



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
IGCSE

SYLLABUS

Cambridge IGCSE[®]

Cambridge International Certificate*

Hindi as a Second Language

0549

For examination in June 2014

*This syllabus is accredited for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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1. Introduction

1.1 Why choose Cambridge?

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

Recognition

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

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at www.cie.org.uk/recognition

Excellence in education

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

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

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

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

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

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

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

1.2 Why choose Cambridge IGCSE?

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

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE Hindi as a Second Language?

Cambridge IGCSE Hindi as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Candidates studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the candidates in using Hindi as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Hindi as a Second Language (0549) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecundary2

1.5 Schools in England, Wales and Northern Ireland

This Cambridge IGCSE is approved for regulation in England, Wales and Northern Ireland. It appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk> as a Cambridge International Level 1/Level 2 Certificate. There is more information for schools in England, Wales and Northern Ireland in the appendix to this syllabus.

School and college performance tables

Cambridge IGCSEs which are approved by Ofqual are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website (www.education.gov.uk/performance-tables). All approved Cambridge IGCSEs are listed as Cambridge International Level 1/Level 2 Certificates.

1.6 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at international@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

The syllabus assesses candidates' ability to use Hindi as a medium of practical communication, and is aimed at candidates for whom Hindi is not a first language/mother tongue but for whom it is a lingua franca or language of study.

2.1 Scheme of assessment

All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

Paper 1	Duration	Weighting
Reading and Writing Section 1: four exercises – reading, information transfer, note-making and summary writing. Section 2: two exercises – reading and writing.	2 hours	67%

Paper 2	Duration	Weighting
Listening Four exercises – comprehension and true/false.	Approx. 35–45 minutes	33%

2.2 Availability

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

This syllabus is available to private candidates.

2.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

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

3. Syllabus aims and objectives

3.1 Aims

The aims set out below describe the general educational purposes of a course in Hindi as a Second Language, and are the same for all candidates. They are not listed in order of priority.

The aims are to:

- 1 develop the ability to use Hindi effectively for the purpose of practical communication;
- 2 form a sound base for the skills required for further study or employment using Hindi as the medium;
- 3 develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- 4 promote candidates' personal development.

3.2 Assessment objectives and their weighting

This syllabus assesses Reading, Writing and Listening.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

AO1: READING – Understand and respond to written language.

Candidates will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts

AO2: WRITING – Communicate clearly, accurately and appropriately in writing.

Candidates will be assessed on their ability to:

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

AO3: LISTENING – Understand and respond to spoken language.

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes

Specification grid: Paper 1 – Reading and Writing

Assessment Objective		Section 1				Section 2	
		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
A01	R1	✓	✓	✓	✓	✓	
	R2		✓	✓	✓		
	R3			✓	✓	✓	
	R4		✓	✓		✓	
A02	W1				✓		✓
	W2				✓		✓
	W3				✓		✓
	W4				✓		✓
	W5				✓		✓
	W6				✓		✓

Specification grid: Paper 2 – Listening

Assessment Objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
A03	L1	✓	✓	✓	✓
	L2			✓	✓
	L3		✓		✓

Weighting of assessment objectives

The relationship between the assessment objectives and the scheme of assessment is:

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Whole assessment (%)
A01	36		40
A02	24		27
A03		30	33

4. Description of papers

4.1 Paper 1: Reading and Writing

All questions and responses to be in Hindi.

Total mark: 60

Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- **Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
Assessment objective: R1
Total mark: 6
- **Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided on the question paper.
Assessment objectives: R1, R2, R4
Total mark: 7
- **Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Assessment objectives: R1, R2, R3, R4
Total mark: 7
- **Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed on the question papers.
Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
Total mark: 10

Section 2

- Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.

Assessment objectives: R1, R3, R4

Total mark: 10
- Exercise 6** – Writing exercise: candidates will be required to write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

Assessment objectives: W1, W2, W3, W4, W5, W6

Total mark: 20

4.2 Paper 2: Listening

All questions and responses to be in Hindi.

Total mark: 30

Duration: approx. 35–45 minutes.

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used in the examination.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. All listening material will be heard twice by candidates and appropriate pauses for candidates to write answers will be included on the recording.

The CD is controlled by the invigilator of the examination, not the candidate(s).

For details about room, equipment, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Cambridge Handbook*.

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises:

- Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers.

Assessment objectives: L1

Total mark: 6
- Exercise 2** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps on forms/charts printed on the question paper.

Assessment objectives: L1, L3

Total mark: 8

- **Exercise 3** – True-or-false exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to indicate whether statements printed on the question paper are either true or false by ticking the correct box.
Assessment objectives: L1, L2
Total mark: 6
- **Exercise 4** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.
Assessment objectives: L1, L2, L3
Total mark: 10

5. Curriculum content

Assessment Objective	
1 Reading	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to understand public notices and signs (including timetables and advertisements) demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds scan for particular information, organise the relevant information and present it in a logical manner/given format <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people demonstrate the ability to identify the important points or themes within an extended piece of writing draw conclusions from and see relations within an extended text
2 Writing	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> carry out simple writing tasks, e.g. completing forms, short pieces in an appropriate and accurate form of Hindi in response to a written stimulus demonstrate the ability to describe, report, give personal information identify, organise and present given material in a particular form <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> carry out longer writing tasks on a wider range of topics in response to a written stimulus
3 Listening	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations demonstrate general comprehension of the speaker’s intentions where appropriate <p>In addition, candidates aiming for grades A*–C should be able to:</p> <ul style="list-style-type: none"> identify the important points or themes of the material they hear, including attitudes draw conclusions from and identify the relationships between ideas within the material they hear show awareness of major variations in register

6. Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences and obeying standard grammatical conventions.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy;
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions.

7. Additional information

Guided learning hours

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

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

Recommended prior learning

Candidates beginning this course are expected to have had prior contact with Hindi at school and/or in their community.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Hindi as a Second Language are well prepared to follow courses leading to Cambridge International AS and A Level Hindi, or the equivalent.

Component codes

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

Grading and reporting

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

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

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

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

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

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

Access

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

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

Support and resources

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

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

8. Appendix: Additional information – Cambridge International Level 1/Level 2 Certificates

Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

NQF Level

This qualification is approved by Ofqual, the regulatory authority for England, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

Candidates who gain grades G to D will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who gain grades C to A* will have achieved an award at Level 2 of the National Qualifications Framework.

Progression

This syllabus provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including GCSE, Cambridge International AS and A Level GCE, Level 2 and Level 3 Asset Languages qualifications and Cambridge Pre-U qualifications. Candidates who are awarded grades C to A* are well prepared to follow the Cambridge International AS and A Level Hindi syllabus.

Guided learning hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

Overlapping qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. Candidates should seek advice from their school on prohibited combinations.

Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

The study of Hindi as a Second Language permits:

Spiritual development – the growth of candidates' sense of self, their unique potential, their understanding of their own strengths and weaknesses, and their will to achieve.

Moral development – acquiring an understanding of the difference between right and wrong, and of moral conflict and a concern for others. Candidates are able and willing to reflect on the consequences of their actions.

Social development – acquiring an understanding of the responsibilities and rights of being members of families, groups and communities (local, national, global) and an ability to relate to others and to work with others for the common good.

Cultural development – acquiring an understanding of cultural traditions and an ability to respond to a variety of aesthetic experiences. Candidates acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

Sustainable Development, Health and Safety Considerations and International Developments

This syllabus offers opportunities to develop ideas on sustainable development and environmental issues, health and safety, and the international dimension.

Avoidance of bias

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

Language

This syllabus and the associated assessment materials are available in English only.

Access

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

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

Key Skills

The development of the Key Skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem solving can enhance teaching and learning strategies and motivate candidates towards learning independently.

This syllabus will provide opportunities to develop the key skills of:

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

The separately certificated Key Skills qualification recognises achievement in:

- application of number
- communication*
- information technology.

Further information on Key Skills can be found on the Ofqual website (www.ofqual.gov.uk).

*although this syllabus will greatly assist in the development of communication skills it must be noted that, for the Key Skills qualification, the skill of communication can only be evidenced in English, Irish or Welsh.

Support and resources

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

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