



the **Montessori**
School of Mallorca

Parents' Guide to **IGCSEs**

Update November 2023

Dear families,

Welcome to The Montessori School of Mallorca guide to making the right choice of International GCSE subjects.



Our oldest students in Secondary, aged between 13 and 14, start with what the English national curriculum calls **Key Stage 4**. For two years, they will prepare for the **International General Certificate of Secondary Education** (IGCSE).

While there are several subjects which are **obligatory** for IGCSE, there are others which are optional thus giving the pupils an element of **choice** in their study programme. This is a marked change from what they have received educationally up to this point.

This booklet aims to **inform both parents and pupils about the study choices** available at our school under our International GCSE programme.



**Montse Povill
Pacheco**
Director



Lucy-Ann Carver
Deputy Director



**Cambridge Assessment
International Education**

**C Cambridge
International GCSE**

Cambridge International GCSE

Our school offers an **International General Certificate of Secondary Education** (IGCSE) by Cambridge Assessment International Education.

The Cambridge IGCSE is an English language based examination and is recognized as being equivalent to the GCSE. It was developed by University of Cambridge International Examinations.



UNIVERSITY OF CAMBRIDGE

The certificate is part of the **University of Cambridge**, with a 150-year history of providing international examinations.



TRULY INTERNATIONAL

Offering an international GCSE to our students allows us to continue with The Montessori School of Mallorca's open and strongly **international orientation**. It fits well with our flagship programme throughout Primary and Secondary education, the **Montessori Model United Nations** (MMUN).



A TRIED AND TESTED EDUCATION

Nearly a million students in over 10,000 Cambridge schools in 160 countries offer this certificate. A Cambridge education prepares students for life, helping them develop an informed curiosity and a lasting passion for learning.

“Cambridge IGCSE®
has widened my
horizons and enhanced
my thinking”

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It builds skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for further study.


Learn more at
cambridgeinternational.org/igcse





Our subjects

The subjects we offer

| Core subjects | Option subjects | | |
|---|-----------------------|--|--------------------------|
| | Languages | Arts | Focus areas |
| Mathematics | Catalan | Art & Design | Business Studies |
| Sciences (double award) | German | Music | History |
| English Language (first or additional language) | Community languages** |  | Literature in English*** |
| Spanish Language | | | |
| Global Perspectives* | | | |

* a continuation of the Montessori Model United Nations programme run in Upper Primary 11 to Secondary Year 10

** a language which is spoken at home/there is support at home

*** in close consultation with the subject specific teacher and usually not recommended for Second Language English students

Catalan course is organised into specific projects which relate to the Catalan speaking regions of Spanish. The projects are used as vehicles to teach the key reading, writing, listening and speaking skills. The course is designed by our subject specific teacher; Llum Valles I Fitor and it follows the curriculum set out by the Spanish Government (*Conselleria*). There are no external examinations and therefore this subject is not connected to Cambridge International Assessment. There is no final examination but rather internal continuous assessments which are carried out by the aforementioned classroom teacher. The course includes elements of literature, culture and society. In order to achieve the Spanish ESO certificate, students must study Catalan. See the official curriculum guidance for more information: <https://intranet.caib.es/sites/lomloe/f/385627>

The school can facilitate IGCSE assessments in **community languages** which are spoken at home. For this the students need sound support at home and must recognize that there would be no timetabled lessons for the student in school. The Secondary Team would offer guidance with support material and would carry out all the paperwork to facilitate the externally marked exam.

We teach all of our core subjects, with the exception of Global Perspectives, at different levels and thus, different classes. The different levels available are:

| Core subjects | |
|-----------------------------------|--|
| Global Perspectives (0457) | <ul style="list-style-type: none"> consists of a written examination and individual report which are marked by Cambridge and a Team project which is internally assessed by classroom teacher |
| Mathematics (0980) | <ul style="list-style-type: none"> Core (eligible for grades 1-5) Extended (eligible for grades 3-9) <p><i>Please note that there are some changes being made to how Maths is being assessed between summer 2024 and Summer 2025. Essentially, by summer 2025 there will be a return to further non-calculator examinations.</i></p> |
| Sciences | <ul style="list-style-type: none"> Combined Science: worth one IGCSE (0653) Double Award Science: worth x2 IGCSEs (0973) |
| English Language | <ul style="list-style-type: none"> First Language English (0990) English as a Second Language (0991) English as an Additional Language (0772) |
| Spanish Language | <ul style="list-style-type: none"> First Language: native level (0502) As a foreign language: non-native level (7160) |

Option subjects

In addition to the core subjects, students can select some of the subjects from this list:

- Catalan** for native students who wish to attain the homologation of their ICSE to Spanish system. Internally assessed by classroom specialist teacher. Not done through Cambridge Assessment
- German First Language** (0505)
- German as a foreign language** (7159)
- Community languages**
- Art and Design** (0989)
- Music** (0978)
- Business Studies** (0986)
- History** (0977) with a focus on twentieth century international relations since 1919 and Germany: 1918-1945
- Literature in English** (0992) is available to students who are studying the First language English IGCSE or Secondary Language students who have an aptitude for literature. This is not available for English as an additional language students.

For the above option subjects, there is a minimum of 4 students taking the IGCSE for it to run.

Costs

Cambridge IGCSE fees.....102 Euro per subject (2024 prices)

A close-up portrait of a young man with dark, wavy hair, wearing round black-rimmed glasses and a white t-shirt. He is smiling broadly, showing his teeth. The background is a blurred outdoor setting with a dark structure on the left and a light-colored wall on the right.

Questions & Answers

Questions & Answers

How many IGCSEs should you take?

10 is the average number of GCSEs taken. How many you need will be dependent on what it is you are looking to do in your future. Studying a range of subjects at this stage will be useful so that your child has a wider variety of options for later study and career choices.

Which IGCSEs do you have to take?

In the Montessori School of Mallorca, there are five GCSEs that are compulsory: English language, Mathematics, Science (co-ordinated), Global Perspectives and Spanish.

Which IGCSEs should I choose?

We recognize that at this young age many students do not have their career paths set in stone, but they should be able to recognize what they enjoy studying! Through consultation with teachers and parents, students should gravitate towards subjects which they find engaging and can excel in.

How many IGCSEs do you need to get a job?

Most companies will expect students to have at least 5 GCSEs, graded 9 to 4, including Maths, Science and English. If you are looking for a job requiring good GCSEs, it's worth bearing in mind that the majority of other applicants will have around 10 good GCSEs.

How many IGCSEs do you need to enter the next stage in the British education system? (AS and A Level, *bachillerato* equivalent)

Most schools and colleges will expect you to have gained grades 9 to 4 in your GCSEs, including the subject you want to study at university. Requirements can vary from four passes to six passes, so you should check with your school or college. Most post-16 educational centres require GCSE passes in Maths and English Language regardless of whether you want to study Maths or English further.



How many IGCSEs do you need for university?

Universities primarily care about A-Level or IB performance, but top universities will also look at your IGCSE results. Bear in mind, quality over quantity, i.e., 10 GCSEs graded 9 to 4 will appear a wiser decision to universities than taking 13 GCSEs graded 6 to 3.

What if my friends don't do the same subject as me?

Friends can sometimes help make learning that little bit more digestible, and we all know the benefits of bouncing revision ideas from your classmates when it comes to it. However, we're sure your friends will still be there once you're out of class. If you learn to love a subject as much as you love your friends - this will really help you focus on your own personal development for the bright future ahead of you.

Which examination board will you be using?

An examination board is an organisation that is responsible for setting GCSE examinations, marking them and distributing results to students. Our school uses Cambridge Assessment International Education.

How will IGCSEs be graded?

Nearly all subjects at Cambridge International are graded 9-1 with the exception of some First Language exams: German, Italian and Spanish.

When should IGCSE revision start?

As GCSE courses are linear, it is important that students endeavor to work consistently throughout the two years. Certainly, students will go through periods of concentrated revision before external examinations and key assessments in class, however, there will also be periods of time in which students will be working on coursework through the two years. Guidance about revision and exam strategies will be taught by the teachers in the subject specific areas.

When can I choose English literature?

Students can still opt to do English Literature even if they are studying the Second Language English course. However, it can be very challenging for non-native speakers.

For languages, can I choose both native and non-native?

You cannot opt to do both exams (native and non-native) in any of the languages.



Core subjects



Global Perspectives

Global Perspectives – 0457

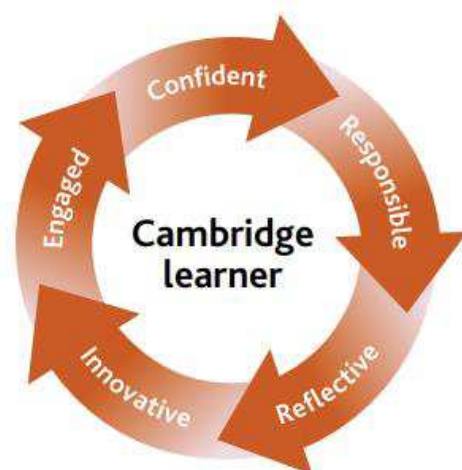
Cambridge IGCSE Global Perspectives encourages learners to think about and explore solutions to significant global issues.

The syllabus:

- develops learners' ability to consider significant global issues from different perspectives
- encourages learners to work collaboratively and individually and to apply their knowledge in different contexts
- develops transferable skills to complement learning in other curricular areas.

Aim

- become independent and confident about taking their place in a changing, information-rich and connected world
- develop an analytical and evaluative grasp of global issues and their causes and consequences, leading to the suggestion of possible evidence-based courses of action
- consider the concept of sustainability when analysing issues and proposing courses of action
- engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives
- work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning
- consider important issues from a variety of perspectives and reflect on the links between these
- critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.



Content

Cambridge IGCSE Global Perspectives is interdisciplinary in nature. The syllabus gives learners the opportunity to develop the skills they need to face global challenges in a connected and information-rich world and to think about how best to live in a sustainable way. These challenges include how to cope with changes that will have an impact on their life chances and choices and how to gain a sense of their own active place in the world.

To support learners in facing these challenges, Cambridge IGCSE Global Perspectives develops a range of skills, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and on own learning
- communicating information and reasoning

- collaborating to achieve a common outcome.

These skills are transferable and useful for future study. They will help learners become active citizens of the future. Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

Assessment

All candidates take:

Component 1 1 hour 15 minutes
Written Examination 35%
70 marks
Candidates answer four compulsory questions based on a range of sources.
Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics.
Externally assessed

and:

Component 2
Individual Report 30%
60 marks
Candidates research one topic area of personal, local and/or national and global significance and submit a report based on their research.
The title is devised by candidates themselves.
The report must be 1500–2000 words and written in continuous prose.
Internally set and externally marked

and:

Component 3
Team Project 35%
70 marks
Candidates devise and develop a collaborative project into an aspect of one topic.
The Team Project comprises two elements.
Team Element
Candidates produce as a team one Outcome and one Explanation as a Collaboration.
The Explanation must be 200–300 words.
(10 marks)
Personal Element
Candidates each write a Reflective Paper on their research, contribution and personal learning.
The paper must be 750–1000 words.
(60 marks)
Internally assessed and externally moderated





Mathematics

Mathematics – 0980

FOR EXAMS IN 2024

Cambridge IGCSE (9–1) Mathematics encourages learners to develop their mathematical ability as a key life skill, and as a strong basis for further study of mathematics or to support skills in other subjects.

The syllabus:

- develops learners' competency, confidence, and fluency in their use of techniques with and without the use of a calculator, cultivating mathematical understanding.

- develops learners' feel for quantity, patterns, and relationships, encouraging learners' reasoning and analytical skills.
- places a strong emphasis on solving problems in mathematics and real-life contexts.
- promotes appropriate presentation and interpretation of results, encouraging learners' understanding of how to communicate and reason mathematically.
- is tiered to allow candidates of all abilities to achieve and progress in their mathematical studies.

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

All candidates study the following topics:

| Number | Algebra | Shape and space | Probability and statistics |
|--------|---------------------|-----------------------------|----------------------------|
| Number | Algebra and graphs | Geometry | Probability |
| | Coordinate geometry | Mensuration | Statistics |
| | | Trigonometry | |
| | | Vectors and transformations | |

Cambridge IGCSE (9–1) Mathematics is tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades 4 to 1, and the Extended subject content is intended for learners targeting grades 9 to 5. The Extended subject content contains the Core subject content as well as additional content. The subject content is organised by topic and is not presented in a teaching order.

This content structure and the use of tiering allows flexibility for teachers to plan delivery in a way that is appropriate for their learners. Learners are expected to use techniques listed in the content and apply them to solve problems with or without the use of a calculator, as appropriate.

Assessments

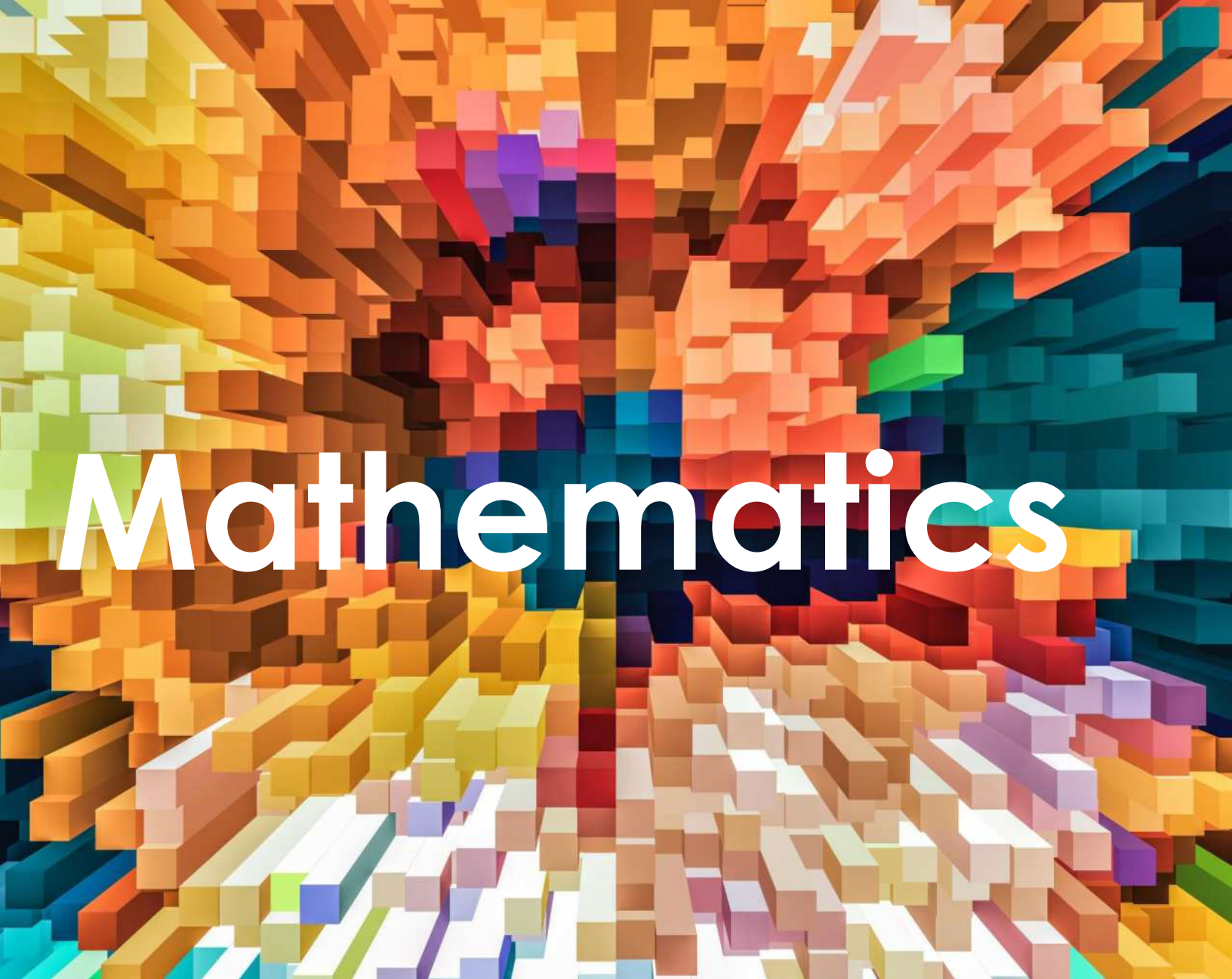
Core candidates take Paper 1 and Paper 3. The questions are based on the Core curriculum.

| Paper 1 (Core) | Paper 3 (Core) |
|------------------------|----------------------|
| 1 hour | 2 hours |
| 35% | 65% |
| 56 marks | 104 marks |
| Short-answer questions | Structured questions |
| Externally assessed | Externally assessed |

Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended curriculum.

| Paper 2 (Extended) | Paper 4 (Extended) |
|------------------------|----------------------|
| 1 hour 30 minutes | 2 hours 30 minutes |
| 35% | 65% |
| 70 marks | 130 marks |
| Short-answer questions | Structured questions |
| Externally assessed | Externally assessed |



Mathematics

Mathematics – 0980

FOR EXAMS IN 2025, 2026, 2027

Cambridge IGCSE (9–1) Mathematics encourages learners to develop their mathematical ability as a key life skill, and as a strong basis for further study of mathematics or to support skills in other subjects.

The syllabus:

- develops learners' competency, confidence, and fluency in their use of techniques with and without the use of a calculator, cultivating mathematical understanding.

- develops learners' feel for quantity, patterns, and relationships, encouraging learners' reasoning and analytical skills.
- places a strong emphasis on solving problems in mathematics and real-life contexts.
- promotes appropriate presentation and interpretation of results, encouraging learners' understanding of how to communicate and reason mathematically.
- is tiered to allow candidates of all abilities to achieve and progress in their mathematical studies.

Aims

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

The aims are to enable students to:

- develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- develop a feel for number and understand the significance of the results obtained
- apply their mathematical knowledge and skills to their own lives and the world around them
- use creativity and resilience to analyse and solve problems
- communicate mathematics clearly
- develop the ability to reason logically, make inferences and draw conclusions
- develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- acquire a foundation for further study in mathematics and other subjects.

All candidates study the following topics:

- 1 Number**
- 2 Algebra and graphs**
- 3 Coordinate geometry**
- 4 Geometry**
- 5 Mensuration**
- 6 Trigonometry**
- 7 Transformations and vectors**
- 8 Probability**
- 9 Statistics**

Cambridge IGCSE (9–1) Mathematics is tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades 4 to 1, and the Extended subject content is intended for learners targeting grades 9 to 5. The Extended subject content contains the Core subject content as well as additional content.

The subject content is organised by topic and is *not* presented in a teaching order. This content structure and the use of tiering allows flexibility for teachers to plan delivery in a way that is appropriate for their learners. Learners are expected to use techniques listed in the content and apply them to solve problems with or without the use of a calculator, as appropriate.

Assessments

Core candidates take Paper 1 and Paper 3. The questions are based on the Core subject content only:

| Paper 1: Non-calculator (Core) | | Paper 3: Calculator (Core) | |
|---|-----|---------------------------------------|-----|
| 1 hour 30 minutes | | 1 hour 30 minutes | |
| 80 marks | 50% | 80 marks | 50% |
| Structured and unstructured questions | | Structured and unstructured questions | |
| Use of a calculator is not allowed | | A scientific calculator is required | |
| Externally assessed | | Externally assessed | |

Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended subject content only:

| Paper 2: Non-calculator (Extended) | | Paper 4: Calculator (Extended) | |
|---|-----|---------------------------------------|-----|
| 2 hours | | 2 hours | |
| 100 marks | 50% | 100 marks | 50% |
| Structured and unstructured questions | | Structured and unstructured questions | |
| Use of a calculator is not allowed | | A scientific calculator is required | |
| Externally assessed | | Externally assessed | |



Combined Sciences

Combined Science - 0653

Cambridge IGCSE Combined Science gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a single award qualification, earning one grade.

The syllabus:

- helps learners to understand the biological and technological world in which they live, and take an informed interest in science and scientific developments
- includes the basic principles and concepts that are fundamental to science, some current applications of biology, chemistry and physics, and a strong emphasis on practical skills
- helps learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Levels.

Aims

- 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
- allow learners to recognise that science is evidence-based and understand the usefulness, and the limitations, of the scientific method
- develop skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving.
- Develop attitudes relevant to science such as concerns for accuracy and precision, objectivity, integrity, enquiry, initiative, inventiveness
- enable learners to appreciate that science is a subject to social, economic, technological, ethical and cultural influences and limitations
- enable learners to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations, and that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Subjects

| Biology | Chemistry | Physics |
|-------------------------------------|--------------------------------------|--|
| Characteristics of living organisms | The particular nature of matter | Motion |
| Cells | Experimental techniques | Work, energy and power |
| Biological molecules | Atoms, elements and compounds | Thermal physics |
| Enzymes | Stoichiometry | Property of waves, including light and sound |
| Plant nutrition | Electricity and chemistry | Electricity and magnetism |
| Animal nutrition | Energy changes in chemical reactions | Electric circuits |
| Transport | Chemical reactions | |
| Gas exchange and respiration | Acids, bases and salts | |
| Coordination and response | The Periodic Table | |
| Reproduction | Metals | |
| Organisms and their environment | Air and water | |
| Human influences on ecosystems | Organic chemistry | |

Assessments

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 | 45 minutes |
| Multiple Choice (Core) | 30% |
| 40 marks | |
| 40 four-option multiple-choice questions | |
| Questions will be based on the Core subject content. | |
| Externally assessed | |

Extended candidates take:

| | |
|--|------------|
| Paper 2 | 45 minutes |
| Multiple Choice (Extended) | 30% |
| 40 marks | |
| 40 four-option multiple-choice questions | |
| Questions will be based on the Extended subject content (Core and Supplement). | |
| Externally assessed | |

and Core candidates take:

| | |
|--|-------------------|
| Paper 3 | 1 hour 15 minutes |
| Theory (Core) | 50% |
| 80 marks | |
| Short-answer and structured questions | |
| Questions will be based on the Core subject content. | |
| Externally assessed | |

and Extended candidates take:

| | |
|--|-------------------|
| Paper 4 | 1 hour 15 minutes |
| Theory (Extended) | 50% |
| 80 marks | |
| Short-answer and structured questions | |
| Questions will be based on the Extended subject content (Core and Supplement). | |
| Externally assessed | |

All candidates take either:

| | |
|--|-------------------|
| Paper 5 | 1 hour 15 minutes |
| Practical Test | 20% |
| 40 marks | |
| Questions will be based on the experimental skills in section 4. | |
| Externally assessed | |

or:

| | |
|--|--------|
| Paper 6 | 1 hour |
| Alternative to Practical | 20% |
| 40 marks | |
| Questions will be based on the experimental skills in section 4. | |
| Externally assessed | |



Co-ordinated Sciences

Co-ordinated Sciences - 0973 (Double award)

Cambridge IGCSE (9-1) Co-ordinated Sciences (Double Award) gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a double award qualification, earning two grades.

The syllabus:

- helps learners to understand the biological and technological world in which they live, and take an informed interest in science and scientific developments

- includes the basic principles and concepts that are fundamental to science, some current applications of biology, chemistry and physics, and a strong emphasis on practical skills
- helps learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Levels, further education or a career related to science.

Aims

- 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
- allow learners to recognise that science is evidence-based and understand the usefulness, and the limitations, of the scientific method
- develop skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving.
- Develop attitudes relevant to science such as concerns for accuracy and precision, objectivity, integrity, enquiry, initiative, inventiveness
- enable learners to appreciate that science is a subject to social, economic, technological, ethical and cultural influences and limitations
- enable learners to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations, and that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Subjects

| Biology | Chemistry | Physics |
|-------------------------------------|--------------------------------------|--|
| Characteristics of living organisms | The particular nature of matter | Motion |
| Cells | Experimental techniques | Work, energy and power |
| Biological molecules | Atoms, elements and compounds | Thermal physics |
| Enzymes | Stoichiometry | Property of waves, including light and sound |
| Plant nutrition | Electricity and chemistry | Electricity and magnetism |
| Animal nutrition | Energy changes in chemical reactions | Electric circuits |
| Transport | Chemical reactions | Electromagnetic effects |
| Gas exchange and respiration | | Atomic physics |

| | |
|--|-------------------------------|
| Coordination and response | Acids, bases and salts |
| Reproduction | The Periodic Table |
| Inheritance | Metals |
| Organisms and their environment | Air and water |
| Human influences on ecosystems | Sulfur |
| | Carbonates |
| | Organic chemistry |

Assessments

All candidates take three components.

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

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade 4-4 or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades 9-9 to 1-1.

Core candidates take:

Paper 1 45 minutes
Multiple Choice (Core) 30%
40 marks
40 four-option multiple-choice questions
Questions will be based on the Core subject content.
Externally assessed

Extended candidates take:

Paper 2 45 minutes
Multiple Choice (Extended) 30%
40 marks
40 four-option multiple-choice questions
Questions will be based on the Extended subject content (Core and Supplement).
Externally assessed

and Core candidates take:

Paper 3 2 hours
Theory (Core) 50%
120 marks
Short-answer and structured questions
Questions will be based on the Core subject content.
Externally assessed

and Extended candidates take:

Paper 4 2 hours
Theory (Extended) 50%
120 marks
Short-answer and structured questions
Questions will be based on the Extended subject content (Core and Supplement).
Externally assessed

All candidates take either:

Paper 5 2 hours
Practical Test 20%
60 marks
Questions will be based on the experimental skills in section 4.
Externally assessed

or:

Paper 6 1 hour 30 minutes
Alternative to Practical 20%
60 marks
Questions will be based on the experimental skills in section 4.
Externally assessed



English First Language

English - First Language - 0990

First Language English is designed for learners whose **first language is English**. The course enables learners to:

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

Learners 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 IGCSE

First Language English also develops more general analysis and communication

skills such as inference and the ability to order facts and present opinions effectively.

Aims

- 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.

Assessment overview

All candidates take:

Paper 1

Reading 2 hours
50%
80 marks
Structured and extended writing questions
Questions will be based on three reading texts
Externally assessed

and:

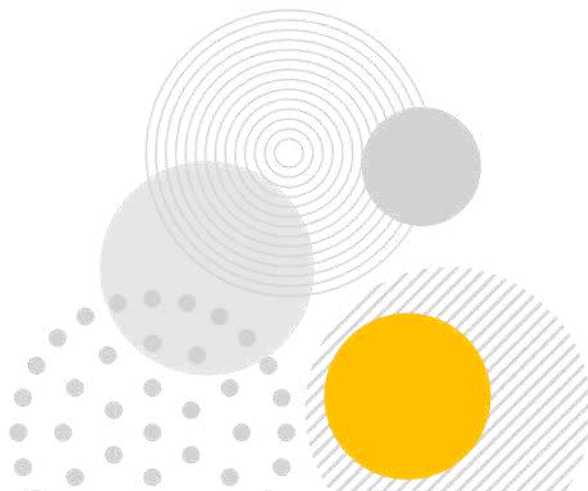
Paper 2

Directed Writing and Composition 2 hours
50%
80 marks
Extended writing question and a composition task
Externally assessed

or:

Component 3

Coursework Portfolio 50%
80 marks
Three extended writing assignments
Internally assessed and externally moderated





English Second Language

English as a Second Language (Count-in-Speaking) - 0991

Cambridge IGCSE (9-1) English as a Second Language is for learners who **already have a working knowledge** of the language. The syllabus:

- is suitable for learners whose first language is not English, but who study through the English-medium.
- develops learners' ability to understand and use English in a range of situations
- builds learners' awareness of the nature of language and the four language-learning skills: reading, writing, listening and speaking
- focuses on practical communication for everyday use, which can also form the basis for further, more in-depth language study
- develops transferable skills to complement other areas of the curriculum.

Marks for the speaking component in Cambridge IGCSE (9-1) English as a Second Language (0991) do contribute to the overall grade. A speaking endorsement component is offered.

Aims

Cambridge IGCSE (9–1) English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking.

Learners will be presented with a variety of texts 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, 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 (9–1) English as a Second Language will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

The aims are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- develop learners' awareness of the nature of language and language-learning skills
- develop transferable skills to complement other areas of the curriculum
- promote learners' personal development and enjoyment.



Assessment overview

All candidates take three components. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 2 hours
Reading and Writing 50%
60 marks
Candidates respond to six exercises: four reading and two writing
Structured and essay style questions
Externally assessed

and:

Paper 2 Approximately 50 minutes
Listening 25%
40 marks
Candidates listen to five exercises of short and longer texts
Multiple-choice style questions
Externally assessed

and:

Paper 3 Approximately 10–15 minutes
Speaking 25%
40 marks
Candidates take part in an interview, short talk and discussion
Internally assessed and externally moderated



English Additional Language



English as an additional language - 0772

Cambridge IGCSE (9-1) English (as an Additional Language) enables learners to develop **practical language skills and build their confidence** in communicating in English.

The syllabus:

- is suitable for learners whose first language is not English
- develops learners' ability to communicate in English clearly in a range of familiar situations
- builds learners' knowledge of vocabulary and grammar in the context of five broad topic areas
- develops all four language skills: reading, writing, listening and speaking, with each skill worth 25% of the final assessment.

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where English is spoken.

A Everyday activities

B Personal and social life

C The world around us

D The world of work

E The international world

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in English on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Aims

- develop the language proficiency required to communicate effectively in English
- offer insights into the culture and society of countries and communities where English 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
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 English or another subject area.

Assessment overview

All candidates take four components. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 Approximately 50 minutes
Listening 25%
40 marks

Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks

Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Externally assessed

and:

Paper 3 Approximately 10 minutes
Speaking 25%
40 marks

Candidates complete one role play and conversations on two topics.
Internally assessed and externally moderated

and:

Paper 4 1 hour
Writing 25%
45 marks

Candidates complete a form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.
Externally assessed





Spanish First Language

Spanish Language - 0502

Cambridge IGCSE First Language Spanish is designed for learners whose **first language is Spanish**. The course enables learners to:

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

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

Content

Cambridge IGCSE First Language Spanish 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 will write in a range of text types for different purposes and audiences. Candidates who take Component 3 will develop both their speaking and their listening skills, delivering a presentation, responding to questions and engaging in conversations. Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Aims

- 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 Spanish 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.



Assessment

All candidates take two papers, Paper 1 and Paper 2. Component 3 is optional and assesses speaking and listening skills. This component is separately endorsed and marks will not contribute to the candidate's overall grade. Candidates will be eligible for grades A* to G.

All candidates take:

| | |
|--|---------|
| Paper 1 | 2 hours |
| Reading | 50% |
| 80 marks | |
| Structured and extended writing questions | |
| Questions will be based on three reading texts | |
| Externally assessed | |

and:

| | |
|--|---------|
| Paper 2 | 2 hours |
| Directed Writing and Composition | 50% |
| 80 marks | |
| Extended writing question and a composition task | |
| Externally assessed | |

Candidates also take:

| | |
|--|-----------------------|
| Component 3 | Approx. 10–12 minutes |
| Speaking and Listening Test | |
| 40 marks | Separately endorsed |
| Individual Talk and Conversation | |
| Internally assessed and externally moderated | |





Spanish Foreign Language

Spanish Language - 7160

This syllabus is designed for students who are learning **Spanish as a foreign language**. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where Spanish is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Content

The subject content is organised in five broad topic areas (A–E below).

These provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The study of these topic areas enables students to gain an insight into countries and communities where Spanish is spoken.

A. Everyday activities

B. Personal and social life

C. The world around us

D. The world of work

E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Aims

- develop the language proficiency required to communicate effectively in Spanish at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Spanish 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
- provide enjoyment and intellectual stimulation

- develop transferable skills (e.g. 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 Spanish or another subject area.

Assessment

All candidates take all four papers. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 Approximately 50 minutes
Listening 25%
40 marks
Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Externally assessed

and:

Paper 3 Approximately 10 minutes
Speaking 25%
40 marks
Candidates complete one role play and conversations on two topics.
Internally assessed and externally moderated

and:

Paper 4 1 hour
Writing 25%
45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.
Externally assessed





Option subjects



German First Language

German – First language - 0505

Cambridge IGCSE First Language German offers candidates the opportunity to respond knowledgeably to a range of reading texts during the course as a whole. Candidates will use some of these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences.

The reading texts cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as plays, essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers of German. The syllabus tests standard German.

Aims

- 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 German appropriately
- work with information and with ideas in German language by developing skills of critical evaluation, analysis, comparison, use and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Assessment

All candidates take two papers. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1

Reading

50 marks

Structured and extended writing questions

Questions will be based on German passages

Externally assessed

2 hours

50%

and:

Paper 2

Writing

50 marks

Two composition tasks

Externally assessed

2 hours

50%





German Foreign Language

German – Foreign Language - 7159

This syllabus is designed for students who are **learning German as a foreign language**. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where German is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The study of these topic areas enables students to gain an insight into countries and communities where German is spoken.

A Everyday activities

B Personal and social life

C The world around us

D The world of work

E The international world



The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in German on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Aims

- develop the language proficiency required to communicate effectively in German at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where German 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
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 German or another subject area.

Assessment

All candidates take four papers. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 Approximately 50 minutes
Listening 25%
40 marks
Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Externally assessed

and:

Paper 3 Approximately 10 minutes
Speaking 25%
40 marks
Candidates complete one role play and conversations on two topics.
Internally assessed and externally moderated

and:

Paper 4 1 hour
Writing 25%
45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.
Externally assessed





Modern Foreign Languages

For those students at our school that speak another language at home, we also offer IGCSEs in a variety of Modern Foreign Languages: These include:

French
Italian
Portuguese
Turkish
Arabic

Afrikaans
Setswana
Swahili
IsiZulu

Hindi
Urdu
Thai
Bahasa Indonesia
Malay
Chinese
Vietnamese

However, these languages are not taught in school. Students who want to pass the IGCSEs in these languages will likely require additional studies and/or a tutor at home to prepare for the exams. Students can, however, access study material and past papers through the school.



Art & Design

Art & Design - 0989

The IGCSE Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions.

The broad areas of study are:

- painting and related media
- graphic communication
- three-dimensional design
- textiles and fashion
- photography.

Aim

- 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

Assessment

Component 1

Coursework 50%
100 marks

Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.

There are **two** parts to the coursework:

- a portfolio **and**
- a final outcome.

Externally assessed

Component 2

Externally Set Assignment 8 hours
50%
100 marks

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas 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

An abstract painting of a violin, rendered in a highly expressive, textured style. The violin is the central focus, with its body in shades of red, orange, and yellow, and its neck and f-hole in dark blue and black. The background is a chaotic mix of colors, including white, yellow, and red, with visible brushstrokes and a sense of movement. The word "Music" is overlaid in large, white, sans-serif font.

Music

Music - 0978

When studying the Cambridge IGCSE (9–1) Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Aim

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing

- help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level.

Content

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Assessment

All candidates take:

| | |
|--|---------------------|
| Component 1 | c.1 hour 15 minutes |
| Listening | 40% |
| 70 marks | |
| Written examination based on CD recordings supplied by Cambridge International | |
| Externally assessed | |

and:

| | |
|--|------------|
| Component 2 | Coursework |
| Performing | 30% |
| 50 marks | |
| Two prepared performances, one individual and one ensemble | |
| Internally marked and externally moderated | |

and:

| | |
|--|------------|
| Component 3 | Coursework |
| Composing | 30% |
| 100 marks scaled to 50 marks | |
| Two contrasting compositions | |
| Internally marked and externally moderated | |



Business

Business Studies - 0986

The IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A Level and an ideal preparation for the world of work.

Aim

- 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

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.

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

Paper 1 1 hour 30 minutes
Short Answer and Data Response 50%
80 marks
Four questions requiring a mixture of short answers and structured data responses
Candidates answer all questions
Externally assessed

Paper 2 1 hour 30 minutes
Case Study 50%
80 marks
Four questions based on a case study, provided as an insert with the paper
Candidates answer all questions
Externally assessed





History

History - 0977

The IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth.

Aim

- an interest in and enthusiasm for learning about the past
- knowledge and understanding of individuals, people and societies in the past
- knowledge that is rooted in an understanding of the nature and use of historical evidence
- an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- an understanding of international issues in history
- historical skills, e.g. investigation, analysis, evaluation and communication
- a sound basis for further study and the pursuit of personal interests

Content

Open B - The twentieth century: international relations since 1919

The content focuses on the following key questions:

- Was the **Treaty of Versailles** fair?
- To what extent was the **League of Nations** a success?
- How far was **Hitler's foreign policy** to blame for the outbreak of war in Europe in 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?

In addition, all candidates must also study **Germany, 1918–45**.

Assessment

All candidates take **three** components. All candidates take Paper 1 and Paper 2 and **either** Component 3 **or** Paper 4. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 2 hours
Structured Questions 40%
60 marks

- 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

and:

Paper 2 1 hour 45 minutes
Document Questions 30%
40 marks

- Candidates answer **one** question on **one** prescribed topic taken from Section A (Core content).
- Candidates are presented with a range of source materials relating to each prescribed topic.
- The prescribed topics change in each exam series – see section 4.

Externally assessed

All candidates take either:

Component 3
Coursework 30%
40 marks

- 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 and externally moderated

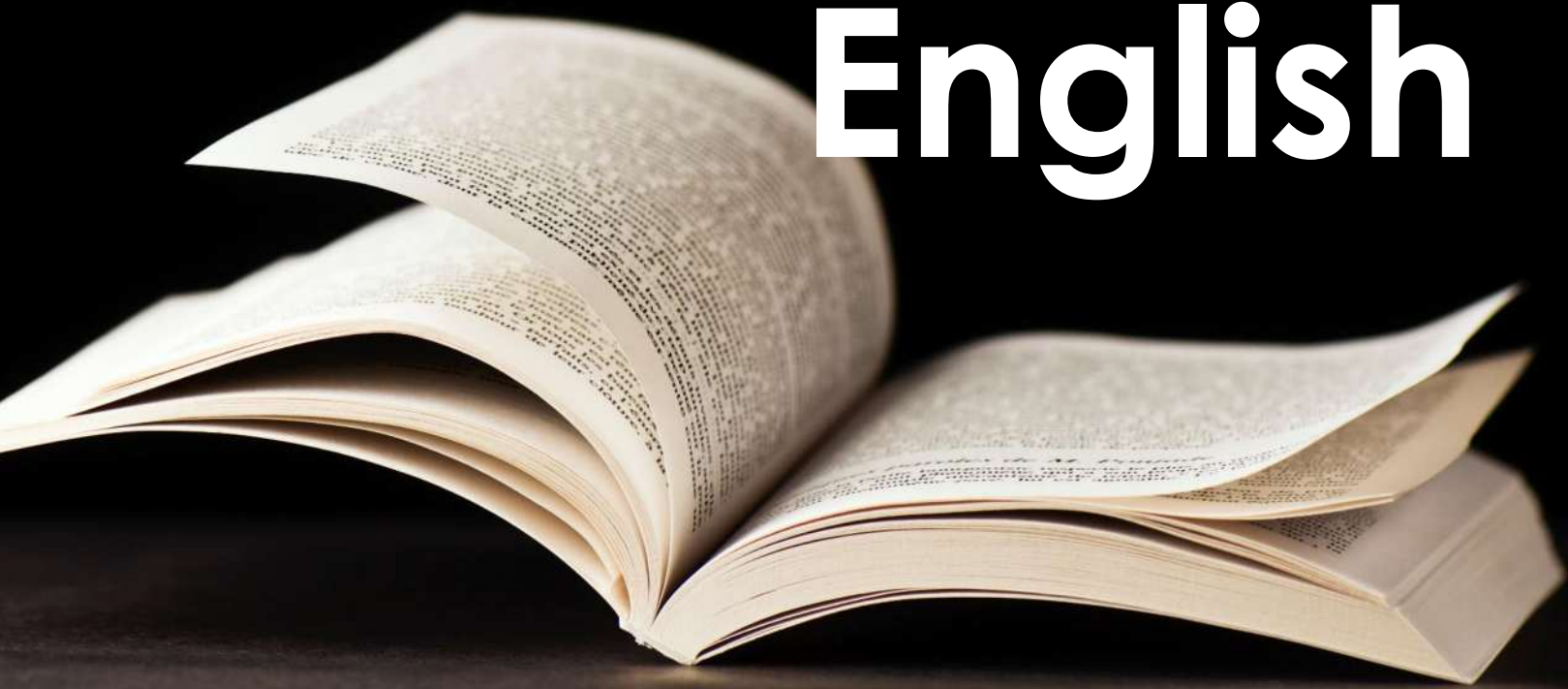
or:

Paper 4 1 hour
Alternative to Coursework 30%
40 marks

- Candidates answer **one** question on a depth study.
- All questions are in the form of structured essays, split into two parts: (a) and (b).

Externally assessed

Literature in English



Literature in English - 0992

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.

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 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.

Assessments

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. Candidates will be eligible for grades 9 to 1.

All candidates take:

| | |
|--|-------------------|
| Paper 1 | 1 hour 30 minutes |
| Poetry and Prose | 50% |
| 50 marks | |
| Two questions on two texts: one poetry and one prose | |
| Externally assessed | |