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SYLLABUS

**Cambridge IGCSE[®]
Literature (English)**

0486

For examination in June and November 2014

**Cambridge International Certificate
Literature (English)***

0476

For examination in June and November 2014

*This syllabus is accredited for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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1. Introduction

1.1 Why choose Cambridge?

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

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

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

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE Literature (English)?

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of real knowledge and understanding. Successful candidates gain lifelong skills, including the ability 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;
- Recognise and appreciate the ways in which writers use English to achieve a range of effects;
- Present an informed, personal response to materials they have studied;
- Explore wider and universal issues, promoting students' better understanding of themselves and of the world around them.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Literature (English) falls into Group II, Humanities and Social Sciences.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 Schools in England, Wales and Northern Ireland

This Cambridge IGCSE is approved for regulation in England, Wales and Northern Ireland. It appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk> as a Cambridge International Level 1/Level 2 Certificate. There is more information for schools in England, Wales and Northern Ireland in Appendix C to this syllabus.

School and college performance tables

Cambridge IGCSEs which are approved by Ofqual are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website (www.education.gov.uk/performance-tables). All approved Cambridge IGCSEs are listed as Cambridge International Level 1/Level 2 Certificates.

1.6 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at international@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Cambridge IGCSE Literature (English) Syllabus code 0486

Candidates take one of the following options:

| Component | Duration | Weighting |
|--|---|------------|
| Paper 1: Set Texts – Open books Paper 2: Coursework portfolio | 2 hours 15 minutes Assessed by the Centre; externally moderated by Cambridge | 75% 25% |

OR

| Component | Duration | Weighting |
|--|---|------------|
| Paper 1: Set Texts – Open books Paper 3: Unseen | 2 hours 15 minutes 1 hour 15 minutes | 75% 25% |

OR

| Component | Duration | Weighting |
|--|----------------------------------|------------|
| Paper 4: Set Texts – Closed books: A Paper 5: Set Texts – Closed books: B | 2 hours 15 minutes 45 minutes | 75% 25% |

The full range of grades (A*–G) is available in each option.

Availability

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

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

Cambridge International Level 1/Level 2 Certificate* Literature (English) Syllabus code 0476

All candidates take the following:

| Paper 1 | 2 hours 15 minutes | Paper 2 | 1 hour 15 minutes |
|--|--------------------|--|-------------------|
| <p>Set Texts – Open Books</p> <p>Three sections – drama, prose and poetry with a mix of passage-based, essay questions and (on prose and drama texts) empathic questions.</p> <p>There is a choice of three questions on each set text.</p> <p>Candidates answer one question from each section and must choose at least one passage-based and one essay question.</p> <p>All Assessment Objectives are tested</p> <p>Weighting: 75% of total marks.</p> | | <p>Unseen</p> <p>From a choice of two questions, each requiring critical commentary, candidates must choose one.</p> <p>One question is based on a literary prose passage and the other on a poem or extract of a poem.</p> <p>No set texts for this component.</p> <p>All Assessment Objectives are tested.</p> <p>Weighting: 25% of total marks.</p> | |

The full range of grades (A*–G) is available.

Availability

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

It is available in the UK only.

This syllabus is available to private candidates.

Combining these syllabuses with other syllabuses

Candidates can combine either of these syllabuses in an examination series with any other Cambridge syllabus, except:

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

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

* This syllabus is accredited for use in England, Wales and Northern Ireland as Cambridge International Level 1/Level 2 Certificate.

3. Syllabus aims and objectives

3.1 Aims

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability 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.

3.2 Assessment objectives

There are four Assessment Objectives (AOs) and candidates are assessed on their ability to:

AO1: Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose);

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

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

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

Each of the assessment objectives is present in each of the papers, with the following weighting:

Syllabus 0486

| | Paper 1 | Paper 2 | Paper 3 | Paper 4 | Paper 5 |
|-----|---------|---------|---------|---------|---------|
| A01 | 25% | 25% | 25% | 25% | 25% |
| A02 | 25% | 25% | 25% | 25% | 25% |
| A03 | 25% | 25% | 25% | 25% | 25% |
| A04 | 25% | 25% | 25% | 25% | 25% |

Syllabus 0476

| | Paper 1 | Paper 2 |
|-----|---------|---------|
| A01 | 25% | 25% |
| A02 | 25% | 25% |
| A03 | 25% | 25% |
| A04 | 25% | 25% |

4. Description of papers (syllabus 0486)

4.1 Paper 1: Set Texts – Open books

2 hours 15 minutes

This paper has three sections: Drama, Prose and Poetry. Candidates answer one question from each section. All questions carry equal marks. Candidates may take their set texts into the exam, but these texts must not contain personal annotations, highlighting or underlining.

On each set text, candidates have a choice of three questions as follows:

- Poetry – one passage-based question and two essay questions.
- Drama – one passage-based question, one essay question, one 'empathic' question (see below for more details).
- Prose – one passage-based question, one essay question, one 'empathic' question (see below for more details).

Candidates must answer at least one passage-based question and at least one essay question.

On the Question Paper, passage-based questions are indicated by an asterisk (*) and essay questions are indicated by a dagger symbol (†).

'Empathic' questions address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

Passage-based questions ask candidates to re-read a specific passage or poem from the set text before answering. The passage/poem is printed on the exam paper.

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

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

4.2 Paper 2: Coursework portfolio (syllabus 0486 only)

Candidates submit a portfolio of **two** assignments.

- Each assignment should be between 600–1000 words and should be based on the study of one complete text, equivalent in scope and demand to a set text on Paper 1.
- The assignments must be on different texts.
- One of the assignments (but not two) may be on a text prepared for Paper 1. (There is no requirement to include work on a Paper 1 text.)

Assignments can be handwritten, typed or word processed.

The phrasing of each assignment's title must allow for assessment in relation to all the Assessment Objectives.

Coursework is assessed and marked by the Centre, and a sample is submitted for external moderation by Cambridge. Teachers responsible for assessing Coursework must be accredited by Cambridge; accreditation is usually awarded after the teacher has successfully completed the *Coursework Training Handbook*.

For more information and guidance on creating, presenting and marking the Coursework, see Section 9.

4.3 Paper 3: Unseen

1 hour 15 minutes

Paper 3 comprises two questions, each asking candidates for a critical commentary on (and appreciation of) previously unseen writing printed on the question paper. Candidates answer one question only.

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

Candidates are advised to spend around 20 minutes reading their selected question and planning their answer before starting to write.

There are no set texts for this paper.

4.4 Paper 4: Set texts – Closed books A (syllabus 0486 only)

2 hours 15 minutes

The paper has three sections: Drama, Poetry, and Prose. Candidates answer one question from each section. All questions carry equal marks. This is a 'Closed books' paper: candidates may not take their set texts into the exam room.

On each text, candidates have a choice of three questions:

- Poetry – one passage-based question, and two essay questions;
- Drama – one passage-based question, one essay question, one 'empathic' question (see below for more detail);
- Prose – one passage-based question, one essay question, one 'empathic' question (see below for more detail).

Candidates must answer at least one passage-based question and at least one essay question.

On the Question Paper, passage-based questions are indicated by an asterisk (*) and essay questions are indicated by a dagger symbol (†).

'Empathic' questions address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

Passage-based questions ask candidates to re-read a specific passage or poem from the set text. The passage/poem is printed on the exam paper.

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

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

4.5 Paper 5: Set texts – Closed books B (syllabus 0486 only)

45 minutes

In this paper, candidates answer one question on one set text. All questions carry equal marks. This a 'Closed books' paper: candidates may not take their set texts into the exam room.

On each set text, candidates have a choice of three questions as follows:

- Poetry – one passage-based question and two essay questions.
- Drama – one passage-based question, one essay question, one 'empathic' question (see below for more details).
- Prose – one passage-based question, one essay question, one 'empathic' question (see below for more details).

'Empathic' questions address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

Passage-based questions ask candidates to re-read a specific passage or poem from the set text before answering. The chapter, scene or page reference will be given on the exam paper (references to several available editions will be provided if necessary).

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

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

5. Description of papers (syllabus 0476)

5.1 Paper 1: Set Texts – Open books

2 hours 15 minutes

This paper has three sections: Drama, Prose and Poetry. Candidates answer one question from each section. All questions carry equal marks. Candidates may take their set texts into the exam, but these texts must not contain personal annotations, highlighting or underlining.

On each set text, candidates have a choice of three questions as follows:

- Poetry – one passage-based question and two essay questions.
- Drama – one passage-based question, one essay question, one 'empathic' question (see below for more details).
- Prose – one passage-based question, one essay question, one 'empathic' question (see below for more details).

Candidates must answer at least one passage-based question and at least one essay question.

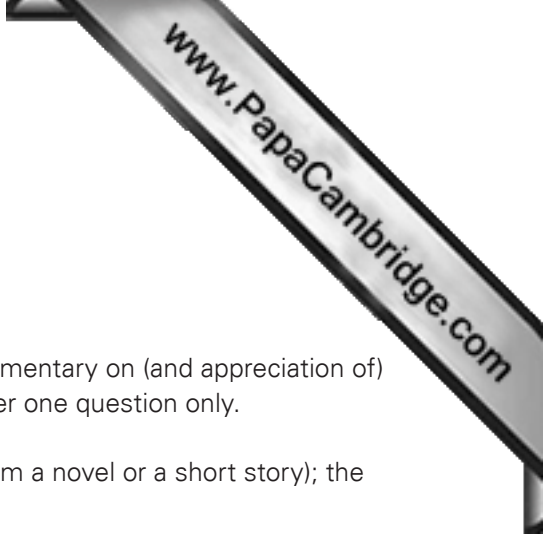
On the Question Paper, passage-based questions are indicated by an asterisk (*) and essay questions are indicated by a dagger symbol (†).

'Empathic' questions address the same assessment objectives as the essay and passage-based questions. These questions test knowledge, understanding and response, but give candidates the opportunity to engage more imaginatively with the text by assuming a suitable 'voice' (i.e. a manner of speaking for a specific character).

Passage-based questions ask candidates to re-read a specific passage or poems (or a part of a longer poem) from the set text before answering. Passages/poems are printed on the exam paper.

All questions encourage an informed personal response and test all assessment objectives. This means that candidates will have to demonstrate:

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



5.2 Paper 2: Unseen

1 hour 15 minutes

Paper 2 comprises two questions, each asking candidates for a critical commentary on (and appreciation of) previously unseen writing printed on the question paper. Candidates answer one question only.

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

Candidates are advised to spend around 20 minutes reading their selected question and planning their answer before starting to write.

There are no set texts for this paper.

6. Set texts (syllabus 0486)

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

* text examined also in June and November 2015

** text examined also in June and November 2015 and June and November 2016

Set texts for Paper 1 (syllabus 0486)

Candidates must answer on **three** different set texts: i.e. one set text in each section.

Section A: DRAMA

Candidates must answer on one set text from this section:

- | | |
|-----------------------|--|
| ** Arthur Miller | <i>All My Sons</i> |
| William Shakespeare | <i>Julius Caesar</i> |
| * William Shakespeare | <i>The Tempest</i> |
| * Oscar Wilde | <i>The Importance of Being Earnest</i> |

Section B: POETRY

Candidates must answer on one set text from this section:

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

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

- * from *Songs of Ourselves* from Part 4 (Poems from the Nineteenth and Twentieth Centuries): Poems 110 to 123 inclusive, i.e. the following fourteen poems:
- Sujata Bhatt, 'A Different History'
 - Gerard Manley Hopkins, 'Pied Beauty'
 - Allen Curnow, 'Continuum'
 - Edwin Muir, 'Horses'
 - Judith Wright, 'Hunting Snake'
 - Ted Hughes, 'Pike'
 - Christina Rossetti, 'A Birthday'
 - Dante Gabriel Rossetti, 'The Woodspurge'
 - Kevin Halligan, 'The Cockroach'
 - Margaret Atwood, 'The City Planners'
 - Boey Kim Cheng, 'The Planners'
 - Norman MacCaig, 'Summer Farm'
 - Elizabeth Brewster, 'Where I Come From'
 - William Wordsworth, 'Sonnet Composed Upon Westminster Bridge'

Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press ISBN-10: 8175962488 ISBN-13: 978-8175962484)

Section C: PROSE

Candidates must answer on one set text from this section:

- * Tsitsi Dangarembga *Nervous Conditions*
- * Anita Desai *Fasting, Feasting*
- Kiran Desai *Hullabaloo in the Guava Orchard*
- ** George Eliot *Silas Marner*
- ** Susan Hill *I'm the King of the Castle*
- * from *Stories of Ourselves* The following ten stories:
 - no. 6 Thomas Hardy, 'The Son's Veto'
 - no. 12 Katherine Mansfield, 'Her First Ball'
 - no. 14 V.S. Pritchett, 'The Fly in the Ointment'
 - no. 15 P.G. Wodehouse, 'The Custody of the Pumpkin'
 - no. 20 Graham Greene, 'The Destroyers'
 - no. 27 R.K. Narayan, 'A Horse and Two Goats'
 - no. 29 Ted Hughes, 'The Rain Horse'
 - no. 38 Morris Lurie, 'My Greatest Ambition'
 - no. 42 Ahdaf Soueif, 'Sandpiper'
 - no. 46 Penelope Fitzgerald, 'At Hiruhamara'

Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English (Cambridge University Press: ISBN-10: 052172791X ISBN-13: 978-0521727914)

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

- * text examined also in June and November 2015
- ** text examined also in June and November 2015 and June and November 2016

Set texts for Paper 4 (syllabus 0486)

Candidates must answer on **three** different set texts: i.e. one set text in each section.

The text list for Paper 4 is identical to the text list for Paper 1.

Candidates who are taking Paper 4 will answer on one text in Paper 5.

Section A: DRAMA

Candidates must answer on one set text from this section:

- ** Arthur Miller *All My Sons*
- William Shakespeare *Julius Caesar*
- * William Shakespeare *The Tempest*
- * Oscar Wilde *The Importance of Being Earnest*

Section B: POETRY

Candidates must answer on one set text from this section:

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

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

- * from *Songs of Ourselves* from Part 4 (Poems from the Nineteenth and Twentieth Centuries): Pages 110 to 123 inclusive, i.e. the following fourteen poems:
- Sujata Bhatt, 'A Different History'
 - Gerard Manley Hopkins, 'Pied Beauty'
 - Allen Curnow, 'Continuum'
 - Edwin Muir, 'Horses'
 - Judith Wright, 'Hunting Snake'
 - Ted Hughes, 'Pike'
 - Christina Rossetti, 'A Birthday'
 - Dante Gabriel Rossetti, 'The Woodspurge'
 - Kevin Halligan, 'The Cockroach'
 - Margaret Atwood, 'The City Planners'
 - Boey Kim Cheng, 'The Planners'
 - Norman MacCaig, 'Summer Farm'
 - Elizabeth Brewster, 'Where I Come From'
 - William Wordsworth, 'Sonnet Composed Upon Westminster Bridge'

Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press ISBN-10: 8175962488 ISBN-13: 978-8175962484)

Section C: PROSE

Candidates must answer on one set text from this section:

- * Tsitsi Dangarembga *Nervous Conditions*
- * Anita Desai *Fasting, Feasting*
- Kiran Desai *Hullabaloo in the Guava Orchard*
- ** George Eliot *Silas Marner*
- ** Susan Hill *I'm the King of the Castle*
- * from *Stories of Ourselves* The following ten stories:
 - no. 6 Thomas Hardy, 'The Son's Veto'
 - no. 12 Katherine Mansfield, 'Her First Ball'
 - no. 14 V.S. Pritchett, 'The Fly in the Ointment'
 - no. 15 P.G. Wodehouse, 'The Custody of the Pumpkin'
 - no. 20 Graham Greene, 'The Destroyers'
 - no. 27 R.K. Narayan, 'A Horse and Two Goats'
 - no. 29 Ted Hughes, 'The Rain Horse'
 - no. 38 Morris Lurie, 'My Greatest Ambition'
 - no. 42 Ahdaf Soueif, 'Sandpiper'
 - no. 46 Penelope Fitzgerald, 'At Hiruhamara'

Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English (Cambridge University Press: ISBN-10: 052172791X ISBN-13: 978-0521727914)

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

* text examined also in June and November 2015

** text examined also in June and November 2015 and June and November 2016

Set texts for Paper 5 (syllabus 0486)

Candidates who are taking this paper answer on **one** text from the following:

- | | |
|-----------------|-------------------------------|
| ** Jane Austen | Northanger Abbey |
| Carol Ann Duffy | The following fourteen poems: |
| | ‘Head of English’ |
| | ‘The Dolphins’ |
| | ‘Stealing’ |
| | ‘Foreign’ |
| | ‘Miles Away’ |
| | ‘Originally’ |
| | ‘In Mrs Tilscher’s Class’ |
| | ‘Who Loves You’ |
| | ‘Nostalgia’ |
| | ‘The Good Teachers’ |
| | ‘Moments of Grace’ |
| | ‘Valentine’ |
| | ‘Mean Time’ |
| | ‘Prayer’ |

These are contained in *Selected Poems* (Penguin Books, in association with Anvil Press, ISBN 978-0-14-102512-4/ISBN 9780141 025124)

- | | |
|---------------------------|---|
| * Helen Dunmore | The Siege |
| ** from Jo Philips, ed., | <i>Poems Deep & Dangerous</i> (Cambridge University Press) |
| | The following fourteen poems (from Section 4 ‘One Another’): |
| | John Clare, ‘First Love’ |
| | Matthew Arnold, ‘To Marguerite’ |
| | Elizabeth Jennings, ‘One Flesh’ |
| | Christina Rossetti, ‘Sonnet’ (‘I wish I could remember that first day’) |
| | William Shakespeare, ‘Shall I Compare Thee...?’ |
| | Elma Mitchell, ‘People Etcetera’ |
| | Simon Armitage, ‘In Our Tenth Year’ |
| | William Shakespeare, ‘The Marriage of True Minds’ |
| | Seamus Heaney, ‘Follower’ |
| | Michael Laskey, ‘Registers’ |
| | Chris Banks, ‘The Gift’ |
| | Liz Lochhead, ‘Laundrette’ |
| | Liz Lochhead, ‘Poem for My Sister’ |
| | Patricia McCarthy, ‘Football After School’ |
| * William Shakespeare | A Midsummer Night’s Dream |
| ** Robert Louis Stevenson | The Strange Case of Dr Jekyll and Mr Hyde |
| Tennessee Williams | Cat on a Hot Tin Roof |

7. Set texts (syllabus 0476)

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

* text examined also in June and November 2015

** text examined also in June and November 2015 and June and November 2016

Set texts for Paper 1 (syllabus 0476)

Section A: DRAMA

Candidates must answer on one set text from this section:

William Shakespeare *Julius Caesar*

* William Shakespeare *The Tempest*

Section B: POETRY

Candidates must answer on one set text from this section:

** Thomas Hardy The following fourteen poems:

Neutral Tones

'I Look into My Glass'

Drummer Hodge

The Darkling Thrush

On the Departure Platform

The Pine Planters

The Convergence of the Twain

The Going

The Voice

At the Word 'Farewell'

During Wind and Rain

In Time of 'The Breaking of Nations'

No Buyers: A Street Scene

Nobody Comes

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

- * from *Songs of Ourselves* from Part 4 (Poems from the Nineteenth and Twentieth Centuries): Pages 110 to 123 inclusive, i.e. the following fourteen poems:
 - Sujata Bhatt, 'A Different History'
 - Gerard Manley Hopkins, 'Pied Beauty'
 - Allen Curnow, 'Continuum'
 - Edwin Muir, 'Horses'
 - Judith Wright, 'Hunting Snake'
 - Ted Hughes, 'Pike'
 - Christina Rossetti, 'A Birthday'
 - Dante Gabriel Rossetti, 'The Woodspurge'
 - Kevin Halligan, 'The Cockroach'
 - Margaret Atwood, 'The City Planners'
 - Boey Kim Cheng, 'The Planners'
 - Norman MacCaig, 'Summer Farm'
 - Elizabeth Brewster, 'Where I Come From'
 - William Wordsworth, 'Sonnet Composed Upon Westminster Bridge'

Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press ISBN-10: 8175962488 ISBN-13: 978-8175962484)

Section C: PROSE

Candidates must answer on one set text from this section:

- * Tsitsi Dangarembga *Nervous Conditions*
- * Anita Desai *Fasting, Feasting*
- Kiran Desai *Hullabaloo in the Guava Orchard*
- ** George Eliot *Silas Marner*
- ** Susan Hill *I'm the King of the Castle*
- * from *Stories of Ourselves* The following ten stories:
 - no. 6 Thomas Hardy, 'The Son's Veto'
 - no. 12 Katherine Mansfield, 'Her First Ball'
 - no. 14 V.S. Pritchett, 'The Fly in the Ointment'
 - no. 15 P.G. Wodehouse, 'The Custody of the Pumpkin'
 - no. 20 Graham Greene, 'The Destroyers'
 - no. 27 R.K. Narayan, 'A Horse and Two Goats'
 - no. 29 Ted Hughes, 'The Rain Horse'
 - no. 38 Morris Lurie, 'My Greatest Ambition'
 - no. 42 Ahdaf Soueif, 'Sandpiper'
 - no. 46 Penelope Fitzgerald, 'At Hiruhamara'

Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English (Cambridge University Press: ISBN-10: 052172791X ISBN-13: 978-0521727914)

8. Grade descriptions

Grade descriptions

Grade A

A Grade A candidate will have demonstrated the ability to:

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

Grade C

A Grade C candidate will have demonstrated the ability to:

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

Grade F

A Grade F candidate will have demonstrated the ability to:

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

9. Coursework guidance (syllabus 0486)

9.1 Coursework portfolio (Paper 2) (syllabus 0486): guidance notes

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

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

General guidance

Portfolio format

- The portfolio will contain **two** assignments, each on a different text.
- The assignments must be securely fastened and clearly marked with the candidate's name, number and the Centre number.
- Work sent to Cambridge for external moderation must not be sent in clear plastic folders or ring binders. A completed Candidate Record Card must be included with each portfolio (see forms at rear of this syllabus).

Assignments: general issues

- Assignments usually follow a programme of study undertaken by a teaching group. The best assignments usually follow a shared learning experience, but are selected by the candidate. It is recommended that the teacher and the candidate discuss which are the best assignments to submit.
- Candidates do not have to produce assignments under timed examination-type conditions.
- Assignments may be completed at any stage during the course. Candidates should undertake more than two assignments to provide a choice of assignments for their portfolio.

Assignments: texts

- Assignment texts can be chosen by teachers or by candidates and teachers together. They must be originally written in English, and of a quality appropriate for study at Cambridge IGCSE.
- Candidates within a Centre do not have to submit assignments on the same texts.
- Assignments should show that the candidate has studied the whole text.
- If poetry or short stories are used for an assignment, candidates should 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.

Drafting assignments

- A general discussion on the progress of assignments is a natural part of the teacher/candidate relationship, as it is for other parts of the exam. In addition, if plans and first drafts are completed under teacher supervision, then teachers can be reassured of the authenticity of the final assignment.
- Teachers should not, however, mark, correct or edit draft assignment material; candidates can certainly draft and redraft work, but teachers should give only general guidance during this phase.

Length of assignments

- Assignments should be between 600 and 1000 words. This is a guideline. Candidates must not confuse length with quality. Although no assignment is penalised per se because of its length, assignments significantly under or over this word count guidance may be self-penalising.

Presenting assignments

- Candidates may use typewriters or word processors, or can write their assignments by hand. Candidates should remember to carefully proofread their work.

Checking portfolios for authenticity

- It is the Centre's responsibility to make sure all Coursework is the candidate's original work. Where appropriate, candidates should provide references to secondary source material, listing these at the end of the assignment.

Feedback following external moderation

- Centres receive a brief report from the external moderator following the assessment of their candidates' portfolios, usually at the same time as the final exam results.

9.2 Marking and moderating Coursework

As well as commenting on the overall quality of the portfolio, recorded on the Individual Candidate Record Card, teachers must mark each assignment by indicating the strengths and errors and by providing a final comment.

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

Internal Moderation

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

External Moderation

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

9.3 Assessment criteria for Coursework

| | | |
|---------------|-------------------------|---|
| | 0 / 0–1 | No answer / Insufficient to meet the criteria for Band 8. |
| Band 8 | 2 3 4 | <i>Limited attempt to respond</i> <ul style="list-style-type: none"> shows some limited understanding of simple/literal meaning |
| Band 7 | 5 6 7 | <i>Some evidence of simple personal response</i> <ul style="list-style-type: none"> makes a few straightforward comments shows a few signs of understanding the surface meaning of the text makes a little reference to the text |
| Band 6 | 8 9 10 | <i>Attempts to communicate a basic personal response</i> <ul style="list-style-type: none"> makes some relevant comments shows a basic understanding of surface meaning of the text makes a little supporting reference to the text |
| Band 5 | 11 12 13 | <i>Begins to develop a personal response</i> <ul style="list-style-type: none"> shows some understanding of meaning makes a little reference to the language of the text (beginning to assume a voice in an empathic task) uses some supporting textual detail |
| Band 4 | 14 15 16 | <i>Makes a reasonably developed personal response</i> <ul style="list-style-type: none"> shows understanding of the text and some of its deeper implications makes some response to the way the writer uses language (using suitable features of expression in an empathic task) shows some thoroughness in the use of supporting evidence from the text |
| Band 3 | 17 18 19 | <i>Makes a well-developed and detailed personal response</i> <ul style="list-style-type: none"> shows a clear understanding of the text and some of its deeper implications makes a developed response to the way the writer achieves her/his effects (sustaining an appropriate voice in an empathic task) supports with careful and relevant reference to the text |
| Band 2 | 20 21 22 | <i>Sustains a perceptive and convincing personal response</i> <ul style="list-style-type: none"> shows a clear critical understanding of the text responds sensitively and in detail to the way the writer achieves her/his effects (sustaining a convincing voice in an empathic task) integrates much well-selected reference to the text |
| Band 1 | 23 24 25 | Answers in this band have all the qualities of Band 2 work, with further insight, sensitivity, individuality and flair. They show complete and sustained engagement with both text and task. |

10. Appendix A

10.1 Resources: set text editions

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

Any of these texts may be taken into the examination room for Paper 1 (Open Books), but the text must not contain any annotations made by the candidate.

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

Some examples of reliable and useful series:

| | |
|---|--|
| Cambridge School Shakespeare series | edited R Gibson |
| Cambridge Literature series (includes classics of poetry, prose and drama) | 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) |

**Literature (English) Paper 2 - Coursework
Individual Candidate Record Card
Cambridge IGCSE**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

| | | | | | | |
|--------------------|--|----------------|---|---|---|---|
| Centre Number | | Centre Name | | | | |
| Candidate Number | | Candidate Name | | | | |
| Teaching Group/Set | | June/November | 2 | 0 | 1 | 4 |

| | | | | | |
|---------------------------|-------------------------------------|--|--|--|------------------|
| | Author and Title of Coursework Text | | | | |
| Assignment 1 | | | | | Mark (out of 25) |
| Assignment 2 | | | | | Mark (out of 25) |
| Teacher's comments | | | | | |
| Texts studied for Paper 1 | | | | | |
| Signature and date | | | Mark to be transferred to Coursework Assessment Summary Form | | TOTAL OUT OF 50 |



INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARD

1. Complete the information at the head of the form.
2. Mark the assignments according to instructions given in the Syllabus booklet.
3. Enter marks in the appropriate spaces. Complete all sections of the form.
4. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
5. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions provided on the back of that document.
6. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for candidates who have undertaken Coursework as part of their Cambridge IGCSE Literature Course.

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from her/his Individual Candidate Record Card to this form as follows:
 - (a) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (b) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

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



UNIVERSITY of CAMBRIDGE
International Examinations

11. Appendix B: Additional information

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

Recommended prior learning

We recommend that candidates who are beginning this course should have previously studied some creative writing (prose/poetry and/or drama) in English.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

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

Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
 - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

12. Appendix C: Additional information – Cambridge International Level 1/Level 2 Certificates

Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

NQF Level

This qualification is approved by Ofqual, the regulatory authority for England, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

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

Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

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

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

Guided learning hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

Overlapping qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. Candidates should seek advice from their school on prohibited combinations.

Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

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

Sustainable Development, Health and Safety Considerations and International Developments

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

Avoidance of bias

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

Language

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

Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Key Skills

The development of the Key skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem solving can enhance teaching and learning strategies and motivate students towards learning independently.

This syllabus will provide opportunities to develop the key skills of

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

The separately certificated Key Skills qualification recognises achievement in

- application of number
- communication
- information technology.

Further information on Key Skills can be found on the Ofqual website (**www.ofqual.gov.uk**).

Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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