



## Syllabus

# Cambridge IGCSE™ (9–1)

# First Language English 0990

Use this syllabus for exams in 2024, 2025 and 2026.  
Exams are available in the June and November series.



Version 3

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.

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

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## Why choose Cambridge International?

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Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 learners 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 the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

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

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2024, 2025 and 2026, go to page 35.**

The latest syllabus is version 2, published April 2022.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

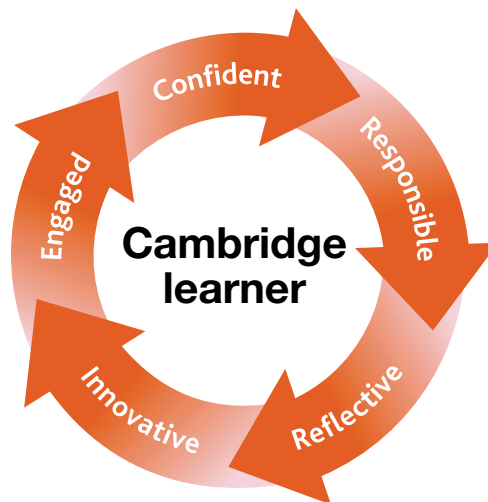
Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

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.

**Cambridge IGCSE (9–1) First Language English** allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.



**School feedback:** ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

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

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE (9–1) First Language English gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level English Language.

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.

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

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

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

**Feedback from:** Managing Director of British School 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 programmes. 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)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>• Next steps guides.</li> <li>• Schemes of work.</li> <li>• Specimen papers.</li> <li>• Syllabuses.</li> <li>• Teacher guides.</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>• Endorsed resources.</li> <li>• Online forums.</li> <li>• Support for coursework and speaking tests.</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>• Example candidate responses.</li> <li>• Past papers and mark schemes.</li> <li>• Specimen paper answers.</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>• Candidate Results Service.</li> <li>• Principal examiner reports for teachers.</li> <li>• Results Analysis.</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

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

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

- Cambridge Professional Development Qualifications

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



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

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

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## 2 Syllabus overview

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### Aims

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

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

### Content overview

Cambridge IGCSE (9–1) First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

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



## Assessment overview

All candidates take two papers. Paper 1, and one of Paper 2 or Component 3. Candidates will be eligible for grades 9 to 1. Component 4 is optional and assesses speaking and listening skills. This component is separately endorsed and marks will not contribute to a candidate's overall grade.

All candidates take:		and:	
<b>Paper 1</b>	2 hours	<b>Paper 2</b>	2 hours
Reading	50%	Directed Writing and Composition	50%
80 marks		80 marks	
Structured and extended writing questions		Extended writing question and a composition task	
Questions will be based on three reading texts		Externally assessed	
Externally assessed			
		or:	
		<b>Component 3</b>	
		Coursework Portfolio	50%
		80 marks	
		Three extended writing assignments	
		Internally assessed and externally moderated	

Centres may also choose to enter candidates for the Speaking and Listening Test. Marks for this optional component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

Candidates can also take:	
<b>Component 4</b>	Approx. 10–12 minutes
Speaking and Listening Test	
40 marks	Separately endorsed
Individual Talk and Conversation	
Internally assessed and externally moderated	

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

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Component 4.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Components 3 and 4.



## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

### AO2 Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

### AO3 Speaking and Listening

Candidates will be assessed on their ability to:

- SL1 articulate experience and express what is thought, felt and imagined
- SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- SL3 communicate clearly and purposefully using fluent language
- SL4 use register appropriate to context
- SL5 listen and respond appropriately in conversation.

## 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 Reading	50
AO2 Writing	50
AO3 Speaking and listening	Separately endorsed
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2 and Component 3	Component 4
AO1 Reading	80	20	0
AO2 Writing	20	80	0
AO3 Speaking and listening	0	0	100
Total	100	100	100

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## 3 Subject content

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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 suitable subject contexts, 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.

The skills covered in the syllabus are outlined below.

### Reading

- Demonstrate understanding of written texts, and of the words and phrases within them
- Summarise and use material for a specific context
- Develop, analyse and evaluate facts, ideas and opinions
- Demonstrate understanding of how writers achieve their effects and influence readers
- Select appropriate information for specific purposes
- Recognise and respond to linguistic devices, figurative language and imagery.

In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.

### Writing

- Express what is thought, felt and imagined
- Organise and convey facts, ideas and opinions effectively
- Demonstrate a varied vocabulary appropriate to the context
- Demonstrate an effective use of sentence structures
- Demonstrate an understanding of audience, purpose and form
- Demonstrate accuracy in spelling, punctuation and grammar.

As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.

## Speaking and Listening

- Describe and reflect on experience, and express what is thought, felt and imagined
- Organise and convey facts, ideas and opinions effectively
- Understand and convey complex ideas
- Communicate with clarity, focus and purpose
- Communicate appropriately for the context
- Engage appropriately in conversation.

Candidates should explore a range of speaking and listening skills, including the ability to participate in engaging conversations and to respond spontaneously to questions and prompts. This study should include focus on presentation skills in employing and organising content, and language devices, such as irony, tone and emphasis.

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## 4 Details of the assessment

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### Paper 1 Reading

Written paper, 2 hours, 80 marks

Candidates answer three compulsory questions on three texts which may be on a similar topic. Candidates write all their answers in the space provided on the question paper.

Text A and Text B will be 700–750 words in length and Text C will be 500–650 words in length. Candidates should spend approximately 15 minutes reading the texts.

The texts will be printed on the question paper insert.

Dictionaries may **not** be used.

#### Question 1 Comprehension and summary task (30 marks)

**Comprehension task:** this question requires candidates to respond to Text A.

Candidates respond to a series of sub-questions. These include short answers testing understanding of both explicit and implicit meanings.

This question tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select and use information for specific purposes.

**Summary task:** this question requires candidates to respond to Text B.

Candidates answer a selective summary task in their own words. Candidates write their summary as continuous writing of no more than 120 words.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select and use information for specific purposes.

This question also tests the following writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

## Question 2 Short-answer questions and language task (25 marks)

**Short-answer questions:** this question requires candidates to respond to Text C.

Candidates respond to a series of sub-questions which require answers of different lengths.

This question tests the following reading assessment objectives (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R4 demonstrate understanding of how writers achieve effects and influence readers.

**Language task:** this question requires candidates to respond to Text C.

Candidates write about 200–300 words.

This question tests the following reading assessment objectives (15 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R4 demonstrate understanding of how writers achieve effects and influence readers.

## Question 3 Extended response to reading (25 marks)

This question requires candidates to respond to Text C.

Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview and article.

This question tests the following reading assessment objectives (15 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text.

This question also tests the following writing assessment objectives (10 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context.

## Paper 2 Directed Writing and Composition

Written paper, 2 hours, 80 marks

Candidates answer two questions, one from each section.

The texts will be printed on the question paper insert.

Dictionaries may **not** be used.

### Section A Directed Writing (40 marks)

Candidates answer one compulsory question on one or two texts totalling 650–750 words in length.

Candidates use, develop and evaluate the information in the text(s) to create a discursive/argumentative/persuasive speech, letter or article.

Candidates write about 250–350 words.

This question tests the following writing assessment objectives (25 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

This question also tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5 select and use information for specific purposes.

### Section B Composition (40 marks)

Candidates answer one question from a choice of four titles: two descriptive and two narrative.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

This question tests the following writing assessment objectives (40 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

## Component 3 Coursework Portfolio

Written assignments, 80 marks

This information should be read in conjunction with the relevant sections of the *Cambridge Handbook* for the relevant year of assessment.

The forms required for the conduct and assessment of the portfolio may be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

Candidates submit a portfolio of three assignments, each of about 500–800 words. The assignments may be completed in any order, and are:

**Assignment 1:** writing to discuss, argue and/or persuade in response to a text or texts

**Assignment 2:** writing to describe

**Assignment 3:** writing to narrate.

The Coursework Portfolio tests the following writing assessment objectives (65 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

For Assignment 1 only, the following reading assessment objectives are tested (15 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates **must** include the first draft of one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark or to the externally moderated mark for the portfolio.

The Coursework Portfolio **must** also include the text(s) used for Assignment 1.



## Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

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 set out in the *Cambridge Handbook* for the relevant year of assessment.

## External moderation

Cambridge International will externally moderate all internally assessed components.

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

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) also provides details of how to submit the marks and work.

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

## Additional information for Component 3 Coursework Portfolio

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* for the relevant year of assessment.

### Assignments: general issues

- Assignments should arise from the programme of study undertaken by the teaching group.
- The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended.
- All tasks set should be sufficiently challenging to stretch candidates to their full potential. For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 3.
- Questions from past examination papers should not be used for coursework.
- Candidates are not expected to work under timed conditions.
- Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates complete more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.
- The assignments must clearly demonstrate different writing intentions and styles to the reader.

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### Assignment 1

- Assignment 1 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval).
  - This assignment is assessed for both writing and reading skills.
  - Centres are advised to select text(s) of approximately two sides of A4 in total. Text(s) may consist of facts, opinions and/or arguments which can be selected, analysed and evaluated by the candidate and can be integrated into their own views.
  - Note that literature texts are not usually suitable for this assignment.
  - Text(s) may be of local, national or global interest – or all three – and should be suitable for the ability range of the candidates. They may be drawn from a variety of sources, e.g. newspapers, magazine articles, travel writing, text-based websites and media.
  - Note that text(s) that are mainly informative or that provide content which has no development/discussion should not be set.
  - Candidates should be able to give an overview of the argument as a whole and illustrate their understanding by commenting on specific ideas presented by the author of the text. This should include an explanation of any ideas of interest and an argument for or against them, as well as examining them for inconsistencies and substituting complementary or opposing views (e.g. recognise and comment on bias).
  - The assignment may be written in any appropriate form, e.g. an article, a letter, or the words of a speech.
  - A copy of all texts used for Assignment 1 must be included with the sample of portfolios sent to the external moderator.
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**Assignment 1**

Discuss/argue and/or persuade in response to text(s)

Two examples:

- **You are a local resident and feel very strongly about the ideas suggested in your local newspaper. Write a response to the editor in which you argue for or against the proposed ideas.**

In your discussion you will need to evaluate the ideas and opinions presented in the text and centre your arguments around what is said.

*Text:* a letter or article from a local newspaper arguing in favour of or against a controversial local issue. For example: plans to make changes to the local transport system, proposals to build a community building on public land or a plan to address the behaviour of young people in the area.

*Note to teachers:* responses could be in any appropriate form, e.g. a letter or an article.

- **You have read the transcript of a speech by a well-known person about an important topical issue. Write a response to that person in which you try to persuade them to change their minds about what they have said.**

In your discussion you will need to evaluate the ideas and opinions presented in the speech and centre your arguments around what they have said.

*Text:* a speech about a current topical, local or global issue. For example: a teacher's speech about space travel, a celebrity's speech about an environmental issue, or a doctor's speech about medicine.

*Note to teachers:* responses could be in any appropriate form, e.g. a speech or a letter.

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**Assignment 2**

- Assignment 2 is a piece of descriptive writing which is assessed for writing skills only.
- Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g. about how the poem(s) came to be written. The commentary will be included in the word count.
- The candidate should develop ideas and images which create a convincing, well-defined picture, with varieties of focus.

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**Assignment 2**

Writing to describe

Two examples:

- **You are in a busy place waiting for a friend who is late. Describe your surroundings and your thoughts and feelings as you wait.**

*Note to teachers:* a busy place can be any place which provides a definite sense of place/atmosphere and will contain a range of sights, sounds and/or characters for candidates to describe, e.g. cafes, train or bus stations, airport arrival or departure areas, sports stadiums, beaches and markets.

- **Describe an important gathering or celebration.**

*Note to teachers:* candidates should be encouraged to choose a celebration or gathering of which they have personal experience. Appropriate occasions could be any event which provides a definite sense of place/atmosphere and will contain a range of sights, sounds and/or characters for candidates to describe, e.g. weddings, significant anniversaries or birthdays.

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## Assignment 3

- Assignment 3 is a piece of narrative writing which is assessed for writing skills only.
- Candidates may write in any form.
- The candidate should ensure the plot is well defined and developed with features of fiction writing, such as description, characterisation and convincing details.

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### Assignment 3

Writing to narrate

Two examples:

- **Write a narrative piece in which the following words appear ‘and then they finally realised that it didn’t really matter anymore’.**

*Note to teachers:* the words may appear in any part of the narrative writing. Candidates may write in a range of appropriate narrative forms, e.g. the opening or closing chapter of a novel or a short story.

- **Write a fictional or autobiographical account of an important or life-changing event.**

*Note to teachers:* candidates may write in a range of appropriate narrative forms and perspectives, e.g. a short story or several diary entries.

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

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

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

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

Table A: Level descriptions for writing in Assignment 1 (15 marks)

Level	Marks	Description
<b>6</b>	<b>13–15</b>	<ul style="list-style-type: none"> <li>• Highly effective style capable of conveying subtle meaning. (W1)</li> <li>• Carefully structured for benefit of the reader. (W2)</li> <li>• Wide range of sophisticated vocabulary, precisely used. (W3)</li> <li>• Highly effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
<b>5</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• Effective style. (W1)</li> <li>• Secure overall structure, organised to help the reader. (W2)</li> <li>• Wide range of vocabulary, used with some precision. (W3)</li> <li>• Effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)</li> </ul>
<b>4</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• Sometimes effective style. (W1)</li> <li>• Ideas generally well sequenced. (W2)</li> <li>• Range of vocabulary is adequate and sometimes effective. (W3)</li> <li>• Sometimes effective register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar generally accurate though with some errors. (W5)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward but meaning clear. (W1)</li> <li>• Relies on the sequence of the original text. (W2)</li> <li>• Vocabulary is simple, limited in range or reliant on the original text. (W3)</li> <li>• Some awareness of an appropriate register for audience and purpose. (W4)</li> <li>• Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Limited style. (W1)</li> <li>• Response is not well sequenced. (W2)</li> <li>• Limited vocabulary or words/phrases copied from the original text. (W3)</li> <li>• Limited awareness of appropriate register for audience and purpose. (W4)</li> <li>• Persistent errors of spelling, punctuation and grammar. (W5)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Expression unclear. (W1)</li> <li>• Poor sequencing of ideas. (W2)</li> <li>• Very limited vocabulary or copying from the original text. (W3)</li> <li>• Very limited awareness of appropriate register for audience and purpose. (W4)</li> <li>• Persistent errors in spelling, punctuation and grammar impede communication. (W5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>

Table B: Level descriptions for reading in Assignment 1 (15 marks)

Level	Marks	Description
6	13–15	<ul style="list-style-type: none"> <li>Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3)</li> <li>Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)</li> </ul>
5	10–12	<ul style="list-style-type: none"> <li>Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3)</li> <li>A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)</li> </ul>
4	7–9	<ul style="list-style-type: none"> <li>Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3)</li> <li>An appropriate response that includes relevant ideas from the text. (R3, R5)</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>Selects and comments on explicit ideas and opinions. (R1, R2, R3)</li> <li>Makes a general response including a few relevant ideas from the text. (R3, R5)</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>Identifies explicit ideas and opinions. (R1, R2, R3)</li> <li>Makes a limited response with little evidence from the text. (R3, R5)</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>Very limited response with minimal relation to the text. (R1, R2, R3, R5)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>No creditable content.</li> </ul>

Table C: Level descriptions for composition: content and structure in Assignments 2 and 3 (10 marks each)

Level	Marks	General and specific marking criteria	
		<b>General</b>	
6	9–10	<ul style="list-style-type: none"> <li>Content is complex, engaging and effective. (W1)</li> <li>Structure is secure, well balanced and carefully managed for deliberate effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i>	<i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i>
		<b>General</b>	
5	7–8	<ul style="list-style-type: none"> <li>Content is developed, engaging and effective. (W1)</li> <li>Structure is well managed, with some choices made for deliberate effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>Frequent, well-chosen images and details give a mostly convincing picture.</i>	<i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i>
		<b>General</b>	
4	5–6	<ul style="list-style-type: none"> <li>Content is relevant with some development. (W1)</li> <li>Structure is competently managed. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i>	<i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i>
		<b>General</b>	
3	3–4	<ul style="list-style-type: none"> <li>Content is straightforward and briefly developed. (W1)</li> <li>Structure is mostly organised but may not always be effective. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i>	<i>The plot is straightforward, with limited use of the features of narrative writing.</i>
		<b>General</b>	
2	2	<ul style="list-style-type: none"> <li>Content is simple, and ideas and events may be limited. (W1)</li> <li>Structure is partially organised but limited in its effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The recording of some relevant events with limited detail.</i>	<i>The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</i>
		<b>General</b>	
1	1	<ul style="list-style-type: none"> <li>Content is occasionally relevant or clear. (W1)</li> <li>Structure is limited and ineffective. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description is unclear and lacks detail.</i>	<i>The plot and/or narrative lacks coherence.</i>
0	0	No creditable content.	

Table D: Level descriptions for composition: style and accuracy in Assignments 2 and 3 (15 marks each)

Level	Marks	Description
6	13–15	<ul style="list-style-type: none"> <li>Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3)</li> <li>Consistent well-chosen register suitable for the context. (W4)</li> <li>Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
5	10–12	<ul style="list-style-type: none"> <li>Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3)</li> <li>Mostly consistent appropriate register suitable for the context. (W4)</li> <li>Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)</li> </ul>
4	7–9	<ul style="list-style-type: none"> <li>Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3)</li> <li>Some appropriate register for the context. (W4)</li> <li>Spelling, punctuation and grammar generally accurate, but with some errors. (W5)</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>Simple vocabulary and a range of straightforward sentence structures. (W3)</li> <li>Simple register with a general awareness of the context. (W4)</li> <li>Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5)</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>Limited and/or imprecise vocabulary and sentence structures. (W3)</li> <li>Limited and/or imprecise register for the context. (W4)</li> <li>Persistent errors of spelling, punctuation and grammar. (W5)</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>Frequently imprecise vocabulary and sentence structures. (W3)</li> <li>Register demonstrates little or no sense of the context. (W4)</li> <li>Persistent errors of spelling, punctuation and grammar impair communication. (W5)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>No creditable content.</li> </ul>



## Component 4 Speaking and Listening Test

Individual Talk and Conversation, approximately 10–12 minutes in total, 40 marks

This component is separately endorsed with grades of 1 (high) to 5 (low). Marks for Component 4 do **not** contribute to a candidate's overall grade.

Teachers must treat this component as a non-coursework speaking test and must read this information in conjunction with the relevant sections of the *Cambridge Handbook* for the relevant year of assessment.

There are two parts to the Speaking and Listening Test. In Part 1, candidates present an individual talk. In Part 2, candidates engage in a conversation with the teacher/examiner on their chosen topic.

There is no question paper for the test. The test must be taken within the Speaking and Listening Test window. You should record all candidates. Candidates must only take the Speaking and Listening Test **once** and both parts of the test **must** be recorded as one.

### Part 1 Individual Talk (3–4 minutes) (20 marks)

The candidate talks for about 3–4 minutes on a single topic or theme which they have selected before the test. The candidate talks about a topic of particular interest, for example, about the candidate's reactions to meeting a famous person or about a recent film, which would include suggestions as to why others would also like it.

Candidates need to show that they are able to prepare and organise material, are aware of audience, and can select and employ a range of language devices. Candidates are encouraged to make presentations which are lively, by perhaps incorporating more creative presentational styles, such as taking up a 'voice' or presenting a dramatic monologue.

There is no question paper and each candidate chooses their own subject with guidance from their teacher. Teachers should advise on the suitability of topics or themes, but must **not** be involved in the preparation of material for the Individual Talk. The interaction is between the candidate and the teacher only, although the class may be present as an audience.

Candidates may bring one 'cue card' (about postcard size) into the examination room, to remind them of the main points they wish to make. The cue card should contain a list of key points, not continuous sentences. Candidates may write their points on one side of the cue card only. Candidates may also use a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. Reading from, or reliance on, a script or extended notes is **not** allowed. Recitation of a memorised script is unlikely to be successful. The cue card and illustrative material must be retained by centres until six months after publication of results. The cue card and illustrative material must be labelled with the candidate's name and number.

The talk should be continuous. If absolutely necessary the teacher/examiner may prompt a candidate who is finding it difficult to continue within the advised time of 3–4 minutes. Teachers/examiners should interrupt to ask questions, and begin Part 2, if the candidate shows no sign of finishing after 4½ minutes.

Dictionaries may be used to prepare the Individual Talk, but they may **not** be taken into the test.

This part of the test is to be assessed using the level descriptions in Table A on page 25.

The Individual Talk tests the following speaking and listening assessment objectives (20 marks):

- SL1 articulate experience and express what is thought, felt and imagined
- SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- SL3 communicate clearly and purposefully using fluent language
- SL4 use register appropriate to context.

## Part 2 Conversation (7–8 minutes) (20 marks)

The Individual Talk leads into a conversation with the teacher/examiner about the candidate's chosen topic. For example, an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of 'celebrity' and media intrusion; a talk about a film could be developed into discussion of wider issues such as censorship, popular culture and the film industry.

Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they **could** be asked, the topic is unlikely to be easy to discuss.

During the Individual Talk, teachers/examiners are likely to make notes in order to help them ask appropriate questions.

Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity, questions should be open, such as 'tell me more about...!', 'why?' and 'how?', rather than closed questions which may be answered by 'yes/no'. Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but these questions must not be judgemental.

The teacher/examiner should normally allow 7–8 minutes for each candidate. If a candidate 'dries up' after a few minutes, teachers/examiners should be ready to explore another aspect of the topic or theme; they should keep trying to make conversation so that the candidate is given every opportunity to demonstrate their ability. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

Teachers/examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

Dictionaries may **not** be used in the test.

This part of the test is to be assessed using the level descriptions in Table B on pages 26 and 27.

The Conversation tests the following speaking and listening assessment objectives (20 marks):

SL1 articulate experience and express what is thought, felt and imagined

SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest

SL3 communicate clearly and purposefully using fluent language

SL4 use register appropriate to context

SL5 listen and respond appropriately in conversation.

## Marking instructions

The teacher must mark each candidate's test out of a total of 40, in line with the level descriptions. The total mark for the test is divided into 20 marks for Speaking in Part 1 (Individual Talk), and 10 marks for Speaking and 10 marks for Listening in Part 2 (Conversation).

For information, dates and methods of submission of the Speaking and Listening Test marks and sample, please refer to the *Cambridge Handbook* for the relevant year of assessment and the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## Marking: general principles

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

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

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

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

Table A: Level descriptions for Component 4, Part 1 – Individual Talk (20 marks)

Level	Marks	Description
5	17–20	<ul style="list-style-type: none"> <li>• Full and well-organised use of content.</li> <li>• Lively delivery which fully engages the audience.</li> <li>• Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.</li> <li>• Sustained, appropriate and accurate use of language throughout.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Sound use of content.</li> <li>• Delivery may occasionally be stilted but often attempts to engage the audience.</li> <li>• Employs a good range of language devices (e.g. tone, irony, emphasis) soundly.</li> <li>• Mainly appropriate and accurate use of language.</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>• Adequate use of content.</li> <li>• Delivery is secure but at times unimaginative, with some attempt to engage the audience.</li> <li>• Language devices (e.g. tone, irony, emphasis) are used safely and appropriately.</li> <li>• Appropriate and accurate use of language demonstrated but some inaccuracy may be present.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• Content is thin or perhaps inconsistently used.</li> <li>• Delivery is not secure, with little attempt to engage the audience.</li> <li>• Limited employment of language devices (e.g. tone, irony, emphasis) with some inaccuracy.</li> <li>• Some appropriate use of language but with some inaccuracy.</li> </ul>
1	1–4	<ul style="list-style-type: none"> <li>• Content is mostly undeveloped and/or very thin.</li> <li>• Delivery is weak, with no attempt to engage the audience.</li> <li>• Not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error.</li> <li>• Language is not used appropriately, or is used with serious inaccuracy.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• Does not meet the above criteria.</li> </ul>

Table B: Level descriptions for Component 4, Part 2 – Conversation (20 marks)

For Part 2, record separate marks for speaking and for listening.

Speaking			Listening		
Level	Marks	Description	Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> <li>Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener.</li> <li>Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently; sustained, appropriate and accurate use of language throughout.</li> </ul>	5	9–10	<ul style="list-style-type: none"> <li>A natural and fluent conversation.</li> <li>Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.</li> </ul>
4	7–8	<ul style="list-style-type: none"> <li>Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success.</li> <li>Employs a good range of language devices (e.g. tone, irony, emphasis) soundly; mainly appropriate and accurate use of language.</li> </ul>	4	7–8	<ul style="list-style-type: none"> <li>The conversation is occasionally fluent and sometimes shaped by the candidate.</li> <li>Consistently responds appropriately and in extended detail to questions and prompts; deals appropriately with most of the changes in the direction of the conversation.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>Deals with the subject matter adequately; the listener is generally but not always prominent.</li> <li>Language devices (e.g. tone, irony, emphasis) are used appropriately; appropriate and accurate use of language demonstrated, but some inaccuracy may be present.</li> </ul>	3	5–6	<ul style="list-style-type: none"> <li>The conversation is maintained through the candidate's responses.</li> <li>Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>There is evidence of some linking together of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation.</li> <li>Limited use of language devices (e.g. tone, irony, emphasis) with some inaccuracy; some appropriate use of language but with some inaccuracy.</li> </ul>	2	3–4	<ul style="list-style-type: none"> <li>The conversation is driven by the listener's questions.</li> <li>The candidate provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.</li> </ul>

Speaking			Listening		
Level	Marks	Description	Level	Marks	Description
1	1–2	<ul style="list-style-type: none"> <li>Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; barely capable of engaging in a two-way conversation.</li> <li>Not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error; language is not used appropriately or is used with serious inaccuracy.</li> </ul>	1	1–2	<ul style="list-style-type: none"> <li>A two-way conversation is not successfully maintained.</li> <li>The candidate responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Does not meet the above criteria.</li> </ul>	0	0	<ul style="list-style-type: none"> <li>Does not meet the above criteria.</li> </ul>

## Command words

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

Command word	What it means
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Explain</b>	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory
<b>Identify</b>	name/select/recognise

## 5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

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

#### Guided learning hours

We design Cambridge IGCSE syllabuses 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/igcse](http://www.cambridgeinternational.org/igcse)

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.

Private candidates can enter for this syllabus. Some components are not available to private candidates. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

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

- Cambridge IGCSE English (as an Additional Language) (0472)
- Cambridge IGCSE First Language English (0500)
- Cambridge IGCSE English as a Second Language (0510)
- Cambridge IGCSE (9–1) English as a Second Language (0993)
- Cambridge IGCSE English as a Second Language (count-in oral) (0511)
- Cambridge IGCSE (9–1) English as a Second Language (count-in oral) (0991)
- Cambridge O Level English Language (1123)
- syllabuses with the same title at the same level.

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

## Group awards: Cambridge ICE

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

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](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 syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make 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 and carry forward marks

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 [or speaking tests] from a previous series. To confirm what entry options are 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)

## Language

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



## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

#### Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

Some access arrangements are not allowed in this syllabus because they affect the assessment objective:

- candidates are **not** allowed to use voice-activated software to dictate their written work
- human readers are **not** allowed.

If your candidate(s) will have significant difficulties accessing the components of this qualification, please contact [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) before starting the course.

## After the exam

### Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 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 (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 the levels described in the grade descriptions.
- 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 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.

Grade descriptions for Cambridge IGCSE (9–1) First Language English will be published after the first assessment of the syllabus in 2020. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been updated. This is version 3, published October 2022.

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

### Changes to version 3 of the syllabus, published October 2022.

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| <b>Other changes</b> | <ul style="list-style-type: none"><li>• The Grading and reporting section on page 34 has been updated.</li></ul> |
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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 and the availability section of the syllabus have been updated to clarify the availability of the syllabus.</li></ul> |
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### Changes to version 1 of the syllabus, published September 2021.

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| <b>Changes to assessment (including changes to specimen papers)</b> | <p>Paper 1 Reading:</p> <ul style="list-style-type: none"><li>• The assessment of W5: Make accurate use of spelling, punctuation and grammar, has been removed from Paper 1 Reading only.</li><li>• W5 has been removed from Question 1f and Question 3.</li></ul> |
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Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.



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

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

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