

Cambridge English language and literature

Cambridge
IGCSE

Cambridge
Pre-U

English Language
English Literature
English First Language
English as a Second Language



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About us

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

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.

We are the world's largest provider of international education programmes and qualifications for 5 to 19 year olds

Over 10000 schools are part of the Cambridge learning community

Cambridge programmes and qualifications are taken in more than **160 countries**

98% of Cambridge schools would recommend us to others

Cambridge IGCSE®

Cambridge
IGCSE

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is taken by students in over 140 countries around the world.

Over 2500 schools in the UK are now teaching Cambridge IGCSE and it continues to gain popularity with more and more joining the Cambridge community.

Benefits for you and your school

Cambridge teachers tell us that Cambridge IGCSEs are flexible and stimulating to teach. We design the syllabuses so that they can be taught holistically, with exams at the end. This gives you freedom to plan lessons over time, and flexibility to adapt your teaching along the way – bringing in topical issues, or returning to key concepts to check students' understanding.

Our assessments test knowledge and understanding across the whole course. This approach has a positive impact on teaching and learning because it requires students to make links between topics, gaining a full understanding of the subject.

Cambridge IGCSE gives students excellent preparation for further study. Schools tell us it prepares students extremely well for A Level and Cambridge Pre-U by developing a solid foundation of knowledge and skills.

Benefits for your students

Teachers tell us that the extra level of flexibility in the Cambridge IGCSE

curriculum and assessment makes the subject more enjoyable for students. The linear structure of the assessment allows students more time to develop their ideas, and gain an all-round understanding of the subject. Cambridge IGCSE helps develop skills in creative thinking, enquiry and problem solving.

Cambridge IGCSE is an international passport to progression and success. It provides the perfect springboard to the Cambridge Advanced stage, typically for students who are aged 16 to 19 years, who are studying A Levels, Cambridge Pre-U, the International Baccalaureate diploma and other post-16 routes.



Cambridge IGCSE English syllabuses

Our Cambridge IGCSE English syllabuses offer a variety of routes for learners with a wide range of abilities, including those whose first language is not English. They develop student knowledge, understanding and skills in:

- subject content
- applying knowledge and understanding to new as well as familiar situations
- intellectual enquiry
- flexibility and responsiveness to change
- working and communicating in English
- influencing outcomes
- cultural awareness.

Cambridge IGCSE English courses provide an excellent foundation for students who:

- want to continue their studies at a higher level (including AS or A Level, Cambridge Pre-U and International Baccalaureate)
- need a literature or language qualification to complement other subjects they are studying
- need a final qualification in English language or literature.

Our syllabuses encourage students to improve their language skills and appreciation of literature. They develop students' ability to understand and respond appropriately and confidently to what they read, see, hear and experience.

Core and extended curriculum

All students follow a core curriculum. For Cambridge IGCSE English First Language and Cambridge IGCSE English as a Second Language, teachers can also stretch their students with an extended curriculum. Students can change level during the course according to their progression. Core curriculum-only students are eligible for grades C to G. Extended curriculum students are eligible for grades A* through to E.

Current syllabuses

The summaries on the following pages are taken from the syllabuses for examination in 2016. It is important to consult the syllabus for each subject on our website at www.cie.org.uk and to contact us with any questions you may have about the suitability of Cambridge IGCSE or the Cambridge International Level 1/Level 2 Certificate for your school.

Assessment

Assessment takes place at the end of the course and gives you options to suit your students, including written, oral, coursework and practical assessments. This broadens opportunities for students to demonstrate their learning.

With a tiered structure for different ability levels, students of all abilities are assessed positively and bright individuals have the chance to excel. Grades are benchmarked using eight internationally recognised grades from A* to G, which have clear guidelines to explain the standard of achievement.



Cambridge IGCSE English language and literature: Funding and league tables

| Subject | Approved by Ofqual* | Funded for state schools | Counts towards Ebacc |
|---|---------------------|--------------------------|----------------------|
| Cambridge IGCSE English First Language (0522) | ✓ | ✓ | ✓ |
| Cambridge IGCSE English First Language (0500) | | | |
| Cambridge IGCSE English Literature (0476) | ✓ | ✓ | ✓ |
| Cambridge IGCSE English Literature (0486) | | | |
| Cambridge IGCSE English as a Second Language (0511) | ✓ | ✓ | |
| Cambridge IGCSE English as a Second Language (0510) | | | |

*Approved by Ofqual as Cambridge International Level 1/Level 2

To gain a qualification in English for the purposes of the Ebacc and the headline measure five A* to C grades including mathematics and English, students must achieve a grade A* to C in English First Language and any grade in English Literature. The syllabuses do not need to be provided by the same exam board. Note that English as a Second Language does not count towards the Ebacc.

When a Cambridge IGCSE is approved for regulation by Ofqual, it appears on the Register of Regulated Qualifications as a Cambridge International Level 1/Level 2 Certificate. This is the official title for all Cambridge IGCSEs approved by Ofqual.

In most cases, the content of the Cambridge International Level 1/Level 2 Certificate is identical to the Cambridge IGCSE. The syllabuses for English First Language, English Literature and English as a Second Language have a

different syllabus code from the Cambridge IGCSE. This is because the content or model of assessment is adapted slightly to meet the National Curriculum in England. Please see the syllabus document for details.

UK independent schools can teach either the Cambridge IGCSE syllabus or the Cambridge International Level 1/Level 2 Certificate syllabus. However only the Ofqual-approved syllabuses – the Cambridge International Level 1/Level 2 Certificates – will be included in the UK government’s school performance tables and count towards the English Baccalaureate.

Check the Department for Education website at www.education.gov.uk for the latest information on our Ofqual-approved qualifications and updates on which qualifications count towards performance league tables.



Cambridge IGCSE English First Language

Syllabus codes 0500 and 0522

Cambridge IGCSE English First Language develops successful readers, writers, listeners, speakers and thinkers. The emphasis is on language skills. It encourages students to use relevant vocabulary, correct grammar, spelling and punctuation, and to demonstrate a sense of style and an awareness of audience.

Independent schools in the UK may enter for either syllabus 0500 or 0522. State-maintained schools in England may only enter learners for 0522.

Speaking and listening are compulsory for the Cambridge International Level

1/Level 2 Certificate (syllabus code 0522) and contribute to the overall grade learners receive for the written components. This syllabus has been approved by Ofqual for use in state-maintained schools in England because it meets the requirements of the National Curriculum in England. Speaking and listening are an optional part of the assessment for Cambridge IGCSE English First Language (syllabus code 0500). Performance does not affect the grade given for the rest of the exam, although the mark is recorded on the exam certificate.

Assessment objectives

Reading

- demonstrate understanding of explicit meanings
- demonstrate understanding of implicit meanings and attitudes
- analyse, evaluate and develop facts, ideas and opinions
- demonstrate understanding of how writers achieve effects
- select for specific purposes.

Writing

- articulate experience and express what is thought, felt and imagined
- sequence facts, ideas and opinions
- use a range of appropriate vocabulary
- use register appropriate to audience and context
- make accurate use of spelling, punctuation and grammar.

Speaking and listening

- articulate experience and express what is thought, felt and imagined
- present facts, ideas and opinions in a sustained, cohesive order
- communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- use register appropriate to audience and context
- listen to and respond appropriately to the contributions of others.

Cambridge IGCSE (9–1) syllabuses

We have developed a new Cambridge IGCSE in First Language English for first teaching in September 2015 and first examination in 2017.

It offers the same breadth and depth as the reformed GCSEs in England and has a 9–1 grading scale. The non-regulated version of this syllabus will continue to be available and will remain graded A*–G

To find out more, visit www.cie.org.uk/igcseuk



Cambridge International Level 1/Level 2 Certificate in English First Language: Assessment

Syllabus code 0522 (examination in 2016)

| Component | Title | Description | Exam duration | Weighting |
|--|-------------------------|---|-------------------|-----------|
| Paper 1 Core tier, eligible for Grades C to G | Reading Passages (Core) | Learners answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long. | 1 hour 45 minutes | 40% |

or

| | | | | |
|---|-----------------------------|---|---------|-----|
| Paper 2 Extended tier, eligible for Grades A* to E | Reading Passages (Extended) | Learners answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. | 2 hours | 40% |
|---|-----------------------------|---|---------|-----|

and

| | | | | |
|---------|--|--|---------|-----|
| Paper 3 | Directed Writing and Composition (Core and Extended) | Learners answer one question on a passage or passages totalling 650–750 words and complete a composition task from a choice of titles. | 2 hours | 40% |
|---------|--|--|---------|-----|

or

| | | | | |
|-------------|--|---|--|-----|
| Component 4 | Coursework Portfolio (Core and Extended) | Three assignments, each of 500–800 words. Assessed by the teacher and moderated by Cambridge. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | | 40% |
|-------------|--|---|--|-----|

and either

| | | | | |
|-------------|------------------------|---|-----------------------------|-----|
| Component 5 | Speaking and Listening | Individual task (e.g. a presentation/talk) followed by a discussion. All learners are recorded during the administration period. There is no question paper. Assessed by the teacher and moderated by Cambridge. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | Approximately 10–12 minutes | 20% |
|-------------|------------------------|---|-----------------------------|-----|

or

| | | | | |
|-------------|-----------------------------------|--|--|-----|
| Component 6 | Speaking and Listening Coursework | Three tasks (individual, pair-based and group) devised and assessed during the course. All learners are recorded for the individual and paired activities. Assessed by the teacher and moderated by Cambridge. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | | 20% |
|-------------|-----------------------------------|--|--|-----|

Cambridge IGCSE English First Language: Assessment

Syllabus code 0500 (examination in 2016)

| Component | Title | Description | Exam duration | Weighting |
|---|---------------------------|---|-------------------|-----------|
| Paper 1 Core tier, eligible for Grades C to G | Reading Passage (Core) | Learners answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long. | 1 hour 45 minutes | 50% |

or

| | | | | |
|---|-----------------------------------|---|---------|-----|
| Paper 2 Extended tier, eligible for Grades A* to E | Reading Passages (Extended) | Learners answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. | 2 hours | 50% |
|---|-----------------------------------|---|---------|-----|

and

| | | | | |
|---------|---|---|---------|-----|
| Paper 3 | Directed Writing and Composition (Core and Extended) | Learners answer one question on a passage or passages totalling 650–700 words, and complete a composition task from a choice of titles. | 2 hours | 50% |
|---------|---|---|---------|-----|

or

| | | | | |
|-------------|---|---|--|-----|
| Component 4 | Coursework Portfolio (Core and Extended) | Three assignments, each of 500–800 words. Assessed by the teacher and moderated by Cambridge. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | | 50% |
|-------------|---|---|--|-----|

optional

| | | | | |
|---------------------------|---|--|-----------------------------------|--|
| Component 5 (Optional) | Speaking and Listening (Core and Extended) | Individual task and discussion (e.g. a presentation/talk followed by a discussion). All learners are recorded during the administration period. There is no question paper. Assessed by the teacher and moderated by Cambridge. Separately endorsed. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | Approximately 10 to 12 minutes | A mark that does not contribute to the overall grade will be recorded. |
|---------------------------|---|--|-----------------------------------|--|

or

| | | | | |
|---------------------------|---|---|--|--|
| Component 6 (Optional) | Speaking and Listening Coursework (Core and Extended) | Three tasks (individual, pair-based and group) devised and assessed during the course. All learners are recorded for the individual and paired activities. Assessed by the teacher and moderated by Cambridge. Separately endorsed. At least one teacher in the Centre should be accredited. Accreditation is required, either through submission of a CV or through completion of the <i>Coursework Training Handbook</i> . | | A mark that does not contribute to the overall grade will be recorded. |
|---------------------------|---|---|--|--|

Cambridge IGCSE English Literature

Syllabus code 0486

Students following the Cambridge IGCSE English Literature course will learn to enjoy the experience of reading literature by interpreting and evaluating English literary texts from different periods and from different cultures.

Students study prose, drama and poetry through a range of set texts written originally in English. They develop their ability to appreciate the different ways in which writers achieve their effects, and communicate their personal response to the texts studied. Students also consider the contribution English literature has made to our wider understanding.

'Open book' and 'closed book' examinations are available, as well as coursework and unseen options.

The syllabus 0486 has been approved by Ofqual for use in state-maintained schools in England as a Level 1/Level 2 Certificate in English Literature.

Both independent schools in the UK and state-maintained schools in England may enter learners for syllabus 0486.

Ofqual has approved syllabus 0486 for teaching for 2015, after which our 0476 syllabus will be discontinued. Please consult the syllabus booklets on our website for more information.

Cambridge IGCSE (9–1) syllabuses

We have developed a new Cambridge IGCSE English Literature for first teaching in September 2015 and first examination in 2017.

It offers the same breadth and depth as the reformed GCSEs in England and has a 9–1 grading scale. The non-regulated version of this syllabus will continue to be available and will remain graded A*–G

To find out more, visit www.cie.org.uk/igcseuk



Assessment objectives

Studying set texts drawn from the three main forms of literature – prose, poetry and drama. Details of the set texts are in the syllabus.

- gaining detailed knowledge of the content of texts
- understanding meanings of literary texts and their contexts
- exploring texts beyond surface meanings to show deeper awareness of ideas and attitudes
- recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- communicate a sensitive and informed personal response to literary texts.

Cambridge IGCSE English Literature: Assessment

Syllabus code 0486 (examination in 2016)

Cambridge IGCSE Literature (English) candidates take Paper 1 and either Paper 2 or Papers 3 and 4 or Paper 3 and Component 5. A full range of grades A* to G is available in each option.

| Component | Title | Description | Exam duration | Weighting |
|-------------|-------------------|--|-------------------|-----------|
| Paper 1 | Poetry and Prose | Written paper. Candidates answer two questions on two texts: one poetry and one prose. There is a choice of two questions (one passage-based and one essay) on each text. | 1 hour 30 minutes | 50% |
| Paper 2 | Drama | Written paper. Candidates answer two questions on two texts. There is a choice of two questions (one passage-based and one essay) on each text. | 1 hour 30 minutes | 50% |
| Paper 3 | Drama (Open Text) | Candidates answer one question on one text. There is a choice of two questions (one passage-based and one essay) on each text. | 45 minutes | 25% |
| Paper 4 | Unseen | Candidates answer one question. There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem). | 1 hour 15 minutes | 25% |
| Component 5 | Coursework | Candidates submit a portfolio of two assignments each on a different text. | NA | 25% |



Cambridge IGCSE English as a Second Language

Syllabus codes 0510 and 0511

Cambridge IGCSE English as a Second Language is designed for students whose first language is not English but who need English to improve their educational or career prospects.

A pass at grade C or above is recognised by a number of UK universities as evidence of competence in the language for university entrance.

The syllabus assesses students' ability to use English to communicate in writing, reading, listening and speaking. It develops the ability to use English in a variety of contexts and provides a sound language base for further study, or for employment in an environment where English is used.

Cambridge IGCSE English as a Second Language is an international exam and students come from both English and non-English-speaking countries.

There are two syllabuses for English as a Second Language. In Cambridge IGCSE English as a Second Language syllabus 0510 (oral endorsement), marks for the oral component do not contribute to the overall grade learners receive for the written components. Instead, certificates record the achievement of grades 1 (high) to 5 (low) for speaking. The speaking component for 0510 is compulsory (not just for 0511).

In the Cambridge International Level 1/Level 2 Certificate in English as a Second Language syllabus 0511 (count-in oral), the oral component is compulsory and contributes 15 per cent to the overall syllabus grade.

Syllabus 0511 has been approved by Ofqual for use in state-maintained schools in England because it meets the requirements of the National Curriculum in England.

Independent schools in the UK may enter for either syllabus 0510 or 0511. State-maintained schools in England may enter learners for syllabus 0511 only.



Assessment objectives

Reading

- identify and retrieve facts and details
- understand and select relevant information
- recognise and understand ideas, opinions and attitudes and the connections between related ideas
- understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place.

Writing

- communicate clearly, accurately and appropriately
- convey information and express opinions effectively
- employ and control a variety of grammatical structures
- demonstrate knowledge and understanding of a range of appropriate vocabulary
- observe conventions of paragraphing, punctuation and spelling
- employ appropriate register/style.

Listening

- identify and retrieve facts and details
- understand and select relevant information
- recognise and understand ideas, opinions and attitudes and the connections between related ideas
- understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place.

Speaking

- communicate clearly, accurately and appropriately
- convey information and express opinions effectively
- employ and control a variety of grammatical structures
- demonstrate knowledge of a range of appropriate vocabulary
- engage in and influence the direction of conversation
- employ suitable pronunciation and stress patterns.



“ You should seriously consider Cambridge IGCSE English if you have a class with a wide range of abilities and backgrounds. ”

James Winter, English Teacher, Sherborne School, Dorset, UK

Cambridge IGCSE English as a Second Language (oral endorsement): Assessment

Syllabus code 0510 (examination in 2016)

| Component | Title | Exam duration | Weighting |
|---|--------------------------------|----------------------|---------------------|
| Paper 1 Core tier, eligible for grades C to G | Reading and writing – Core | 1 hour 30 minutes | 70% |
| or | | | |
| Paper 2 Extended tier, eligible for grades A* to E | Reading and writing – Extended | 2 hours | 70% |
| and either | | | |
| Paper 3 Core tier, eligible for grades C to G | Listening – Core | 30–40 minutes | 30% |
| or | | | |
| Paper 4 Extended tier, eligible for grades A* to E | Listening – Extended | Approx 45 minutes | 30% |
| and either | | | |
| Component 5 | Speaking | Approx 10–15 minutes | Separately endorsed |
| or | | | |
| Component 6 | Speaking coursework | | Separately endorsed |

Cambridge IGCSE English as a Second Language (count-in oral): Assessment

Syllabus code 0511 (examination in 2016)

| Component | Title | Exam duration | Weighting |
|---|--------------------------------|----------------------|-----------|
| Paper 1 Core tier, eligible for grades C to G | Reading and writing – Core | 1 hour 30 minutes | 70% |
| or | | | |
| Paper 2 Extended tier, eligible for grades A* to E | Reading and writing – Extended | 2 hours | 70% |
| and either | | | |
| Paper 3 Core tier, eligible for grades C to G | Listening – Core | Approx 30–40 minutes | 15% |
| or | | | |
| Paper 4 Extended tier, eligible for grades A* to E | Listening – Extended | Approx 45 minutes | 15% |
| and either | | | |
| Component 5 | Speaking | Approx 10–15 minutes | 15% |
| or | | | |
| Component 6 | Speaking coursework | | 15% |

Classroom support for teachers and students

Our ethos of excellence in education extends to support and services, to help you deliver engaging and effective courses, and develop as a professional.

Teacher resources

We have a wealth of teaching and learning resources to help you plan and deliver the course. They suit a wide range of teaching methods and different educational contexts and include:

- recommended textbooks
- recommended workbooks
- guidance to explain how the resources support teaching
- teaching schemes and lesson plans
- assessment tools.

The assessment tools, including mark schemes, examiner reports, previous examination papers and global learner performance statistics by grade and subject enable you to provide valuable feedback, and to identify learner strengths and weaknesses, before final assessment.

We offer fast, simple, reliable and friendly administration. Schools receive comprehensive help from our Customer Services and UK Schools Development teams.

“ It [adopting Cambridge IGCSE English Language] was not about the results. It is a less-dry specification that is more fun to teach and more fun to learn, and tested traditional skills. ”

Deane Marwa, Head of English, Eastbury Comprehensive, UK

Teacher Support

We offer a secure support website for Cambridge teachers. Access is free for Cambridge schools. Here you will find all the materials you need to teach our syllabuses, including past question papers, mark schemes, examiner reports, and lesson plans and schemes of work.

Cambridge Professional Development for teachers

We offer regular training workshops for Cambridge IGCSE syllabuses.

Online training is also available, increasing access for teachers who have limited time or are a long way from training events.

We also provide Professional Development qualifications for teachers. They help develop teachers' thinking and practice and build the knowledge and skills they need to help learners succeed with Cambridge.

What resources are available for Cambridge IGCSE English teachers?

- Regular training
- Online training
- Subject communities and discussion forums
- Syllabuses
- Teacher guides and schemes of work
- Coursework training handbooks
- Syllabus and Support Materials DVD
- Textbooks and resources from publishers
- Secure support website
- Online help – frequently asked questions
www.cie.org.uk/help
- Past question/specimen papers
- Mark schemes
- Examiner reports
- Example candidate responses (*Standards Booklet*)
- 'Ask the Examiner' question and answer sessions.

Cambridge IGCSE recognition

In the UK, Cambridge IGCSE and the Cambridge International Level 1/ Level 2 Certificate are accepted by universities as equivalent to the GCSE, and are regularly used to choose between higher education applicants.

Cambridge IGCSE English as a Second Language (at grade C or above) is recognised by a number of UK universities as evidence of competence in the language for university entrance.

Many universities worldwide require a combination of A Levels (or their equivalent) and Cambridge IGCSEs to meet their entry requirements.

For more information about recognition of Cambridge qualifications, including a database of institutions that accept them, go to www.cie.org.uk/recognition



Cambridge IGCSE: A great foundation for further study

Cambridge IGCSE is used worldwide as preparation for a range of post-16 courses, including:

- Cambridge Pre-U
- Cambridge International AS & A Level
- UK A Level
- International Baccalaureate diploma.

Cambridge Pre-U is becoming popular in the UK in both state and independent schools. Many of the features that schools like about Cambridge IGCSE are also common to both Cambridge Pre-U and Cambridge International AS & A Levels, such as the linear structure and increased time for teaching, a focus on independent study skills and the opportunity to tailor the course to the strengths and interests of the students.

In the UK, a number of schools offer both Cambridge IGCSE and Cambridge Pre-U. They tell us that students who have studied Cambridge IGCSE make the change up to Cambridge Pre-U with relative ease, and that Cambridge Pre-U then equips students with the skills and confidence to study their chosen subject at undergraduate level.

Read on for more information about Cambridge Pre-U, or visit www.cie.org.uk/cambridgepreu



“ Cambridge Pre-U is very liberating for teachers – the two years and the scope of the syllabuses have given teachers back an opportunity to shape students’ learning to suit their strengths and weaknesses. ”

Dr James Webster, Winchester College, UK

Cambridge Pre-U



Cambridge Pre-U is an exciting qualification for 16 to 19 year olds who want to go to university.

Cambridge Pre-U equips students with the knowledge and skills they need to make a success of their undergraduate studies:

- a solid and coherent grounding in specialist subjects at an appropriate level
- the ability to undertake independent and self-directed learning
- the ability to think laterally, critically and creatively and communicate effectively.

Cambridge Pre-U Principal Subjects and Short Courses are stand-alone qualifications, recognised by universities and attracting a rewarding UCAS tariff. They are compatible with A Levels and may be taken in combination with them.

For Cambridge Pre-U Principal Subjects, students take all examination components at the end of a two-year programme of study, and we assess them at the full Cambridge Pre-U standard.

For Cambridge Pre-U Short Courses, students take all examination components at the end of a one-year programme of study. A Short Course grade does not contribute to a Principal Subject result. In this sense, a distinctive feature of Cambridge Pre-U is linearity.

Common characteristics of Cambridge Pre-U syllabuses

- **Design:** focused on the development of high-level knowledge, understanding and skills to prepare for university and beyond, through extensive consultation with teachers, students and universities.
- **Stretch:** built into syllabus content (380 guided learning hours and challenging concepts), assessment (open-ended questions) and grading outcomes (finer differentiation at the top end).
- **Innovation:** new approaches to subjects, greater freedom in subject combination, new topics, new methods of delivery and new forms of assessment.
- **Progression in learning:** Cambridge Pre-U builds on prior knowledge gained at 14 to 16, where appropriate, and develops broad generic skills (independent study and research skills). Students are better prepared for undergraduate study.
- **Linearity:** assessment at the end of the course makes for greater coherence in teaching and learning.



| Subject | Approved by Ofqual | Funded for teaching in state schools | Counts towards sixth form league tables |
|-----------------------|--------------------|--------------------------------------|---|
| Literature in English | ✓ | ✓ | ✓ |

Cambridge Pre-U Literature in English

Syllabus code 9765

The years in brackets denote the examination years for each set text. You can download syllabuses from our website for a year-by-year view of set texts.

Paper 1: Poetry and Prose

Section A: Poetry

Pre-1900

John Donne – Selection (2015)

John Keats – Selection (2015)

Geoffrey Chaucer – *The Pardoner's Prologue and Tale* (2015–16)

John Milton – Shorter Poems selection (2015–16)

George Herbert – Selected Poems (2016–18)

William Wordsworth – Selected Poems (2016–18)

Geoffrey Chaucer – *The Merchant's Prologue and Tale* (2017–18)

Alexander Pope – Selected Poems (2017–18)

Post-1900

Philip Larkin – Selection (2015)

Elizabeth Jennings – Selected Poems (2015–16)

W. H. Auden – Selection (2015–18)

Les Murray – Selection (2015–18)

Seamus Heaney – Selection (2016–18)

Anne Stevenson – Selection (2017–18)

Section B: Prose

Pre-1900

Jonathan Swift – *Gulliver's Travels* (2015)

Charles Dickens – *Bleak House* (2015)

Elizabeth Gaskell – *North and South* (2015–16)

Jane Austen – *Emma* (2015–18)

Henry Fielding – *Joseph Andrews* (2016–18)

Charlotte Brontë – *Jane Eyre* (2016–18)

Wilkie Collins – *The Woman in White* (2017–18)

Post-1900

Evelyn Waugh – *A Handful of Dust* (2015)

Katherine Mansfield – *Short Stories* (2015–16)

Kazuo Ishiguro – *Remains of the Day* (2015–16)

Virginia Woolf – *To the Lighthouse* (2015–18)

Margaret Atwood – *Cat's Eye* (2016–18)

James Joyce – *Dubliners* (2017–18)

Hilary Mantel – *Beyond Black* (2017–18)

Paper 2: Drama

Students will answer two questions: one on a text from Section A and one on a text from Section B.

Section A

William Shakespeare – *Measure for Measure* (2015–16)

William Shakespeare – *Hamlet* (2015–18)

William Shakespeare – *Henry IV, Part 1* (2015–18)

William Shakespeare – *The Winter's Tale* (2016–18)

William Shakespeare – *Othello* (2017–18)

Section B

Harold Pinter – *The Homecoming* (2015)

Richard Sheridan – *The Rivals* (2015–16)

Ben Jonson – *The Alchemist* (2015–18)

Caryl Churchill – *Top Girls* (2015–18)

Samuel Beckett – *Waiting for Godot* (2016–18)

Aphra Behn – *The Rover* (2017–18)

Paper 3: Comment and Analysis (unseen)

Candidates answer one compulsory question and one other question from a choice of two. Each question requires a response to a previously unseen passage.

The paper will include:

- one compulsory comparative task
- at least one piece from each of poetry, prose and drama
- one piece of prose which may be fiction or non-fiction (e.g. travel writing or reportage)
- one piece of writing from before 1800.

Author names and dates will be provided, but no prior knowledge will be expected. Authors whose works are set for study on Paper 1 and Paper 2 will not be used.

Candidates will need to be introduced to a wide range of literature from different periods and of different form, genre and style in preparation for this paper. They will need to undertake wide and varied reading beyond the set texts studied for other papers. Suggested reading lists are provided.

Paper 4: Personal Investigation

One essay of 3000 to 3500 words will be required. The title and scope of the Personal Investigation must be individual to the candidate. The essay must involve significant comparisons between two authors. At least two whole texts by two different authors must be studied as principal texts, with reference to at least two further subsidiary texts as appropriate.

Texts set for study papers 1 and 2 may not be used as principal or subsidiary texts.

Proposals for areas of study, set texts and titles for each candidate should be submitted for approval before commencing the teaching of this component.

Please refer to the Cambridge Pre-U Literature in English syllabus on our website for more information.

Scheme of assessment

Students take all four components in the same series:

| Component | Title | Type of assessment | Exam duration | Weighting |
|-----------|-------------------------------|--|--------------------|-----------|
| Paper 1 | Poetry and Prose | Externally set and marked | 2 hours | 25% |
| Paper 2 | Drama | Externally set and marked | 2 hours | 25% |
| Paper 3 | Comment and Analysis (unseen) | Written paper, externally set and marked | 2 hours 15 minutes | 25% |
| Paper 4 | Personal Investigation | Externally marked project | – | 25% |

Examinations take place at the end of the two-year course. A single grade is awarded. Individual components cannot be retaken.



Cambridge Pre-U recognition

Reporting of achievement

Achievement is reported on a scale of nine grades:

- Distinction 1, 2 and 3
- Merit 1, 2 and 3
- Pass 1, 2 and 3.

The Distinction 3 standard is aligned to that of Grade A and the Pass 3 is aligned to that of Grade E at A Level. Distinction 1 reports achievement above an A* grade at A Level.

The intention is to differentiate more finely and extend reporting at the top end, while keeping the grading scale accessible to the full range of ability currently achieving passes at A Level.

UCAS tariff points

The table below shows the UCAS tariff awarded to each Cambridge Pre-U Principal Subject grade and how this compares with the tariff for A Level. The tariff reflects the additional content within each syllabus and the linear assessment (terminal examinations at full Cambridge Pre-U standard).

Cambridge Pre-U UCAS tariff points

| Cambridge Pre-U grade | Cambridge Pre-U Principal Subject UCAS tariff | Equivalent A Level UCAS tariff | Cambridge Pre-U GPR UCAS tariff | Short Course UCAS tariff |
|-----------------------|---|--------------------------------|---------------------------------|--------------------------|
| Distinction 1 | tbc | | | tbc |
| Distinction 2 | 145 | (A*) 140 | 140 | |
| Distinction 3 | 130 | (A) 120 | | 60 |
| Merit 1 | 115 | | 112 | 53 |
| Merit 2 | 101 | (B) 100 | | 46 |
| Merit 3 | 87 | | 84 | |
| Pass 1 | 73 | | | 32 |
| Pass 2 | 59 | | 56 | |
| Pass 3 | 46 | (E) 40 | | 20 |

Cambridge Pre-U is recognised by many UK universities and many universities abroad, including all US Ivy League universities. For more details, please go to www.cie.org.uk/qualifications/recognition

Support and resources for teachers

We offer a programme of free Cambridge Pre-U training for teachers accompanied by online support materials including syllabuses, specimen/past papers, mark schemes and example learner responses. A free *Teacher Guide* expands on each syllabus, to help teachers understand what students are expected to know.

It is written by a teacher for teachers and suggests for each topic:

- a checklist of what to cover with students
- resources, both paper and web based
- additional extension/'stretch and challenge' areas
- further teaching and learning opportunities.

“ The courses have a wonderful energy that we'd been missing. Our first cohort has been an enormous success. I would absolutely recommend Cambridge Pre-U Literature in English. ”

Jane Bathard-Smith, Head of English, Epsom College, UK

Cambridge International AS & A Levels

Cambridge International AS & A Levels are internationally benchmarked qualifications providing excellent preparation for university education. Like Cambridge Pre-U, they are part of the Cambridge Advanced stage.

They are available in 60 subjects and are taken by schools around the world. These are linear courses and are recognised by universities in the UK, the US and around the world. **Please note that they are not funded for teaching in UK state schools.** Learners can choose from a range of assessment options:

| | |
|----------|--|
| Option 1 | Take the Cambridge International AS Level only. The Cambridge International AS Level syllabus content is half a Cambridge International A Level programme. |
| Option 2 | Take a 'staged' assessment route – take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at a subsequent series.* |
| Option 3 | Take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study. |

* The staged assessment route is not possible in all subjects.

Cambridge International AS & A Levels in English

| Subject | AS Level | A Level |
|------------------------------------|----------|---------|
| English – Language | ✓ | ✓ |
| English – Literature | ✓ | ✓ |
| Literature and Language in English | ✓ | ✓ |

If you would like more information about Cambridge International AS & A Levels, visit www.cie.org.uk/alevel or email info@cie.org.uk





“ Cambridge provides a fantastic support service, on their website and also from their representatives. For me there was no one else. ”

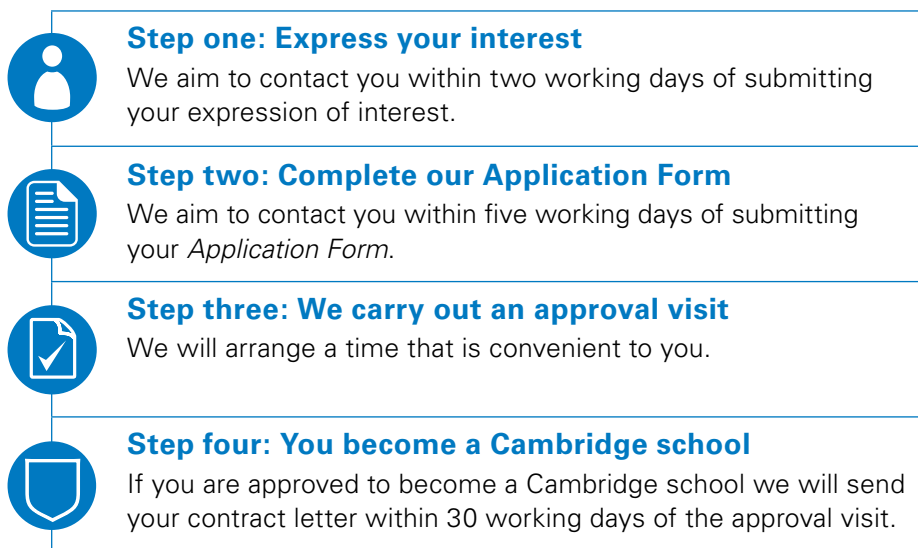
Stephen O'Connor, Headmaster, Heathfield International School, UK

What next?

If you would like to teach one of these English qualifications and are already registered with us, please contact our Customer Services team – contact details are below. If your school is not already teaching Cambridge subjects, we will help you through the simple registration process.

Become a Cambridge school

There are four steps to becoming a Cambridge school:



You can find more information on our website: www.cie.org.uk/startcambridge

Start working with us

On completing the registration process, we will send you a *Welcome to Cambridge* pack. This contains a range of support materials to get you started.

Administration support

You will be able to use a secure support website that allows you to communicate securely with us and exchange all administrative information, including exam entries and results, entry instruction booklets and other documentation. You can always contact us if you need help, or simply have a question that is on your mind. We are pleased to say that our customer service is rated as the best in its class.

Fees

We charge for each examination entry.

Talk to another school

We would be happy to put you in touch with another school teaching Cambridge IGCSE or Cambridge Pre-U.

Learn more!

Getting in touch with Cambridge is easy:

Email: info@cie.org.uk

Call: 01223 553554

Visit: www.cie.org.uk

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