

Year 10 & 11 First Language English (Cambridge IGCSE English)	
SUBJECT CONTENT	The skills covered are outlined below
Reading	<ul style="list-style-type: none"> • Demonstrate understanding of written texts, and of the words and phrases within them • Summarise and use material for a specific context • Develop, analyse and evaluate facts, ideas and opinions • Demonstrate understanding of how writers achieve their effects and influence readers • Select appropriate information for specific purposes • Recognise and respond to linguistic devices, figurative language and imagery <p>In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.</p>
Writing	<ul style="list-style-type: none"> • Express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Demonstrate a varied vocabulary appropriate to the context • Demonstrate an effective use of sentence structures • Demonstrate an understanding of audience, purpose and form • Demonstrate accuracy in spelling, punctuation and grammar. <p>As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.</p>
Speaking and listening	<ul style="list-style-type: none"> • Describe and reflect on experience, and express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Understand and convey complex ideas • Communicate with clarity, focus and purpose • Communicate appropriately for the context • Engage appropriately in conversation. <p>Candidates should explore a range of speaking and listening skills, including the ability to participate in engaging conversations and to respond spontaneously to questions and prompts. This study should include focus on presentation skills in employing and organising content, and language devices, such as irony, tone and emphasis.</p>

Details of the assessment	
Paper 11	Paper 1 – Reading: Written paper, 2 hrs, 80 mks
Paper 21	Paper 2 – Directed Writing and Composition: Written paper, 2 hrs, 80 mks
Paper 04	Component 4 – Speaking and Listening Test: Individual Talk and Conversation, approximately 10–12 mins in total, 40 mks

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved. A* is the highest and G is the lowest.

**Year 10 & 11 English as a Second Language
(Cambridge IGCSE English as a Second Language)**

SUBJECT CONTENT	
The skills covered are outlined below	
Reading	<ul style="list-style-type: none"> • understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and webpages • identify relevant information and select correct details from a range of texts • identify ideas, opinions and attitudes from a range of texts and understand the connections between them • show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention <ul style="list-style-type: none"> • understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and webpages • identify relevant information and select correct details from a wide range of texts • identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them • understand what is implied but not directly stated, e.g. gist, purpose and intention
Writing	<ul style="list-style-type: none"> • communicate factual information and ideas with appropriate expansion • select and organise relevant information and ideas into paragraphs and use appropriate linking devices • respond to a written stimulus and show awareness of appropriate register and style/ format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review • produce written texts with an adequate range of language structures (i.e. grammatical and lexical) • produce written texts that show good control of punctuation and spelling <ul style="list-style-type: none"> • communicate factual information, abstract ideas and arguments with good expansion • select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices • respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review • produce written texts with a wide range of language structures (i.e. grammatical and lexical) • produce written texts that show very good control of punctuation and spelling
Listening	<ul style="list-style-type: none"> • Understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. • identify relevant information and select correct details from a range of sources • identify ideas, opinions and attitudes from a range of sources and understand the connections between them • show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention <ul style="list-style-type: none"> • Understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. • identify relevant information and select correct details from a wide range of sources • identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them • understand what is implied but not directly stated, e.g. gist, purpose and intention
Speaking	<ul style="list-style-type: none"> • communicate factual information and ideas with some expansion • organise and link ideas with appropriate linking devices • engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience • produce responses with an adequate range of language structures (i.e. grammatical and lexical) • produce responses that show sufficient control of pronunciation and intonation <ul style="list-style-type: none"> • communicate factual information, abstract ideas and arguments with good expansion • organise and link ideas with a range of appropriate linking devices • engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues • produce responses with a wide range of language structures (i.e. grammatical and lexical) • produce responses that show good control of pronunciation and intonation

Details of the assessment

Paper 21	Paper 2 – Reading and Writing (Extended) Written paper, 2 hours, 80 marks
Paper 41	Paper 4 – Listening (Extended) Written paper, approximately 50 minutes, 40 marks
Paper 51	Component 5 – Speaking test, approximately 10–15 minutes (assessed conversation 6–9 minutes), 30 marks

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved. A* is the highest and G is the lowest.

