

SYLLABUS

Cambridge IGCSE®
Literature (English) (US)
0427

For examination in June and November 2015

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

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

Changes to syllabus for 2015

The following table sets out key changes for 2015. These relate to aspects of the set texts papers. You are advised to read through the whole syllabus before planning your teaching program.

<i>Component numbering, weighting and options</i>	All candidates take Paper 1 (Poetry and Prose): 2 texts (50% weighting) and Paper 2 (Drama): 1 text (25% weighting) and Paper 3 (Coursework Portfolio) (25% weighting).
<i>"Closed"/"open" text</i>	Component 1 is a closed text component: i.e. candidates may not take their books into the examination. Poems (or extracts from poems) referred to will now be printed on the question paper for all poetry questions.
<i>Question-types and number of questions on set texts</i>	On each set text there will be two questions: one passage-based and one essay question. "Empathic" tasks will no longer feature on the question papers. (Empathic tasks may still be used in Coursework.) For the requirements of individual components, see syllabus.

It is emphasised that fundamentals of the syllabus, question papers and assessment are the same as in 2014.:

- Syllabus goals: unchanged
- Syllabus assessment objectives: unchanged
- Minimum number of set texts to be covered: unchanged
- Requirement to answer on prose, poetry and drama: unchanged
- Generic marking criteria and their application: unchanged
- Number of questions candidates must answer in set texts papers in the examination as a whole: unchanged
- Types and style of wording of passage-based and essay questions: unchanged
- Weighting per question answered in the overall assessment: unchanged
- Coursework: unchanged (apart from component numbering)

Note

The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework, if applicable, a mandatory 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?

Recognition

Cambridge International Examinations is the world's largest provider of international education programs and qualifications for students aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognized by the world's universities and employers.

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

Excellence in Education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment, and services.

More than 9,000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their students an international education based on our curricula and leading to our qualifications. Every year, thousands of students use Cambridge qualifications to gain admission to universities around the world.

Our syllabi are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take into account the different national contexts in which they are taught.

Cambridge programs and qualifications are designed to support students in becoming:

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

Support for Teachers

A wide range of materials and resources is available to support teachers and students 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 exam entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsofficers

Nonprofit, Part of the University of Cambridge

We are a nonprofit organization where the needs of the teachers and students are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products, and services.

Our systems for managing the provision of international qualifications and education programs for students aged 5 to 19 are certified as meeting the internationally recognized 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 syllabi provide opportunities for contextualized 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 goal is to balance knowledge, understanding, and skills in our programs and qualifications to enable candidates to become effective students 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 students 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 programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecondary2

Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the candidates' prior experience of the subject.

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;
- 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.

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

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.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of candidates who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award candidates are required to have studied subjects from five groups: two languages from Group I and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Literature (English) is in Group II, Humanities and Social Sciences.

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

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

1.5 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 organization can register to become a Cambridge school.

2. Teacher Support

2.1 Support Materials

Cambridge syllabi, past question papers, and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at www.cie.org.uk/igcse to download current and future syllabi 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 syllabi is available online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

2.2 Resource Lists

We work with publishers providing a range of resources for our syllabi including textbooks, websites, CDs, etc. Any endorsed, recommended, and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those that are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

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. Assessment at a Glance

Component	Duration	Weighting
Paper 1: Poetry and Prose	1 hour 30 minutes	50%
Paper 2: Drama	45 minutes	25%
Paper 3: Coursework Portfolio	Assessed by the Center; externally moderated by Cambridge	25%

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.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Combining This with Other Syllabi

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

- syllabi with the same title at the same level
- 0408 Cambridge IGCSE World Literature

4. Syllabus Goals and Objectives

4.1 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.

4.2 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	Paper 3
AO1	25%	25%	25%
AO2	25%	25%	25%
AO3	25%	25%	25%
AO4	25%	25%	25%

5. Description of Papers

5.1 Paper 1: Poetry and Prose

(1 hour 30 minutes)

Candidates answer two questions. One from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks.

There is a choice of two questions on each text.

Relevant passages/poems are printed on the question paper.

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

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

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

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

5.2 Paper 2: Drama

(45 minutes)

Candidates answer one question on one text.

There is a choice of two questions on each text.

Relevant passages are printed on the question paper.

Candidates may take their set text(s) into the exam room for Paper 2, but these must not contain personal annotations, underlining or highlighting.

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

- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)

- personal response – sometimes directly (answering questions such as “What do you think?” “What are your feelings about...?”) and sometimes by implication (answering questions such as “Explore the ways in which...”) (AO4).

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

5.3 Paper 3: 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 or Paper 2.
- The assignments must be on two different texts.
- One of the assignments (but not two) may be on a text prepared for Paper 1 or Paper 2. (There is no requirement to include work on a Paper 1 or Paper 2 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 Cambridge. At least one teacher in each Center offering a subject including 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 7.

6. Set Texts for 2015

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 2016

Set Texts for Paper 1: Poetry and Prose

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

Section A: POETRY

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

Billy Collins

from *Sailing 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

* 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 B: 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 Stroat*
 - 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*

Set Texts for Paper 2: Drama

Candidates must answer on **one** set text from the followingt:

- * Lorraine Hansberry *A Raisin in the Sun*
- * William Shakespeare *Macbeth*
- Thornton Wilder *Our Town*

Texts for Paper 3 (Coursework)

Candidates submit two assignments, each on a different text.

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

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

Each Center must submit to Cambridge before starting coursework:

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

7. Grade Descriptions

Grade Descriptions	
Grade A	<p>A Grade A candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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	<p>A Grade C candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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	<p>A Grade F candidate will have demonstrated the ability to:</p> <ul style="list-style-type: none"> • 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.

8. Coursework Guidance

8.1 Coursework Portfolio (Paper 3): Guidance Notes

At least one teacher in each Center offering a subject including coursework must be 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 internal 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 Center 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 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 Cambridge 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.

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.

8.2 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 Cambridge. Centers 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.

8.3 Assessment Criteria for Coursework

Band	Marks	Description
Band 1	23–25	<p>Sustains personal engagement with task and text</p> <ul style="list-style-type: none"> • sustains a critical understanding of the text showing individuality and insight • responds sensitively and in detail to the way the writer achieves effects • incorporates well-selected reference to the text skilfully and with flair
Band 2	20–22	<p>Sustains a perceptive, convincing and relevant personal response</p> <ul style="list-style-type: none"> • shows a clear and critical understanding of the text • responds sensitively and in detail to the way the writer achieves effects • integrates much well-selected reference to the text
Band 3	17–19	<p>Makes a well-developed, relevant and detailed personal response</p> <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 effects • supports with careful and relevant reference to the text
Band 4	14–16	<p>Makes a reasonably developed relevant personal response</p> <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 • shows some thoroughness in the use of supporting evidence from the text
Band 5	11–13	<p>Begins to develop a relevant personal response</p> <ul style="list-style-type: none"> • shows some understanding of meaning • makes a little reference to the language of the text • uses some supporting textual detail
Band 6	8–10	<p>Attempts to communicate a basic personal response</p> <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 7	5–7	<p>Some evidence of simple personal response</p> <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 8	1–4	<p>Limited attempt to respond</p> <ul style="list-style-type: none"> • shows some limited understanding of simple/literal meaning
Band 9	0	Insufficient to meet the criteria of Band 8

9. Appendix A

9.1 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 2 (Drama), 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 Cambridge'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' email discussion groups, suggested schemes of work (unit lesson plans), and regularly updated resource lists may be found on the Cambridge Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered Cambridge Centers.

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Literature (English) Paper 3 – Coursework
Individual Candidate Record Card
Cambridge IGCSE

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

Center Number		Center Name				
Candidate Number		Candidate Name				
Teaching Group/Set		June/November	2	0	1	5
	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 Center are moderated internally.** This means that the marks awarded to all candidates within a Center 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. Centers 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.



10. Other Information

Equality and Inclusion

Cambridge 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 International Examinations 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 to 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

Language

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

Grading and Reporting

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Entry Codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as "administrative zones". Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about examination timetables, administrative instructions, and entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

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