

English Y10 and Y11

Name of Subject: First Language English

Exam Board: Cambridge

Syllabus Code: 0500

Components: Paper 1 (Core) or Paper 2 (Extended) and Paper 3 (Core and Extended)

Overall Aims and Objectives of the Syllabus:

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination.

They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

Final IGCSE Assessment: Assessment is based on written examinations sat in May of Year 11

Paper 1 Reading Passages (Core) 1 hour 45 minutes, 50 marks

Candidates answer three questions on two passages which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 500–600 words and Passage B will be 300–350 words in length. Candidates should spend approximately 10 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades C–G. 50% of the total marks available.

Paper 2 Reading Passages (Extended) 2 hours, 50 marks

Candidates answer three questions on two passages which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 650–750 words and Passage B will be 550–650 words in length. Candidates should spend approximately 15 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades A–E (and A* at syllabus level). 50% of the total marks available.

Paper 3 Directed Writing and Composition 2 hours, 50 marks

Candidates answer two questions, one from each section. Candidates write both their answers in the spaces provided on the question paper. Dictionaries may not be used.

Candidates taking this component are eligible for grades A–G (and A* at syllabus level if the Extended route is followed). 50% of the total marks available.

Course Outline:

First Language English comprises of approximately 2 hours of teaching time per week (with English (Literature) receiving the same). Work set will focus on the skills required in order to fulfil the curriculum expectations for the five different examination questions and will be introduced and then regularly revisited during both years of the course.

Assessment:

All assessment – including class work, homework, mid- and end-of-year examinations - will be based on preparatory work for the final examinations; the majority will be graded according to the official Cambridge grading criteria and will be based upon the assessment objectives for Cambridge IGCSE First Language English:

AO1: Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions
- R4 demonstrate understanding of how writers achieve effects
- R5 select for specific purposes.

AO2: Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 sequence facts, ideas and opinions
- W3 use a range of appropriate vocabulary
- W4 use register appropriate to audience and context
- W5 make accurate use of spelling, punctuation and grammar.

AO3: Speaking and listening

Candidates will be assessed on their ability to:

- SL1 articulate experience and express what is thought, felt and imagined
- SL2 present facts, ideas and opinions in a sustained, cohesive order
- SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- SL4 use register appropriate to audience and context
- SL5 listen to and respond appropriately to the contributions of others.

Resources:

Primary resources will be based upon examination texts and materials produced by the Cambridge examination board. Useful additional resources may be found at the BBC Bitesize website:

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

For more details, please visit <http://cie.org.uk/>

Curriculum Outline Y10 and Y11

Name of Subject: Second Language English

Exam Board: Cambridge

Syllabus Code: 0511

Components: Component 1 (Core) or Component 2 (Extended), and Component 3 (Core) or Component 4 (Extended) and Component 5 (Core and Extended)

Overall Aims and Objectives of the Syllabus:

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Final IGCSE Assessment: Assessment is based on written examinations sat in May of Year 11; Speaking tests take place before the main examination period.

Component 1: Reading and writing (Core) 1 hour 30 minutes, 35 marks

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise. The balance of assessment of reading and writing skills is equal. The paper is an externally set assessment, marked by Cambridge.

Component 2: Reading and writing (Extended) 2 hours, 45 marks

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise. The balance of assessment of reading and writing skills is equal. The paper is an externally set assessment, marked by Cambridge.

Component 3: Listening (Core) approximately 30 minutes, 30 marks

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

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

Component 4: Listening (Extended) approximately 50 minutes, 40 marks

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice. The paper is an externally set assessment, marked by Cambridge.

Component 5: Speaking 10-15 minutes, 30 marks

Speaking tests take place before the main examination period. Centres receive a range of speaking test cards, with an accompanying set of teacher's notes. Each card introduces a topic for discussion between the teacher/examiner and the candidate, together with prompts for the development of the conversation.

Each speaking test lasts approximately 10–15 minutes, as follows:

- non-assessed 'warm-up' conversation (approximately 2–3 minutes)
- time for the candidate to read the speaking test card and to prepare a response – candidates may not write notes (approximately 2–3 minutes)
- assessed conversation (6–9 minutes).

A teacher/examiner at the Centre assesses the tests.

Course Outline: Second Language English comprises of **4 hours** of teaching time per week.

Assessment:

All assessment – including class work, homework, mid- and end-of-year examinations - will be based on preparatory work for the final examinations; the majority will be graded according to the official Cambridge grading criteria and will be based upon the assessment objectives for Cambridge IGCSE Second Language English:

AO1: Reading

R1 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

W1 communicate clearly, accurately and appropriately

W2 convey information and express opinions effectively

W3 employ and control a variety of grammatical structures

W4 demonstrate knowledge and understanding of a range of appropriate vocabulary

W5 observe conventions of paragraphing, punctuation and spelling

W6 employ appropriate register/style

AO3: Listening

L1 identify and retrieve facts and details

L2 understand and select relevant information

L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place

Resources:

Primary resources will be based upon examination texts and materials produced by the Cambridge examination board. Throughout the two-year course of exam preparation, students will also receive a variety of additional resources facilitating the general development of their English language skills.

For more details, please visit <http://cie.org.uk/>

Name of Subject: Literature (English)

Exam Board: Cambridge

Syllabus Code: 0486

Components: Paper 1 (Core) or Paper 2 (Extended) and Paper 3 (Core and Extended)

Overall Aims and Objectives of the Syllabus:

Cambridge IGCSE Literature (English) aims to develop learners who:

- 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.

Final IGCSE Assessment: Assessment is based on written examinations sat in May of Year 11

Component 1: Poetry and Prose 1 hour 30 minutes, 50 marks

This is a compulsory written paper. Candidates answer two questions: one from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks (25 marks each).

There is a choice of two questions on each text. Relevant passages/poems are printed on the question paper. Set texts for this component are listed in Section 5 of this syllabus.

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

Component 3: Drama (Open Text) 45 minutes, 25 marks

Candidates may take their set texts into the exam room, but these texts must not contain personal annotations, highlighting or underlining. Candidates answer one question on one text.

There is a choice of two questions on each text. All questions carry equal marks (25 marks each).

Relevant passages are printed on the question paper.

Component 4: Unseen 1 hour 15 minutes, 25 marks

Candidates answer one question from a choice of two. Both questions require a critical commentary on and an appreciation of previously unseen literary writing printed in the question paper.

One question is based on a passage of literary prose (such as an extract from a novel or short story); the other question is based on a poem or extract from a poem. Both questions carry equal marks (25 marks each).

Course Outline: First Language English comprises of approximately **2 hours** of teaching time per week (with First Language English receiving the same).

Typically, the Poetry text will be split between Years 10 and 11; if the Drama text is studied in Year 10, the Prose text will be studied in Year 11. The decision will be made based on the complexity/length of the actual texts chosen. The techniques for the Unseen paper (Paper 4) will be applied during the whole course with the main focus being completed in Year 11.

Assessment:

All assessment – including class work, homework, mid- and end-of-year examinations - will be based on preparatory work for the final examinations; the majority will be graded according to the official

Cambridge grading criteria and will be based upon the assessment objectives for Cambridge IGCSE Literature (English):

AO1: show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text

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

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

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

Resources: primary resources will be based upon examination texts and materials produced by the Cambridge examination board. Useful additional resources may be found at the BBC Bitesize website: <http://www.bbc.co.uk/education/subjects/zckw2hv>

Set texts will comprise of **one** Poetry text, **one** Prose text and **one** Drama text. Possible set texts for the 2017-2018 examination sessions are as follows:

Component 1

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

Section a: Poetry

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

From Songs of Ourselves Volume 2, Part 1, 15 poems

* Gillian Clarke, 15 poems from Collected Poems by Gillian Clarke (Carcenet).

Section b: Prose

Chinua Achebe *No Longer at Ease*

* Jane Austen *Mansfield Park*

* Willa Cather *My Ántonia*

** Charles Dickens *Hard Times*

Michael Frayn *Spies*

* Kate Grenville *The Secret River*

R K Narayan *The English Teacher*

From Stories of Ourselves , 10 stories

Component 3 (Drama)

Candidates must answer on one set text from the following:

J Lawrence / R Lee *Inherit the Wind*

* Arthur Miller *A View From The Bridge*

** Terence Rattigan *The Winslow Boy*

William Shakespeare *Henry V*

** William Shakespeare *Macbeth*

* text examined also in June and November 2019

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

For more details, please visit <http://cie.org.uk/>