

NEW Cambridge IGCSE® (9–1) English Literature 0477 **For examination from 2017**

Cambridge IGCSE® (9–1) English Literature, syllabus 0477, is an accessible, innovative syllabus which builds on the unique strengths and traditions of the current Cambridge IGCSE Literature programmes whilst complying fully with the requirements of the Department for Education (DfE) for 2017 Literature syllabuses. The syllabus is characterised by its clarity and coherence; its principles are easily appreciated and explained; the breadth and integrity of the set text offer allows choices to be made which will benefit learners throughout the ability range giving them a thorough appreciation of the value of literary studies in English. It also provides them with a suitable stepping stone for more advanced work.

Teachers who are familiar with the current Cambridge IGCSE English Literature syllabus will find many aspects of the new syllabus reassuringly familiar; and many of the question types remain the same. Those who are new to the Cambridge IGCSE will discover a refreshingly concise and purposeful syllabus. The new Paper 3 offers teachers an innovative and coherent approach to both unseen material and the assessment of relevant context in unseen literary works. This syllabus focuses the assessment of spelling, punctuation and grammar (SPaG) into one of the papers rather than throughout. The essential SPaG element, worth 5% of the total mark for the qualification, is therefore highlighted clearly and concisely, enabling a concentration on purely literary aims and objectives in the Poetry, Prose and Drama papers with their set texts.

Overview

There are three compulsory papers, all, helpfully, of the same length: one and a half hours each.

- Paper 1: Poetry and Prose – 50 marks (35%)
- Paper 2: Shakespeare and Drama – 50 marks (35%)
- Paper 3: Unseen Poetry and Prose – 40 marks (30%)

The Cambridge three paper offer is logical and easy to understand. The straightforward rubrics and the hour and a half timings make all the papers manageable for candidates and straightforward for teachers to prepare.

Learners will study a novel, a wide selection of poetry, a Shakespeare play, a modern play and a selection of poems/prose extracts in preparation for the unseen comparison. The text offer is original and, uniquely among the new syllabuses, one which recognises that the English language has been the medium for worthy literature from across the world; it redefines 'heritage' as much more than anglocentric. Text changes for the following three years are clearly indicated to provide variety and forward planning opportunities.

No coursework option is permitted by the Regulator; all papers are closed book and externally marked on the same principles as in previous syllabuses.

Syllabus aims and assessment objectives

The syllabus aims have some slight adjustments from earlier Cambridge syllabuses: to highlight a *wide range* of literature; to stress *analysis and critical evaluation* of writers' methods; *to relate texts to their wider contexts* and to *make comparisons* between them. The assessment objectives are largely unchanged from the previous syllabus, but include an extra objective to cover the assessment of Spelling, Punctuation and Grammar required by the Regulator. This objective (AO5) applies only to Paper 3. In AO1, the need to refer to the text is emphasised. Unlike competitor syllabuses there is an emphasis on exploration of texts *beyond surface meaning*; personal response must be *sensitive* as well as *informed*.

AO1 – knowledge of the content of the text, *supported by textual reference*

AO2 – understanding of characters, relationships, situations and themes *beyond the surface meaning*

AO3 – understanding of writers' intentions and methods, their uses of language

AO4 – personal response to the texts studied, *informed* and *sensitive*

AO5 – use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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Paper 1 Poetry and Prose (1 hour 30 minutes)

Candidates answer two questions on two texts, one poetry and one prose, with a choice of two questions on each, one passage-based and one essay. Candidates may not take their texts into the examination room, but the passage-based question is printed in the examination paper. The choice of poetry and prose texts is broadly based and offers not only modern and contemporary works of equal demand, but a literary heritage from across the world, not confined to UK writers. Poems for study from the Cambridge International Examinations Anthology are, uniquely in the new syllabuses, not grouped into limiting thematic clusters but retain their individual integrity and unlimited potential for discussion and exploration. The syllabus is also unique in indicating clearly what set text changes are expected over the three years from 2017, giving teachers a trajectory for wider reading as well as a planning framework.

Paper 2 Drama (1 hour 30 minutes)

Candidates answer two questions on two texts, one Shakespeare and one modern drama, with a choice of two questions on each, one passage-based and one essay. Candidates may not take their texts into the examination room, but the passage-based question is printed in the examination paper. The set text offer includes modern drama written in English from countries other than the UK, as in Paper 1. The syllabus also indicates clearly what set text changes in drama are expected over the three years from 2017.

In Paper 1 and Paper 2, context of a cultural, historical and social nature will inform learners' work. However, any contextual comment in essays is expected to be accurate, economical and fully integrated into responses, not 'bolted on'. Relevance to the specific question is necessary. Candidates will foreground literary appreciation, not historical, sociological or biographical speculation.

Paper 3 Unseen Comparison (1 hour 30 minutes)

In this new and exciting paper, foregrounding comparison skills, candidates answer just one question, comparing either two unseen poems or two prose extracts, linked through subject matter and/or style. This allows a single choice to suit the individual. A comparison of unseen texts may be seen as challenging for some learners, but the questions will offer bullet points as a scaffold for responses and unusual words or phrases will be glossed. The possible practical disadvantage of comparing a known and an unseen text is obviated – when a known and an unknown text are compared, as proposed in other syllabuses, the known will inevitably dominate answers and affect the balance of the essay. The poems and passages are not attributed in Paper 3, so any requirement for extra information about historical events or biographical information is entirely avoided. Contextual matters of a kind familiar to all learners (such as gender, age, family or school) will arise from close reading of the poems and passages themselves. Paper 3 is used, neatly, as the vehicle for assessment of Spelling, Punctuation and Grammar.

More detailed information about how this new syllabus compares to syllabus 0486 can be found in the Cambridge IGCSE English Literature Mapping Report available on the 0477 webpage of Teacher Support at <http://teachers.cie.org.uk>.

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