

# SYLLABUS

**Cambridge IGCSE<sup>®</sup> (9–1)\***

**First Language English**

**0627**

For examination in June and November 2017, 2018 and 2019

\* This syllabus is regulated in England as a Cambridge International Level 1/Level 2 Certificate (QN: 601/5296/5).

## Changes to syllabus for 2017, 2018 and 2019

There are significant changes to this syllabus for first examination in 2017. Teachers are strongly advised to read the whole of the syllabus before planning their teaching programme.

### Change to syllabus code

- **0627** replaces syllabus 0522 for examination from 2017 onwards.

### Changes to syllabus content

- The syllabus sections have all been updated. The section 'Syllabus content at a glance' is new.
- The syllabus aims have been updated to reflect changes made to the qualification.

### Changes to assessment

- The assessment objectives have been updated and the assessment structure revised.
- Paper 1 and Paper 2 will be graded using a numerical grading scale of 9–1. Information about grading for the Speaking and Listening Test will be provided in an update to this syllabus in due course.
- Paper 1 Reading Passages is 2 hours 10 minutes and untiered, and is worth 50% of the total marks.
- Paper 1 has three questions: comprehension; summary; comprehension and comparison. The three unseen passages for Paper 1 will be taken from the 19th, 20th and 21st centuries.
- Paper 2 Directed Writing and Composition is 2 hours and untiered, and is worth 50% of the total marks.
- Paper 2 has two sections. The first section, Directed Writing, has one question, based on two unseen passages. The passages will be taken from either the 20th or 21st century, or both. The second section, Composition, has one task from a choice of four: two descriptive and two narrative.
- Component 3, the Speaking and Listening Test, has been revised and is now separately endorsed. It is a non-coursework speaking test. Teachers must apply the regulations for non-coursework speaking tests.
- The Speaking and Listening Test has two parts: Part 1 Individual Task; Part 2 Questions.
- The new Speaking and Listening Test is approximately 8–10 minutes long, with each part taking approximately 4–5 minutes.
- The section 'Additional information for Component 3' has been removed. Teachers must refer to the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide*. These documents are available at [www.cie.org.uk](http://www.cie.org.uk)

In addition to reading the syllabus, teachers should refer to the updated specimen papers and are encouraged to access the additional resources. These materials are on our website [www.cie.org.uk](http://www.cie.org.uk)

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# 1. Introduction

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## 1.1 Why choose Cambridge?

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

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners 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](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised 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 aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners 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 learners 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 programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSE (9–1) at [www.cie.org.uk/qualifications](http://www.cie.org.uk/qualifications)

## 1.3 Why choose Cambridge IGCSE (9–1) First Language English?

Cambridge IGCSE (9–1) First Language English is designed for learners whose mother tongue is English. The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Cambridge IGCSE (9–1) First Language English is accepted by universities and employers as proof of knowledge and understanding of language in English.

### Prior learning

We recommend that learners who are beginning this course should have a level in English equivalent to first language competence. They should have previously studied an English curriculum such as that of the Cambridge Secondary 1 programme, the Key Stage 3 Programme of Study within the National Curriculum for England, or equivalent educational frameworks. Learn more at [www.cie.org.uk/cambridgesecondary1](http://www.cie.org.uk/cambridgesecondary1)

### Progression

Cambridge IGCSEs (9–1) are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades 4 to 9 in Cambridge IGCSE (9–1) First Language English are well prepared to follow courses leading to Cambridge International AS and A Level English Language, or the equivalent.

## 1.4 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 organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse) to download current and future syllabuses 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 syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 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](http://www.cie.org.uk/events) for further information.

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### 3. Syllabus content at a glance

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Cambridge IGCSE (9–1) First Language English offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The (unseen) passages from the 19th, 20th and 21st centuries cover a range of genres and types, including literature, fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates also have the opportunity to develop both their speaking and listening skills, presenting to others and responding to feedback and questions. Candidates are able to develop a range of skills in organising content and adapting their written and spoken language to meet the needs of the purpose and audience.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.



## 4. Assessment at a glance

Candidates for Cambridge IGCSE (9–1) First Language English take three compulsory components – Paper 1, Paper 2 and Component 3. Both Paper 1 and Paper 2 are externally assessed. Component 3 is internally assessed and externally moderated. It is a non-coursework speaking test. Marks for Component 3 do not contribute to the overall syllabus grade.

Component	Weighting
<p><b>Paper 1 Reading Passages</b> <b>2 hours 10 minutes</b></p> <p>Candidates answer <b>three</b> compulsory questions.</p> <p>Question 1 Comprehension (30 marks)</p> <p>Candidates answer questions on Passage A, from the 19th century.</p> <p>Question 2 Summary (25 marks)</p> <p>Candidates answer one question on Passage B, from the 20th or 21st century.</p> <p>Question 3 Comprehension and comparison (25 marks)</p> <p>Candidates answer questions on Passage B and Passage C. The passages will be taken from both the 20th and 21st centuries.</p> <p>This component is externally assessed.</p> <p>80 marks</p>	50%
<p><b>Paper 2 Directed Writing and Composition</b> <b>2 hours</b></p> <p>Candidates answer <b>two</b> questions, one in Section 1 and one in Section 2.</p> <p>Section 1 Directed Writing (40 marks)</p> <p>Candidates answer one question on two passages. The passages will be taken from either the 20th or 21st century, or both.</p> <p>Section 2 Composition (40 marks)</p> <p>Candidates complete one task from a choice of four.</p> <p>This component is externally assessed.</p> <p>80 marks</p>	50%
Component	Weighting
<p><b>Component 3 Speaking and Listening Test</b> <b>Approximately 8–10 minutes</b></p> <p>Candidates present an individual task – a formal presentation (approximately 4–5 minutes), and answer spoken questions (approximately 4–5 minutes). Assessments for all candidates are completed and audio recorded within a set speaking test period.</p> <p>This component is internally assessed and externally moderated.</p> <p>40 marks</p>	Separately endorsed

## Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

## Combining this with other syllabuses

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

- syllabuses with the same title at the same level
- 0500 Cambridge IGCSE First Language (English)
- 0510 Cambridge IGCSE English as a Second Language
- 0511 Cambridge IGCSE English as a Second Language (count-in oral)
- 1123 Cambridge O Level English Language.

Please note that Cambridge International Level 1/Level 2 (9–1) Certificate, Cambridge IGCSE and Cambridge O Level syllabuses are at the same level.

## 5. Syllabus aims and assessment objectives

### 5.1 Syllabus aims

The syllabus aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE (9–1) examination. They are not listed in order of priority.

The aims are to enable learners to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference
- listen to, understand and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

### 5.2 Assessment objectives

Cambridge IGCSE (9–1) First Language English has three assessment objectives (AOs).

#### **AO1: Reading**

Candidates will be assessed on their ability to:

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R2 Compare how writers convey ideas and perspectives

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R4 Demonstrate understanding of how writers achieve effects and influence readers

R5 Select and synthesise information for specific purposes.

#### **AO2: Writing**

Candidates will be assessed on their ability to:

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

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 and purposefully using fluent language

SL4 Use register appropriate to a formal setting

SL5 Listen to and respond appropriately to questions.

### 5.3 Relationship between assessment objectives and components

The weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives as a percentage of each component and across the qualification as a whole.

Component	AO1 %	AO2 %	AO3 %
Paper 1 Reading Passages	81.25	18.75	–
Paper 2 Directed Writing and Composition	18.75	81.25	–
Component 3 Speaking and Listening Test	–	–	100
Weighting of AO in qualification	50	50	Separately endorsed

### 5.4 Grade descriptions

We expect to provide grade descriptions in an update to this syllabus in due course.

## 6. Syllabus content

The skills covered in the syllabus are outlined below for the different areas of language developed.

### For Reading

- Demonstrate understanding of extended texts, and of the words and phrases within them
- Synthesise, develop, analyse and critically evaluate facts, ideas and opinions
- Extract appropriate information for specific purposes
- Summarise and use material for a specific audience and purpose
- Demonstrate understanding of how writers achieve their effects and influence readers
- Recognise and respond to linguistic devices, including figurative language
- Compare writers' ideas and perspectives and how these are conveyed.

### For Writing

- Express what is thought, felt and imagined
- Organise and convey facts, ideas and opinions effectively
- Demonstrate use of imaginative and varied vocabulary
- Demonstrate a sense of audience, purpose and context
- Demonstrate accuracy in spelling, punctuation and grammar
- Use effectively a variety of sentence structures.

### For Speaking and Listening

- Describe and reflect on experience, and express what is thought, felt and imagined
- Understand and convey complex information
- Order and present facts, ideas and opinions effectively
- Respond appropriately to questions
- Communicate with clarity, focus and purpose
- Communicate appropriately for the audience and context
- Evaluate and reflect on what is heard.

In preparation for assessment candidates should engage with a range of genres and types from the 19th, 20th and 21st centuries, including literature, fiction and non-fiction, and other forms of writing, such as essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.

As developing writers themselves, they should be introduced to a range of skills – including the ability to compare, summarise and change perspective. Candidates should develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They should also learn to create a discursive/argumentative letter or article and a (descriptive/narrative) composition.

As speakers and listeners, candidates should also study using language devices and language appropriately, and develop presentation skills in employing and organising content. They should develop skills in listening to, and responding to, questions appropriately.

For detail of how these skills are assessed in each component, see Section 7 'Description of components'.

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## 7. Description of components

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### 7.1 Paper 1 Reading Passages

**2 hours 10 minutes, 80 marks – external assessment, 50% of grade**

Candidates answer three compulsory questions. Candidates write all their answers in the space provided on the question paper. Dictionaries may **not** be used.

The passages will be printed on the question paper Insert.

#### Question 1 Comprehension (30 marks)

This comprises a series of sub-questions requiring candidates to respond to Passage A. These include short answers and more extended responses on the writer's use of language and structure, and the effect these have.

Passage A will be up to 600 words long and will be from the 19th century.

This question tests the following Reading assessment objectives (30 marks):

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R4 Demonstrate understanding of how writers achieve effects and influence readers.

#### Question 2 Summary (25 marks)

This question, requiring candidates to respond to Passage B, is a summary for a specific purpose and audience. It requires candidates to change the perspective from that given in the passage. Candidates respond in their own words deriving all content for the summary from the passage. Candidates respond to the summary question in one of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. Candidates are advised to write no more than 250 words.

Passage B will be up to 550 words long and will be from the 20th or 21st century.

This question tests the following Reading assessment objectives (10 marks):

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text.

This question also tests the following Writing assessment objectives (15 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

### Question 3 Comprehension and comparison (25 marks)

This comprises a series of sub-questions requiring candidates to respond to Passage B and Passage C, and requires answers of different lengths. These include short answers which focus on fact, ideas, perspectives, opinions and bias, and a comparison question on writers' or characters' ideas and perspectives and how these are conveyed.

Passage C will be up to 550 words long. Passage B and Passage C will be from both the 20th and 21st centuries, and will be thematically linked.

This question tests the following Reading assessment objectives (25 marks):

R2 Compare how writers convey ideas and perspectives

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R4 Demonstrate understanding of how writers achieve effects and influence readers.

## 7.2 Paper 2 Directed Writing and Composition

**2 hours, 80 marks – external assessment, 50% of grade**

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

The passages will be printed on the question paper Insert.

### Section 1 Directed Writing (40 marks)

Candidates answer one compulsory question on two passages – Passage A and Passage B. Candidates use and evaluate the information in the two passages to create a discursive/argumentative letter or article. Candidates write about 250–350 words.

Passage A and Passage B will be a combined total of up to 950 words long and will be from either the 20th or 21st century, or both, and will be thematically linked.

This question tests the following Writing assessment objectives (25 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

This question also tests the following Reading assessment objectives (15 marks):

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R5 Select and synthesise information for specific purposes.

## Section 2 Composition (40 marks)

Candidates answer one question from a choice of four titles: two descriptive and two narrative.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

This question tests the following Writing assessment objectives (40 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

## 7.3 Component 3 Speaking and Listening Test

**Approximately 8–10 minutes, 40 marks – internal assessment, externally moderated**

This component is separately endorsed.

Teachers must treat this component as a non-coursework speaking test and must read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide*. These documents are available at [www.cie.org.uk](http://www.cie.org.uk)

There are two parts to the Speaking and Listening Test. In Part 1, candidates present an individual task. This is a formal presentation. In Part 2, candidates answer spoken questions.

There is no question paper for the test. The test is **audio recorded** for **all** candidates within a set speaking test period. Candidates must take the Speaking and Listening Test **once** only.

### Part 1 Individual Task (approximately 4–5 minutes) (20 marks)

The candidate delivers a formal presentation of approximately 4–5 minutes, speaking on a single topic or theme. There is no question paper and each candidate chooses their own subject with guidance from their teacher. Teachers should advise on the suitability of topics or themes, but must **not** be involved in the preparation of material for the individual task. The interaction is between the candidate and the teacher, although the class may be present as an audience.

Candidates may bring one 'cue card' (about postcard size) into the presentation room or one PowerPoint slide, to remind them of the main points they wish to make. The cue card/slide should contain a list of key points, not continuous sentences. Candidates may write their points on one side of the cue card only. Candidates may also use a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. A script is **not** allowed.

Dictionaries may be used to prepare the individual task, but they may **not** be taken into the test.

The presentation should be continuous. Teachers should only interrupt to prompt candidates who are finding it difficult to continue or to begin Part 2 if candidates show no signs of finishing after about 5½ minutes.

This part of the test is to be assessed using Table A of the assessment criteria.



The individual task tests the following Speaking and Listening assessment objectives (20 marks):

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 and purposefully using fluent language

SL4 Use register appropriate to a formal setting.

## Part 2 Questions (approximately 4–5 minutes) (20 marks)

The individual task leads into spoken questions from the teacher/examiner about the candidate's chosen topic or theme.

In order to give the candidate every opportunity, questions should be open, such as the 'tell me more about...', 'why?' and 'how?' variety, rather than closed questions which may be answered by 'yes/no'. Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but these questions must not be judgemental. Teachers/examiners should be ready to explore another aspect of the topic or theme if a candidate is unable to respond. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

This part of the test is to be assessed using Table B of the assessment criteria.

The questions test the following Speaking and Listening assessment objectives (20 marks):

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 and purposefully using fluent language

SL4 Use register appropriate to a formal setting

SL5 Listen to and respond appropriately to questions.

## Marking instructions

The teacher must mark each candidate's test out of a total of 40, in line with the assessment criteria. The total mark for the test is divided into 20 marks for Speaking in Part 1 (Individual Task), and 10 marks for Speaking and 10 marks for Listening in Part 2 (Questions).

## Assessment criteria

**Note:** It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each examination series based on available evidence.

### Marking: general principles

1. You should consider the band descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

**Table A: Band descriptors for Component 3, Part 1 – Individual task (20 marks)**

<b>Band 5</b>	<b>17–20 marks</b>	<ul style="list-style-type: none"> <li>• Full and well organised use of content.</li> <li>• Lively delivery.</li> <li>• Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.</li> <li>• Appropriate and accurate use of language throughout.</li> </ul>
<b>Band 4</b>	<b>13–16 marks</b>	<ul style="list-style-type: none"> <li>• Sound use of content.</li> <li>• Delivery may occasionally be stilted.</li> <li>• Employs a good range of language devices (e.g. tone, irony, emphasis) soundly.</li> <li>• Mainly appropriate and accurate use of language.</li> </ul>
<b>Band 3</b>	<b>9–12 marks</b>	<ul style="list-style-type: none"> <li>• Adequate use of content.</li> <li>• Delivery is secure but at times unimaginative.</li> <li>• Language devices (e.g. tone, irony, emphasis) are used safely and appropriately.</li> <li>• Often appropriate and accurate use of language, but some inaccuracy may be present.</li> </ul>
<b>Band 2</b>	<b>5–8 marks</b>	<ul style="list-style-type: none"> <li>• Content is thin or perhaps inconsistently used.</li> <li>• Delivery is not secure.</li> <li>• Limited employment of language devices (e.g. tone, irony, emphasis) with some inaccuracy.</li> <li>• Some appropriate use of language, but with some inaccuracy.</li> </ul>
<b>Band 1</b>	<b>1–4 marks</b>	<ul style="list-style-type: none"> <li>• Content is mostly undeveloped and/or very thin.</li> <li>• Delivery is weak.</li> <li>• Not able to use language devices (e.g. tone, irony, emphasis) or devices used with serious error.</li> <li>• Language is not used appropriately, or is used with serious inaccuracy.</li> </ul>
<b>Band 0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>• Does not meet the above criteria.</li> </ul>

**Table B: Band descriptors for Component 3, Part 2 – Questions (20 marks)**

For Part 2, record separate marks for each category (speaking and listening).

Speaking			Listening		
Band 5	9–10 marks	<ul style="list-style-type: none"> <li>Extends the subject matter.</li> <li>Appropriate and accurate use of language throughout.</li> </ul>	Band 5	9–10 marks	<ul style="list-style-type: none"> <li>Responds to questions fully and in detail, confidently and sometimes enthusiastically.</li> </ul>
Band 4	7–8 marks	<ul style="list-style-type: none"> <li>Expresses the subject matter competently.</li> <li>Mainly appropriate and accurate use of language.</li> </ul>	Band 4	7–8 marks	<ul style="list-style-type: none"> <li>Responds to questions appropriately and in some detail.</li> </ul>
Band 3	5–6 marks	<ul style="list-style-type: none"> <li>Expresses the subject matter adequately.</li> <li>Often appropriate and accurate use of language, but some inaccuracy may be present.</li> </ul>	Band 3	5–6 marks	<ul style="list-style-type: none"> <li>Responds to questions adequately, but may miss opportunities to provide further detail.</li> </ul>
Band 2	3–4 marks	<ul style="list-style-type: none"> <li>Expresses some relevant ideas but with some inconsistency.</li> <li>Some appropriate use of language, but with some inaccuracy.</li> </ul>	Band 2	3–4 marks	<ul style="list-style-type: none"> <li>Responds to questions in a limited way.</li> </ul>
Band 1	1–2 marks	<ul style="list-style-type: none"> <li>Expresses simple facts and ideas.</li> <li>Language is not used appropriately, or is used with serious inaccuracy.</li> </ul>	Band 1	1–2 marks	<ul style="list-style-type: none"> <li>Responds to questions simply, or is unable to respond.</li> </ul>
Band 0	0 marks	<ul style="list-style-type: none"> <li>Does not meet the above criteria.</li> </ul>	Band 0	0 marks	<ul style="list-style-type: none"> <li>Does not meet the above criteria.</li> </ul>

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## 8. Other information

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### Equality and inclusion

Cambridge International Examinations 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 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 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/examsOfficers](http://www.cie.org.uk/examsOfficers)**

### Language

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

### Grading and reporting

Cambridge International Level 1/Level 2 (9–1) Certificate results are shown by one of the grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicating the standard achieved, 9 being the highest and 1 being the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 1. 'Ungraded' will be reported on the statement of results but not on the certificates. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Information about grading for the Speaking and Listening Test will be provided in an update to this syllabus in due course.

### Entry codes

Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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## 9. Additional information for regulated syllabuses

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This syllabus appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) as a Cambridge International Level 1/Level 2 Certificate. In other contexts it is known as a Cambridge IGCSE:

Candidates who are awarded grades 1 to 3 will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who are awarded grades 4 to 9 will have achieved an award at Level 2 of the National Qualifications Framework.

### Progression

Cambridge International Level 1/Level 2 (9–1) Certificates are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades 4 to 9 in the Cambridge International Level 1/Level 2 (9–1) Certificate in First Language English are well prepared to follow courses leading to Cambridge International AS and A Level English Language, or the equivalent.

### Overlapping qualifications

Every qualification is assigned to a discount code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same discount code will only have one grade (the highest) counted for the purpose of the school and college performance tables.

Centres may wish to advise candidates that, if they take two qualifications with the same discount code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or the institution to which they wish to progress.

For the latest information on discount codes and performance tables, please see the Department for Education website.

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