

Syllabus

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Cambridge IGCSE Literature (English) (US)
Syllabus Code 0427
For examination in 2013

**This syllabus is only available to Centers taking part in the
Board Examination Systems (BES) Pilot.**

**If you have any questions about this syllabus please contact Cambridge at
international@cie.org.uk quoting syllabus code 0427.**



UNIVERSITY *of* CAMBRIDGE
International Examinations

Note

The range of components available is limited to make coursework, if applicable, a compulsory part of the syllabus.

Administration materials appear in UK English and are standard for all our international customers. Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website.

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1. Introduction

1.1 Why Choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge International General Certificate of Secondary Education (IGCSE) is internationally recognized by schools, universities, and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for GCE A and AS Levels, the Advanced International Certificate of Education (AICE), the US Advanced Placement Program, and the International Baccalaureate (IB) Diploma. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centers, plus teacher training (online and face-to-face), and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in Education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression to college, work, or further examinations, but also learning and thinking skills that help students become independent learners and equip them for life.

Nonprofit, Part of the University of Cambridge

CIE is part of Cambridge Assessment, a nonprofit organization, and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 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;
- recognize 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.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the IGCSE. It requires the study of subjects drawn from the five different IGCSE subject groups. It gives Centers the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher-level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Literature (English) falls into Group II, Humanities and Social Sciences.

Learn more about ICE at www.cie.org.uk/qualifications/academic/middlesec/ice.

1. Introduction

1.4 How Can I Find Out More?

If You Are Already a Cambridge Center

You can make entries for this qualification through your usual channels, e.g., CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If You Are Not a Cambridge Center

You can find out how your organization can become a Cambridge Center. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Center at **www.cie.org.uk**.

2. Assessment at a Glance

Cambridge IGCSE Literature (English) (US) Syllabus Code 0427

Component	Duration	Weighting
Paper 1: Set Texts—Open Books	2 hours, 15 minutes	75%
Paper 2: Coursework Portfolio	Assessed by the Center; externally moderated by CIE	25%

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

Availability

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

Combining This with Other Syllabi

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabi with the same title at the same level

3. Syllabus Goals and Objectives

3.1 Goals

The syllabus goals, 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: recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects;

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

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

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

4. Description of Papers

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 reread a specific passage or poem from the prescribed 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. Description of Papers

4.2 Paper 2: Coursework Portfolio

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

- Each assignment should be between 600–1,000 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 two 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 clearly address each of the four Assessment Objectives.

Coursework is assessed and marked by the Center, and a sample is submitted for external moderation by CIE. At least one teacher in each Center offering a subject including coursework must be accredited by CIE. 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 7.

5. Set Texts for 2013

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

* text examined also in June and November 2014

SET TEXTS FOR PAPER 1

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

Section A: DRAMA

Candidates must answer on **one** set text from this section:

- | | |
|-----------------------|----------------------------|
| Lorraine Hansberry | <i>A Raisin in the Sun</i> |
| * William Shakespeare | <i>Macbeth</i> |
| * Thornton Wilder | <i>Our Town</i> |

Section B: POETRY

Candidates must answer on **one** set text from this section:

Billy Collins from *Sailing Alone Around the Room: New and Selected Poems*

The following fourteen poems:

Advice to Writers
Books
My Number
Introduction to Poetry
Schoolsville
Forgetfulness
Candle Hat
The Man in the Moon
The History Teacher
On Turning Ten
Workshop
Monday Morning
Center
Piano Lessons

5. Set Texts for 2013

* from *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English*:

The following fourteen poems (from Part 4: Poems of the Nineteenth and Twentieth Centuries):

- no. 124 James Baxter, *The Bay*
- no. 125 Arthur Hugh Clough, *Where Lies the Land?*
- no. 127 Thom Gunn, *The Man with Night Sweats*
- no. 128 Robert Lowell, *Night Sweat*
- no. 129 Edward Thomas, *Rain*
- no. 130 Cosmo Monkhouse, *Any Soul to Any Body*
- no. 132 Tony Harrison, from *Long Distance*
- no. 134 W.H. Auden, *Funeral Blues*
- no. 136 Walt Whitman, from *Song of Myself*
- no. 138 Fleur Adcock, *The Telephone Call*
- no. 139 Peter Porter, *A Consumer's Report*
- no. 141 Charles Tennyson Turner, *On Finding a Small Fly Crushed in a Book*
- no. 142 Percy Bysshe Shelley, *Ozymandias*
- no. 143 Stevie Smith, *Away, Melancholy*

Section C: PROSE

Candidates must answer on **one** set text from this section:

- * Harper Lee *To Kill a Mockingbird*
- Carson McCullers *The Member of the Wedding*
- Amy Tan *The Joy Luck Club*
- * Alice Walker *The Color Purple*
- * Selection from *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English*: The following ten stories:
 - no. 10 Saki (Hector Hugh Munro), *Sredni Vashtar*
 - no. 17 Sylvia Townsend Warner, *The Phoenix*
 - no. 19 Bernard Malamud, *The Prison*
 - no. 25 V.S. Naipaul, *The Enemy*
 - no. 31 Bessie Head, *The Village Saint*
 - no. 33 John McGahern, *The Stoat*
 - no. 34 Anita Desai, *Games at Twilight*
 - no. 36 Patricia Grace, *Journey*
 - no. 37 Janet Frame, *The Bath*
 - no. 39 Paule Marshall, *To Da-duh, in Memoriam*

5. Set Texts for 2013

TEXTS FOR PAPER 2 (Coursework)

Candidates submit two assignments, each on a different text.

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

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

Each Center must submit to CIE before starting coursework:

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

6. 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.

7. Coursework Guidance

7.1 Coursework Portfolio (Paper 2): Guidance Notes

At least one teacher in each Center offering a subject including coursework must be accredited by CIE. Accreditation usually follows the successful completion of the *Coursework Training Handbook*. Contact CIE for more information.

For further guidance and for the general regulations concerning internal Coursework assessment, see the *Handbook for Centres*.

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 Center number.
- Work sent to CIE 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 end of this syllabus).

Assignments: General Issues

- Assignments usually follow a program 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 IGCSE.
- Candidates within a Center 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 from the list.

7. Coursework Guidance

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 1,000 words. This is a guideline. Candidates must not confuse length with quality. Although no assignment is penalized per se because of its length, assignments significantly under or over this word count guidance may be self-penalizing.

Presenting Assignments

- Candidates may use computers 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 Center'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

- Centers 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.

The *Handbook for Centres* contains guidance and general regulations about internal assessment of Coursework.

7. Coursework Guidance

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

External Moderation

External moderation of internal assessment is carried out by CIE, and CIE must receive internally moderated marks for all candidates by April 30 for the May/June examination and by October 31 for the November examination. These marks may be submitted by using MS1 (internally assessed mark sheets) as described in the *Handbook for Centres*.

On receiving marks, CIE draws up a list of sample candidates whose work will be moderated (a further sample may also be requested), and will ask the Center to immediately send these candidates' Coursework portfolios. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found at the back of this syllabus booklet) must be sent with the Coursework.

Further information about external moderation may be found in the *Handbook for Centres* and the *Administrative Guide for Centres*.

7. Coursework Guidance

7.3 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.

8. Appendix A

8.1 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)

Resources are also listed on CIE's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' discussion forums, suggested schemes of work (unit lesson plans), and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centers.

8. Appendix A

Forms:

Individual Candidate Record Card

Coursework Assessment Summary Form

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

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

Centre Number	<table border="1"> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>						Centre Name				
Candidate Number	<table border="1"> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>						Candidate Name				
Teaching Group/Set			June/November	2	0	1	3				

		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 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

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be dispatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. CIE will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of the computer-printed mark sheet(s) (MS1), to CIE. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.
4. CIE reserves the right to ask for further samples of Coursework.



9. Appendix B: Additional Information

Guided Learning Hours

IGCSE syllabi are designed with 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 with the subject.

Recommended Prerequisites

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

Progression

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 IGCSE Literature (English) are well prepared to follow courses leading to 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

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.

Resources

Copies of syllabi, the most recent question papers, and Principal Examiners’ reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centers.

Resources are also listed on CIE’s public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers’ discussion forums, suggested schemes of work (unit lesson plans), and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centers.

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