Guidelines for IGCSE
Grade 9 in 2014 to Grade 10 in 2015

IGCSE Accounting

Examination information
You will be writing 2 examination papers

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1hr45</td>
<td>120</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>1hr45</td>
<td>120</td>
<td>50%</td>
</tr>
</tbody>
</table>

Paper 1
This is a structured question paper with 8 to 12 multiple choice items and short-answer questions. There are usually between 4 and 5 questions based on topics from the whole of the syllabus. All questions are compulsory, and candidates answer on the question paper. There are 120 marks for this paper.

Paper 2
This is a structured question paper. There are usually 4 to 6 questions based on topics from the whole of the syllabus. All questions are compulsory, and candidates answer on the question paper. There are 120 marks for this paper.

For your examination you will need:
✓ Pens (x2)
✓ Ruler
✓ Calculator

Tips for success in Accounting
- Prepare a study timetable to ensure you are studying well in advance.
- The best way to prepare is to work through past papers under the correct time pressure without notes. This can be unpleasant if you do not feel like you know enough of your work but it is the best way to distinguish between the work you know well from the work you do not know.
- Once you have done this, try to answer questions you have left out or not completed by using your notes and textbook.
- Know all your layouts and formula
- Read all the questions carefully before you start writing and note the “easy” and “doable” ones. Do those questions first.
- You are only given a certain amount of space for each question so use that space wisely. Practice writing neatly and logically.

When answering the question paper
- Be extremely neat. Make life for the examiner as easy as possible.
- Do the easiest questions first. Well answered questions help to build confidence.
- Do not leave out any questions.
- Time yourself.
- Show all your workings.
- Always mention the formula used, if you have used one.
- In the case of ratios, for example, you must be accurate when giving your final answer. Make it clear whether the answer is a percentage, for example, or a number of times, a number of days, etcetera.
IGCSE Afrikaans

Afrikaans in Chesterhouse is offered as a second language from Grade 3 to Grade 11. It can also be taken as a first language from Grade 8 to Grade 11. Pupils who do very well in Grade 7 in Afrikaans Second Language (also called Afrikaans First Additional Language) should consider taking Afrikaans First Language (also called Afrikaans Home Language).

The advantages of taking this subject as a First Language:
- It prepares the pupil for taking Afrikaans as an AS subject. (It is however not compulsory to take Afrikaans on First Language level if a student wants to proceed to AS Afrikaans.)
- Pupils use the marks they achieve at the end of Grade 11 to apply at tertiary institutions and it will be to their advantage to have two languages on a first language level on their applications – especially if they apply to South African universities.
- First language pupils usually find AS Afrikaans easy and therefore they can afford to take 5 AS subjects which do improve their chances for entry into university.

Contents of each grade

Year 7
Contents of this course: use of grammar in context on an advanced level, reading of literature, oral, comprehension, listening and writing skills. By the end of year 7 pupils have to choose between Afrikaans and French as Second language. It is advisable that pupils make an informed decision as it is not a good idea to change to the other language a year later.

Grades 8 and 9
The focus for these years: use of grammar in context on an advanced level, reading of literature, comprehension and writing skills, as well as oral and listening skills in second language.

Grade 10
The focus for this year: use of grammar in context on an advanced level, reading of literature, comprehension and writing skills, as well as listening skills in second language.

Grade 11
The focus for this year: use of grammar in context on an advanced level, comprehension and writing skills, as well as listening skills in second language.

The IGCSE Afrikaans examinations (written at the end of the Grade 10 year) consist of two papers:

Cambridge IGCSE Afrikaans as a First Language
IGCSE First Language Afrikaans comprises two papers. All candidates take Papers 2 and 3 (there is no Paper 1 in this syllabus) and are eligible for the award of grades A* to G.

Paper 2 (Weighting: 50%) 2 hours
Candidates answer a series of questions based on a passage. Then candidates respond to a directed writing task based on their understanding of another passage. Candidates select, compare and summarise specific information from both passages. Candidates make a critical interpretation, a considered judgement or a personal response to the second passage.

Paper 3 (Weighting: 50%) 2 hours
Candidates write two compositions of 350–500 words each.

Cambridge IGCSE Afrikaans as a Second Language
The syllabus assesses candidates’ ability to use Afrikaans as a medium of practical communication, and is aimed at students for whom Afrikaans is not a first language/mother tongue but for whom it is a lingua franca or language of study. All candidates take Papers 1 and 2, and are eligible for the award of grades A* to G.

Reading and Writing (Weighting: 70%) 2 hours
There are seven exercises testing reading, information transfer, note-making, summary writing and continuous writing.

Listening (Weighting: 30%) Approximately 35 - 45 minutes
There are four exercises: one true/false, one multiple choice and two comprehension exercises.
**AS Afrikaans**

Afrikaans as an **AS Level** subject will be taken on Second language level (thus no literature). The focus for this year: use of grammar in context on an advanced level, reading of literature, discussion of newspaper and magazine articles on relevant topics, comprehension and writing skills (essays).

The **AS Second Language** examination consists of two papers:

**Paper 1: Reading and Writing** (1 hour 45 minutes) – consists of two comprehensions.

Two passages in the target language are set which deal with related themes. Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers. The passages will have been written during the last twenty years, and will reflect the international scene.

**Paper 2: Essays** (1 hour 30 minutes) – consists of an essay of 250 to 400 words.

A list of five topics, selected from the topic areas in Section 4, is published annually in the syllabus, and changes every year. A question will be set on each of the five topics; candidates choose one question and write an essay in the target language of 250 – 400 words. Of the 40 marks available, 24 are for the quality of the language and 16 for the content.

<table>
<thead>
<tr>
<th>Set topics for 2014</th>
<th>Set topics for 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Human relationships</td>
<td>1 Patterns of daily life</td>
</tr>
<tr>
<td>2 Urban and rural life</td>
<td>2 Law and order</td>
</tr>
<tr>
<td>3 Free time activities</td>
<td>3 Health and fitness</td>
</tr>
<tr>
<td>4 War and peace</td>
<td>4 Employment and unemployment</td>
</tr>
<tr>
<td>5 Pollution</td>
<td>5 Scientific and medical advances</td>
</tr>
</tbody>
</table>

At all Parents’ Evenings we are asked how our pupils can improve their marks, expand their vocabulary and improve their comprehension skills.

**As Afrikaans subject teachers, we have the following suggestions and comments to make:**

- Afrikaans as a First Additional Language is not the same as English First Language. It requires a great deal of studying of rules, learning vocabulary and application. Here in Chesterhouse even more so, as pupils are not exposed to Afrikaans to the same extent as in bilingual schools.
- Parents should encourage their children to learn for tests and to speak Afrikaans whenever the situation arises. There are many benefits to being able to speak an additional language and Afrikaans can open many doors, i.e. Dutch business opportunities (New Zealand, Australia and England) abroad, overseas contracts and in other SA provinces where the use of Afrikaans is widespread, and for possible tertiary education requirements e.g. at Stellenbosch University.
- Afrikaans is an African language and one of the youngest growing Germanic languages. It is fast shedding the unfortunate history of the past and growing into a language used by politicians, chefs, board directors, etc.
- It is clear from the exams/tests, from the Junior to the Senior School that many of the pupils do not study hard or read enough. Around 80% of Afrikaans tests, question papers and creative writing require learning, especially vocabulary and language structures based on themes.

**Suggestions for improving Afrikaans marks, vocabulary and comprehension skills**

- Listen in class.
- Revise work done in class daily.
- Ask for support the next day if you did not understand any of the work. Make arrangements with your Afrikaans teacher.
- Revise and repeat vocabulary. Limited vocabulary limits the pupil’s ability to understand/grasp the content of a comprehension text, as well as the ability to perform in creative writing and literature, resulting in low marks.
Learn different sections of Afrikaans on different nights/days. One night/day tenses and vocabulary. Another night watch “Sewende Laan” or Kyknet, another night read “National Geographic Kids” (Afrikaans edition) and pronouns.

Read, read, read 10 minutes per day, 5 times a week.

Consult an Afrikaans / English dictionary. Every pupil from Year 4 onwards must have an Afrikaans / English dictionary.

The Afrikaans Handbook and Study Guide (by Beryl Lutrin and available at CNA, PNA or other bookshops) is compulsory from Grade 7. This book is used as a main reference from Grade 7 to Grade 12.

Encourage children to use any and every opportunity to speak Afrikaans, whether it is with family, friends, relatives, neighbours, staff in shopping centres, staff at school, etc.

IGCSE Art

Both the IGCSE and AS Level Art Courses are practical-based courses, designed to ensure that students engage with, and show evidence of, the following skills and processes:

- experimentation with a range of media, materials and techniques confidently and successfully
- recording from direct observation and responding creatively to a variety of themes
- being familiar with, and making use of, a variety of practical and theoretical art terms.
- showing knowledge of, and an appreciation for, various local and international artists
- developing an imaginative, creative and personal response to a stimulus
- solving visual problems and developing ideas from initial attempts to final solutions
- developing new concepts by researching a variety of primary and secondary sources
- responding to works both positively and critically, while being culturally and politically aware

The course consists of the following components:

Controlled Test

- This is an 8 hour external test, executed over 2 days, which counts 50% of the final mark.
- The supporting work (two A2 sheets (4 sides) is thoroughly prepared the term beforehand.
- The test covers broad areas such as: landscapes / interiors / objects etc.

Coursework Portfolio

- Students submit a final coursework piece plus four A2 sheets of supporting work (8 sides)
- The coursework is carried out throughout the year and counts half of the final mark.
- This component is marked by the teacher and is moderated by Cambridge.

The following areas are assessed in this course:

- Gathering, recording, research & investigation
- Exploration and development of ideas
- Organisation and relationships of visual and/or other forms
- Selection & control of materials, media & processes
- Personal vision and presentation

Please be advised that this is not an easy course. It requires a great deal of time and effort to be successful. Students are expected to develop a range of artworks, while also showing evidence of visual knowledge coupled with critical and cultural awareness. Students are advised not to consider this course unless they are talented in art and are passionate about the subject.

Art is “written” off earlier than the other subjects, as both the coursework and examination components need to reach Cambridge by the end of April. Therefore, the final IGCSE examination takes place in mid April on two school days (4 hours a day).
We are the only department to offer a full 8 hour mock exam, where students are given the opportunity to practise their final exam composition beforehand. This exam takes place during the last week of Term 1 so that students have the April holiday to prepare for the final exam.

**Tips**

- **Stick to due-dates**
  They are there for a reason - to help you manage your time. Cambridge expects you to paint an A2 piece from scratch in 8 hours. 8 hours translates into 2 weeks of class time.

- **Think conceptually and creatively**
  Your work must show evidence of thought process, experimentation and artist reference, so browse the internet, visit art galleries, take photos and keep your scrapbooks up to date.

- **Plan ahead**
  Start thinking about your final coursework piece now as this portfolio must be completed by the end of the year, as we will be focusing on your exam portfolio next year.

- **Work in the long holidays**
  Practice makes perfect, so you'll be doing yourself a favour by painting in the June and December holidays as you'll have more work to send, plus, you'll keep your skills alive so you're not rusty after a couple of weeks.

**During the mock and final examinations**

Take the mock exam seriously - this is the only subject where you get two tries at the exam.

Plan your exam piece thoroughly and practice painting EVERY section of the composition beforehand.

Use your time effectively. Grid up and draw your basic design quickly. Divide your work into manageable sections and keep checking to see if you are on track for time.

Keep calm. If you don't finish, don't spoil it by rushing.

Learn from your mistakes – be open to suggestions and see where you can improve in the final exam.

If you have any queries feel free to email me on: ka.collier@chesterhouse.co.za

**IGCSE Biology**

**Examination information**

You will be writing 3 examination papers

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Type of Paper</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 min</td>
<td>Multiple Choice</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>2/3</td>
<td>1 hr 45 min</td>
<td>Short answer and Structured Questions</td>
<td>80</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>1 hr</td>
<td>Alternative to Practical</td>
<td></td>
<td>20 %</td>
</tr>
</tbody>
</table>

**Paper 1:** A multiple choice paper consisting of 40 items of the four-choice type. Questions will be based on the Core curriculum.

**Paper 2:** Written paper consisting of 80 marks of short answer and structured questions. It will be based on the Core curriculum.

**Paper 3:** Written paper consisting of 80 marks of short answer and structured questions. It will be based on the Extended curriculum and will be of a difficulty appropriate to the higher grades.

**Paper 6:** Alternative to Practical Written paper, designed to test familiarity with laboratory based procedures.
<table>
<thead>
<tr>
<th>Assessment Objective</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Knowledge with understanding</td>
<td>50% (not more than 25% recall)</td>
</tr>
<tr>
<td>B: Handling information and problem solving</td>
<td>30%</td>
</tr>
<tr>
<td>C: Experimental skills and investigations</td>
<td>20%</td>
</tr>
</tbody>
</table>

**For your examination you will need**
- Pens (x2)
- Sharpened HB Pencil
- Ruler
- Calculator

**Revision tips**
- Start with a copy of the syllabus: IGCSE biology, syllabus 0610, making sure that you are familiar with the list and sequence of topics.
- Revise your work topic by topic from this syllabus, in conjunction with your textbook and your class notes/homework assignments.
- Remember that your examination is not just about learning the detail parrot fashion. You must be able to apply the detail, as you will experience in class when you go over examination questions.
- Be familiar with the multiple choice questions by doing at least 6 papers. You will find that the same question (perhaps with a different sequence of answer options) comes up repeatedly and this will definitely reinforce your confidence.
- Make sure that you can get all graph questions correct with full marks, the same principles apply every time: labelling axes with appropriate units (these are usually given), use at least 50% of the width of each axis, independent variable on the x-axis, points plotted accurately with a small cross, points joined up either dot-dot or the line of best fit as a smooth, continuous curve.
- Multiple choice paper: try to be able to think of an answer before you look at the choice of options. Remember that it is quite common for 2 options to look similar.
- Structured answer paper: You will get graph questions here, and possibly a drawing exercise. You must be able to compare 2 diagrams and spot and then explain differences/similarities.
- Always show the working out; you are told to do so.
- Practise all of the papers with which you will be issued.
- Attend all lessons and especially the revision lessons.
- Make sure that you know the definitions of all the words in bold type in the text book and that you use them in examination answers.
- Make sure that you know how to make a hypothesis, design an experiment, set out a results chart (with all units), make valid conclusions (be able to state what pattern is shown by the results) and be critical of the design of the experiment (make recommendations as to how the experiment could be improved).
- When you draw a diagram make sure that you do continuous, smooth lines (not sketch lines) using a sharp pencil, dimensions in proportion (use a ruler first to measure), pay attention to detail and include labels if asked.
IGCSE Business Studies

The syllabus is intended to lead to courses that will encourage students:

- To understand and appreciate the nature and scope of business, and its role in society.
- To develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.
- To be aware that business behaviour can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.
- To be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
- To develop skills in:
  - decision-making and problem solving in the light of evaluation;
  - the quantification and management of information, where appropriate;
  - effective communication.

The emphasis should be on the application of concepts and issues to the local context where appropriate.

Candidates are expected to demonstrate the following skills:

1. Knowledge and critical understanding of the specified content
2. Application of this knowledge and critical understanding to problems and issues which are from both familiar and unfamiliar situations
3. Analysis of problems, issues and situations by
   - distinguishing between statements of fact, statements of value and hypothetical statements;
   - making valid inferences from material presented;
   - examining the implications of a hypothesis;
   - organising ideas;
   - making valid generalizations.
4. Evaluation of reliability of material, checking that conclusions drawn are consistent with given information and discriminating between alternative explanations and assessing the role of the main concept and models in business analysis.

Examination Papers

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Structured Questions</td>
<td>1 hour 30 minutes</td>
<td>80 marks</td>
</tr>
<tr>
<td>Paper 2 Case Study</td>
<td>1 hour 30 minutes</td>
<td>80 marks</td>
</tr>
</tbody>
</table>

Each examination paper is weighted 50% of the pupils’ total grade.

IGCSE Chemistry and Physics

Examination Tips

Chemistry and Physics require intensive, detailed revision to which much time has to be allocated. There is no place for generalised global revision because the examiner does not award marks to vague or superficial answers. There is no shortcut to success in the physical sciences and one cannot use verbiage to try to attain marks when inadequately prepared.

The following tips will be useful when preparing for an external examination:

- Definitions must be studied in word-perfect detail. Up to ten percent of marks is sometimes allocated to the statement of formal definitions.
Merely reading through notes, worksheets and model answers will serve no purpose. Past worksheets and external examination papers must be worked through systematically with pen and paper. Past tests should be re-written as if for the first time and the answers checked against the model answers given in class. Formal notes must be worked through systematically in detail. The entire syllabus has to be revised at least three times before the examination. The entire syllabus must also be studied for the practical examination because theory is required to perform well in practical work.

IGCSE Computer Studies (0420)

This is subject is due to change name to Computer Science (0478) in 2015. The new syllabus will allow the use of Python as a programming language and will include computing ethics, the fetch-execute cycle and hexadecimal numbers as new course material. The students write 2 papers of 1 h 45 min each.

Paper 1: Computer Theory (60% of final mark)
Paper 2: Programming theory and problem-solving (40% of final mark)

Paper 1
- Use booklets 1, 3, 4 and 5 as good revision.
- The textbook will backup these sections.
- Practice algorithms using VB and Python to get a working program and then convert to pseudocode.
- Practice logic gates using the digital works app and then take through to a truth table (remember to number the output of each gate in order to simplify correctly drawing the truth table).
- Use the control and monitoring presentation for revision purposes.

Paper 2
- Use booklet 2 as good revision.
- The textbook will backup these sections.

Useful websites
http://www.igcseict.info
http://teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html
http://www.python tutor.com
http://logic.ly/demo/

IGCSE English Literature: Course 0486

Why choose Cambridge IGCSE Literature?
Cambridge IGCSE Literature (English) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects.
Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of knowledge and understanding of Literature in English.

**Prior learning**

We recommend that candidates who are beginning this course should have previously studied an English curriculum such as that of the Cambridge Secondary 1 programme.

**Progression**

Candidates who are awarded grades A* to C in Cambridge IGCSE Literature (English) are well prepared to follow courses leading to Cambridge International AS and A Level English.

**Syllabus aims and assessment objectives**

**Syllabus aims**

Cambridge IGCSE Literature (English) aims 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.

**Assessment objectives**

The assessment objectives in Cambridge IGCSE Literature (English) are:

AO1: show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose)

AO2: understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

AO3: recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects

AO4: communicate a sensitive and informed personal response to literary texts

**Relationship between assessment objectives and components**

The approximate weightings allocated to each of the assessment objectives are summarised below.

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Component 1</th>
<th>Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>AO2</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>AO3</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>AO4</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grade descriptions**

**Grade A**

To achieve a Grade A, a candidate will be able to:

- sustain a perceptive and convincing response with well-chosen detail of narrative and situation
- demonstrate clear critical/analytical understanding of the author’s intentions and the text’s deeper implications and the attitudes it displays
- make much well-selected reference to the text
• respond sensitively and in detail to the way language works in the text
• communicate a considered and reflective personal response to the text

Grade C
To achieve a Grade C, a candidate will be able to:
• make a reasonably sustained/extended response with detail of narrative and situation
• show understanding of the author’s intentions and some of the text’s deeper implications and the attitudes it displays
• show some thoroughness in use of the text for support
• make some response to the way language works in the text
• communicate an informed personal response to the text

Grade F
To achieve a Grade F, a candidate will be able to:
• make a few straightforward points in terms of narrative and situation
• show a few signs of understanding of the author’s intentions and the surface meanings of the text
• make a little reference to the text
• show evidence of a simple personal response to the text.

Set texts for Component 1
Candidates must answer on two different set texts, i.e. one set text from each section.

Section A: Poetry
Sujata Bhatt, ‘A Different History’
Gerard Manley Hopkins, ‘Pied Beauty’
Allen Curnow, ‘Continuum’
Edwin Muir, ‘Horses’
Judith Wright, ‘Hunting Snake’
Ted Hughes, ‘Pike’
Christina Rossetti, ‘A Birthday’
Dante Gabriel Rossetti, ‘The Woodspurge’
Kevin Halligan, ‘The Cockroach’
Margaret Atwood, ‘The City Planners’
Boey Kim Cheng, ‘The Planners’
Norman MacCaig, ‘Summer Farm’
Elizabeth Brewster, ‘Where I Come From’
William Wordsworth, ‘Sonnet Composed Upon Westminster Bridge’
These may be found in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press). Poems printed in the paper will follow this text.

Section B: Prose
Candidates answer on one set text in this section.
From Stories of Ourselves the following ten stories:
no. 6 Thomas Hardy, ‘The Son’s Veto’
no. 12 Katherine Mansfield, ‘Her First Ball’
no. 14 V.S. Pritchett, ‘The Fly in the Ointment’
no. 15 P.G. Wodehouse, ‘The Custody of the Pumpkin’
no. 20 Graham Greene, ‘The Destructors’
no. 27 R.K. Narayan, ‘A Horse and Two Goats’
no. 29 Ted Hughes, ‘The Rain Horse’
no. 38 Morris Lurie, ‘My Greatest Ambition’
no. 42 Ahdaf Soueif, ‘Sandpiper’
no. 46 Penelope Fitzgerald, ‘At Hiruhamara’
These may be found in Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English (Cambridge University Press). Passages printed in the paper will follow this text.

Set texts for Component 2
Candidates must answer on two different set texts.
William Shakespeare The Merchant of Venice
William Shakespeare A Midsummer Night’s Dream
William Shakespeare The Tempest
Oscar Wilde The Importance of Being Earnest
[The selection is to be finalised]

Exams
Component 1: Poetry and Prose (1 hour 30 minutes)
This is a compulsory written paper.
Candidates answer two questions. One from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks.
There is a choice of two questions on each text.
Relevant passages/poems are printed on the question paper.
Candidates may not take their set texts into the exam room.
All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:
- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)
- personal response – sometimes directly (answering questions such as ‘What do you think?’), ‘What are your feelings about…?’ and sometimes by implication (answering questions such as ‘Explore the ways in which…’) (AO4)
The written paper is an externally set assessment, marked by Cambridge.
Component 2: Drama (1 hour 30 minutes)
Candidates answer two questions on two texts. All questions carry equal marks.
There is a choice of two questions on each text: either (a) a passage-based question or (b) an essay question. Candidates must answer one passage-based question and one essay question.
Relevant passages are printed on the question paper.
Candidates may not take their set texts into the exam room.
All questions encourage an informed personal response and test all four assessment objectives. Candidates will have to demonstrate the following:
- knowledge of the content of the text – through reference to detail and use of quotations from the text (AO1)
- understanding of characters, relationships, situations and themes (AO2)
- understanding of writer’s intentions and methods – response to the writer’s use of language (AO3)
personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about…?’) and sometimes by implication (answering questions such as ‘Explore the ways in which…’) (AO4).

The written paper is an externally set assessment, marked by Cambridge.

IGCSE English Language: Course 0500

Syllabus aims and assessment objectives

Syllabus aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates’ ability to work with information and ideas in other areas of study, for example,
- by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates’ personal development and an understanding of themselves and others

Assessment objectives

Cambridge IGCSE First Language English has three assessment objectives (AOs).

AO1: Reading
Candidates will be assessed on their ability to:

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions
R4 demonstrate understanding of how writers achieve effects
R5 select for specific purposes

AO2: Writing
Candidates will be assessed on their ability to:

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

AO3: Speaking and listening
Candidates will be assessed on their ability to:

SL1 articulate experience and express what is thought, felt and imagined
SL2 present facts, ideas and opinions in a sustained, cohesive order
SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
SL4 use register appropriate to audience and context
SL5 listen to and respond appropriately to the contributions of others.

Papers%

Paper 1 Reading Passages (Core) Or Paper 2 Reading Passages (Extended) [50% of total]
Grade descriptions
Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a Grade A, a candidate will be able to:
- understand and communicate complex information, and select what is relevant for specific purposes
- understand and evaluate subtle facts, ideas and opinions
- present material in a clearly structured, sequenced, developed and detailed way
- describe and analyse experience, expressing effectively what is felt and what is imagined
- recognise implicit meanings and attitudes of a writer, and the means by which they have been conveyed
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes
- write in well-constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary
- demonstrate a high degree of accuracy in use of grammatical structures, spelling and punctuation

To achieve a Grade C, a candidate will be able to:
- understand and communicate information, sometimes at a complex level and select what is relevant for specific purposes
- understand and reflect on facts, ideas and opinions
- present material in a structured and coherent way, with some development and use of detail
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined
- recognise the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed
- show a sense of audience and an awareness of appropriate uses of language for different purposes
- write in paragraphs, using a variety of sentence types and a varied vocabulary
- demonstrate accuracy in use of grammatical structures, spelling and punctuation

To achieve a Grade F, a candidate will be able to:
- understand and communicate information at a straightforward level, and select what is relevant for specific purposes
- understand and describe basic facts, ideas and opinions
- present material with some sense of order and coherence
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined
- recognise clear meanings and explicit attitudes of a writer, and comment on them at a literal level
- show awareness that language is used in different ways in different circumstances
- write in accurate, simple sentences, using a basic vocabulary
- demonstrate accuracy in simple grammar usage, spelling and punctuation

Description of components
Paper 1 Reading Passages (Core)
1 hour 45 minutes, 50 marks
Candidates answer three questions on two passages which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 500–600
words and Passage B will be 300–350 words in length. Candidates should spend approximately 10 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades C–G.

50% of the total marks available for syllabus 0500.

**Question 1 Comprehension questions (20 marks)**
This is a series of sub-questions in response to Passage A, requiring answers of different lengths and testing the following reading assessment objectives (20 marks):
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions
R4 demonstrate understanding of how writers achieve effects.

**Question 2 Extended response (15 marks)**
This question, in response to Passage A, may be sub-divided.
Candidates write about 200–300 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report or magazine article.
This question tests the following reading assessment objectives (10 marks):
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions.
The question also tests the following writing assessment objectives (5 marks):
W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

**Question 3 Summary question (15 marks)**
This question, in response to Passage B, may be sub-divided.
Candidates write their content points in note form and then their summary as continuous writing of 100–150 words.
This question tests the following reading assessment objectives (10 marks):
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes
The question also tests the following writing assessment objectives (5 marks):
W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary

**Description of components**

**Paper 2 Reading Passages (Extended)**
2 hours, 50 marks
Candidates answer three questions on two passages which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 650–750 words and Passage B will be 550–650 words in length. Candidates should spend approximately 15 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.
Candidates taking this component are eligible for grades A–E (and A* at syllabus level).
50% of the total marks available for syllabus 0500.

**Question 1 Extended response (20 marks)**
This question, in response to Passage A, may be sub-divided. Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report or magazine article.

This question tests the following reading assessment objectives (15 marks):
- R1  demonstrate understanding of explicit meanings
- R2  demonstrate understanding of implicit meanings and attitudes
- R3  analyse, evaluate and develop facts, ideas and opinions.

The question also tests the following writing assessment objectives (5 marks):
- W1  articulate experience and express what is thought, felt and imagined
- W2  sequence facts, ideas and opinions
- W3  use a range of appropriate vocabulary
- W4  use register appropriate to audience and context.

**Question 2 Language question (10 marks)**
This question, in response to Passage A, may be sub-divided. Candidates write about 200–300 words.

This question tests the following reading assessment objective (10 marks):
- R4 demonstrate understanding of how writers achieve effects.

**Question 3 Summary question (20 marks)**
This question in response to Passage B may be sub-divided.
Candidates write their content points in note form and then their summary as continuous writing of 200–250 words.

This question tests the following reading assessment objectives (15 marks):
- R1  demonstrate understanding of explicit meanings
- R2  demonstrate understanding of implicit meanings and attitudes
- R5  select for specific purposes

The question also tests the following writing assessment objectives (5 marks):
- W1  articulate experience and express what is thought, felt and imagined
- W2  sequence facts, ideas and opinions
- W3  use a range of appropriate vocabulary

**Paper 3 Directed Writing and Composition**
2 hours, 50 marks
Candidates answer two questions, one from each section. Candidates write both their answers in the spaces provided on the question paper. Dictionaries may not be used.

Candidates taking this component are eligible for grades A – G (and A* at syllabus level if the Extended route is followed).

50% of the total marks available for syllabus 0500.

**Section 1 Directed Writing (25 marks)**
Candidates answer one question on a passage or passages totalling 650–750 words, printed on the question paper insert.

This question may be sub-divided.
Candidates use, develop and evaluate the information in a discursive/argumentative letter or article.
Candidates write about 250–350 words.

This question tests the following writing assessment objectives (15 marks):
- W1  articulate experience and express what is thought, felt and imagined
- W2  sequence facts, ideas and opinions
- W3  use a range of appropriate vocabulary
This question also tests the following reading assessment objectives (10 marks):
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

Section 2 Composition (25 marks)
Candidates answer one question from a choice of two descriptive and two narrative titles. Candidates write about 350–450 words. This question tests the following writing assessment objectives (25 marks):
W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context
W5 make accurate use of spelling, punctuation and grammar

IGCSE French (0520)
You will be required to write four exams testing listening, speaking, writing and comprehension skills.
Make sure you learn all the vocabulary lists for the different topic areas:
• Everyday activities
Home life and school
Food, health and fitness
• Personal and social life
Self, family and personal relationships
Holidays and special occasions
• The world around us
Home town and local area
Natural and made environment
People, places and customs
• The world of work
Continuing education
Careers and employment
Language and communication in the work place
• The international world
Tourism at home and abroad
Life in other countries and communities
World events and issues
Practise all the grammar required in the syllabus

Paper 1 – Listening - approximately 45 minutes (45 marks)
• Candidates listen to number of recordings. Answer the question to test comprehension,
• Listen to details in questions. These questions are repeated twice at all times.
• The questions start fairly simply and become more complex towards the end.
• Answers are briefly written, relevantly and concisely.
- Listen carefully in the conversations questions at the end for all the information, don’t just hear one word and deduce your own conclusions.
- Candidates not penalised for incorrect or inaccurate language unless it makes their answers ambiguous.
- Candidates understand responds to the spoken language.

**Paper 2 – Reading - 1 hour (45 marks)**
- In the True/False comprehension, make sure you correct the false statements.
- Candidates are encouraged to paraphrase and manipulate language in order to answer the questions in comprehension appropriately.
- Paper consists of 3 tasks, two comprehension and one true and false comprehension.
- Make sure you revise the interrogatives (questions) for the comprehensions, know what they mean. (e.g. Pourquoi = why?, etc.)
- Go through the entire syllabus to check you have practiced all the grammar which is required.
- Candidates understand respond to the written language.

**Paper 3 – Oral - approximately 15 minutes (100 marks)**
- For the oral examination, make sure you go through the commands which are common in the role plays e.g. Demandez…. (ask), Saluez …. (greet), etc.
- Test 1 – role plays
- Test 2 – topic presentation – candidates are not allowed written notes of any kind. May use photographs appropriate to their topic.
- Test 3 – general conversation – need to use past and future tenses accurately.
- In the role plays, make sure you are prepared to ask the examiner a question as indicated on the role play card.
- Make sure you do all that is required for each bullet point, not just the first requirement.
- In your prepared oral, try to make it sound conversational rather than rehearsed.
- Make sure you have prepared answers to possible questions surrounding your topic, as only 2 minutes is the presentation and a further 3 minutes is discussion on your topic.
- In both the general conversation and conversation on your topic, listen carefully for when the examiner is asking you to answer in the past and future. You cannot score more than an average overall mark if you cannot answer in both future and past tenses.
- In answering questions, try to carry on the conversation, don’t just answer yes or no. The questions are only to generate discussion in order for the examiner to assess your speaking skills.
- Do not pause for long period of times before answering. Keep the conversation going.

**Paper 4 – Continuous writing – 1 hour (50 mark) All candidates**
- Tasks 1 and 2: 10 marks for communication and 5 marks for language.
- Task 3: 10 marks available for communication, 8 marks for verbs and 12 marks for other linguistic features.
- In the continuous writing paper, count the amount of correct grammatical constructions you have made. Remember 60 correct constructions give you full marks in 140 words.
- Edit your work carefully, check that your adjectives agree with the nouns and that they are placed in the right order.
- Make sure your verbs agree with the subject.
- Check your prepositions. Showing knowledge of a range and variety of vocabulary and applying grammar and structures of the target language accurately.
- Try to use connecting words and conjunctions.
- Stick close to your word count and indicate how many words you have used at the end of your piece. Do not cut your piece short (losing an opportunity to score marks), but remember that any words over 140 will be disregarded.
In the first piece, make sure you follow the instructions carefully, answering every question posed in order to get your full content marks.

The second piece is usually a narrative, so make sure you can retell a story using the past, present and future accurately. Do not repeat the question in your writing.

Do not repeat yourself; you can only score once for a phrase. For example, if you use “je pense que”, then use “je crois que” or “je suppose que”.

IGCSE Geography

The Geography department seeks to enable students to make sense of their world, and to understand the processes, both human and physical that shape it. Geography is a contemporary and dynamic subject which addresses issues such as Climate change, Resource depletion and Sustainable development. These issues raise crucial questions about the sort of future society that we wish to create. Therefore it is extremely relevant for today’s school children.

Geography requires pupils to:

- find out about the changing world we live in and the key issues facing humanity and our environment
- challenge injustice and inequality and seek reasons for these
- seek to find alternative solutions which may contribute towards a more sustainable future for all

Through Geography pupils develop many key skills for active citizenship and participation in society. These include literacy, numeracy, ICT as well as map skills, problem solving, teamwork, independent research and empathy.

The department uses a wide range of teaching and learning strategies from class debates and role plays to writing formal reports and letters.

Pupils are also made aware of the practical importance of Geography in their lives; one of these ways is through fieldwork.

Syllabus Content

Paper 1: Theory Themes

- Population and Settlement: Population Dynamics, Settlement
- The Natural Environment : Plate Tectonics, Landforms and landscape processes, Weather and Climate, Tropical Rainforests and Deserts

Paper 2: Mapwork skills

Paper 4: Alternative to Coursework

How will you learn

Geographers study the issues and changes in the world around us. The case studies and topics that we cover are therefore always changing. Work for Geography IGCSE students includes the opportunity for personalised and independent learning. Students will also improve on their geographical and cartographical skills, interpersonal skills through debate and discussion and problem solving skills.

Method of assessment

During term
Tests and assignments
Examinations
Paper 1: Theory Examination (45%) 1 hour 45 minutes
You will answer 3 questions out of 6.

Paper 2: Mapwork Examination (27.5%) 1 hour 30 minutes
You will answer questions on interpretation and analysis of geographical information.

Paper 4: Alternative to Coursework Examination (27.5%) 1 hour 30 minutes

Geographical Pathways after IGCSE and AS

Training Pathways
Whether you are planning to go to university or the world of work, the study of Geography will equip you with a balanced viewpoint and invaluable skills for the future.
IGCSE Geography helps improve numeracy and literacy skills, spatial, social and environmental awareness. Geography is a well regarded academic subject for university applications and links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Biological Science, Economics, Politics and Meteorology.

Career routes

You can prepare by:
- Finding out what you need to know.
- Work hard and study – if you want good results then you got to earn them and this is done by working hard, studying well and doing a thorough preparation as well as putting in major effort.
- Organizing your notes. Make a list of the topics and case studies.
- Make a revision timetable and plan your revision carefully so that you have time to fit in everything you need to cover.
- Do not sit looking at your notes, or just copy them out. Try to do something active, for example you could:
  - draw diagrams and sketch maps, including detailed labels, highlighting the most important ones using colours,
  - draw tables and charts to learn key ideas about the topic such as the causes and effects, and problems and benefits which you need to learn,
  - draw time lines and living graphs which help you pick out how things change and explain the reasons for the changes,
  - use small cards to list the main points which you need to learn, especially case studies,
  - Use colours or highlighter pens to classify items in your notes e.g. causes/effects long/short term effects, effects on natural environment/people, etc,
- Practice map skills using a variety of different maps.
- Practise past exam papers
- Make sure that you know your theory studied for Paper 1 for Paper 2 and 4 as well because often they will expect the theory to be applied knowledge for Paper 2 and 4!
IGCSE History

Study Guidelines
In order to pass and do well this set of examinations it is essential that you have sound foundation from which you can develop your arguments. Without thorough knowledge of the facts, you will be unable to interpret and evaluate questions. These two skills are the keystones of IGCSE History. Use your notes, your textbook and the IGCSE History revision booklet (you have been given this at the beginning of the course) to ensure that you have an adequate grasp of the material before you enter the examination.

How to prepare for your exam

- You consolidate your facts by studying according to the syllabus. The focus points in the syllabus will also be the focus of the questions in the examination. It is essential that you consistently frame your focus questions in accordance with the **Cause – Consequence- What does this tell us** system of evaluation. You should be doing this throughout the course. This will make it much easier for you to interpret and analyse the questions in the examination.
- Get your background studying done by starting with your core textbook (IGCSE Modern History) and cross-referencing with Essential Modern World History. Both of these are useful in providing summaries and important questions, as well as giving you ample information and source-based exercises. In addition, use your notes and the notes that you have been given, and any presentations that have been used during the course. For the Depth Study, *The USA 1919-1941*, refer to the relevant chapters in your core textbook as well as the notes from class.
- Work through as many previous exercises as you can. Look at those you have done during the course of the year and improve on them, check them against the memorandums. Pay specific attention to what is required of each question, which is staged: factual knowledge [5 marks]; interpretation [7 marks] and evaluation [8 marks].
- Familiarise yourself with the structure of past papers and complete as many as you can. Your teacher will mark them, provide you with the mark scheme and give you feedback so you can improve.
- Summarise the chapters according to the syllabus. **You have all been given a syllabus in the beginning of the year.** The syllabus is also available on the CIE website.
- Look at the mark scheme and try to write at the highest level. Do not fall into the narrative, argue the point. In other words, do not tell the story, discuss the question critically, looking at it from both sides but still following a line of argument that will bring you to a logical conclusion.

Steps to answering a question successfully

- Spend time (a few minutes) understanding the question. Get to grips with the scope of the question, key words in the question and the time frame if applicable. What is the question really expecting me to answer? Remember to constantly remind yourself of the question throughout your answer so that you do not fall into the trap of going off track.
- Take at minute or so to plan your responses, especially in section b and c of each question in Paper 1 as well as the longer questions in Paper 2 and 4.
- Decide on the following:
  - What must I say in my introduction (short, focused paragraph)?
  - What are the main ideas of each paragraph?
  - What are the counter-arguments?
  - How am I going to conclude my argument?
- **Always** make sure you have evidence to support your argument. Do not use your imagination or assume something that is not there. Look at what is presented to you and use your knowledge to support your points.
- Do not over-write, write sentences that are too long or use complicated words that you do not understand.
- Make sure your spelling is accurate, your handwriting is clear and your punctuation is correct. It gives a bad impression to the examiner if you do not pay attention to this foundation.
- **Always** write in the third person.
Plan your time carefully. Do not spend too much time answering one question.

Examination Breakdown

Please note that all papers are externally marked

Paper 1: Two hours
Written paper
Candidates answer two questions from Section A (Core Content: 20th Century History) and one question from Section B (Depth Study: USA 1919-1941).
All questions are in the form of structured essays, split into three parts: (a), (b) and (c).
The paper is worth 60 marks. It counts 40% of your final mark.
You have two hours to complete the paper and it is externally marked.

Paper 2: Two hours
Written paper: Source-based
Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. You have 2 hours to complete the paper and it counts 33% of your final mark.
For the examination in 2015, the prescribed topic for the 20th century core syllabus is: “Who was to blame for the Cold War?”

Paper 4: 1 hour
Written Paper: Essay
Candidates answer one question on a Depth Study. The essay is worth 60 marks and counts 27% of your final mark.
Only on Depth Study: USA 1919-1941 1hour 40 marks.
This paper consists of a long essay. You cannot do well without studying the facts and practising writing interpretive and argumentative essays. Candidates answer one question on the Depth Study. The paper is worth 40 marks and is worth 27% of your final mark.
NB: We have a choice of writing Paper 3 or Paper 4. We do not write Paper 3.

General advice on writing the exams

Essay questions
Make sure that you are familiar with the structure of essay writing. Plan before you start writing and jot down which points you are going to make in each paragraph. Use phrases such as “This demonstrates that”, “This shows us that”, “It is thus/ therefore clear that” etc. These will make sure that you are not narrating your essay, but rather analysing the question. Pay attention to spelling. Use linking words to add to the flow of the essay. Lastly, and most importantly: make sure you refer to counter-arguments or other potential interpretations and then reinforce your argument in light of these counter-arguments. “How far do you agree”, “To what extent” are all indicators of an analytical question. Start with a table “to a great extent – why”; to a lesser extent-why“ and use that to support your answer. The same structure applies to a “how far do you agree” question.

Source-based questions
Read your question, make sense of it, then read your sources. Start with the attribution. Read the question again then only start evaluating your sources. Classify sources as primary or secondary, think about usefulness, detect bias, etc. Now read the source, highlight the main information in the source. Read the question carefully, ensure you understand what the questions expects you to do, now go back to the source and extract the information that will help you answer the question. Ask yourself: what do I see in this source? What does it tell us? Why is it valuable? How can it be interpreted? What could be a counter-argument? Contextualise the source. This is why it is essential that you know your facts. Follow the instructions in the sources question carefully. This is a source based paper; you cannot answer questions without referring to the applicable source or sources. This is the highest level of analytical testing, think logically and apply your mind. Plan your time carefully.
General tips

- Read as widely as possible.
- Watch the news!
- Watch the History channel for any programme that falls within our syllabus.
- Watch documentaries.
- Always have a dictionary handy while you study to look up words and concepts you do not know.
- Read newspapers.
- Read historical novels that fall within our syllabus.
- Read autobiographies of important characters within our syllabus.
- Discuss current events with parents and peers, always qualify your statements, ask people to explain why they say things.
- In discussions and when writing, never generalise but try to qualify your statements and support them with facts.
- If you use your time wisely preparing for the History examination, there is no reason why you should not be successful and reach your goal.
- Check your grammar and proofread your work to ensure that what you think you wrote is actually what you have written. **A sound grasp of English** is essential for success in this subject.
- **Legible hand writing is of the utmost importance. If the examiner is going to struggle to read your answers it will have an influence on your result.**

**IGCSE Mathematics**

**Examination information**

1. The Mathematics **Extended** examination consists of **two** papers:
   - Paper 2: 70 marks (1 hour 30 minutes). Consists of a number of shorter questions.
   - Paper 4: 130 marks (2 hours 30 minutes). Longer questions (i.e. statistics, graphs, mensuration).
   - The two papers combined give you a mark out of 200, therefore Paper 4 has a heavier weighting than Paper 2.

2. The Mathematics **Core** examination consists of **two** papers:
   - Paper 1: 56 marks (1 hour). Consists of a number of shorter questions.
   - Paper 3: 104 marks (2 hours). Longer questions (i.e. statistics, graphs, mensuration).
   - The two papers combined give you a mark out of 160, therefore Paper 3 has a heavier weighting than Paper 1.

3. For your examination you will need:
   - Pens (x2) in dark blue or black
   - Pencil
   - Ruler
   - Eraser
   - Calculator (reliable) – NB! Make sure your calculator is set on degrees “deg”.
   - Mathematics set (compass, protractor, triangles)
   - Before you start writing, ask the invigilator to give you extra folio so that you can do extra calculations, if need be, before you answer on the paper.
General guidelines when studying

**Always** work **neatly** in a legible handwriting, whether you are working in class, writing a test/examination or practising examples at home. **Do not** get in the habit of scribbling down answers in a disorganized way while practising, thinking you will definitely work very neatly in the examinations. Being neat will put the examiner on your side. More importantly, it will help to eliminate unnecessary mistakes and help you to keep track of your working. You are only given a certain amount of space for each question so use that space wisely.

Set out your work in a **logic** and **systematic** way. When you read through your work, you must be able to follow the steps. **Do not** be tempted to only write down answers, thinking you will eventually show your work in a test/examination. Write down as much as you can. Often you will only see how to proceed based on what you have already written down.

**Do not tolerate careless mistakes when you study.** **Always focus** on your work and **concentrate** on each step so you can eliminate these mistakes. Careless mistakes cost you marks, either because they ease a question to such an extent that you can earn no marks, or it changes the nature of question making it impossible to proceed.

Use answers (at the back of the textbook) or memoranda (supplied by your teacher after a test) wisely. **Remember,** in the test/examination you will not have access to any answers! Work through a whole set of questions before you look at the answers. Looking at the memorandum often makes things feel very easy, but it does not always mean you will be able to do a similar question on your own.

Get hold of a copy of both the examination papers. **Study** the instructions carefully to ensure you know what they specify and to be familiar with them during the examinations. **Follow instructions carefully.**

When working through past papers, allow yourself the same time as set on the paper. This will help you to distinguish work you know well from work you cannot do. Be hard on yourself and finish the paper before you look for help. Go through your notes, ask your teacher or study a memorandum to assist you with sections of the paper you had difficulty in completing correctly.

**Study successfully**

Answers should be given correct to three significant figures for non-exact values and to one decimal place in the case of angles. Questions involving currency and questions with specific instructions will take precedence over this general rule. Practise this whenever you are doing Mathematics to get in the habit.

Prepare a study timetable that will allow you enough time to study, to practise examples and to go through all your work before the examinations.

Make a list of all topics/sections you need to know. Use the syllabus or the work you have done in your workbook to create this list. **Ensure** you know all the content, meaning you need to know all formulae (you may **never** have a formula wrong), all the relevant processes and how to do them correctly. Practise examples on each topic you are studying, doing examples from the textbook or from worksheets supplied by your teacher. This practise will build your confidence because you are focusing on one topic at a time doing questions relating to only that topic.

The next part of your preparation includes working through many test papers, mixed exercises or past papers. **Now you need to be confident enough about your knowledge of individual topics to be able to apply it to a variety of questions.** It is important to remember that many questions test two or more sections of work. Try to identify the topic and content you need to answer a certain question and then apply your knowledge, focusing on working very accurately.

When you have difficulty answering a question, carefully read through it again. Look for keywords indicating the section of the work it refers to. **Try** reading up to a point where you are able to do something, then read on and do some more, until you have completed the whole question. **Do not** try to write out the complete answer in one go. **Try breaking up the question into smaller parts which you can manage.** Before leaving out a challenging question altogether, try to do at least a part of the question.

Follow the specific guidelines given by your Mathematics teacher and as discussed in class. **Do not wait too long before asking help from your teacher, either in class or during Clinics in the afternoons.**
Work on Mathematics **every day**. It is a skill you need to keep sharpened. Be prepared to spend **lots** of time doing Mathematics. There is no easy and quick recipe to success, but reaching your goals after long hours and many days and weeks of studying, is immensely rewarding.

**When writing examinations**

Be calm and have a good start.

Listen carefully to all instructions given by the invigilator. Carefully read the instructions on the paper - they should be familiar to you by now.

Jot down any important information you need to remember.

Survey the paper before you start writing and plan your available time.

Scan through all questions quickly so your brain can subconsciously start working.

Read each question **carefully**, underlining keywords. Focus on one question at a time. Identify the concepts or processes necessary to answer the question and do it as accurately and completely as possible. Focus and concentrate to try and eliminate careless errors.

Do not spend much time on a question you are struggling with. Rather go on with the next question and later return to the one you had difficulty with.

Work neatly and set out work systematically.

Do not scratch out any work without replacing it with something you are convinced is a better answer.

When finished, read through your work carefully. Check that you have answered each question completely without leaving out parts.

**IGCSE Physics and Chemistry**

**Examination Tips**

Physics and Chemistry require intensive, detailed revision to which much time has to be allocated. There is no place for generalised global revision because the examiner does not award marks to vague or superficial answers. There is no shortcut to success in the physical sciences and one cannot use verbiage to try to attain marks when inadequately prepared.

The following tips will be useful when preparing for an external examination:

- Definitions must be studied in word-perfect detail. Up to ten percent of marks is sometimes allocated to the statement of formal definitions.
- Merely reading through notes, worksheets and model answers will serve no purpose.
- Past worksheets and external examination papers must be worked through systematically with pen and paper.
- Past tests should be re-written as if for the first time and the answers checked against the model answers given in class.
- Formal notes must be worked through systematically in detail.
- The entire syllabus has to be revised at least three times before the examination.
- The entire syllabus must also be studied for the practical examination because theory is required to perform well in practical work.

**IGCSE Travel and Tourism**

**Why choose IGCSE Travel and Tourism?**

IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries. The syllabus develops practical skills across a range of working roles, as well as providing a global and local
perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion. Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

You will be writing two examination papers

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>1</td>
<td>2 hours</td>
<td>100</td>
<td>60%</td>
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<tr>
<td>2</td>
<td>2 hours 30 minutes</td>
<td>100</td>
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**Paper 1**
This is the core paper. They are all short answer questions based on pictures and case studies. All questions are compulsory, and candidates answer on the question paper. There are 100 marks for this paper.

**Paper 2**
This is a structured question paper. This is based primarily on Unit 5 of the syllabus. All questions are compulsory, and candidates answer on the question paper. There are 100 marks for this paper.

For your examination you will need
- Pens (x2)
- Ruler
- Calculator