UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge
O Level

SYLLABUS

Cambridge O Level
English Language
1123

For examination in June and November 2014

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1. Introduction

1.1 Why choose Cambridge?

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

Developed for an international audience

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at **www.cie.org.uk/recognition**

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **www.cie.org.uk/teachers**

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

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1.2 Why choose Cambridge O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge O Level English Language?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge O Level English Language is accepted by universities and employers as proof of linguistic ability and understanding. The Cambridge O Level English Language syllabus encourages students to develop lifelong skills, including:

- the ability to communicate clearly, accurately and effectively
- the use of a wide range of vocabulary and 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 English can be used. Cambridge O Level English Language study also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Students may also study for a Cambridge O Level in Literature in English. In addition to Cambridge O Levels, Cambridge also offers Cambridge IGCSE and Cambridge International AS and A Levels for further study in English as well as other languages. See **www.cie.org.uk** for a full list of the qualifications you can take.

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 **international@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 **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

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2. Assessment at a glance

The Cambridge O Level English Language syllabus has been developed in response to customer feedback. 2011 was the first year of examination of the revised syllabus.

All candidates take **two** papers.

	Paper 1: Writing	**1 hour 30 minutes**	**Paper 2: Reading**	**1 hour 45 minutes**
Marks	60 weighted to 50		50	
Weighting	50%		50%	
Candidate response	On the question paper		On the question paper	
Focus	Task	Language	Task	Language
Section title	Directed Writing	Creative Writing	Reading for Ideas	Reading for Meaning
Mark allocation	30 marks (15 marks for task fulfilment and 15 marks for language)	30 marks (combined language and content)	25 marks (15 marks for content points of notes, 5 marks for language of summary; 5 marks for main ideas questions)	25 marks (content only)
Weighting for writing skills: 50%	20%	25%	5%	-
Weighting for reading skills: 50%	5%	-	20%	25%
Assessment objectives	W1, W2, W3, W4	W1, W2, W3, W4	R3, R4	R1, R2

Availability

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

This syllabus is available to private candidates.

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

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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)
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 1119 Cambridge O Level English Language (Malaysia)
- 1120 Cambridge O Level English Language (Brunei)
- 1125 Cambridge O Level English Language (Mauritius)
- 1126 Cambridge O Level English Language Syllabus B (Mauritius)
- 1127 Cambridge O Level English Language (Singapore)

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

Candidates for Cambridge O Level English Language **MUST** enter as follows:

- Candidates in **Brunei** *must* enter for **Subject 1120**
- Candidates in **Mauritius** *must* enter for **Subject 1125** *or* **1126**
- Candidates in **Singapore** *must* enter for **Subject 1127**
- Candidates elsewhere (including previous subject 1115) *must* enter for **Subject 1123**.

No candidate may enter for more than one English Language subject.

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3. Syllabus aims and objectives

3.1 Aims

A qualification in this syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English through:

- **communicative competence**: the ability to communicate with clarity, relevance, accuracy and variety
- **creativity**: the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- **critical skills**: the ability to scan, filter and analyse different forms of information
- **cross-cultural awareness**: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)

	Writing to:	Reading to:
Communicative competence	Communicate precisely and appropriately	Understand exact and implied meaning
Creativity	Develop ideas effectively	
Critical skills		Identify and respond to main ideas
Cross-cultural awareness	Reflect on the familiar	Have strategies to deal with the unfamiliar

Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum.

Reflecting the communication demands facing candidates in the real world, the syllabus distinguishes between **task** and **language** as the focus of Section 1 and Section 2 respectively in each paper:

Section	Focus	Writing	Reading
1	Task	Directed Writing	Reading for Ideas
2	Language	Creative Writing	Reading for Meaning

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The **Task** aspect of Paper 1 is **Directed Writing**, where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. **Language** (as well as content) is tested in the **Creative Writing** section, where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination.

The **Task** aspect of Paper 2 is **Reading for Ideas**, where, for example, scanning for and summarising specific information is required to achieve and convey a global understanding of a text. **Language** is tested in the **Reading for Meaning** section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.

In this way, it is hoped that candidates will develop strategies to be able to transfer these communication skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word.

3.2 Assessment Objectives

Reading

R1 Understand **explicit** meanings, through literal and vocabulary questions.

R2 Understand **implicit** meanings and nuances of language, through inferential questions and questions on writer's craft.

R3 **Scan and analyse text**, by identifying and summarising required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences.

R4 Identify and respond to **main ideas** of a text, such as follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response to a theme in a text.

Writing

W1 Communicate **appropriately**, with a clear awareness of purpose, audience and register.

W2 Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.

W3 Use **accurate** spelling, punctuation and grammar.

W4 Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

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4. Description of components

4.1 Paper 1: Writing

1 hour 30 minutes, 60 marks

This paper has two sections and candidates **answer on a separate answer sheet**.

Section 1: Directed Writing (30 marks)

- Candidates are presented with a **task**, e.g. write a letter, speech, report, article, fit for purpose and relevant to the world of study, work or the community.
- Candidates should write 200–300 words to inform or persuade a particular audience.
- 15 marks are allocated for task fulfilment and 15 marks for language.

Section 2: Creative Writing (30 marks)

- This is an **essay**, testing language and content combined.
- Candidates answer **one** question from a choice of 5 narrative/descriptive/argumentative essay titles and should write 350–500 words.

Both sections test Assessment Objectives W1, W2, W3, W4.

4.2 Paper 2: Reading

1 hour 45 minutes, 50 marks

This paper has two sections and candidates **answer on the question paper**.

Section 1: Reading for Ideas (25 marks)

- Candidates scan a **factual** communication (or communications) of approximately 700 words – e.g. report(s), article(s), advertisement(s), email(s), letter(s).
- They **identify and note down required information** – e.g. similarities and differences, or causes and effects, or advantages and disadvantages, or problems and solutions, or actions and consequences. Only **one** example content point will be given as guidance to candidates.
- 15 marks are allocated for content points.
- Candidates use these notes to **write a summary** of 160 words. 5 marks are allocated for language.

This task tests Assessment Objective R3 (also implicitly R1, R2).

- Candidates then answer questions on the **main ideas** in the communication(s) – e.g. follow an argument/sequence or identify a conclusion, distinguish fact from opinion, give personal response to a theme in the passage.
- These will be **short answer** questions worth 5 marks.

This task tests Assessment Objective R4 (also implicitly R1, R2).

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Section 2: Reading for Meaning (25 marks)

- Candidates read a **narrative** passage (e.g. report, article, story) of approximately 700 words.
- They then answer **short answer** questions testing their ability to understand the language (both explicit and implicit meanings).

This section tests Assessment Objectives R1, R2.

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5. Marking band descriptors for Paper 1

SECTION 1 TASK FULFILMENT MARK
Band 1 (15–13 marks) • Good understanding of purpose. • Clear awareness of situation and audience. • Format entirely appropriate. • All required points developed in detail, fully amplified and well organised. • Given information well used to justify personal opinion and interpretation. • Tone and register entirely appropriate.
Band 2 (12–10 marks) • An understanding of purpose. • An awareness of situation and audience. • Format appropriate. • All required points addressed but not always developed in detail. • Given information organised to support personal opinion. • Tone and register appropriate.
Band 3 (9–7 marks) • Some understanding of purpose. • Some awareness of situation and audience. • Format generally appropriate. • At least two required points addressed (and partially/fully developed). • Given information may not be logically used to support opinion. • Tone usually appropriate, although there may be slips of register.
Band 4 (6–4 marks) • Only partial understanding of purpose. • Some confusion as to situation and audience. • Format may be inappropriate. • At least one of the required points addressed (and partially/fully developed). • Given information may be used irrelevantly. • Tone may be uneven.
Band 5 (3–1 marks) • Misunderstanding of purpose. • Confusion as to situation and audience. • Little evidence of a specific format. • None of the required points addressed. • Given information misunderstood or irrelevant. • Tone may be inappropriate.

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A mark of 0

- should be given only when:
- the response is totally incomprehensible ***or***
- the candidate has merely copied out the question or parts of it at random ***or***
- the question is not attempted at all.

SECTION 1 LANGUAGE MARK
Band 1 (15–14 marks) • Highly accurate, apart from very occasional slips. • Sentence structures varied for particular effects. • Verb forms largely correct and appropriate tenses consistently used. • Vocabulary wide and precise. • Punctuation accurate and helpful. • Spelling accurate, apart from very occasional slips. • Paragraphs have unity, are linked, and show evidence of planning.
Band 2 (13–12 marks) • Accurate; occasional errors are either slips or caused by ambition. • Sentence structures show some variation to create some natural fluency. • Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout. • Vocabulary precise enough to convey intended shades of meaning. • Punctuation accurate and generally helpful. • Spelling nearly always accurate. • Paragraphs have unity, are usually linked and show some evidence of planning.
Band 3 (11–10 marks) • Mostly accurate; errors from ambition do not mar clarity of communication. • Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect. • Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas. • Simple vocabulary mainly correct; errors may occur with more ambitious words. • Spelling of simple vocabulary accurate; some errors in more ambitious words. • Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech. • Paragraphs may show some unity, although links may be absent or inappropriate.

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Band 4 (9–8 marks)

- Sufficiently accurate to communicate meaning, with patches of clear, accurate language.
- Some variety of sentence length and structure, not always for particular purpose.
- Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication.
- Vocabulary usually adequate to convey intended meaning; idiom may be uncertain.
- Spelling of simple vocabulary accurate, errors in more difficult words.
- Punctuation used but not always helpful; occasional sentence separation errors.
- Paragraphs used but may lack unity or coherence.

Band 5 (7–6 marks)

- Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.
- Some simple structures accurate but script unlikely to sustain accuracy for long.
- Errors in verb forms and tenses will sometimes confuse sequence of events.
- Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely.
- Spelling of simple vocabulary accurate, frequent errors in more difficult words.
- Simple punctuation usually accurate, but there may be frequent sentence separation errors.
- Paragraphs used haphazardly.

Band 6 (5–4 marks)

- Many serious errors of various kinds of 'single-word' type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some 'blurring'.
- Sentences probably simple and repetitive in structure.
- Frequent errors in verb forms and haphazard changes of tense confuse meaning.
- Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors
- Spelling may be inconsistent.
- Punctuation and paragraphing may be haphazard or non-existent.

Band 7 (3–2 marks)

- Sense usually decipherable but some error will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- Unlikely to be more than a few accurate sentences, however simple, in the whole composition.

Band 8 (1–0 mark)

- Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 1 mark should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

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SECTION 2 MARK
Band 1 (30–27 marks) • **Highly accurate**, apart from very occasional slips. • **Sentence structure varied** for particular effects. • **Verb forms largely correct** and **appropriate tenses consistently used**. • **Vocabulary wide and precise**. • **Punctuation accurate** and helpful. • **Spelling accurate** apart from very occasional slips. • **Paragraphs have unity**, are linked, and show evidence of planning. • Consistently **relevant**. **Interest aroused and sustained.** • **Tone and register entirely appropriate.** • **Discursive** essays are well developed, logical, even complex, in argument. • **Descriptive** essays have well-developed images helping to create complex atmospheres. • **Narratives** are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.
Band 2 (26–23 marks) • **Accurate: occasional errors** are either slips or caused by ambition. • **Sentence structures show some variation to create some natural fluency.** • **Occasional slips** in **verb forms or tense formation** but **sequence consistent** and **clear** throughout. • **Vocabulary wide and precise enough** to convey intended shades of meaning. • **Punctuation accurate** and generally helpful. • **Spelling nearly always accurate.** • **Paragraphs** have **unity**, are usually **linked** and show some evidence of **planning**. • **Relevant. Interest aroused and mostly sustained.** • **Tone and register appropriate.** • **Discursive** essays have clearly-defined, cohesive, logical stages in their argument. • **Descriptive** essays have interesting images and range of detail, helping to create effective atmospheres. • **Narratives** have effective detail creating character or setting, and may contain some sense of climax.

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Band 3 (22–19 marks)

- **Mostly accurate**; errors from ambition do not mar clarity of communication.
- **Some variety of sentence structures**, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but **control of tense sequence sufficient to sustain clear progression** of events or ideas.
- **Simple vocabulary mainly correct**; errors may occur with more ambitious words.
- **Punctuation generally accurate** and **sentence separation correctly marked**, but errors may occur e.g. with direct speech.
- **Spelling of simple vocabulary accurate**; some errors in more ambitious words.
- **Paragraphs may show some unity**, although links may be absent or inappropriate.

- **Relevant. Some interest aroused**, although there may be some lack of originality and/or planning.
- **Tone usually appropriate**, although there may be slips of register.
- **Discursive** essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- **Descriptive** essays have satisfactory images, ideas and details which help to create atmosphere
- **Narratives** are straightforward with proper sequencing of sentences

Band 4 (18–15 marks)

- **Sufficiently accurate to communicate meaning**, with **patches** of clear, accurate language.
- **Some variety of sentence length and structure**, not always for particular purpose.
- **Errors in verb forms and tense consistency** may cause uncertainty in sequence of events or disturb ease of communication.
- **Vocabulary usually adequate to convey intended meaning**; idiom may be uncertain.
- **Punctuation used but not always helpful**; occasional sentence separation errors.
- **Spelling of simple vocabulary accurate**; errors in more difficult words.
- **Paragraphs used but may lack unity or coherence.**

- **Attempt to address topic** but there may be digressions or failures of logic. May lack liveliness and interest.
- **Tone may be uneven.**
- **Discursive** essays have mainly relevant points but may be only partially developed, with some repetition.
- **Descriptive** essays have some detail but may rely too much on narrative.
- **Narratives** are largely a series of events with only occasional details of character and setting.

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Band 5 (14–11)

- **Overall meaning never in doubt**, but errors sufficiently frequent and serious to **hamper precision** and distract reader from content.
- **Some simple sentence structures accurate but script unlikely to sustain accuracy for long.**
- **Errors in verb forms and tenses** will sometimes confuse sequence of events.
- **Vocabulary limited**, either too simple or imperfectly understood; some idiomatic errors likely.
- **Simple punctuation usually accurate**, but there may be frequent sentence separation errors.
- **Spelling of simple vocabulary accurate**, frequent errors in more difficult words.

- **Paragraphs used haphazardly.**
- **Some relevance. Some interest.**
- **Tone may be inconsistent.**
- **Discursive** essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
- **Descriptive** essays are relevant but lack scope or variety.
- **Narratives** are simple, everyday or immature.

Band 6 (10–7)

- **Many serious errors of various kinds of 'single-word' type** (i.e. they could be corrected without re-writing the sentence); **communication established**, although weight of error may cause **some 'blurring'**.
- **Sentences probably simple and repetitive** in structure.
- **Frequent errors in verb forms** and haphazard changes of tense confuse meaning.
- **Vocabulary conveys meaning but likely to be simple and imprecise**; significant idiomatic errors.
- **Punctuation and paragraphing may be haphazard or non-existent.**
- **Spelling may be inconsistent.**

- **A little relevance. A little interest.**
- **Some recognition of appropriate tone.**
- In **Discursive** essays only a few points are discernable and the argument progresses only here and there.
- In **Descriptive** essays the overall picture is unclear.
- **Narratives** are very simple and may narrate events indiscriminately.

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Band 7 (6–3)

- **Sense usually decipherable** but **some error will be 'multiple'** (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- **Unlikely to be more than a few accurate sentences**, however simple, in the whole composition.

- **Little relevance or interest.**
- **Tone may be inappropriate.**
- In **Discursive** essays only a very few points are discernable and the argument barely progresses.
- In **Descriptive** essays the overall picture is very unclear.
- **Narratives** are extremely simple and may narrate events indiscriminately.

Band 8 (2–0)

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing**; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

- **Discursive** essays are rarely relevant and may well be disordered, as are **Descriptive** essays and **Narratives**.

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6. Additional information

6.1 Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

We recommend that candidates who are beginning this course should have sufficient competence in English to be able to achieve a level of English equivalent to First Language competence during the course.

6.3 Progression

Cambridge O Level 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 Cambridge O Level English Language are well prepared to follow courses leading to Cambridge International AS and A Level English Language, or the equivalent.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

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

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
  … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
  … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

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… the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

… no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

6.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/olevel**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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