

SYLLABUS

Cambridge IGCSE[®] (9–1)*

English Literature

0477

For examination in June and November 2017, 2018 and 2019

* This syllabus is regulated in England as a Cambridge International Level 1/Level 2 Certificate (QN: 601/5295/3).

Changes to syllabus for 2017, 2018 and 2019

There are significant changes to this syllabus for first examination in 2017. Teachers are strongly advised to read the whole of the syllabus before planning their teaching programme.

Change to syllabus code

- **0477** is the regulated syllabus for examination from 2017 onwards. 0486 will be regulated for examination in 2015 and 2016.

Changes to syllabus content

- The syllabus sections have all been updated. The section 'Syllabus content at a glance' is new.
- The syllabus aims have been updated to reflect changes made to the qualification.
- Candidates will be required to study a novel, a wide selection of poetry, a Shakespeare play, modern drama, and be prepared to write a comparison of two unseen texts.
- The set texts have been updated.

Changes to assessment

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

In addition to reading the syllabus, teachers should refer to the updated specimen papers and are encouraged to access resources. These materials are on our website www.cie.org.uk

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

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

Support for exams officers

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

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

1.2 Why choose Cambridge IGCSE?

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

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

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

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSE (9–1) at www.cie.org.uk/qualifications

1.3 Why choose Cambridge IGCSE (9–1) English Literature?

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

Cambridge IGCSE (9–1) English Literature is accepted by universities and employers as proof of knowledge and understanding of literature in English.

Prior learning

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

Progression

Cambridge IGCSEs (9–1) are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades 4 to 9 in Cambridge IGCSE (9–1) English Literature are well prepared to follow courses leading to Cambridge International AS and A Level English Literature, or the equivalent.



1.4 How can I find out more?

If you are already a Cambridge school

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

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 **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

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

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

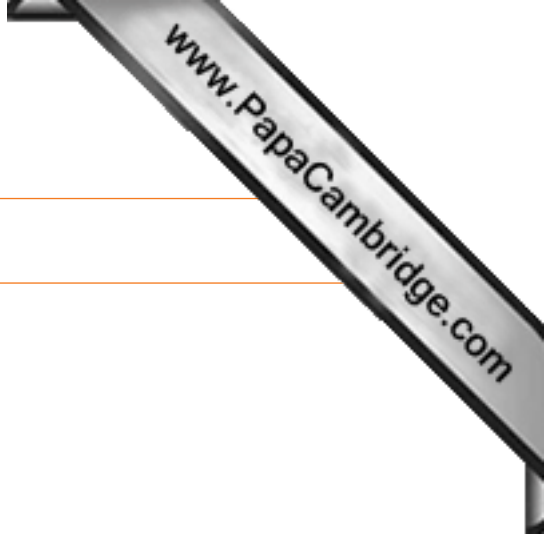
2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

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



3. Syllabus content at a glance

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

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

4. Assessment at a glance

Candidates for Cambridge IGCSE (9–1) English Literature take three compulsory components – Paper 1, Paper 2 and Paper 3.

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

Component	Weighting
<p>Paper 1 Poetry and Prose 1 hour 30 minutes</p> <p>Candidates answer two questions on two texts.</p> <p>There is a choice of two questions on each of the poetry anthologies.</p> <p>There is a choice of two questions (one passage-based and one essay) on each prose text.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	35%
<p>Paper 2 Drama 1 hour 30 minutes</p> <p>Candidates answer two questions on two texts: one Shakespeare play and one modern drama.</p> <p>There is a choice of two questions (one passage-based and one essay) on each text. Candidates must answer one passage-based question and one essay question.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	35%
<p>Paper 3 Unseen Comparison 1 hour 30 minutes</p> <p>Candidates answer one question comparing two unseen texts.</p> <p>There is a choice of two questions. Candidates will either compare two poems or two prose extracts.</p> <p>The assessment of spelling, punctuation and grammar is included in this component.</p> <p>This component is externally assessed.</p> <p>40 marks</p>	30%



Availability

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

This syllabus is available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Combining this with other syllabuses

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

- syllabuses with the same title at the same level
- 0486 Cambridge IGCSE Literature (English)
- 2010 Cambridge O Level Literature in English
- 0408 Cambridge IGCSE World Literature.

Please note that Cambridge International Level 1/Level 2 (9–1) Certificate, Cambridge IGCSE and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The syllabus aims are set out below and describe the educational purposes of a course in English Literature for the Cambridge IGCSE (9–1) examination. They are not listed in order of priority.

The aims are to develop learners who:

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

5.2 Assessment objectives

The assessment objectives (AOs) in Cambridge IGCSE (9–1) English Literature are:

- A01:** show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text
- A02:** understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- A03:** recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- A04:** communicate a sensitive and informed personal response to literary texts
- A05:** use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

5.3 Relationship between assessment objectives and components

The weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives as a percentage of each component and across the qualification as a whole.

Component	AO1 %	AO2 %	AO3 %	AO4 %	AO5 %
Paper 1 Poetry and Prose	25	25	25	25	–
Paper 2 Drama	25	25	25	25	–
Paper 3 Unseen Comparison	20.6	20.6	20.6	20.6	17.5
Weighting of AO in qualification	23.8	23.8	23.8	23.8	5

5.4 Grade descriptions

We expect to provide grade descriptions in an update to this syllabus in due course.

6. Syllabus content

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

6.1 2017 – Set texts for Component 1

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

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

Section A: Poetry

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

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

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

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

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

William Blake, 'The Clod and the Pebble'
 Patricia Beer, 'The Lost Woman ...'
 Dilip Chitre, 'Father Returning Home'
 Amanda Chong, 'lion heart'
 John Donne, 'Lovers' Infiniteness'
 George Herbert, 'Love (3)'
 Sam Hunt, 'Stabat Mater'
 Emma Jones, 'Tiger in the Menagerie'
 John Keats, 'Last Sonnet'
 Liz Lochhead, 'For My Grandmother Knitting'

Kathleen Raine, 'Passion'
 Owen Sheers, 'Coming Home'
 Edith Sitwell, 'Heart and Mind'
 William Wordsworth, 'She was a Phantom of Delight'
 Lady Mary Wroth, 'Song' (*Love a child...*)

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

Section B: Prose

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

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

6.2 2017 – Set texts for Component 2

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

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

Section A: Shakespeare

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

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

Section B: Drama

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

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

6.3 2018 – Set texts for Component 1

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

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

Section A: Poetry

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

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

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

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

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

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

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

Section B: Prose

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

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

6.4 2018 – Set texts for Component 2

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

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

Section A: Shakespeare

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

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

Section B: Drama

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

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

6.5 2019 – Set texts for Component 1

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

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

Section A: Poetry

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

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

Fleur Adcock, 'For Heidi With Blue Hair'
 James K Baxter, 'Elegy For My Father's Father'
 Elizabeth Bishop, 'One Art'
 Boey Kim Cheng, 'Reservist'
 Emily Brontë, 'Cold In The Earth'
 Robert Browning, 'Meeting At Night'
 Emily Dickinson, 'Because I Could Not Stop For Death'

Philip Larkin, 'The Trees'
 Charlotte Mew, 'The Trees Are Down'
 Grace Nichols, 'Praise Song For My Mother'
 Wilfred Owen, 'Anthem For Doomed Youth'
 Siegfried Sassoon, 'Attack'
 Stephen Spender, 'My Parents'
 Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'
 Hone Tuwhare, 'Friend'

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

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

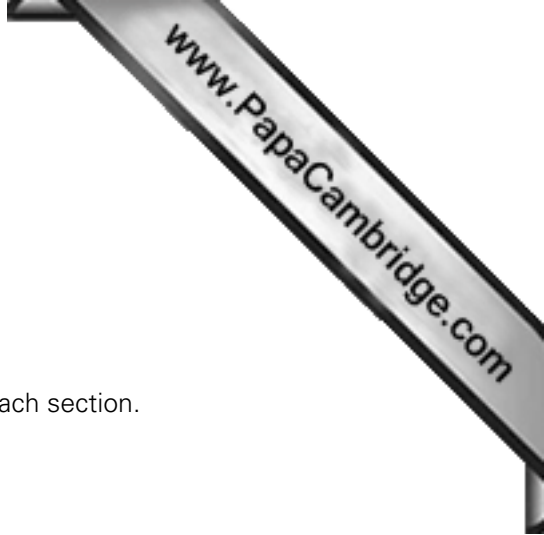
Kofi Awoonor, 'The Sea Eats the Land at Home'
 Robert Bridges, 'London Snow'
 Billy Collins, 'Afternoon with Irish Cows'
 David Constantine, 'Watching for Dolphins'
 William Cowper, 'The Poplar-Field'
 Allen Curnow, 'You will Know When You Get There'
 Gerard Manley Hopkins, 'The Caged Skylark'
 Elizabeth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

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

Section B: Prose

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

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



6.6 2019 – Set texts for Component 2

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

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

Section A: Shakespeare

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

- * William Shakespeare *Macbeth*
- ** William Shakespeare *Romeo and Juliet*

Section B: Drama

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

- ** Lorraine Hansberry *A Raisin in the Sun*
- Arthur Miller *A View From The Bridge*
- * Terence Rattigan *The Winslow Boy*

7. Description of components

7.1 Paper 1 Poetry and Prose

1 hour 30 minutes, 50 marks

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

Candidates must answer one question from Section A: Poetry and one question from Section B: Prose.

Relevant passages/poems are printed on the question paper.

Set texts for Paper 1 are listed in Section 6 of the syllabus.

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

All questions encourage an informed personal response and test assessment objectives AO1, AO2, AO3 and AO4. Candidates will be expected to demonstrate the following:

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

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

7.2 Paper 2 Drama

1 hour 30 minutes, 50 marks

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

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

Relevant passages are printed on the question paper.

Set texts for Paper 2 are listed in Section 6 of the syllabus.

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

All questions encourage an informed personal response and test assessment objectives AO1, AO2, AO3 and AO4. Candidates will be expected to demonstrate the following:

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

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

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

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

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

7.3 Paper 3 Unseen Comparison

1 hour 30 minutes, 40 marks

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

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

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

The question tests all five assessment objectives. Candidates will be expected to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writers' intentions and methods – response to writers' use of language (AO3)
- personal response (AO4)
- use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO5).

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

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

A note on the assessment of context in Paper 3

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

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

7.4 Spelling, punctuation and grammar performance descriptors

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

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

8. Other information

Equality and inclusion

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

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

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

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsOfficers

Language

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

Grading and reporting

Cambridge International Level 1/Level 2 (9–1) Certificate results are shown by one of the grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicating the standard achieved, 9 being the highest and 1 being the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 1. 'Ungraded' will be reported on the statement of results but not on the certificates. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

9. Additional information for regulated syllabuses

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

Candidates who are awarded grades 1 to 3 will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who are awarded grades 4 to 9 will have achieved an award at Level 2 of the National Qualifications Framework.

Progression

Cambridge International Level 1/Level 2 (9–1) Certificates are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades 4 to 9 in the Cambridge International Level 1/Level 2 (9–1) Certificate in English Literature are well prepared to follow courses leading to Cambridge International AS and A Level English Literature, or the equivalent.

Overlapping qualifications

Every qualification is assigned to a discount code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same discount code will only have one grade (the highest) counted for the purpose of the school and college performance tables.

Centres may wish to advise candidates that, if they take two qualifications with the same discount code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or the institution to which they wish to progress.

For the latest information on discount codes and performance tables, please see the Department for Education website.

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