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CVSL Vision

Our endeavor is to bring up Global Citizens utilizing the International curriculum and principles of student-centered learning. We believe in and impart education that fosters excellence, physical fitness, psychological and spiritual health, a consciousness of social obligations and concern for environment in each student. Our students cherish their Indian culture and at the same time respect the culture of people from other parts of the world. We believe in education that teaches not only to make a living but how to live.

CVSL Mission

“The school aims to create compassionate rational and articulate individuals, proudly Indian in essence, humanistic and universal in their outlook. Innovative programmes delivered by the caring educators, will address the needs of the times and guide the children towards academic and human excellence. The school will also accord the highest priority to the realization of talent, potential and possibility at all levels of the Faculty and Administration, so that the young shall never be denied the finest and the latest and the most meaningful realm of knowledge and life”

Cambridge Assessment International Education

Cambridge providing excellence in education.

CAIE Mission

Our mission is to deliver world-class international education through the provision of curricula, assessment and services. We are committed to extending access to the benefits of high-quality education around the globe. Our programmes and qualifications develop successful learners and support the economic performance of countries where we work at the national level.

International Examinations is the world’s largest provider of international education programmes and qualifications for 5–19 year olds. Our qualifications are taken in over 160 countries and recognised by universities, education providers and employers across the world. We are part of the Cambridge Assessment Group, a not-for-profit organisation and a department of the University of Cambridge.
Governance

The Chief Executive of Cambridge International Examinations is a member of the Cambridge Assessment Group board. This is in turn governed by a Syndicate Committee with representatives of the University of Cambridge. Our approach to assessment is set out in our Code of Practice.

ISO 9001:2008 certification

Our systems for designing, developing and delivering products and systems for the provision of international education programmes and qualifications for 5–19 year olds, and for providing associated assessment, educational services, teacher support and training are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management.

History

Cambridge International Examinations is part of the Cambridge Assessment Group, a not-for-profit organisation and a department of the University of Cambridge. Cambridge Assessment was formed in 1858 (as the University of Cambridge Local Examination Syndicate) by the University of Cambridge. It comprises three exam boards as well as the largest educational research capability of its kind:

- Cambridge International Examinations
- Cambridge English Language Assessment, provider of the world’s leading range of qualifications for learners and teachers of English
- OCR, a leading UK awarding body, providing a wide range of qualifications to meet the needs of learners of all ages and abilities

Cambridge International Examinations, Cambridge English Language Assessment, and OCR were formally established in 1998 when the University of Cambridge Local Examination Syndicate created a new structure. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate.

Cambridge Learners

Cambridge programmes and qualifications develop not only content but also skills. We help learners to bridge the gap to the next stage of education and the world of work. We encourage Cambridge learners to be:
• confident in working with information and ideas – their own and those of others
• responsible for themselves, responsive to and respectful of others
• reflective as learners, developing their ability to learn
• innovative and equipped for new and future challenges
• engaged intellectually and socially ready to make a difference.

A General Outline of the IGCSE (Grade IX & X) at CVSL

Cambridge Advanced is typically for learners aged 14 to 16 years who need advanced study to prepare for university and higher education.

Cambridge Advanced builds on the foundations of Cambridge Secondary, although learners do not need to complete that stage before this one. IGCSE help learners develop independent study skills which universities value highly

Below is a summary of the curriculum and examinations offered at The Cathedral Vidya School.

Please note that minimum of 7 subjects required to get the IGCSE Certificate along with ICE certificate

Grade Key of IGCSE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>E</td>
<td>40-49</td>
</tr>
<tr>
<td>F</td>
<td>30-39</td>
</tr>
<tr>
<td>G</td>
<td>20-29</td>
</tr>
</tbody>
</table>
The Cathedral Vidya School, Lonavala  
IGCSE Subject Selection Form: Class of 2019-2021

Name of the Student :: ........................................................................................................ Date: ____________________

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Subjects offered</th>
<th>Subjects chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Language English / English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hindi / French</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physics / Business Studies</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Biology / Economics</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chemistry / Geography / History</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ICT / A &amp; D / Eng lit</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

- **Group 1 – Languages**
  - ESL / FLE / Hindi / French
- **Group 2 – Humanities**
  - Geography / History / Economics / Eng lit
- **Group 3 – Sciences**
  - Biology / Physics / Chemistry
- **Group 4 – Mathematics**
- **Group 5 – Vocational & Professional**
  - ICT / Business Studies / Art & Design

**ICE Qualification (required 7 Subjects)** - Any 2 subjects from group 1
  - Any 1 (min 1, max 2) subjects from other group.

Student's Signature .......................................................... Parent's Signature

Coordinator's Signature
What is the difference between IGCSE Core and Extended?

To take account of differing abilities, there is a choice between Core and Extended papers in some IGCSE subjects. This allows teachers to decide on the most appropriate level of papers for their students.

The Core curriculum in each subject is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G.

The Extended curriculum, made up of the Core curriculum and the Supplement, has been designed for the more academically able and leads naturally into higher education or professional training. It is targeted at those expected to achieve grades A* to E. The Supplement describes the extra topics or depth which must be added to the Core curriculum to produce the Extended curriculum.

Students do not need to enter for the same level of curriculum in all subjects.

<table>
<thead>
<tr>
<th>Target Grades</th>
<th>Grades Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>C D E F G</td>
</tr>
<tr>
<td>Extended Curriculum</td>
<td>A* A B C D E</td>
</tr>
</tbody>
</table>

The overlap of three grades (C, D and E) is designed to accommodate students who perform either better or worse than their teachers expect. Students who fail to meet the minimum satisfactory standard for either the Core curriculum (Grade G) or the Extended curriculum (Grade E) will be ungraded.

In some subjects, the exam covers the complete ability range and there is no choice of Core and Extended papers. For these subjects, the full range of grades is available.

It is important to remember that Core covers grades C to G and Extended covers grades A* to E. If a student is securely in the ‘middle’ of the range, only the Extended tier will offer the grades the student may be capable of achieving. Students are not able to achieve above a C for their syllabus grade if they are entered for the Core curriculum.
Study Habits

The following pages are intended to give you some ideas and assistance in the organization of your time and ways that can best prepare yourself for a successful completion of the IGCSE Programme.

Regular Work - It is important that students revise concepts by re-reading class notes and summarizing important points and aspects throughout the year. Students are requested to complete the study and homework on the same day.

Scheduling - “I’ll do it tomorrow”, “It doesn’t matter if I don’t work tonight”, “I’ll do it later” are phrases that may lead to a backlog as far as assignments are concerned. It is important to keep up-to-date with your work so: DON’T PUT OFF FOR TOMORROW WHAT YOU CAN DO NOW!! Time needs to be scheduled sensibly, especially during the weekends. It is expected that you will use your diary to schedule homework/assignments and plan your time accordingly so that you will give yourself enough time for research, drafting and the production of a final copy. Be sure to enter all activities (including social) in your dairy to avoid any conflicts. You should not be in a position where you are completing assignments in a rushed manner the night before submission.

Academic Honesty

It is expected that work submitted by a candidate for assessment will clearly acknowledge all ideas and words of other persons. Malpractice is defined as ‘behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components’. Malpractice includes the following:

Plagiarism - defined as the representation of ideas or works of another person as the candidate’s own.

Collusion - defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.

Duplication of work - defined as the presentation of the same work for different assessment components and / or diploma requirements. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate e.g. falsifying a record, misconduct in an exam room.

It is most important that all students complete all assessment tasks in accordance with these principles.
**Work Practices – ‘Some secrets to your successes**

Be an active learner - listen carefully to all instructions/discussions.
- Ask questions if you don’t understand something.

**Study techniques**

- each subject requires the development of specific skills that are gained through different approaches.
- it is important to gain an understanding of each new concept as it is taught. The learning of a subject is often/usually progressive so the understanding of future subject matter is often dependent on student’s grasp of previous concepts.
- prioritize the completion of homework based on due dates and the time available.
- a short break will often refresh you and help in the completion of tasks.

**Revision**

- It is important to summarize/ simplify notes in relation to the subject syllabus. When revisiting these notes, a more in depth coverage of points can be found in your ‘original’ class and study notes.
- Diagrams, concept maps and flow charts often provide a simpler method of understanding/remembering.
- Develop a ‘revision schedule’, that is, plan how you will gradually revise ALL your subjects.

**Reports** - The midterm test reports as well as the comprehensive reports provide a good indication of your progress with suggestions and strategies for how long you can improve. Comments will be made in relation to the variety of assessment methods used in each subject including; test and exam results, written responses, oral presentations, practical work etc. Information outlined in the report should NOT be new to you as you are expected to be communicating effectively with your teachers regularly.

**Examinations** - Comprehensive examinations take place at the end of two terms of each year. These exams provide excellent practice in answering questions that follow a similar format to the final IGCSE exams.

**School assessment outline**

**Grade-9**

<table>
<thead>
<tr>
<th>Term - 1</th>
<th>September 2019</th>
<th>December 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm test</td>
<td></td>
<td>End of Term Examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term - 2</th>
<th>February 2020</th>
<th>April 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm test</td>
<td></td>
<td>End of Year Examination</td>
</tr>
</tbody>
</table>
Example of a Student Timeline
During the two years, students are required to complete a range of activities both academic and extra-curricular. The final examinations are held in the second year in May/June and it is important that the requirements are competed before this date to give students time for subject revision and examination preparation. You will find all the assessment deadlines in your assessment calendar which you need to adhere to.

Students’ Issues
The IGCSE is a rigorous programme that places students under different stresses throughout the two years. If you are having difficulties it is important to talk to somebody who may provide appropriate strategies to overcome the difficulties. Staff members who can provide assistance include:

- Class Teacher and subject teachers
- Resident Parent
- Student counselor
- IGCSE Coordinator

TALK to them. Discuss your situation. A solution/strategy can usually be found through appropriate COMMUNICATION.

CONTACT DETAILS
Mr. Dayakar Reddy
IGCSE Coordinator
reddy@cathedral-lonavala.org
9923756982
IN THE CLASSROOM

Pupils are expected to observe the following practices:

1. Students must be ready with their books, notebooks and other study material required for the class before the teacher walks in.
2. Students must stand up and greet the teacher when she/he enters the classroom.
3. Students are expected to maintain the decorum and not disturb the neighbouring classes.
4. While the lesson is on the student must avoid going out on any pretext.
5. Before entering the class, the students must ask permission from the teacher.
6. Students are advised to go to the toilet or drink water during the recess time.
7. Students must refer to their homework assignment register during the prep time to complete their work.
8. Cleanliness, tidiness and beautification of the classrooms are the responsibilities of the student under the guidance of their class teachers.
9. The bulletin boards, with guidance from the class teacher should at all times, be attractively done up with informative, relevant and topical displays and exhibits.
10. Students must take care of the classroom furniture (chairs and tables, cupboard, white boards, projectors etc).
   Each class is responsible and will be charged if any damage is caused to the same.
11. In case of any issue/Crisis a student has to report it to the class teacher at first. If needed, the class teacher would further reported to the coordinator.
Where marks are lost in the examinations (Applicable to all subjects)?

Careless errors:

Marks are wasted by candidates making careless errors. Such errors include:
1. The transposition of figures eg. $4650 written as $4560
2. The use of inappropriate symbols e.g. $40 instead of 40%
3. Adding a figure when it should be deducted and vice versa e.g adding sales return to the sales.
4. Failing to label figures where appropriate. E.g. Cost of production not labelled in a manufacturing account, Graphs, Diagrams.

Lack of attention to detail:

Marks are lost by candidates failing to pay attention to details in the preparation of accounts. Such errors include:
1. The omission of dates in ledger accounts and books of prime entry
2. Using inappropriate abbreviations e.g. “B” or “BBD” for “Balance”
3. Providing an incomplete answer e.g. putting ‘35’ for the collection period for trade receivables instead of “35 days”
4. Not presenting accounting statements correctly e.g. failing to display a balance sheet correctly with the assets and liabilities sub-dividend with suitable headings and sub-totals.

Leaving the examiner to select the correct answer

This is commonly referred to as “hedging”. This includes-
1. In theory questions where two items are required giving a list of items (Some correct and some incorrect)
2. Giving several words in the detail column of a ledger account rather than just the name of the account where the double entry appears e.g. “balance/goods/sales/purchases” instead of “sales”.
3. Entering the same item on both sides of a ledger account
4. Entering the same item twice within a set of financial statements e.g. recording a partner’s salary in the income statement as well as the appropriation account.

The examiner will not select the correct answer so the candidate will lose the mark (so for that particular item.)
Failing to show calculations

Even where calculations are not specifically asked for candidates are advised to show their workings. Where the final answer is incorrect, say for the calculation of a ratio, some marks may be earned for that part of the working which is correct.

Repetition

Marks are lost in theory questions when the candidate makes the same point twice than asked to list a number of points. For example, in an answer on how to reduce the risk of bad debts saying “sell more goods on cash rather than on credit” and “reduce credit sales and increase cash sales” is really the same thing and will count as one point not two.

Not answering the question being asked

Candidates may make a factually correct statement in response to a theory question, but will not earn any marks if that statement is not the answer to the question being asked marks will also not be awarded if candidates simply state the obvious. For example, the statement “the receipts and payments account shows receipts and payments” will/not gain any marks.

Mistakes made by Our students in the examination

1) Students forgot to write question number. (it makes examiner uncomfortable/toughtime to find out the question number so due that he/she may mark very low. Make the examiner comfortable to get good marks. don’t expect any favour from him/her.
2) Students are not using business terminology in the exam. Just explaining it. Eg: Write the cause of depreciation. Ans) a) wear and tear b) obsolete
3) Use only black pen - answer scripts will be scanned and upload it for online correction.
4) Try to write eligible in the answer script. It will help you to get good marks.
5) 1. a. i) ii) 1.a. i) ii)
(Wrong Method) (Right Method)
6) Avoid two lines gap/ Blank above the sheets.
7) Students are not writing X axis & Y axis in the graphs.
8) Show the calculation & workings. Don’t write direct answer. eg. 50 %, 800 Units, Rs. 50.
9) Any point repeated more than ones will not be awarded twice. Mark will be awarded for only one point.
10) While writing the answers students are forgot to write symbols like $, %, Units & Rs. You may lose one mark.

Eg) $ 30000/ $ 50= 600 ($ 600)
Wrong Right
Method Method

11) All the diagrams/Graph are expected to draw in pencil not with pen.
12) Current Ratio = 0.625:1 / (5/8) OR GP Ratio = 263.8 % / 263.76 %
Right Wrong Wrong Right
Method Method Method Method

13) Don’t waste time for explaining 2 Marks question for ½ page. You will lose time for long Answers.
14) For 2 marks question expected definition or meaning with example or Objectives or merits
15) If you cancel any question write below please refer to the page no. for 4c Answer.
   (Script will be scanned and upload in online for correction. If you forget to mention the place where you wrote your answer, person who is scanning the script may miss it in the scanning)
16) Some of the students haven’t understood the question properly but start writing the answer.
17) Whenever you write the answer for case study, try to link answer with case and use the company name and persons.
18) If you have choice of leave one question. Then decide to leave question which has more problems. If one subdivision is wrong all the following questions answers will go wrong.
19) Avoid short forms of word.
20) Try to show formula and substitute the value. Suppose if the answer went wrong at least you may get mark for the formula. If it is mentioned in the Mark scheme.
21) Not mentioning the value clearly.

\[ \# 50\% \ 5\% \]

Write Clearly
22) When there is no negative marking in MCQ. Try to attempt all questions. Don’t leave unknown question blank.

23) Avoid wasting time in unknown question. First write all known questions, then spend time of unknown question.

24) How much if you make the examiner comfortable that much you can get good marks.

25) Over all first impression is the best impression. Begin with well know question. Avoid cancelling the lines or striking the answer in first page.

**Forecast Grade:**

If a teacher gave A Grade but student got B or C – answer script will be rechecked and vice versa.

It is allowed to use additional/ supplementary sheet. It can be attached along with answer script in the board. Even though lines are given in the answer script to write the answers, If a student find that the answer is wrong he/she will cancel the first answer and start writing the next answer. But if the first answer is correct but second answer is wrong he will lose mark if he/she cancels first answer. Instead the student don’t need to cancel any answer and may leave it. The examiner will decide which one is right and award marks. The Cambridge set exam question papers 18 Months in advance.

**Subject command terms:**

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Application</th>
<th>Analyse/Skill</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Prepare</td>
<td>Explain</td>
<td>Advise</td>
</tr>
<tr>
<td>Identify</td>
<td>Calculate</td>
<td>Discuss</td>
<td>Suggest</td>
</tr>
<tr>
<td>Define</td>
<td>Outline</td>
<td>Advise</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Assess</td>
<td>Compare</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td></td>
<td>Comment</td>
<td></td>
</tr>
</tbody>
</table>

Q. Mention any two advantages of sole trader. (2)
   Ans) √ He/She don’t have to share profit.
   X It is a limited company
   X It is a partnership business.
   √ He can decide his working hours and holidays.
   (If you write more point examiner will select the correct point give him full mark and remain point will be cancel. Don’t be strict with 2 points, you can write more points if you have any doubt in our answer correct or wrong)
First Language English(0500)-
Syllabus overview

Aims
The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:
- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Content overview
Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations.

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

Assessment overview
All candidates take two papers. Paper 1, and one of Paper 2 or Component 3. Component 4 is optional and assesses speaking and listening skills. This component is separately endorsed and marks will not contribute to a candidate’s overall grade.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>All candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Reading</td>
<td>Directed Writing and composition</td>
</tr>
<tr>
<td>80 marks</td>
<td>80 marks</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>structured and extended writing questions</td>
<td>extended writing question and a composition</td>
</tr>
<tr>
<td>Questions will be based on three reading texts</td>
<td>task</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>Externally assessed</td>
</tr>
</tbody>
</table>
Centres may also choose to enter candidates for the Speaking and Listening Test. Marks for this optional component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

or:

Component 3
Coursework Portfolio 80 marks
Three extended writing assignments
Internally assessed and externally moderated

or:

Component 4
Speaking and Listening Test
40 marks
Approx 10-20 minutes
Separately endorsed

Individual Talk and Conversation
Internally assessed and externally moderated
Aims:

The aims describe the purposes of a course based on this syllabus. The aims are to:

• develop learners’ ability to use English effectively for the purpose of practical communication
• form a solid foundation for the skills required for further study or using employment English as the medium
• develop learners’ awareness of the nature of language and language-learning skills
• promote learners’ personal development

Content overview:

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

Assessment overview:

Syllabus code 0510 (Speaking Endorsement)
All candidates take three components.
Candidates who have studied the Core syllabus content should be entered for
Paper 1, Paper 3 and Component 5. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content should be entered for Paper 2, Paper 4 and Component 5. These candidates will be eligible for grades A* to E

<table>
<thead>
<tr>
<th>Core candidates take:</th>
<th>Extended candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>Directed Writing and composition</td>
</tr>
<tr>
<td>60 marks</td>
<td>80 marks</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Six exercises testing a range of reading and writing skills
Assessing grades C–G
Externally assessed

<table>
<thead>
<tr>
<th>and Core candidates take:</th>
<th>and Extended candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3</td>
<td>Paper 4</td>
</tr>
<tr>
<td>Listening</td>
<td>Listening</td>
</tr>
<tr>
<td>30 marks</td>
<td>40 marks</td>
</tr>
<tr>
<td>Approximately 40 minutes</td>
<td>Approximately 50 minutes</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note-making.
Assessing grades C–G
Externally assessed

<table>
<thead>
<tr>
<th>Speaking Endorsement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In syllabus 0510, marks for the Speaking component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of candidates, with grades 1 (high) to 5 (low) for speaking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>and all Core and Extended candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 5</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>30 marks</td>
</tr>
<tr>
<td>Approximately 10-15 minutes</td>
</tr>
<tr>
<td>Separately endorsed</td>
</tr>
</tbody>
</table>

Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.
Internally assessed/externally moderated
Aims:

The syllabus aims summarise the context in which you should view the syllabus content and describe the purpose of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature’s contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content overview:

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners’ better understanding of themselves and of the world around them.
Assessment overview

All candidates take Paper 1 Poetry and Prose, and EITHER Paper 2 Drama, OR Paper 3 Drama (Open Text) and Paper 4 Unseen, OR Paper 3 Drama (Open Text) and Component 5 Coursework.

<table>
<thead>
<tr>
<th>All candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
</tr>
<tr>
<td>Poetry and Prose</td>
</tr>
<tr>
<td>50 marks</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>Two questions on two texts: one poetry and one prose</td>
</tr>
<tr>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

and either:

<table>
<thead>
<tr>
<th>and either:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>50 marks</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>Two questions on two texts</td>
</tr>
<tr>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

or:

<table>
<thead>
<tr>
<th>or:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3</td>
</tr>
<tr>
<td>Drama (Open Text)</td>
</tr>
<tr>
<td>25 marks</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>One questions on two text</td>
</tr>
<tr>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

and:

<table>
<thead>
<tr>
<th>and :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 4</td>
</tr>
<tr>
<td>Unseen</td>
</tr>
<tr>
<td>25 marks</td>
</tr>
<tr>
<td>1 hour 15 minutes</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>One question requiring critical commentary</td>
</tr>
<tr>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

or:

<table>
<thead>
<tr>
<th>or:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3</td>
</tr>
<tr>
<td>Drama (Open Text)</td>
</tr>
<tr>
<td>25 marks</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>One questions on two text</td>
</tr>
<tr>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

and:

<table>
<thead>
<tr>
<th>and :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 5</td>
</tr>
<tr>
<td>Coursework</td>
</tr>
<tr>
<td>25 marks</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>Portfolio of two assignments, each on a different text</td>
</tr>
<tr>
<td>Internally assessed and externally moderated</td>
</tr>
</tbody>
</table>
Aims:

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to:

- develop the ability to use Hindi effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Hindi as the medium
- develop an awareness of the nature of language and language-learning skills
- encourage learners’ use of the expanding body of new vocabulary in Hindi
- promote learners’ personal development.

Content overview:

Cambridge IGCSE Hindi as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

Learners will be encouraged to respond effectively to a variety of stimuli. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Hindi in a range of contexts.

Assessment overview

All candidates take two components.
Assessment overview

All candidates take two components. Centres can choose to enter candidates for an optional third component: Component 3 Speaking. Component 3 is internally marked and externally moderated. Marks for Component 3 do not contribute to the overall qualification grade; this component is separately endorsed. Where candidates perform to an appropriate standard, certificates record separately a grade from 1 (high) to 5 (low) for Speaking.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>Approx. 35–45 minutes</td>
</tr>
<tr>
<td>60 marks</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td></td>
<td>33%</td>
</tr>
</tbody>
</table>

Written examination consisting of six exercises that test a range of reading and writing skills. Types of task include: short answer questions, multiple matching, note-making, summary writing, functional writing and extended writing.

Externally assessed

and candidates can choose to take:

<table>
<thead>
<tr>
<th>Component 3 Speaking</th>
<th>Approx 10-12 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 marks</td>
<td>Separately endorsed</td>
</tr>
</tbody>
</table>

The speaking test consists of three parts: candidates give a two- to three minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

Internally assessed/externally moderated
Aims:

The aims describe the purposes of a course based on this syllabus.

The aims are to:

• develop the language proficiency required to communicate effectively in French at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
• offer insights into the culture and society of countries where the language is spoken
• develop awareness of the nature of language and language learning
• encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
• provide enjoyment and intellectual stimulation
• develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
• form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Content overview:

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

• Everyday activities
• Personal and social life
• The world around us
• The world of work
• The international world.
**Assessment overview**

All candidates take four papers.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong> Listening 45 marks</td>
<td><strong>Paper 2</strong> Reading 45 marks</td>
</tr>
<tr>
<td>Approximately 45 minutes</td>
<td>1 hour</td>
</tr>
<tr>
<td>25%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Candidates listen to a number of recordings and answer questions testing comprehension
Externally assessed

<table>
<thead>
<tr>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 3</strong> Speaking 100 marks</td>
</tr>
<tr>
<td>Approximately 10 minutes</td>
</tr>
<tr>
<td>25%</td>
</tr>
</tbody>
</table>

Candidates complete two role plays, a topic presentation/conversation and a general conversation
Internally assessed/externally moderated

<table>
<thead>
<tr>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 4</strong> Writing 50 marks</td>
</tr>
<tr>
<td>1 hour</td>
</tr>
<tr>
<td>25%</td>
</tr>
</tbody>
</table>

Candidates respond in the target language to three tasks
Externally assessed
Aims:

The aims describe the purposes of a course based on this syllabus.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are to:

• provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
• enable learners to acquire sufficient knowledge and understanding to:
  – become confident citizens in a technological world and develop an informed interest in scientific matters
  – be suitably prepared for studies beyond Cambridge IGCSE
• allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
• develop skills that:
  – are relevant to the study and practice of biology
  – are useful in everyday life
  – encourage a systematic approach to problem solving
  – encourage efficient and safe practice
  – encourage effective communication through the language of science
• develop attitudes relevant to biology such as:
  – concern for accuracy and precision
  – objectivity
  – integrity
  – enquiry
  – initiative
  – inventiveness
• enable learners to appreciate that:
  – science is subject to social, economic, technological, ethical and cultural influences and limitations
the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Content overview

Candidates study the following topics:

1. Characteristics and classification of living organisms
2. Organisation of the organism
3. Movement in and out of cells
4. Biological molecules
5. Enzymes
6. Plant nutrition
7. Human nutrition
8. Transport in plants
9. Transport in animals
10. Diseases and immunity
11. Gas exchange in humans
12. Respiration
13. Excretion in humans
14. Coordination and response
15. Drugs
16. Reproduction
17. Inheritance
18. Variation and selection
19. Organisms and their environment
20. Biotechnology and genetic engineering
21. Human influences on ecosystems

Assessment overview

All candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.
Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

### Core candidates take:

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Approximately 45 minutes</th>
<th>Multiple Choice</th>
<th>40 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40 four-choice multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions will be based on the Core subject content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades C–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### and Core candidates take:

<table>
<thead>
<tr>
<th>Paper 3</th>
<th>1 hour 15 minutes</th>
<th>Theory</th>
<th>80 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short-answer and structured questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions will be based on the Core subject content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades C–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### All candidates take either:

<table>
<thead>
<tr>
<th>Paper 5</th>
<th>1 hour 15 minutes</th>
<th>Practical Test</th>
<th>40 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questions will be based on the experimental skills in Section 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades A*–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Extended candidates take:

<table>
<thead>
<tr>
<th>Paper 2</th>
<th>45 minutes</th>
<th>Multiple Choice</th>
<th>40 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40 four-choice multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions will be based on the Extended subject content (Core and Supplement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades A*–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### and Extended candidates take:

<table>
<thead>
<tr>
<th>Paper 4</th>
<th>1 hour 15 minutes</th>
<th>Theory</th>
<th>80 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short-answer and structured questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions will be based on the Extended subject content (Core and Supplement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades A*–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### or:

<table>
<thead>
<tr>
<th>Paper 6</th>
<th>1 hour</th>
<th>Alternative to Practical</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questions will be based on the experimental skills in Section 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing grades A*–G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Aims:

The aims describe the purposes of a course based on this syllabus.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are to:

• provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
• enable learners to acquire sufficient knowledge and understanding to:
  – become confident citizens in a technological world and develop an informed interest in scientific matters
  – be suitably prepared for studies beyond Cambridge IGCSE
• allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
• develop skills that:
  – are relevant to the study and practice of biology
  – are useful in everyday life
  – encourage a systematic approach to problem solving
  – encourage efficient and safe practice
  – encourage effective communication through the language of science
• develop attitudes relevant to biology such as:
  – concern for accuracy and precision
  – objectivity
  – integrity
  – enquiry
  – initiative
  – inventiveness
• enable learners to appreciate that:
  – science is subject to social, economic, technological, ethical and cultural influences and limitations
– the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Content overview

Candidates study the following topics:

1 General physics
2 Thermal physics
3 Properties of waves, including light and sound
4 Electricity and magnetism
5 Atomic physics

Assessment overview

All candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

<table>
<thead>
<tr>
<th>Core candidates take:</th>
<th>Extended candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Approximately 45 minutes</td>
<td>Paper 2 45 minutes</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>Multiple Choice</td>
</tr>
<tr>
<td>40 marks</td>
<td>40 marks</td>
</tr>
<tr>
<td>40 four-choice multiple-choice questions</td>
<td>40 four-choice multiple-choice questions</td>
</tr>
<tr>
<td>Questions will be based on the Core subject</td>
<td>Questions will be based on the Extended</td>
</tr>
<tr>
<td>content</td>
<td>subject content (Core and Supplement)</td>
</tr>
<tr>
<td>Assessing grades C–G</td>
<td>Assessing grades A*–G</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>Externally assessed</td>
</tr>
<tr>
<td>and Core candidates take:</td>
<td>and Extended candidates take:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| Paper 3  
Theory  
80 marks | Paper 4  
Theory  
80 marks |
| 1 hour 15 minutes  
50% | 1 hour 15 minutes  
50% |
| Short-answer and structured questions  
Questions will be based on the Core subject content  
Assessing grades C–G  
Externally assessed | Short-answer and structured questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A*–G  
Externally assessed |
| or: | or: |
| Paper 5  
Practical Test  
40 marks | Paper 6  
Alternative to Practical  
40 marks |
| 1 hour 15 minutes  
20% | 1 hour  
20% |
| Questions will be based on the experimental skills in Section 4  
Assessing grades A*–G  
Externally assessed | Questions will be based on the experimental skills in Section 4  
Assessing grades A*–G  
Externally assessed |
The aims describe the purposes of a course based on this syllabus.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

The aims are to:

- provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters
  - be suitably prepared for studies beyond Cambridge IGCSE
- allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
- develop skills that:
  - are relevant to the study and practice of biology
  - are useful in everyday life
  - encourage a systematic approach to problem solving
  - encourage efficient and safe practice
  - encourage effective communication through the language of science
- develop attitudes relevant to biology such as:
  - concern for accuracy and precision
  - objectivity
  - integrity
  - enquiry
  - initiative
  - inventiveness
- enable learners to appreciate that:
  - science is subject to social, economic, technological, ethical and cultural influences and limitations
the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

**Content overview**

Candidates study the following topics:

1. The particulate nature of matter
2. Experimental techniques
3. Atoms, elements and compounds
4. Stoichiometry
5. Electricity and chemistry
6. Chemical energetics
7. Chemical reactions
8. Acids, bases and salts
9. The Periodic Table
10. Metals
11. Air and water
12. Sulfur
13. Carbonates
14. Organic chemistry

**Assessment overview**

All candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.
Core candidates take:

Paper 1  
Multiple Choice  
40 marks

40 four-choice multiple-choice questions
Questions will be based on the Core subject content
Assessing grades C–G
Externally assessed

Approximately 45 minutes
25%

and Core candidates take:

Paper 3  
Theory  
80 marks

Short-answer and structured questions
Questions will be based on the Core subject content
Assessing grades C–G
Externally assessed

1 hour 15 minutes
50%

All candidates take either:

Paper 5  
Practical Test  
40 marks

Questions will be based on the experimental skills in Section 4
Assessing grades A*–G
Externally assessed

1 hour 15 minutes
20%

Extended candidates take:

Paper 2  
Multiple Choice  
40 marks

40 four-choice multiple-choice questions
Questions will be based on the Extended subject content (Core and Supplement)
Assessing grades A*–G
Externally assessed

45 minutes
30%

and Extended candidates take:

Paper 4  
Theory  
80 marks

Short-answer and structured questions
Questions will be based on the Extended subject content (Core and Supplement)
Assessing grades A*–G
Externally assessed

1 hour 15 minutes
50%

or:

Paper 6  
Alternative to Practical  
40 marks

Questions will be based on the experimental skills in Section 4
Assessing grades A*–G
Externally assessed

1 hour
20%
Mathematics(0580)-Syllabus overview

Aims:

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics
- develop a feel for number and understand the significance of the results obtained
- apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners’ own lives and the world around them
- analyse and solve problems, present the solutions clearly, and check and interpret the results
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors, select an appropriate mathematical method to solve the problem, and evaluate the method used
- use mathematics as a means of communication with emphasis on the use of clear expression and structured argument
- develop an ability to apply mathematics in other subjects, particularly science and technology
- develop the ability to reason logically, make deductions and inferences, and draw conclusions
- appreciate patterns and relationships in mathematics and make generalisations
- appreciate the interdependence of different areas of mathematics
- acquire a foundation for further study of mathematics or for other disciplines.
**Content overview**

Candidates study the following topics:

<table>
<thead>
<tr>
<th>Number</th>
<th>Algebra</th>
<th>Shape and space</th>
<th>Probability and statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Algebra and graphs</td>
<td>Geometry</td>
<td>Probability</td>
</tr>
<tr>
<td>Coordinate geometry</td>
<td>Mensuration</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trigonometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vectors and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>transformations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The course is tiered to enable effective differentiation for learners. The Core content is intended for learners targeting grades G–C, and the Extended content is intended for learners targeting grades D–A*. All of the Core content is in the Extended content.

The subject content is organised by topic: number, algebra, shape and space, and probability and statistics. The content is not presented in a teaching order.

This content structure and the use of tiering allows flexibility for teachers to plan delivery appropriately for their learners.

Learners should be able to both use techniques listed in the content and apply them to solve problems.

Calculators are allowed throughout the assessment. Learners should know when and how to use their calculator, how to check their answers and how to apply rounding appropriately when solving a problem.

Learners should be able to show their working and be able to communicate mathematically, using appropriate notation and structure to communicate their reasoning within a problem.

<table>
<thead>
<tr>
<th>Components</th>
<th>Number %</th>
<th>Algebra %</th>
<th>Shape and space %</th>
<th>Probability and statistics %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (Papers 1 and 3)</td>
<td>30-35</td>
<td>20-25</td>
<td>30-35</td>
<td>10-15</td>
</tr>
<tr>
<td>Extended (Papers 2 and 4)</td>
<td>15-20</td>
<td>35-40</td>
<td>30-35</td>
<td>10-15</td>
</tr>
</tbody>
</table>
Assessment overview

All candidates take two papers.

Candidates who have studied the Core syllabus content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E

<table>
<thead>
<tr>
<th>Core candidates take:</th>
<th>Extended candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>56 marks</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>1 hour</td>
<td>35%</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td>Short-answer questions</td>
</tr>
<tr>
<td>Questions will be based on the Core curriculum</td>
<td>Questions will be based on the Extended</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>curriculum</td>
</tr>
<tr>
<td></td>
<td>Externally assessed</td>
</tr>
<tr>
<td><strong>and:</strong></td>
<td><strong>and:</strong></td>
</tr>
<tr>
<td><strong>Paper 3</strong></td>
<td><strong>Paper 4 (Extended)</strong></td>
</tr>
<tr>
<td>104 marks</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>2 hours</td>
<td>35%</td>
</tr>
<tr>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Structured questions</td>
<td>Structured questions</td>
</tr>
<tr>
<td>Questions will be based on the Core curriculum</td>
<td>Questions will be based on the Extended</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>curriculum</td>
</tr>
<tr>
<td></td>
<td>Externally</td>
</tr>
</tbody>
</table>
Aims:

The aims describe the purposes of a course based on this syllabus.

The aims are to:

• stimulate an interest in and enthusiasm for learning about the past
• promote the acquisition of knowledge and understanding of individuals, people and societies in the past
• ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
• promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
• provide a sound basis for further study and the pursuit of personal interest
• encourage international understanding
• encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Content overview

All candidates study all the Core Content in either:

Option A
The nineteenth century: the development of modern nation states, 1848–1914
The content focuses on the following Key Questions:
• Were the Revolutions of 1848 important?
• How was Italy unifed?
• How was Germany unifed?
• Why was there a civil war in the United States and what were its results?
• Why, and with what effects, did Europeans expand their overseas empires in the nineteenth century?
• What caused the First World War?
Option B
The twentieth century: international relations since 1919
The content focuses on the following Key Questions:
• Were the peace treaties of 1919–23 fair?
• To what extent was the League of Nations a success?
• Why had international peace collapsed by 1939?
• Who was to blame for the Cold War?
• How effectively did the United States contain the spread of Communism?
• How secure was the USSR’s control over Eastern Europe, 1948–c.1989?
• Why did events in the Gulf matter, c.1970–2000?

In addition, all candidates must also study at least one of the following Depth Studies:
• The First World War, 1914–18
• Germany, 1918–45
• Russia, 1905–41
• The United States, 1919–41
• China, c.1930–c.1990
• South Africa, c.1940–c.1994
• Israelis and Palestinians since 1945

Assessment overview

All candidates take three components. All candidates take Paper 1 and Paper 2, and choose either Component 3 or Paper 4.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Written paper</td>
<td>Written paper</td>
</tr>
<tr>
<td>60 marks</td>
<td>70 marks</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>40%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Studies)
All questions are in the form of structured essays, split into three parts: (a), (b) and (c)
Externally assessed

Candidates answer six questions on one prescribed topic taken from the Core Content.
There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session – see Section 4
Externally assessed
### All candidates take either:

<table>
<thead>
<tr>
<th>Component 3</th>
<th>27%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40 marks</td>
</tr>
</tbody>
</table>

Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre. Internally assessed/externally moderated.

### or:

<table>
<thead>
<tr>
<th>Paper 4</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative to Coursework – Written paper</td>
<td>27%</td>
</tr>
<tr>
<td>40 marks</td>
<td></td>
</tr>
</tbody>
</table>

Candidates answer one question on a Depth Study. Externally assessed.
The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Content overview

The syllabus is divided into three themes:
Theme 1: Population and settlement
Theme 2: The natural environment
Theme 3: Economic development.

The themes are designed to develop an understanding of natural and human environments.
Assessment overview

All candidates take three papers. All candidates take Paper 1 and Paper 2, and either Component 3 or Paper 4.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td>Geographical Themes</td>
<td>75 marks, weighted to 100 marks</td>
</tr>
<tr>
<td>Candidates answer three questions, each</td>
<td>Candidates must answer one question from each section</td>
</tr>
<tr>
<td>worth 25 marks.</td>
<td>Externally assessed</td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>Geographical Skills</td>
<td>60 marks</td>
</tr>
<tr>
<td>Candidates answer all the questions</td>
<td>Externally assessed</td>
</tr>
<tr>
<td><strong>Component 3</strong></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>27.5%</td>
</tr>
<tr>
<td>60 marks</td>
<td></td>
</tr>
<tr>
<td>Teachers set one centre-based assignment</td>
<td></td>
</tr>
<tr>
<td>of up to 2000 words</td>
<td></td>
</tr>
<tr>
<td>Centre-based assessment*</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 4</strong></td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>Alternative to Coursework</td>
<td>27.5%</td>
</tr>
<tr>
<td>60 marks</td>
<td></td>
</tr>
<tr>
<td>Candidates answer two compulsory questions,</td>
<td></td>
</tr>
<tr>
<td>completing a series of written tasks</td>
<td></td>
</tr>
<tr>
<td>Externally assessed</td>
<td></td>
</tr>
</tbody>
</table>
**Content:**

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the context of business activities
- acquire a foundation for further study of business or other subjects.

**Content overview**

1 Understanding business activity

This section introduces the underlying ideas and concepts of business and includes the purpose and nature of business activity and how businesses can be classified. Enterprise and entrepreneurs, and why some businesses grow while others remain small are further important issues. How business
size can be measured, types of business organisation, business objectives and stakeholder objectives are the concluding topics. size can be measured, types of business organisation, business objectives and stakeholder objectives are the concluding topics.

2 People in business
The focus is the functional area of human resources and includes the importance and methods of motivating a workforce. How businesses are organised and managed and the methods of recruitment, selection and training of employees are also considered. Finally, the section covers the importance and methods of effective internal and external communication.

3 Marketing
This section includes the role of marketing, the distinctions between niche and mass markets and the techniques of market segmentation. The methods and importance of market research are covered. The central role of the marketing mix, i.e. the four Ps, is made clear. Marketing strategies to influence consumer decisions at home and in new foreign markets are the final topics in this section.

4 Operations management
The focus is the functional area of production and includes the meaning and methods of production and how productivity can be increased. The different costs of production and break-even analysis are covered. The section concludes with the importance and methods of achieving quality in the production process and location decisions of businesses.

5 Financial information and decisions
This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.

6 External influences on business activity
This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy
including globalisation and its effects on businesses and governments, multinational businesses and exchange rates are important issues. Legal constraints are an external influence to be considered but these influences are covered in the relevant functional areas above, as well as in this last section.

**Assessment overview**

All candidates take two papers.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td>1 hour 30 min</td>
</tr>
<tr>
<td>Short Answer and Data Response</td>
<td>Case Study</td>
</tr>
<tr>
<td>80 marks</td>
<td>80 marks</td>
</tr>
</tbody>
</table>

Four questions requiring a mixture of short answers and structured data responses
Candidates answer all questions
Externally assessed

Four questions based on a case study, provided as an insert with the paper
Candidates answer all questions
Externally assessed
Content:

The aims describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to enable students to:

• know and understand economic terminology, concepts and theories
• use basic economic numeracy and interpret economic data
• use the tools of economic analysis
• express economic ideas logically and clearly in a written form
• apply economic understanding to current economic issues.

Content overview

1 The basic economic problem
   The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

2 The allocation of resources
   The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

3 Microeconomic decision makers
   The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.
4 Government and the macroeconomy
Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

5 Economic development
As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

6 International trade and globalisation
The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

Assessment overview
All candidates take two components, Paper 1 and Paper 2.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>2 hours 15 minutes</td>
</tr>
<tr>
<td>30 marks</td>
<td>90 marks</td>
</tr>
<tr>
<td>Candidates answer all 30 questions</td>
<td>Candidates answer one compulsory question and three questions from a choice of four.</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

45 minutes 40% 30%
Aims:

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop:
- knowledge of ICT including new and emerging technologies
- autonomous and discerning use of ICT
- skills to enhance work produced in a range of contexts
- skills to analyse, design, implement, test and evaluate ICT systems
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Content Overview:

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Networks and the effects of using them
5. The effects of using IT
6. ICT applications
7. The systems life cycle
8. Safety and security
9. Audience
10. Communication
11. File management
12. Images
13. Layout
Assessment overview

All candidates take three papers

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>Theory</td>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>100 marks</td>
<td>Document Production, Data</td>
</tr>
<tr>
<td></td>
<td>Manipulation and Presentations</td>
</tr>
<tr>
<td><strong>Questions will be based on sections</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>1–21 of the subject content</td>
<td><strong>80 marks</strong></td>
</tr>
<tr>
<td><strong>All questions are compulsory</strong></td>
<td>This test assesses the practical skills needed to</td>
</tr>
<tr>
<td></td>
<td>use the applications covered in sections 17, 18 and</td>
</tr>
<tr>
<td></td>
<td>19 of the subject content</td>
</tr>
<tr>
<td></td>
<td><strong>Candidates must demonstrate the practical</strong></td>
</tr>
<tr>
<td></td>
<td><strong>skills relevant to sections 11–16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All tasks are compulsory</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Externally assessed</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All candidates take:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 3</strong></td>
</tr>
<tr>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>Data Analysis and Website Authoring</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>80 marks</td>
</tr>
<tr>
<td><strong>This test assesses the practical</strong></td>
</tr>
<tr>
<td><strong>skills needed to use the</strong></td>
</tr>
<tr>
<td><strong>applications covered in sections</strong></td>
</tr>
<tr>
<td><strong>20 and 21 of the subject content</strong></td>
</tr>
<tr>
<td><strong>Candidates must demonstrate the</strong></td>
</tr>
<tr>
<td><strong>practical</strong></td>
</tr>
<tr>
<td><strong>skills relevant to sections</strong></td>
</tr>
<tr>
<td><strong>11–16</strong></td>
</tr>
<tr>
<td><strong>All tasks are compulsory</strong></td>
</tr>
<tr>
<td><strong>Externally assessed</strong></td>
</tr>
</tbody>
</table>
Aims:

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Content Overview:

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and schools can play to their strengths in terms of staff expertise and interests.
The broad areas of study are:
• painting and related media
• print making
• three-dimensional design
• photography, digital and lens-based media
• graphic communication
• textiles and fashion.
Candidates can respond to either component using any of the media above.

Assessment overview
All candidates take two components.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>Component 2</td>
</tr>
<tr>
<td>Coursework</td>
<td>Externally Set Assignment</td>
</tr>
<tr>
<td>100 marks</td>
<td>8 hours</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework:
– a portfolio and
– a final outcome.
Externally assessed

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment:
– supporting studies and
– a final outcome, produced during a supervised test of 8 hours’ total duration.
Externally assessed
"A new school that teaches you how to belong to the old school"