### Paper 1 Poetry and Prose

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: one from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks.

There is a choice of two questions on each text.

Relevant passages/poems are printed on the question paper.

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

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

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

### Paper 2 Drama

45 minutes, 25 marks

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

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).

Candidates may take their clean copy set texts into the exam room for Paper 2, but these texts must not contain personal annotations, highlighting, or underlining. They are not permitted to use editions that include extensive study notes or face-paging translations or explanations. Editions with brief introductions, conclusions and foot/end notes are permitted, though candidates must not make use of these additional notes during the examination.

## Component 3 Coursework Portfolio

50 marks

This is a compulsory component. It is internally assessed and externally moderated.

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 Papers 1 and 2.

The assignments must be on different texts. One of the assignments may be on a text set for Papers 1 and 2.

The title of each assignment must be phrased to allow scope of the assessment of all four assessment objectives. One of the assignments may be an empathic response to a prose or drama text.

This component is marked and internally moderated (if applicable) by the center and externally moderated by Cambridge International.

For more information and guidance on creating, presenting, marking, and moderating coursework, see pages 14–15.

### Coursework Guidance Notes

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

For more detailed information, including dates and methods of submission of the coursework marks and sample, please refer to the *Cambridge Handbook* and samples database [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

Outline proposal forms are no longer in use for this syllabus. As part of teaching, you should give guidance and feedback to candidates on whether their Assignment titles are suitable.

For guidance on developing suitable titles for coursework go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

For further information, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### 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 and bibliography). Candidates may disadvantage themselves if their assignments are significantly over or under the word count guidance.
- Assignments can be written electronically or by hand.
- The assignments must be securely fastened and clearly marked with the candidate's name, number, and the center number. Do not send the assignments in folders, plastic wallets, or ringbinders.
- Each portfolio must include a completed Individual Candidate Record Card.
- The center's sample must include a completed Coursework Assessment Summary Form.

### General

- Candidates can complete their assignments at any time during the course, usually following a program of study undertaken by a teaching group. Candidates should undertake more than two assignments so that they have a choice of assignments to include in 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. The texts must have been originally written in English, and must be of a quality appropriate for study at Cambridge IGCSE.
- Candidates within a center 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.

### Recording and Submitting Candidates' Marks and Work

Candidates' marks for Component 3 Coursework Portfolio must be recorded on the Individual Candidate Record Card. These forms, and the instructions for completing them, may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 0427) and your center number, after which it will take you to the correct forms. Follow the instructions on the form itself when completing each form.

### Marking

Teachers must mark each assignment out of a total of 25, in accordance with the assessment criteria. Marking involves balancing the strengths and weaknesses in the candidate's work. If a candidate submits no assignment, a mark of zero must be recorded.

### Moderation

If more than one teacher in your center is marking internal assessments, you must make arrangements to moderate or standardize your teachers' marking so that all candidates are assessed to a common standard. Further information on the process of internal moderation can be found on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

The sample you submit to Cambridge International should include examples of the marking of each teacher. 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 in the *Cambridge Handbook*.

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 provides details of how the sample will be selected and how it should be submitted. The samples database can be accessed at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

External moderators will produce a short report for each center with feedback on your application of the mark scheme and administration of the assessment.

### 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 course. In addition, if plans and first drafts are completed under teacher supervision, you can be assured of the authenticity of the final assignment.
- You should not mark, correct, or edit draft assignment material; candidates can certainly draft and redraft work, but you should only give brief summative comment on progress during this phase.
- It is the center's responsibility to make sure all coursework is the candidate's original work. Candidates should provide references to any secondary source material, listing these at the end of the assignment.

### Avoidance of Plagiarism

Candidates should be made aware of the academic conventions governing quotation and reference to the work of others and taught to use them. This should include full reference to the publication, including date, author, and page number. If it is a website, the website address and the date the website was accessed should be included.

### Guidance on Using Levels-based Mark Schemes

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

In approaching the assessment process, the marker should look at the work and then make a "best fit" judgment as to which level statement it fits. In practice, the work does not always match one level statement precisely, so a judgment may need to be made between two or more level statements.

Once a "best fit" level statement has been identified, the following guide should be used to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, the highest mark should be awarded.
- Where the candidate's work **adequately** meets the level statement, the most appropriate mark in the middle of the range should be awarded.
- Where the candidate's work **just** meets the level statement, the lowest mark should be awarded.

### Assessment Criteria for Component 3: Coursework Portfolio

Level	Marks	Description
Level 8	23–25	<ul style="list-style-type: none"> <li>• demonstrates knowledge by incorporating well-selected reference to the text skillfully and with flair (<i>or seamlessly uses well-selected textual detail in an empathic task</i>) (AO1)</li> <li>• sustains a critical understanding of the text showing individuality and insight (AO2)</li> <li>• responds sensitively and in considerable detail to the way the writer achieves her/his effects (<i>or sustains an entirely convincing voice for the character in an empathic task</i>) (AO3)</li> <li>• sustains personal and evaluative engagement with task and text (AO4)</li> </ul>
Level 7	20–22	<ul style="list-style-type: none"> <li>• demonstrates knowledge by integrating much well-selected reference to the text (<i>or integrates much well-selected textual detail in an empathic task</i>) (AO1)</li> <li>• shows a clear critical understanding of the text (AO2)</li> <li>• responds sensitively and in detail to the way the writer achieves her/his effects (<i>or sustains a convincing voice for the character in an empathic task</i>) (AO3)</li> <li>• sustains a perceptive, convincing, and relevant personal response (AO4)</li> </ul>
Level 6	17–19	<ul style="list-style-type: none"> <li>• demonstrates knowledge by supporting with careful and relevant reference to the text (<i>or supports with careful and relevant textual detail in an empathic task</i>) (AO1)</li> <li>• shows a clear understanding of the text and some of its deeper implications (AO2)</li> <li>• makes a developed response to the way the writer achieves her/his effects (<i>or develops a generally authentic voice for the character in an empathic task</i>) (AO3)</li> <li>• makes a well-developed, detailed, and relevant personal response (AO4)</li> </ul>
Level 5	14–16	<ul style="list-style-type: none"> <li>• demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (<i>or shows some thoroughness in the use of supporting textual detail in an empathic task</i>) (AO1)</li> <li>• shows understanding of the text and some of its deeper implications (AO2)</li> <li>• makes some response to the way the writer uses language (<i>or uses suitable features of expression suitable for the character in an empathic task</i>) (AO3)</li> <li>• makes a reasonably developed relevant personal response (AO4)</li> </ul>
Level 4	11–13	<ul style="list-style-type: none"> <li>• demonstrates knowledge by using some supporting textual detail (<i>or uses some supporting textual detail in an empathic task</i>) (AO1)</li> <li>• shows some understanding of meaning (AO2)</li> <li>• makes a little reference to the language of the text (<i>or begins to assume a voice for the character in an empathic task</i>) (AO3)</li> <li>• begins to develop a relevant personal response (AO4)</li> </ul>

Level	Marks	Description
<b>Level 3</b>	8–10	<ul style="list-style-type: none"> <li>demonstrates knowledge by making a little supporting reference to the text (<i>or makes a little supporting reference to the text in an empathic task</i>) (AO1)</li> <li>makes some relevant comments (AO2)</li> <li>shows a basic understanding of surface meaning of the text and language (<i>or shows a basic understanding of character and voice in an empathic task</i>) (AO3)</li> <li>attempts to communicate a basic personal response (AO4)</li> </ul>
<b>Level 2</b>	5–7	<ul style="list-style-type: none"> <li>demonstrates knowledge by making a little reference to the text (<i>or makes a little reference to the text in an empathic task</i>) (AO1)</li> <li>makes a few straightforward comments (AO2)</li> <li>shows a few signs of understanding the surface meaning of the text and language (<i>or shows a few signs of understanding of character in an empathic task</i>) (AO3)</li> <li>shows some evidence of simple personal response (AO4)</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>demonstrates knowledge by limited textual reference (<i>or makes limited reference to the text in an empathic task</i>) (AO1)</li> <li>shows some limited understanding of simple/literal meaning (AO2)</li> <li>shows a little awareness of surface meaning of text and language (<i>or shows a little awareness of surface meaning of character and voice in an empathic task</i>) (AO3)</li> <li>makes a limited attempt to respond (AO4)</li> </ul>
<b>Level 0</b>	0	<ul style="list-style-type: none"> <li>No answer / Insufficient to meet the criteria for Level 1</li> </ul>

## Command Words

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
<b>Explore</b>	write in detail about particular aspects

Phrases such as “How does the writer convey ...?”, “In what ways does the writer ...?”, “What do you find particularly memorable ...?” may also be seen in the assessment for this syllabus.

## 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/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Before You Start

#### Previous Study

We recommend that learners starting this course should have studied an English curriculum such as the Cambridge Lower Secondary program or equivalent national educational framework.

#### Guided Learning Hours

We design Cambridge IGCSE syllabi based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their 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. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/0427](http://www.cambridgeinternational.org/0427)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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.

#### Combining with Other Syllabi

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

- Cambridge IGCSE World Literature (0408)
- Cambridge IGCSE (9–1) Literature in English (0992)
- Cambridge IGCSE Literature in English (0475)
- syllabi with the same title at the same level.

Cambridge IGCSE and Cambridge IGCSE (9–1) syllabi are at the same level.

#### Group Awards: Cambridge ICE

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

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making Entries

Exams officers are responsible for submitting entries to Cambridge International. 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.

#### 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 one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabi 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 your 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](http://www.cambridgeinternational.org/eoguide)

#### Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries)

Candidates cannot resubmit, in whole or in part, coursework from a previous series. To confirm if an option is available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

#### 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 our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access 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* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

#### Language

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

## 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 and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How Students and Teachers Can Use the Grades

Assessment at Cambridge IGCSE has two purposes:

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

## Grade Descriptions

### Grade Descriptions

<b>Grade A</b>	<p>A Grade A candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> <li>• sustain a perceptive and convincing response with well-chosen detail of narrative and situation</li> <li>• demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays</li> <li>• make much well-selected reference to the text</li> <li>• respond sensitively and in detail to the way language works in the text</li> <li>• communicate a considered and reflective personal response to the text.</li> </ul>
<b>Grade C</b>	<p>A Grade C candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> <li>• make a reasonably sustained/extended response with detail of narrative and situation</li> <li>• show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays</li> <li>• show some thoroughness in use of the text for support</li> <li>• make some response to the way language works in the text</li> <li>• communicate an informed personal response to the text.</li> </ul>
<b>Grade F</b>	<p>A Grade F candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> <li>• make a few straightforward points in terms of narrative and situation</li> <li>• show a few signs of understanding of the author's intentions and the surface meanings of the text</li> <li>• make a little reference to the text</li> <li>• show evidence of a simple personal response to the text.</li> </ul>

## Changes to this Syllabus for 2023

The syllabus has been updated. This is version 2, published April 2022.

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

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### Changes to version 2 of the syllabus, published April 2022

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|--------------------------------|---|
| <b>Changes to availability</b> | <ul style="list-style-type: none"><li>• The front cover of the syllabus has been updated to clarify the availability of the syllabus.</li></ul> |
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### Changes to version 1 of the syllabus, published September 2020

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|------------------------------------|---|
| <b>Changes to syllabus content</b> | <ul style="list-style-type: none"><li>• The set texts have changed for 2023. Please see section 3 of this syllabus for the set texts for 2023.</li><li>• Minor changes to the wording of some sections have been made to improve clarity. There are no other changes to the syllabus.</li></ul> |
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Significant changes to the syllabus are indicated by black vertical lines either side of the text.

“While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.”

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

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