

Mapping Cambridge IGCSE® (9–1) First Language English 0627 to GCSE (9–1) English Language

Introduction

This document maps the differences between Cambridge IGCSE® (9–1) First Language English 0627 and GCSE (9–1) English Language requirements.

The reforms to the England National Curriculum (not Scotland, Wales or Northern Ireland) are being introduced in three separate phases. The first phase covers English Language, English Literature and Mathematics, for which teaching starts in September 2015, first examination 2017. These reforms are increasing the level of difficulty, requiring exam boards to work to a common syllabus and changing the grading structure from A*–G to 9–1. All syllabuses will be linear, with all exams taking place at the end of Year 11. There is no coursework component. English, Maths and Science are compulsory subjects at Key Stage 4.

Cambridge IGCSEs are not regarded as GCSE equivalent, so Ofqual accredit them as Level 1/2 certificates. Please note that Cambridge International Level 1/Level 2 (9–1) Certificate, Cambridge IGCSE® and Cambridge O Level syllabuses are at the same level.

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Design features

Design feature	GCSE (9–1) English Language	Cambridge IGCSE® (9–1) First Language English 0627
Grading	9–1 grading	9–1 grading
Tiering	No tiers	No tiers
Structure	Linear structure	Linear structure
Examination assessment method	Assessed entirely by examination. Speaking reported separately.	Assessed entirely by examination. Speaking reported separately. This component is separately endorsed and should be treated as a non-coursework speaking test.
Examination availability	Examination only in summer (June). November only for 16yr olds and retakes.	Examination in both June and November series.
Examination hours	Minimum 3hrs 30 mins examinations	4hrs 10 mins examinations
Assessments objectives	Reading 50% AO1–AO4 Writing 50% AO5 and AO6 Spoken language (unweighted) AO7–AO9	Reading 50% AO1 Writing 50% AO2 Speaking and Listening (separately endorsed) AO3
Writing skills	More extended writing and greater emphasis on problem-solving	Opportunities for creative thinking and problem solving

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Design feature	GCSE (9–1) English Language	Cambridge IGCSE® (9–1) First Language English 0627
Unseen texts	Unseen texts; high-quality, challenging texts from the 19 th , 20 th and 21 st centuries, including literature and literary non-fiction, as well as essays, reviews and journalism	Unseen passages from the 19 th , 20 th and 21 st century texts including literature, fiction and non-fiction, and may also include essays, reviews and articles.
Reading and Writing skills assessment		Cambridge International Examinations currently the only exam board separating Reading and Writing skills across two papers. Reading and writing skills are assessed in both papers, AO1 is predominantly assessed in Paper 1 and AO2 in Paper 2.
Spelling, punctuation and grammar	AO6 (20% of the marks of the entire qualification) is: 'use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation'. i.e. this 20% is for a broad definition of SPAG	AO2: Writing (W5) assesses spelling, punctuation and grammar. This is assessed in both Paper 1 and Paper 2.

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Assessment objectives (AOs)

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Reading (50%)	Reading (50%)
<p>AO1</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts <p>10-20% of reading marks should be allocated to AO1 i.e. 5-10% of the marks for each specification as a whole.</p>	<p>AO1</p> <ul style="list-style-type: none"> R1 Demonstrate understanding of explicit and implicit meanings and attitudes R5 Select and synthesise information for specific purposes <p>50% of the total marks are allocated to AO1 overall.</p>
<p>AO2</p> <ul style="list-style-type: none"> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <p>20-40% of the reading marks should be allocated to AO2. i.e. 10-20% of the marks for each specification as a whole.</p>	<p>AO1</p> <ul style="list-style-type: none"> R4 Demonstrate understanding of how writers achieve effects and influence readers <p>50% of the total marks are allocated to AO1 overall.</p>
<p>AO3</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>Emphasis is on comparison.</p> <p>10-20% of the reading marks should be allocated to AO3. i.e. 5-10% of the marks for each specification as a whole.</p>	<p>AO1</p> <ul style="list-style-type: none"> R2 Compare how writers convey ideas and perspectives <p>50% of the total marks are allocated to AO1 overall.</p>

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Reading (50%)	Reading (50%)
<p>AO4</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references <p>20-40% of the reading marks should be allocated to AO4. i.e. 10-20% of the marks for each specification as a whole.</p> <p>Emphasis on critical evaluation which required personal judgement as well as summation and detachment. Taking an overview from a critical distance as well as example that are apt, convincing and persuasive.</p> <p>AO4 incorporates the greatest degree of change from the previous requirements.</p>	<p>AO1</p> <ul style="list-style-type: none"> R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text <p>50% of the total marks are allocated to AO1 overall.</p>

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GCSE (9–1) English Language	Cambridge IGCSE [®] (9–1) First Language English 0627
Writing (50%)	Writing (50%)
<p>AO5</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>30% of the total marks are allocated to AO5.</p>	<p>AO2</p> <ul style="list-style-type: none"> W1 Articulate and express what is thought, felt and imagined W2 Organise and structure ideas and opinions for deliberate effect W4 Use register appropriate to audience and purpose <p>50% of the total marks are allocated to AO2 overall.</p>
<p>AO6</p> <ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) 	<p>AO2</p> <ul style="list-style-type: none"> W3 Use a range of appropriate vocabulary and sentence structures W5 Make accurate use of spelling, punctuation and grammar <p>50% of the total marks are allocated to AO2 overall.</p>

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Spoken language (unweighted)	Speaking and Listening (separately endorsed)
AO7 <ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting 	AO3 <ul style="list-style-type: none"> SL2 Present facts, ideas and opinions in a sustained, cohesive order SL4 Use register appropriate to a formal setting
AO8 <ul style="list-style-type: none"> Listen and respond appropriately to spoken language, including to questions and feedback to presentations 	AO3 <ul style="list-style-type: none"> SL5 Listen to and respond appropriately to questions
AO9 <ul style="list-style-type: none"> Use spoken Standard English effectively in speeches and presentations 	AO3 <ul style="list-style-type: none"> 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

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