CAMBRIDGE
International Examinations

Cambridge
IGCSE

SYLLABUS

Cambridge IGCSE® First Language

Czech	**Syllabus code 0514**
Dutch	**Syllabus code 0503**
French	**Syllabus code 0501**
German	**Syllabus code 0505**
Portuguese	**Syllabus code 0504**
Russian	**Syllabus code 0516**
Turkish	**Syllabus code 0513**

For examination in June 2015

Afrikaans	**Syllabus code 0512**

For examination in November 2015

Arabic	**Syllabus code 0508**
Korean	**Syllabus code 0521**

For examination in June and November 2015

Cambridge Secondary 2

Contents

1. Introduction

1.1 Why choose Cambridge?

Recognition

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

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

Excellence in education

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

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

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

Cambridge programmes and qualifications are designed to support learners in becoming:

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

Support for teachers

A wide range of materials and resources is available to support teachers and 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**

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**

Cambridge IGCSE First Languages:
Czech, Dutch, French, German, Portuguese, Russian, Turkish, Afrikaans, Arabic and Korean.
Syllabus for examination in 2015.

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education 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**

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 candidates 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 IGCSEs at **www.cie.org.uk/cambridgesecondary2**

Guided learning hours

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

1.3 Why choose a Cambridge IGCSE First Language syllabus?

Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

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

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Prior learning

We recommend that candidates who are beginning this course have a level in the relevant language equivalent to first language competence.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in these Cambridge IGCSE First Language syllabuses are well prepared to follow courses leading to Cambridge International AS and A Level in the relevant language, or the equivalent.

1.4   Cambridge ICE (International Certificate of Education)

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

First Language syllabuses fall into Group I, Languages.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecondary2**

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

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

1.5   How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

Cambridge IGCSE First Languages:
Czech, Dutch, French, German, Portuguese, Russian, Turkish, Afrikaans, Arabic and Korean.
Syllabus for examination in 2015.

2.   Teacher support

2.1   Support materials

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

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

2.2   Resource lists

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

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

2.3   Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

3.1 Scheme of assessment

These Cambridge IGCSE First Language examinations comprise two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

Paper 1: Reading (2 hours)
Candidates answer two questions: **Question 1 – 25 marks** Candidates answer a series of comprehension questions based on Passage 1. **Question 2 – 25 marks** Candidates write a summary based on Passage 1 and Passage 2. Weighting: 50% of total marks

Paper 2: Writing (2 hours)
Candidates write **two** compositions of 350–500 words each. Weighting: 50% of total marks

3.2 Availability

Cambridge IGCSE First Language syllabuses available for examination in **June** only:

- 0514 First Language Czech
- 0503 First Language Dutch
- 0501 First Language French
- 0505 First Language German
- 0504 First Language Portuguese
- 0516 First Language Russian
- 0513 First Language Turkish

Cambridge IGCSE First Language syllabus available for examination in **November** only:

- 0512 First Language Afrikaans

Cambridge IGCSE First Language syllabuses available for examination in **June and November**:

- 0508 First Language Arabic
- 0521 First Language Korean

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

These syllabuses are available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach these syllabuses.

3.3   Combining this with other syllabuses

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

- syllabuses with the same title at the same level
- candidates taking Cambridge IGCSE First Language French (0501) may not also take Cambridge IGCSE French (0520) or Cambridge O Level French (3015)
- candidates taking Cambridge IGCSE First Language Dutch (0503) may not also take Cambridge IGCSE Dutch (0515)
- candidates taking Cambridge IGCSE First Language Portuguese (0504) may not also take Cambridge IGCSE Portuguese (0540)
- candidates taking Cambridge IGCSE First Language German (0505) may not also take Cambridge IGCSE German (0525)
- candidates taking Cambridge IGCSE First Language Arabic (0508) may not also take Cambridge IGCSE Arabic (0544)
- candidates taking Cambridge IGCSE First Language Afrikaans (0512) may not also take Cambridge IGCSE Afrikaans as a Second Language (0548)

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

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

4.2 Assessment objectives

Reading

Candidates are assessed on their ability to:

R1 understand and collate explicit meanings

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes

R4 understand how writers achieve effects.

Writing

Candidates are assessed on their ability to:

W1 articulate experience and express what is thought, felt and imagined

W2 order and present facts, ideas and opinions

W3 understand and use a range of appropriate vocabulary

W4 use language and register appropriate to audience and context

W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

4.3   Specification grid

This grid shows how assessment objectives relate to the examination papers, described in more detail in Section 5.

Assessment objective	Paper 1		Paper 2
	Question 1	Question 2	
R1	✓	✓	
R2	✓	✓	
R3	✓	✓	
R4	✓		
W1			✓
W2		✓	✓
W3		✓	✓
W4		✓	✓
W5	✓	✓	✓

5.   Description of papers

The question papers are set entirely in the target language.

5.1   Paper 1: Reading

2 hours
Dictionaries may not be used in the examination.

Questions relate to two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper.

Question 1 (25 marks)
This question is divided into a series of sub-questions requiring answers of different lengths.
The sub-questions are based on Passage 1 and test the following reading objectives (20 marks):

R1 understand and collate explicit meanings

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes

R4 understand how writers achieve effects.

In addition, 5 marks are available for the accuracy of the language in which answers are expressed.

Question 2 (25 marks)
Candidates write a summary of 200–250 words based on Passage 1 and Passage 2.
The question tests the following reading objectives (15 marks):

R1 understand and collate explicit meanings

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes.

In addition, 10 marks are available for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language).

5.2   Paper 2: Writing

2 hours
Dictionaries may not be used in the examination.

This paper is divided into two sections, as detailed below. Candidates are required to write **two** compositions, one from each section.

Section 1 – Discussion and Argument (25 marks)
Four argumentative/discursive titles are set, from which candidates choose one.

Section 2 – Description and Narration (25 marks)
Four titles are set (two descriptive and two narrative), from which candidates choose one.

Candidates are required to write between 350 and 500 words for each of their answers. The questions test the following writing objectives:

  W1 articulate experience and express what is thought, felt and imagined

  W2 order and present facts, ideas and opinions

  W3 understand and use a range of appropriate vocabulary

  W4 use language and register appropriate to audience and context

  W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

6.   Syllabus content

All candidates follow the same curriculum.

Assessment objective	All candidates should be able to:	Candidates aiming for Grades A* to C should, in addition, be able to:
Reading	• demonstrate understanding of words within extended texts • scan for and extract specific information • identify main and subordinate topics, summarise, paraphrase, re-express • show some sense of how writers achieve their effects • recognise and respond to simple linguistic devices including figurative language	• show a more precise understanding of extended texts • recognise the relationship of ideas • evaluate effectiveness, draw inferences, compare, analyse, synthesise • show understanding of how writers achieve their effects • recognise and respond to more sophisticated linguistic devices
Writing	• express thoughts, feelings and opinions in order to interest, inform or convince the reader • show some sense of audience • demonstrate adequate control of vocabulary, syntax and grammar • exercise care over punctuation and spelling • write accurate simple sentences • attempt a variety of sentence structures • recognise the need for paragraphing • use appropriate vocabulary	• show a wider and more varied sense of different styles to interest, inform or convince the reader • show a clear sense of audience • demonstrate a sophisticated use of vocabulary and structures • demonstrate accuracy in punctuation and spelling • write accurate complex sentences • employ varied sentence structures • write in well-constructed paragraphs • use imaginative and varied vocabulary

7. Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance in some other.

Grade A

- Candidates understand and communicate information at both a straightforward and a complex level.
- Candidates understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes.
- Candidates describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined.
- Candidates recognise implicit meanings and attitudes of a writer.
- Candidates show a clear sense of audience and an understanding of appropriate uses of language.
- Candidates write in well constructed paragraphs, using a full range of appropriate sentence structures and showing accuracy in spelling and punctuation.

Grade C

- Candidates understand and convey information both at a straightforward level and at a more complex level.
- Candidates understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy.
- Candidates evaluate material from texts and select what is relevant for specific purposes.
- Candidates describe and reflect upon experience and express effectively what is felt and what is imagined.
- Candidates recognise the more obvious implicit meanings and attitudes of a writer.
- Candidates show a sense of audience and an awareness of appropriate uses of language.
- Candidates write in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation.

Grade F

- Candidates understand and convey information at a straightforward level.
- Candidates understand basic facts, ideas and opinions, presenting them with a degree of coherence.
- Candidates select material from texts and comment upon it at a literal level.
- Candidates describe experience in concrete terms and express intelligibly what is felt and what is imagined.
- Candidates recognise clear meanings and explicit attitudes of a writer.
- Candidates show awareness that language is used in different ways in different circumstances.
- Candidates write at least in simple sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.

8. Mark schemes

8.1 Paper 1

Question 1:   **20 marks are available for Reading**, awarded according to a detailed mark scheme written specifically for each question paper.
5 marks are available for Writing, awarded as follows:

Writing: Accuracy of Language	
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

Question 2:   **15 marks are available for Reading**. The examiner ticks each relevant point extracted from the text by the candidate; a mark is awarded for each tick, up to a maximum of 15.
10 marks are available for Writing, awarded as follows:

Writing: Style and Organisation	
5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose.
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.
2 (Weak)	Limited expression but mostly in own words (i.e. may contain some lifting). Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow.
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.

Writing: Accuracy of Language	
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Some lifting.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

8.2   Paper 2

For each composition, marks are awarded in two categories, as follows:

- The first mark, out of 12, is for Style and Accuracy. See Table A.
- The second mark, out of 13, is for Content and Structure. See either Table B1, B2 or B3 depending on whether the composition is argumentative, descriptive or narrative.

Table A: Style and Accuracy		
Band 1	11–12	• Fluent; variety of well made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. • Wide, consistently effective range of vocabulary with appropriately used ambitious words. • Assured use of grammar and punctuation, spelling accurate.
Band 2	9–10	• Mostly fluent; sentences correctly constructed, including a variety of complex sentences. • Vocabulary often effective, sometimes complex, mostly varied. • Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3	7–8	• Occasional fluency; sentences of some variety and complexity, correctly constructed. • Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. • Simple grammatical constructions correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes – but no error of any sort impedes communication.
Band 4	5–6	• Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. • Vocabulary communicates general meaning accurately. • Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5	3–4	• There may be the occasional grammatically complex sentence but mostly these are simple and repetitively joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all. • Vocabulary communicates simple details/facts accurately. • Many errors of punctuation, grammar and spelling, but the overall meaning is never in doubt.
Band 6	1–2	• Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. • Vocabulary is limited and may be inaccurate. • Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
	0	• Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Table B1: Argumentative/Discursive tasks		
Band 1	11–13	• There is a consistent quality of well developed, logical stages in an overall, at times complex argument. • Each stage is linked to and follows the preceding one. Sentences within paragraphs are soundly sequenced.
Band 2	9–10	• Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. • The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.
Band 3	7–8	• There is a series of relevant points and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. • Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.
Band 4	5–6	• Mainly relevant points are made and they are developed partially with some effectiveness. • The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some repetition. It is normally possible to follow sequences of ideas, but there may be intrusive ideas or misleading sentences.
Band 5	3–4	• A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. • Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.
Band 6	1–2	• A few points are discernible but any attempt to develop them is very limited. • Overall argument only progresses here and there and the sequence of sentences is poor.
	0	• Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.

Table B2: Descriptive tasks		
Band 1	11–13	• There are many well defined, well developed ideas and images, describing complex atmospheres with a range of details. • Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. Focus is description (not storytelling). Repetition is avoided and the sequence of sentences makes the picture clear to the reader.
Band 2	9–10	• There is a good selection of interesting ideas and images, with a range of details. • These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced and the description is often effective.
Band 3	7–8	• There is a selection of effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. • The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.
Band 4	5–6	• Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is about events or description of objects or people. • There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.
Band 5	3–4	• Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. • Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.
Band 6	1–2	• Some relevant facts are identified, but the overall picture is unclear and lacks development. • There are examples of sequenced sentences, but there is also repetition and muddled ordering.
	0	• Rarely relevant, little material and presented in a disorderly structure. Not sufficient to be placed in Band 6.

Table B3: Narrative tasks			
Band 1	11–13	•	The narrative is complex and sophisticated and may contain devices such as subtexts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate.
		•	The different sections of the story are carefully balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Band 2	9–10	•	The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character or setting.
		•	The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.
Band 3	7–8	•	A straightforward story (or part of story) with satisfactory identification of features such as character and setting.
		•	While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.
Band 4	5–6	•	A relevant response to the topic, but largely a series of events with occasional details of character and setting.
		•	The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.
Band 5	3–4	•	A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, un-engaging events.
		•	Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.
Band 6	1–2	•	Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect.
		•	The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.
	0	•	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.

9.   Other information

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**

Language

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

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. 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.

Entry codes

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