



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSETM

First Language Setswana 0698

Use this syllabus for exams in 2028, 2029 and 2030.

Exams are available in the November series.

Please check the syllabus page at www.cambridgeinternational.org/0698 to see if this syllabus is available in your administrative zone.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus



The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE First Language Setswana encourages learners to read a variety of texts and improve their use and style of language in a range of contexts. Learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further study or employment..

Our approach in Cambridge IGCSE First Language Setswana encourages learners to be:

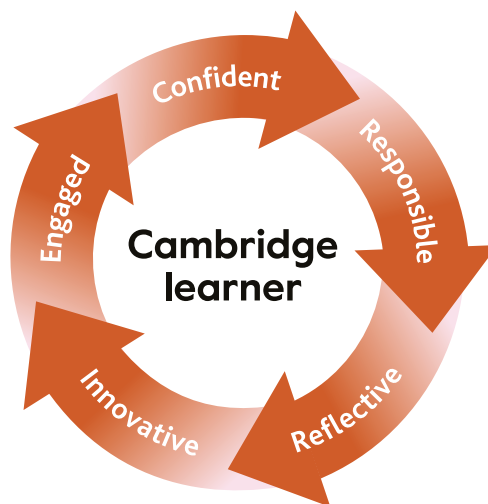
confident, exploring and evaluating ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others

responsible, understanding how to use language in different contexts and for different purposes to influence and affect the world around them

reflective, critically reviewing their own work and identifying ways to improve. They develop successful learning strategies to consolidate their skills

innovative, applying their knowledge and understanding to engage with a range of texts and styles of writing. They adapt their skills in order to respond to tasks in different contexts

engaged, taking inspiration from, and being interested in, the variety of language around them. They read critically, learn from others and understand how their learning fits within the wider context.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE First Language Setswana gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Levels.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using standard Setswana appropriately
- work with information and with ideas in Setswana in order to develop skills of critical evaluation, analysis, comparison and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions and usage in Setswana-speaking societies
- enjoy the experience of reading literary texts in different forms and appreciate ways in which writers achieve their effects
- engage with literary texts and communicate an informed personal response appropriately and effectively
- explore the contribution of literature to an understanding of Batswana culture and society.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

Cambridge IGCSE First Language Setswana offers candidates the opportunity to respond knowledgeably to a range of reading texts during the course as a whole. Candidates will use some of these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences. Learners will have the opportunity to read a range of literary texts to help to deepen their knowledge of Batswana culture.

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

Candidates are encouraged to become appreciative and critical readers and writers of Setswana.

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

Assessment overview

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

All candidates take:		and:	
Paper 1	2 hours	Paper 2	2 hours
Reading and Writing	50%	Literature	50%
50 marks		50 marks	
Structured and extended writing questions.		Three compulsory essay-type questions on three literary genres (prose, drama, poetry).	
Questions are based on two reading texts.		Questions on prose and drama are based on set texts.	
One composition task.		The question on poetry is based on an unseen text.	
Externally assessed		Externally assessed	

Information on availability is in the **Before you start section**.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meaning
- R2 demonstrate understanding of implicit meaning and attitude
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information 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 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

AO3 Literature

Candidates will be assessed on their ability to:

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	25
AO2 Writing	35
AO2 Literature	40
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	50	0
AO2 Writing	50	20
AO2 Literature	0	80
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples and texts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Reading

- 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
- select appropriate information for specific purposes
- demonstrate understanding of how writers achieve their effects and influence readers
- recognise and respond to linguistic devices, figurative language and imagery.

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 blogs, essays, reviews or articles, short stories in their entirety or extracts from a longer work of prose. 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 facts, ideas, perspectives, opinions and bias.

Writing

- 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.

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 and argumentative. They should also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

Literature

- demonstrate knowledge of the content of the text through reference to detail
- understand characters, relationships, situations and themes
- understand the writer's intentions, methods and use of language
- produce an informed personal response to the text.

Candidates should study texts from three different genres: prose, drama and poetry. Candidates will gain an appreciation of texts and themes, ranging from a straightforward knowledge of content and surface meaning, to the communication of an informed personal response.

Set texts for Paper 2

The set texts listed below are for examination in 2028, 2029 and 2030.

Set texts on the syllabus may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take the examinations.

Section A: Prose

Basadi, lwa reng? by T G Motsaathebe

Section B: Drama

Pelo e ja serati by J M Ntsime

Section C: Poetry

One unseen poem

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Paper 1 – Reading and Writing

Written paper, 2 hours, 50 marks

Candidates answer **all** the questions in three compulsory sections. Candidates write all their answers in the spaces provided on the question paper.

The texts will be printed in the question paper insert.

Dictionaries may **not** be used.

Section A Comprehension and Use of Language (15 marks)

Question 1 Comprehension task

Candidates respond to a series of sub-questions based on a fiction text, Text A. These include short answers worth a total of ten marks testing understanding of both explicit and implicit meanings.

Text A will be approximately 850–950 words long and will be from either the twentieth or the twenty-first century.

This question tests the following Reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meaning
- R2 demonstrate understanding of implicit meaning and attitude.

Question 2 Use of Language task

Candidates respond to a series of sub-questions based on Text A. These include short answers worth a total of five marks relating to figurative language, the author's use of language and structure, and the effect these have.

This question tests the following Reading assessment objective (5 marks):

- R4 demonstrate understanding of how writers achieve effects and influence readers.

Section B Directed Writing (15 marks)

Question 3 Directed Writing task

Candidates answer one compulsory question on one non-fiction text, Text B.

Candidates use and evaluate the information in the text to create an argumentative/discursive response. Candidates write about 250–350 words, responding in one of the following text types: letter, email, report, article or speech.

This exercise is about demonstrating understanding of the ideas in the reading text. Candidates can develop their ideas but they should not rely on their own ideas from outside the text.

Text B will be up to 500 words and will be from either the twentieth or the twenty-first century.

This question tests the following Reading assessment objectives (10 marks):

- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5 select and use information for specific purposes.

This question also tests the following Writing assessment objectives (5 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Section C Descriptive/Narrative Writing (20 marks)

Question 4 Descriptive writing task or Question 5 Narrative writing task

Candidates answer **one** question from a choice of two titles: one descriptive and one narrative.

Candidates use the title to develop and write a response.

Candidates write about 300–400 words.

Descriptive:

A descriptive piece of writing describes a person, place or situation, painting a picture with words so that the reader can picture it in their mind.

Narrative:

A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

This paper tests the following Writing assessment objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Paper 2 – Literature

Written paper, 2 hours, 50 marks

Candidates answer **three** questions, one from each section.

Dictionaries may **not** be used.

Set texts may **not** be taken into the examination room.

Section A Prose (20 marks)

Candidates answer **one** question on a set prose text.

Candidates write about 350–450 words.

This question tests the following Literature assessment objectives (15 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

This question also tests the following Writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

Section B Drama (20 marks)

Candidates answer **one** question on a set play.

Candidates write about 350–450 words.

This question tests the following Literature assessment objectives (15 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

This question also tests the following Writing assessment objectives (5 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

Section C Poetry (10 marks)

Candidates answer **one** question on an unseen poem.

Candidates write about 300–350 words.

This question tests the following Literature assessment objectives (10 marks):

- L1 demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text
- L2 understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- L3 recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects
- L4 communicate an informed personal response to literary texts.

Set texts for this component are listed in Section 3 Subject content.

Set texts regularly rotate on the syllabus and may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which your candidates will take their examinations.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. This list is not exhaustive. The use of the command word will relate to the subject context.

Command word	What it means
Analyse Sekaseka	examine in detail to show meaning, identify elements and the relationship between them
Comment Tshwaela	give an informed opinion
Compare Bapisa	identify/comment on similarities and/or differences
Consider Tlhomamisa	review and respond to given information
Describe Tlhalosa	state the points of a topic / give characteristics and main features
Discuss Tlotla	write about issue(s) or topic(s) in depth in a structured way
Evaluate Tlhagisa kakanyo	judge or calculate the quality, importance, amount, or value of something
Examine Tlhotlhomisa	investigate closely, in detail
Explain Tlhalosa	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Justify Tshegetsa/ sedifatsa	support a case with evidence/argument
Suggest Ttshitshinya	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have a level in Setswana equivalent to first language competence.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out if this syllabus is available to your administrative zone check the syllabus page at www.cambridgeinternational.org/0698

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

This syllabus is available in English only. The assessment materials are in Setswana.

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook*

www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting, including spell check and grammar check
- candidates must **not** use a human reader.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 1, published September 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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