

# Mapping Cambridge IGCSE® (9–1) First Language English 0627 to Cambridge IGCSE® First Language English 0500 and 0522

## Introduction

This document maps the differences between Cambridge IGCSE® (9–1) First Language English 0627 and Cambridge IGCSE® First Language English 0500 and 0522, summarising the key changes and retained features at both component and syllabus level.

Cambridge IGCSE® (9–1) First Language English 0627, has built on the unique strengths and traditions of the current Cambridge IGCSE First Language English syllabuses, while complying with all the requirements outlined in the Department for Education (DfE) subject content requirements for the new GCSE English Language (9–1) qualifications for use in the UK schools from 2017. The 0627 qualification will be offered to schools in England from 2017. Cambridge will continue to offer an international version of the syllabus with a separate syllabus code for our international Centres to take.

For schools who offer the Cambridge IGCSE First Language English 0500 and 0522 qualification, many aspects of 0627 will be familiar, and the assessment methods consistent. For new Centres, the 0627 syllabus offers a refreshingly different model in terms of the assessment of Reading and Writing skills. Cambridge IGCSE (9–1) is also known as a Cambridge International Level 1/Level 2 IGCSE (9–1) Certificate.

## Contents (Ctrl+click on page numbers)

Summary of key changes made for syllabus 0627 .....	2
Summary of retained features .....	3
Grading .....	4
Availability .....	4
Description of components .....	5
Assessment objectives (AO1 Reading) .....	6
Assessment objectives (AO2 Writing) .....	7
Assessment objectives (AO3 Speaking and Listening) .....	8
Weighting of assessment objectives across components .....	9
Weighting of assessment objectives across the whole assessment .....	9
Reading Passages .....	10
Directed Writing and Composition .....	11
Speaking and Listening .....	12

## Mapping Cambridge IGCSE® (9–1) First Language English 0627 to Cambridge IGCSE® First Language English 0500 and 0522

### Summary of key changes made for syllabus 0627

- The grading system is now in line with the new GCSE 9–1 grade nomenclature; grade 4 is equivalent to a grade C.
- Candidates no longer follow the Core or Extended route.
- All candidates are eligible for grades 9 to 1.
- There is no coursework option.
- AO1: Reading has a new assessment objective (R2), which requires learners to compare the ideas and perspectives of different writers.
- Minor changes have been made to the assessment objectives and marking criteria for AO2: Writing and AO3: Speaking and listening.

<b>Paper 1: Reading Passages</b>	<b>Paper 2: Directed Writing and Composition</b>	<b>Component 3: Speaking and Listening Test</b>
<ul style="list-style-type: none"> <li>• There are no tiered papers for Reading.</li> <li>• The marks previously allocated to Paper 1 and Paper 2 have changed from 50 to 80.</li> <li>• An extra 10 minutes has been added to allow for extra reading.</li> <li>• There are three Reading Passages.</li> <li>• Candidates answer questions on 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts.</li> <li>• Question 1 requires both short and extended responses on a 19<sup>th</sup> century text.</li> <li>• Question 2 is based on two passages from 20<sup>th</sup> and/or 21<sup>st</sup> century texts, and requires the learner to compare the ideas and views of the writers across the two passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper 2 is titled Directed Writing and Composition and is similar to Paper 3 for syllabuses 0500 and 0522.</li> <li>• Paper 2 focuses on two passages.</li> <li>• The reading passages may be up to 950 words in total.</li> <li>• The marks allocated to the Writing paper (Paper 2) have changed from 50 to 80.</li> </ul>	<ul style="list-style-type: none"> <li>• The Speaking and Listening Test is compulsory.</li> <li>• The Speaking and Listening Test is only available as a separately endorsed grade.</li> <li>• The allocated time for the Speaking and Listening Test is shorter.</li> <li>• The marks allocated to the Speaking and Listening Test have changed from 30 to 40.</li> <li>• The assessment objective weightings have altered when mapped to 0522 as the test no longer forms 20% of the final grade.</li> <li>• The mark weightings for Part 2 are evenly weighted with Part 1.</li> <li>• Part 2 of the Speaking and Listening Test focuses on responding to questions rather than developing a discussion.</li> </ul>

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### Summary of retained features

- 0627 remains a linear assessment, with all components sat in the same examination series.
- There are five strands in the assessment objectives for each of Reading (AO1), Writing (AO2), and Speaking and Listening (AO3).
- The weightings of the assessment objectives across the whole syllabus remain the same as 0500.
- Reading and Writing papers are separate.

Paper 1: Reading Passages	Paper 2: Directed Writing and Composition	Component 3: Speaking and Listening Test
<ul style="list-style-type: none"> <li>• Passage B and Passage C are thematically linked.</li> <li>• Question 1 is closely modelled on the 0500/0522 Core paper.</li> <li>• Question 2 retains some of the features of both Question 1 and Question 3 in the Extended paper, merging Directed Writing with Summary Skills.</li> <li>• Reading and Writing marks are available for the summary.</li> </ul>	<ul style="list-style-type: none"> <li>• The time allowed remains the same.</li> <li>• Marks are awarded for both Writing and Reading.</li> <li>• Section 1 is worth 50% of the total marks for the component.</li> <li>• Section 1 task remains the same – a piece of discursive directed writing in the form of a letter or article.</li> <li>• Section 2 is worth 50% of the total marks for the component.</li> <li>• Candidates can write a descriptive or narrative composition.</li> <li>• The word count remains the same.</li> <li>• The writing assessment objectives are tested in both Section 1 and Section 2.</li> </ul>	<ul style="list-style-type: none"> <li>• The Speaking and Listening Test is compulsory as it is in 0522.</li> <li>• The Speaking and Listening Test is separately endorsed as it is in 0500.</li> <li>• Candidates choose their own topic for the Individual Task in consultation with their teacher.</li> <li>• Emphasis is on both Speaking and Listening skills in the assessment.</li> <li>• Marking and moderation processes have not changed.</li> <li>• Marks for Part 2 are divided evenly as a mark for speaking and a mark for listening.</li> <li>• The Speaking and Listening Test is required to be audio recorded for all candidates.</li> <li>• The Speaking and Listening Test takes place in a specified period.</li> <li>• The Speaking and Listening Test can only be taken once – this is a requirement for 0522.</li> </ul>

## Mapping Cambridge IGCSE® (9–1) First Language English 0627 to Cambridge IGCSE® First Language English 0500 and 0522

Cambridge IGCSE® First Language English (0500/0522)	Cambridge IGCSE® (9–1) First Language English 0627	Key changes made for syllabus 0627	Retained features
<b>Grading</b>			
Syllabuses 0500 and 0522 are graded A*–G (A* is only available at syllabus level to candidates who follow the Extended route and take Paper 2).	Syllabus 0627 is graded from 9 to 1.	<p>The grades available are now revised and in line with the new GCSE 9–1 grade nomenclature. Grade 4 is equivalent to grade C.</p> <p>Candidates no longer follow the Core or Extended route.</p>	
<b>Availability</b>			
Examined in the June and November examination series.	Examined in the June and November examination series.		The examination series remain the same. It is anticipated that candidates sit these assessments at the end of a two year course of study.

## Mapping Cambridge IGCSE<sup>®</sup> (9–1) First Language English 0627 to Cambridge IGCSE<sup>®</sup> First Language English 0500 and 0522

Cambridge IGCSE <sup>®</sup> First Language English (0500/0522)	Cambridge IGCSE <sup>®</sup> (9–1) First Language English 0627	Key changes made for syllabus 0627	Retained features
<b>Description of components</b>			
<p><b>Six components are available:</b></p> <p><b>Paper 1:</b> Reading Passages (Core)  <b>Paper 2:</b> Reading Passages (Extended)  <b>Paper 3:</b> Directed Writing and Composition  <b>Component 4:</b> Coursework Portfolio  <b>Component 5:</b> Speaking and Listening Test  <b>Component 6:</b> Speaking and Listening Coursework</p> <p>Candidates do either the Core or Extended Reading (worth 50% on 0500 and 40% on 0522). Candidates do either the Writing paper or Coursework (worth 50% on 0500 and 40% on 0522).</p> <p>0500 Component 5 and Component 6 are separately endorsed and optional.</p> <p>0522 Component 5 and Component 6 form 20% of the final grade and Speaking and Listening is compulsory.</p>	<p><b>Three components are available:</b></p> <p><b>Paper 1:</b> Reading Passages  <b>Paper 2:</b> Directed Writing and Composition  <b>Component 3:</b> Speaking and Listening Test</p>	<p>The qualification comprises of three compulsory components.</p> <p>The Reading and Writing papers are not tiered.</p> <p>The Speaking and Listening Test is compulsory.</p> <p>The Speaking and Listening Test is only available as a separately endorsed grade.</p> <p>There is no coursework option.</p>	<p>There are separate Reading and Writing papers.</p> <p>The Writing paper remains an untiered paper and retains its two sections, with candidates answering two questions – one from each section.</p> <p>The Speaking and Listening Test retains its title and has two parts.</p>

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Cambridge IGCSE® First Language English (0500/0522)	Cambridge IGCSE® (9–1) First Language English 0627	Key changes made for syllabus 0627	Retained features
<b>Assessment objectives (AO1 Reading)</b>			
<p>Candidates will be assessed on their ability to:</p> <p><b>R1</b> Demonstrate understanding of explicit meanings</p> <p><b>R2</b> Demonstrate understanding of implicit meanings and attitudes</p> <p><b>R3</b> Analyse, evaluate and develop facts, ideas and opinions</p> <p><b>R4</b> Demonstrate understanding of how writers achieve effects</p> <p><b>R5</b> Select for specific purposes</p>	<p>Candidates will be assessed on their ability to:</p> <p><b>R1</b> Demonstrate understanding of explicit and implicit meanings and attitudes</p> <p><b>R2</b> Compare how writers convey ideas and perspectives</p> <p><b>R3</b> Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text</p> <p><b>R4</b> Demonstrate understanding of how writers achieve effects and influence readers</p> <p><b>R5</b> Select and synthesise information for specific purposes</p>	<p><b>R1</b> now includes ‘explicit attitudes’.</p> <p><b>R2</b> is a new assessment objective requiring learners to compare the ideas and perspectives of different writers.</p> <p><b>R3</b> now brings a critical perspective to evaluation and aims explicit candidates’ reference to and use of text.</p> <p><b>R4</b> The use of language to influence, a key aspect, is now made explicit.</p> <p><b>R5</b> includes the requirement to synthesise information.</p>	<p>There are five assessment objectives for Reading.</p>

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<b>Assessment objectives (AO2 Writing)</b>			
<p>Candidates will be assessed on their ability to:</p> <p><b>W1</b> Articulate experience and express what is thought, felt and imagined</p> <p><b>W2</b> Sequence facts, ideas and opinions</p> <p><b>W3</b> Use a range of appropriate vocabulary</p> <p><b>W4</b> Use register appropriate to audience and context</p> <p><b>W5</b> Make accurate use of spelling, punctuation and grammar</p>	<p>Candidates will be assessed on their ability to:</p> <p><b>W1</b> Articulate and express what is thought, felt and imagined</p> <p><b>W2</b> Organise and structure ideas and opinions for deliberate effect</p> <p><b>W3</b> Use a range of appropriate vocabulary and sentence structures</p> <p><b>W4</b> Use register appropriate to audience and purpose</p> <p><b>W5</b> Make accurate use of spelling, punctuation and grammar</p>	<p><b>W1</b> The need to articulate experience is now omitted but is retained in SL1.</p> <p><b>W2</b> By replacing the sequencing of ideas and opinions with organising and structuring skills, the demand is now made explicit.</p> <p><b>W3</b> now includes punctuation as well as vocabulary.</p> <p><b>W4</b> 'Purpose' now replaces 'context' which clarifies and pinpoints the focus.</p>	<p>There are five assessment objectives for Writing.</p> <p><b>W5</b> remains identical as it is considered integral to skill development.</p>

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<b>Assessment objectives (AO3 Speaking and Listening)</b>			
<p>Candidates will be assessed on their ability to:</p> <p><b>SL1</b> Articulate experience and express what is thought, felt and imagined</p> <p><b>SL2</b> Present facts, ideas and opinions in a sustained, cohesive order</p> <p><b>SL3</b> Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers</p> <p><b>SL4</b> Use register appropriate to audience and context</p> <p><b>SL5</b> Listen to and respond appropriately to the contributions of others</p>	<p>Candidates will be assessed on their ability to:</p> <p><b>SL1</b> Articulate experience and express what is thought, felt and imagined</p> <p><b>SL2</b> Present facts, ideas and opinions in a sustained, cohesive order</p> <p><b>SL3</b> Communicate clearly and purposefully using fluent language</p> <p><b>SL4</b> Use register appropriate to a formal setting</p> <p><b>SL5</b> Listen to and respond appropriately to questions</p>	<p><b>SL3</b> no longer requires learners to communicate in dialogue with other speakers.</p> <p><b>SL4</b> requires learners to use register appropriate to a formal setting.</p> <p><b>SL5</b> task 2 has changed from ‘discussion’ to ‘questions’ so no longer refers to the contribution of others.</p>	<p>There are five assessment objectives for Speaking and Listening.</p> <p><b>SL1</b> remains identical.</p> <p><b>SL2</b> remains identical.</p>

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<b>Weighting of assessment objectives across components</b>			
<p><b>Paper 1 and Paper 2 Reading Passages (50 Marks)</b> AO1 – (40 marks) 80% in 0500, 64% in 0522 AO2 – (10 marks) 20% in 0500, 16% in 0522</p> <p><b>Paper 3 Directed Writing and Composition (50 marks)</b> AO1 – (40 marks) 20% in 0500, 16 % in 0522 AO2 – (10 marks) 80% in 0500, 64% in 0522</p> <p><b>Component 5 or 6 Speaking and Listening</b> AO3 – (30 marks) Separately endorsed in 0500, 20% in 0522</p>	<p><b>Paper 1 Reading Passages (80 marks)</b> AO1 – (65 marks) 81.25% AO2 – (15 marks) 18.75%</p> <p><b>Paper 2 Directed Writing and Composition (80 marks)</b> AO1 – (15 marks) 18.75% AO2 – (65 marks) 81.25%</p> <p><b>Component 3 Speaking and Listening Test</b> AO3 – (40 marks) Separately endorsed</p>	<p>The marks allocated to the Reading paper have changed from 50 to 80.</p> <p>The marks allocated to the Writing paper have changed from 50 to 80.</p> <p>The weightings have altered when mapped to 0522 as the Speaking and Listening Test no longer forms 20% of the final grade.</p>	<p>The weightings of the assessment objectives across the components have remained relatively unchanged when mapped to 0500.</p>
<b>Weighting of assessment objectives across the whole assessment</b>			
<p><b>0500</b> AO1 – 50% AO2 – 50% AO3 – separately endorsed</p> <p><b>0522</b> AO1 – 40% AO2 – 40% AO3 – 20%</p>	<p><b>0627</b> AO1 – 50% AO2 – 50% AO3 – separately endorsed</p>	<p>AO3 is not available as 20% of the final grade as in 0522.</p>	<p>The weightings of assessment objectives for 0627 remain the same as in 0500.</p>

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<b>Reading Passages</b>			
<p><b>Paper 1 (Core)</b> Time allocated: 1hr 45mins (50 marks)</p> <p><b>Paper 2 (Extended)</b> Time allocated: 2 hours (50 marks)</p> <p>Two reading passages – loose thematic link</p> <p>Question 1 – Passage A Comprehension questions (Core) (20 marks) Extended response (Extended) (20 marks)</p> <p>Question 2 – Passage A Extended response (Core 15 marks) Language question (Extended 10 marks)</p> <p>Question 3 – Passage B Summary question (Core 15 marks) (Extended 20 marks)</p>	<p><b>Paper 1</b> Time allocated: 2 hours 10 minutes (80 marks)</p> <p>Three reading passages: Passage A from 19<sup>th</sup> century texts Passage B from 20<sup>th</sup> and/or 21<sup>st</sup> century texts Passage C from 20<sup>th</sup> and/or 21<sup>st</sup> century texts</p> <p>Question 1 – Passage A Comprehension (30 marks)</p> <p>Question 2 – Passage B and Passage C Comprehension and comparison (25 marks)</p> <p>Question 3 – Passage B and Passage C Summary (25 marks). Low tariff questions followed by the comparative question</p>	<p>10 minutes has been added to allow for extra reading.</p> <p>80 marks are allocated to the Reading paper.</p> <p>There are three reading passages.</p> <p>A 19<sup>th</sup> century passage is mandatory.</p> <p>Question 1 includes short and extended responses on use of language and structure, and writer's effects.</p> <p>Question 2 includes short answers focusing on fact, ideas, perspectives, opinions and bias, and a comparison question. Learners are required to compare ideas and views of the writers across the two passages.</p>	<p>The title of the paper has not changed.</p> <p>Passages B and C are thematically linked.</p> <p>Question 1 is closely modelled on the 0500/0522 Core paper.</p> <p>Question 2 retains some features of Question 1 and 3 in the Extended paper, merging directed writing with summary skills.</p> <p>There are Reading and Writing marks available for the summary.</p>

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<b>Directed Writing and Composition</b>			
<p><b>Paper 3 Directed Writing and Composition</b> Time allocated: 2 hours (50 marks)</p> <p>Section 1 – Directed Writing (25 marks)</p> <p>The passage(s) total 650–750 words. Candidates write 250–350 words.</p> <p>Candidates are asked to write a discursive/argumentative letter or article.</p> <p>Section 2 – Composition (25 marks) Candidates write 350–450 words.</p> <p>Candidates answer one question from a choice of two descriptive and two narrative titles.</p>	<p><b>Paper 2 Directed Writing and Composition</b> Time allocated: 2 hours (80 marks)</p> <p>Section 1 – Directed Writing (40 marks)</p> <p>The passages total up to 950 words. Candidates write 250–350 words.</p> <p>Candidates are asked to write a discursive/argumentative letter or article.</p> <p>Section 2 – Composition (40 marks) Candidates write 350–450 words.</p> <p>Candidates answer one question from a choice of four titles: two descriptive and two narrative.</p>	<p>80 marks are allocated to the Writing paper.</p> <p>The reading passages may be longer.</p>	<p>The duration of the assessment remains the same.</p> <p>The suggested length of 250–350 words remains the same.</p> <p>Section 1 is worth 50% of the total marks.</p> <p>Section 1 marks are awarded for both Writing and Reading.</p> <p>The task for Section 1 remains the same.</p> <p>Section 2 is worth 50% of the total marks.</p> <p>The choice of composition type remains the same – a descriptive or narrative composition.</p> <p>Writing objectives are tested in Section 1 and Section 2.</p>

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<b>Speaking and Listening</b>			
<p><b>Component 5</b> The test is split into two sections: Part 1 – Individual Task (10 marks) Part 2 – Discussion (20 marks)</p> <p>Approximately 10–12 minutes (30 marks)</p> <p>The Speaking and Listening Test is optional in 0500.</p> <p>The Speaking and Listening Test is one option for 0522. Centres can choose the Speaking and Listening coursework (Component 6) instead.</p> <p>The Speaking and Listening Test is audio recorded for all.</p> <p>The Speaking and Listening Test takes place during a period before the main examination series (see the relevant series' timetable).</p>	<p><b>Component 3</b> The test is split into two sections: Part 1 – Individual Task (20 marks) Part 2 – Questions (20 marks)</p> <p>Approximately 8–10 minutes (40 marks)</p> <p>The Speaking and Listening Test is compulsory and separately endorsed.</p> <p>The Speaking and Listening Test is audio recorded for all.</p> <p>The Speaking and Listening Test takes place during a period before the main examination series (see the relevant series' timetable).</p>	<p>In Part 1 candidates present a formal presentation.</p> <p>In Part 2 candidates respond to spoken questions.</p> <p>The total mark is out of 40.</p> <p>The duration of the test is approximately 8–10 minutes.</p> <p>Part 2 is evenly weighted with Part 1 and focuses on responding to spoken questions.</p> <p>The coursework option is not available.</p>	<p>The Speaking and Listening Test is compulsory as in 0522.</p> <p>The test has retained two parts.</p> <p>The Speaking and Listening Test is separately endorsed as in 0500.</p> <p>There is no question paper for the Speaking and Listening Test.</p> <p>Candidates choose their own topic for their Individual Task.</p> <p>Centres are required to audio record all candidates.</p> <p>The Speaking and Listening Test takes place in a specified period.</p>

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<b>Speaking and Listening continued</b>			
<p>The Speaking and Listening Test is internally marked by the Centre and externally moderated by Cambridge International Examinations using a sample of recordings.</p>	<p>The Speaking and Listening Test is internally marked by the Centre and externally moderated by Cambridge International Examinations using a sample of recordings.</p> <p>Candidates must take the Speaking and Listening Test once only.</p>	<p>Minor changes have been made to the assessment objectives <b>SL3</b>, <b>SL4</b> and <b>SL5</b> (see above for details).</p>	<p>There are no changes to the marking and moderation processes.</p> <p>Emphasis is on both speaking and listening skills in the assessment.</p> <p>Part 2 marks are divided evenly as a mark for speaking and a mark for listening.</p> <p>Candidates must take the Speaking and Listening Test once only, as in 0522.</p>

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