



Cambridge IGCSE<sup>TM</sup>  
Mathematics 0580

A shield-shaped graphic with a white background and a brown border. Inside the shield, there are various mathematical symbols and numbers in different colors and sizes. The symbols include the number 2 (green), 5 (yellow), 4 (orange), 1 (pink), 9 (blue), 6 (blue), 3 (light blue), 4 (green), 3 (green), 2 (orange), 8 (orange), %, ÷ (blue), and √ (blue). The symbols are arranged in a cluster, with some overlapping.

Cambridge  
Pathway 

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## Why choose Cambridge?

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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 Mathematics** supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. Learners develop a feel for quantity, patterns and relationships, as well as developing reasoning, problem-solving and analytical skills in a variety of abstract and real-life contexts.

Cambridge IGCSE Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects.

The course is tiered to allow all candidates to achieve and progress in their mathematical studies.

Our approach in Cambridge IGCSE Mathematics encourages learners to be:

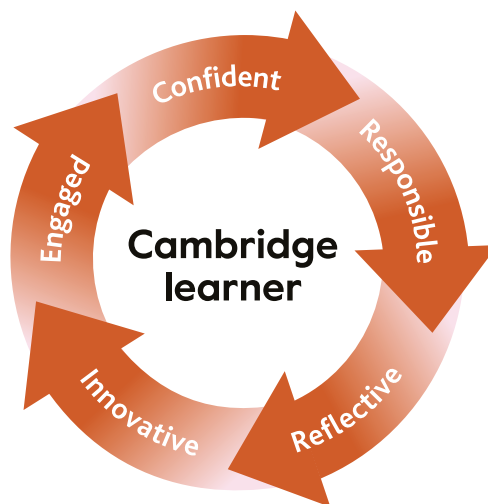
**confident**, in using mathematical language and techniques to ask questions, explore ideas and communicate

**responsible**, by taking ownership of their learning, and applying their mathematical knowledge and skills so that they can reason, problem solve and work collaboratively

**reflective**, by making connections within mathematics and across other subjects, and in evaluating methods and checking solutions

**innovative**, by applying their knowledge and understanding to solve unfamiliar problems creatively, flexibly and efficiently

**engaged**, by the beauty, patterns and structure of mathematics, becoming curious to learn about its many applications in society and the economy.



**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 Mathematics 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 Level Mathematics.

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](http://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](http://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](http://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](http://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](http://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](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

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

Students following a course based on this syllabus will:

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



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

All candidates study the following topics:

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

Cambridge IGCSE Mathematics is tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades C–G, and the Extended subject content is intended for learners targeting grades A\*–C. The Extended subject content contains the Core subject content as well as additional content.

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



## Assessment overview

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

Candidates who have studied the Core syllabus content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content, and who are expected to achieve a grade C or above, should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A\* to E.

Candidates should have a scientific calculator for Paper 3 and Paper 4. Calculators are **not** allowed for Paper 1 and Paper 2.

Please see the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide) for guidance on use of calculators in the examinations.

## Core assessment

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

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

## Extended assessment

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

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

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Knowledge and understanding of mathematical techniques

Candidates should be able to:

- recall and apply mathematical knowledge and techniques
- carry out routine procedures in mathematical and everyday situations
- understand and use mathematical notation and terminology
- perform calculations with and without a calculator
- organise, process, present and understand information in written form, tables, graphs and diagrams
- estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms
- understand and use measurement systems in everyday use
- measure and draw using geometrical instruments to an appropriate degree of accuracy
- recognise and use spatial relationships in two and three dimensions.

### AO2 Analyse, interpret and communicate mathematically

Candidates should be able to:

- analyse a problem and identify a suitable strategy to solve it, including using a combination of processes where appropriate
- make connections between different areas of mathematics
- recognise patterns in a variety of situations and make and justify generalisations
- make logical inferences and draw conclusions from mathematical data or results
- communicate methods and results in a clear and logical form
- interpret information in different forms and change from one form of representation to another.

## 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 Core qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding of mathematical techniques	60–70
AO2 Analyse, interpret and communicate mathematically	30–40
Total	100

### Assessment objectives as a percentage of the Extended qualification

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding of mathematical techniques	40–50
AO2 Analyse, interpret and communicate mathematically	50–60
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding of mathematical techniques	60–70	40–50	60–70	40–50
AO2 Analyse, interpret and communicate mathematically	30–40	50–60	30–40	50–60
Total	100	100	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 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.

Learners should pursue an integrated course that allows them to fully develop their skills and understanding both with and without the use of a calculator.

Candidates study either the Core subject content or the Extended subject content. Candidates aiming for grades A\* to C should study the Extended subject content.

A List of formulas is provided on page 2 of the examination papers for candidates to refer to during the examinations. Please note that not all required formulas are given; the 'Notes and examples' column of the subject content will indicate where a formula is given in the examination papers and when a formula is **not** given, i.e. knowledge of a formula is required.

### Core subject content

#### 1 Number

C1.1 Types of number	Notes and examples
Identify and use: <ul style="list-style-type: none"> <li>natural numbers</li> <li>integers (positive, zero and negative)</li> <li>prime numbers</li> <li>square numbers</li> <li>cube numbers</li> <li>common factors</li> <li>common multiples</li> <li>rational and irrational numbers</li> <li>reciprocals.</li> </ul>	Example tasks include: <ul style="list-style-type: none"> <li>convert between numbers and words, e.g. six billion is 6 000 000 000 10 007 is ten thousand and seven</li> <li>express 72 as a product of its prime factors</li> <li>find the highest common factor (HCF) of two numbers</li> <li>find the lowest common multiple (LCM) of two numbers.</li> </ul>

continued

# 1 Number continued

## C1.2 Sets

Understand and use set language, notation and Venn diagrams to describe sets.

### Notes and examples

Venn diagrams are limited to two sets.

The following set notation will be used:

- $n(A)$  Number of elements in set  $A$
- $A'$  Complement of set  $A$
- $\mathcal{E}$  Universal set
- $A \cup B$  Union of  $A$  and  $B$
- $A \cap B$  Intersection of  $A$  and  $B$ .

Example definition of sets:

$A = \{x: x \text{ is a natural number}\}$

$B = \{a, b, c, \dots\}$

$C = \{x: a \leq x \leq b\}$ .

## C1.3 Powers and roots

Calculate with the following:

- squares
- square roots
- cubes
- cube roots
- other powers and roots of numbers.

### Notes and examples

Includes recall of squares and their corresponding roots from 1 to 15, and recall of cubes and their corresponding roots of 1, 2, 3, 4, 5 and 10, e.g.:

- Write down the value of  $\sqrt{169}$ .
- Work out  $5^2 \times \sqrt[3]{8}$ .

## C1.4 Fractions, decimals and percentages

1 Use the language and notation of the following in appropriate contexts:

- proper fractions
- improper fractions
- mixed numbers
- decimals
- percentages.

2 Recognise equivalence and convert between these forms.

### Notes and examples

Candidates are expected to be able to write fractions in their simplest form.

Candidates are **not** expected to use recurring decimal notation.

Candidates are **not** expected to demonstrate the conversion of a recurring decimal to a fraction and vice versa.

## C1.5 Ordering

Order quantities by magnitude and demonstrate familiarity with the symbols  $=$ ,  $\neq$ ,  $>$ ,  $<$ ,  $\geq$  and  $\leq$ .

### Notes and examples

continued

## 1 Number continued

### C1.6 The four operations

Use the four operations for calculations with integers, fractions and decimals, including correct ordering of operations and use of brackets.

#### Notes and examples

Includes:

- negative numbers
- improper fractions
- mixed numbers
- practical situations, e.g. temperature changes.

### C1.7 Indices I

- 1 Understand and use indices (positive, zero and negative integers).
- 2 Understand and use the rules of indices.

#### Notes and examples

e.g. find the value of  $7^{-2}$ .

e.g. find the value of  $2^{-3} \times 2^4$ ,  $(2^3)^2$ ,  $2^3 \div 2^4$ .

### C1.8 Standard form

- 1 Use the standard form  $A \times 10^n$  where  $n$  is a positive or negative integer and  $1 \leq A < 10$ .
- 2 Convert numbers into and out of standard form.
- 3 Calculate with values in standard form.

#### Notes and examples

Core candidates are expected to calculate with standard form only on Paper 3.

### C1.9 Estimation

- 1 Round values to a specified degree of accuracy.
- 2 Make estimates for calculations involving numbers, quantities and measurements.
- 3 Round answers to a reasonable degree of accuracy in the context of a given problem.

#### Notes and examples

Includes decimal places and significant figures.

e.g. write 5764 correct to the nearest thousand.

e.g. by writing each number correct to 1 significant figure, estimate the value of  $\frac{41.3}{9.79 \times 0.765}$ .

### C1.10 Limits of accuracy

Give upper and lower bounds for data rounded to a specified accuracy.

#### Notes and examples

e.g. write down the upper bound of a length measured correct to the nearest metre.

Candidates are **not** expected to find the bounds of the results of calculations which have used data rounded to a specified accuracy.

continued

## 1 Number continued

### C1.11 Ratio and proportion

#### Notes and examples

Understand and use ratio and proportion to:

- give ratios in their simplest form
- divide a quantity in a given ratio
- use proportional reasoning and ratios in context.

e.g. 20:30:40 in its simplest form is 2:3:4.

e.g. adapt recipes; use map scales; determine best value.

### C1.12 Rates

#### Notes and examples

1 Use common measures of rate.

e.g. calculate with:

- hourly rates of pay
- exchange rates between currencies
- flow rates
- fuel consumption.

2 Apply other measures of rate.

e.g. calculate with:

- pressure
- density
- population density.

3 Solve problems involving average speed.

Required formulas will be given in the question.

Knowledge of speed/distance/time formula is required.

e.g. A cyclist travels 45 km in 3 hours 45 minutes. What is their average speed?

Notation used will be, e.g. m/s (metres per second), g/cm<sup>3</sup> (grams per cubic centimetre).

### C1.13 Percentages

#### Notes and examples

1 Calculate a given percentage of a quantity.

2 Express one quantity as a percentage of another.

3 Calculate percentage increase or decrease.

4 Calculate with simple and compound interest.

Formulas are **not** given.

Percentage calculations may include:

- deposit
- discount
- profit and loss (as an amount or a percentage)
- earnings
- percentages over 100%.

continued

## 1 Number continued

### C1.14 Using a calculator

#### Notes and examples

- |   |  |
|---|--|
| 1 Use a calculator efficiently.                   | e.g. know not to round values within a calculation and to only round the final answer. |
| 2 Enter values appropriately on a calculator.     | e.g. enter 2 hours 30 minutes as 2.5 hours or $2^{\circ} 30' 0''$ .                    |
| 3 Interpret the calculator display appropriately. | e.g. in money 4.8 means \$4.80; in time 3.25 means 3 hours 15 minutes.                 |

### C1.15 Time

#### Notes and examples

- |   |   |
|---|---|
| 1 Calculate with time: seconds (s), minutes (min), hours (h), days, weeks, months, years, including the relationship between units. | 1 year = 365 days.  |
| 2 Calculate times in terms of the 24-hour and 12-hour clock.  | In the 24-hour clock, for example, 3.15 a.m. will be denoted by 03 15 and 3.15 p.m. by 15 15. |
| 3 Read clocks and timetables.   | Includes problems involving time zones, local times and time differences.                     |

### C1.16 Money

#### Notes and examples

- |   |  |
|---|--|
| 1 Calculate with money.                 |  |
| 2 Convert from one currency to another. |  |

### C1.17 Extended content only.

### C1.18 Extended content only.



## 2 Algebra and graphs

### C2.1 Introduction to algebra

#### Notes and examples

- 1 Know that letters can be used to represent generalised numbers.
- 2 Substitute numbers into expressions and formulas.

### C2.2 Algebraic manipulation

#### Notes and examples

- 1 Simplify expressions by collecting like terms.
- 2 Expand products of algebraic expressions.
- 3 Factorise by extracting common factors.

Simplify means give the answer in its simplest form,  
e.g.  $2a + 3b + 5a - 9b = 7a - 6b$ .

e.g. expand  $3x(2x - 4y)$ .

Includes products of two brackets involving one variable, e.g. expand  $(2x + 1)(x - 4)$ .

Factorise means factorise fully,  
e.g.  $9x^2 + 15xy = 3x(3x + 5y)$ .

### C2.3 Extended content only.

### C2.4 Indices II

#### Notes and examples

- 1 Understand and use indices (positive, zero and negative).
- 2 Understand and use the rules of indices.

e.g.  $2^x = 32$ . Find the value of  $x$ .

e.g. simplify:

- $(5x^3)^2$
- $12a^5 \div 3a^{-2}$
- $6x^7y^4 \times 5x^{-5}y$ .

Knowledge of logarithms is **not** required.

### C2.5 Equations

#### Notes and examples

- 1 Construct simple expressions, equations and formulas.
- 2 Solve linear equations in one unknown.
- 3 Solve simultaneous linear equations in two unknowns.
- 4 Change the subject of simple formulas.

e.g. write an expression for a number that is 2 more than  $n$ .

Includes constructing linear simultaneous equations.

Examples include:

- $3x + 4 = 10$
- $5 - 2x = 3(x + 7)$ .

e.g. change the subject of formulas where:

- the subject only appears once
- there is **not** a power or root of the subject.

continued

## 2 Algebra and graphs continued

### C2.6 Inequalities

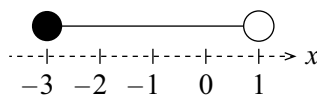
Represent and interpret inequalities, including on a number line.

#### Notes and examples

When representing and interpreting inequalities on a number line:

- open circles should be used to represent strict inequalities ( $<$ ,  $>$ )
- closed circles should be used to represent inclusive inequalities ( $\leq$ ,  $\geq$ )

e.g.  $-3 \leq x < 1$



### C2.7 Sequences

1 Continue a given number sequence or pattern.

e.g. write the next two terms in this sequence:  
1, 3, 6, 10, 15, ... , ...

2 Recognise patterns in sequences, including the term-to-term rule, and relationships between different sequences.

3 Find and use the  $n$ th term of the following sequences:

- linear
- simple quadratic
- simple cubic.

e.g. find the  $n$ th term of 2, 5, 10, 17

### C2.8 Extended content only.

### C2.9 Graphs in practical situations

1 Use and interpret graphs in practical situations including travel graphs and conversion graphs.

e.g. interpret the gradient of a straight-line graph as a rate of change.

2 Draw graphs from given data.

e.g. draw a distance–time graph to represent a journey.

continued

## 2 Algebra and graphs continued

### C2.10 Graphs of functions

### Notes and examples

1 Construct tables of values, and draw, recognise and interpret graphs for functions of the following forms:

- $ax + b$
- $\pm x^2 + ax + b$
- $\frac{a}{x}$  ( $x \neq 0$ )

where  $a$  and  $b$  are integer constants.

2 Solve associated equations graphically, including finding and interpreting roots by graphical methods.

e.g. find the intersection of a line and a curve.

### C2.11 Sketching curves

### Notes and examples

Recognise, sketch and interpret graphs of the following functions:

- (a) linear
- (b) quadratic.

Knowledge of symmetry and roots is required.  
Knowledge of turning points is **not** required.

### C2.12 Extended content only.

### C2.13 Extended content only.

### 3 Coordinate geometry

#### C3.1 Coordinates

#### Notes and examples

Use and interpret Cartesian coordinates in two dimensions.

#### C3.2 Drawing linear graphs

#### Notes and examples

Draw straight-line graphs for linear equations.

Equations will be given in the form  $y = mx + c$  (e.g.  $y = -2x + 5$ ), unless a table of values is given.

#### C3.3 Gradient of linear graphs

#### Notes and examples

Find the gradient of a straight line.

From a grid only.

#### C3.4 Extended content only.

#### C3.5 Equations of linear graphs

#### Notes and examples

Interpret and obtain the equation of a straight-line graph in the form  $y = mx + c$ .

Questions may:

- use and request lines in the forms  
 $y = mx + c$   
 $x = k$
- involve finding the equation when the graph is given
- ask for the gradient or  $y$ -intercept of a graph from an equation, e.g. find the gradient and  $y$ -intercept of the graph with the equation  $y = 6x + 3$ .

Candidates are expected to give equations of a line in a fully simplified form.

#### C3.6 Parallel lines

#### Notes and examples

Find the gradient and equation of a straight line parallel to a given line.

e.g. find the equation of the line parallel to  $y = 4x - 1$  that passes through  $(1, -3)$ .

#### C3.7 Extended content only.

## 4 Geometry

### C4.1 Geometrical terms

### Notes and examples

1 Use and interpret the following geometrical terms:

- point
- vertex
- line
- parallel
- perpendicular
- bearing
- right angle
- acute, obtuse and reflex angles
- interior and exterior angles
- similar
- congruent
- scale factor.

Candidates are **not** expected to show that two shapes are congruent.

2 Use and interpret the vocabulary of:

- triangles
- special quadrilaterals
- polygons
- nets
- simple solids.

Includes the following terms:

Triangles:

- equilateral
- isosceles
- scalene
- right-angled.

Quadrilaterals:

- square
- rectangle
- kite
- rhombus
- parallelogram
- trapezium.

Polygons:

- regular and irregular polygons
- pentagon
- hexagon
- octagon
- decagon.

continued

## 4 Geometry continued

### C4.1 Geometrical terms continued

#### Notes and examples

Simple solids:

- cube
- cuboid
- prism
- cylinder
- pyramid
- cone
- sphere (term 'hemisphere' **not** required)
- face
- surface
- edge.

3 Use and interpret the vocabulary of a circle.

Includes the following terms:

- centre
- radius (plural radii)
- diameter
- circumference
- semicircle
- chord
- tangent
- arc
- sector
- segment.

### C4.2 Geometrical constructions

#### Notes and examples

1 Measure and draw lines and angles.

A ruler should be used for all straight edges.

Constructions of perpendicular bisectors and angle bisectors are **not** required.

2 Construct a triangle, given the lengths of all sides, using a ruler and pair of compasses only.

e.g. construct a rhombus by drawing two triangles. Construction arcs must be shown.

3 Draw, use and interpret nets.

Examples include:

- draw nets of cubes, cuboids, prisms and pyramids
- use measurements from nets to calculate volumes and surface areas.

continued

## 4 Geometry continued

### C4.3 Scale drawings

- 1 Draw and interpret scale drawings.
- 2 Use and interpret three-figure bearings.

### Notes and examples

A ruler must be used for all straight edges.

Bearings are measured clockwise from north ( $000^\circ$  to  $360^\circ$ ).

e.g. find the bearing of  $A$  from  $B$  if the bearing of  $B$  from  $A$  is  $025^\circ$ .

Includes an understanding of the terms north, east, south and west.

e.g. point  $D$  is due east of point  $C$ .

### C4.4 Similarity

Calculate lengths of similar shapes.

### Notes and examples

### C4.5 Symmetry

Recognise line symmetry and order of rotational symmetry in two dimensions.

### Notes and examples

Includes properties of triangles, quadrilaterals and polygons directly related to their symmetries.

### C4.6 Angles

- 1 Calculate unknown angles and give simple explanations using the following geometrical properties:
  - sum of angles at a point =  $360^\circ$
  - sum of angles at a point on a straight line =  $180^\circ$
  - vertically opposite angles are equal
  - angle sum of a triangle =  $180^\circ$  and angle sum of a quadrilateral =  $360^\circ$ .
- 2 Calculate unknown angles and give geometric explanations for angles formed within parallel lines:
  - corresponding angles are equal
  - alternate angles are equal
  - co-interior angles sum to  $180^\circ$  (supplementary).
- 3 Know and use angle properties of regular polygons.

### Notes and examples

Knowledge of three-letter notation for angles is required, e.g. angle  $ABC$ . Candidates are expected to use the correct geometrical terminology when giving reasons for answers.

Includes exterior and interior angles, and angle sum.

## 4 Geometry continued

### C4.7 Circle theorems

### Notes and examples

Calculate unknown angles and give explanations using the following geometrical properties of circles:

- angle in a semicircle =  $90^\circ$
- angle between tangent and radius =  $90^\circ$ .

Candidates will be expected to use the geometrical properties listed in the syllabus when giving reasons for answers.

### C4.8 Extended content only.



## 5 Mensuration

### C5.1 Units of measure

Use metric units of mass, length, area, volume and capacity in practical situations and convert quantities into larger or smaller units.

#### Notes and examples

Units include:

- mm, cm, m, km
- $\text{mm}^2$ ,  $\text{cm}^2$ ,  $\text{m}^2$ ,  $\text{km}^2$
- $\text{mm}^3$ ,  $\text{cm}^3$ ,  $\text{m}^3$
- ml, l
- g, kg.

Conversion between units includes:

- between different units of area, e.g.  $\text{cm}^2 \leftrightarrow \text{m}^2$
- between units of volume and capacity, e.g.  $\text{m}^3 \leftrightarrow \text{litres}$ .

### C5.2 Area and perimeter

Carry out calculations involving the perimeter and area of a rectangle, triangle, parallelogram and trapezium.

#### Notes and examples

Except for area of a triangle, formulas are **not** given.

### C5.3 Circles, arcs and sectors

- 1 Carry out calculations involving the circumference and area of a circle.
- 2 Carry out calculations involving arc length and sector area as fractions of the circumference and area of a circle, where the sector angle is a factor of  $360^\circ$ .

#### Notes and examples

Answers may be asked for in terms of  $\pi$ .  
Formulas are given in the List of formulas.

### C5.4 Surface area and volume

Carry out calculations and solve problems involving the surface area and volume of a:

- cuboid
- prism
- cylinder
- sphere
- pyramid
- cone.

#### Notes and examples

Answers may be asked for in terms of  $\pi$ .  
The following formulas are given in the List of formulas:

- curved surface area of a cylinder
- curved surface area of a cone
- surface area of a sphere
- volume of a prism
- volume of a pyramid
- volume of a cylinder
- volume of a cone
- volume of a sphere.

The term prism refers to any solid with a uniform cross-section, e.g. a cylindrical sector.

continued

## 5 Mensuration continued

### C5.5 Compound shapes and parts of shapes

### Notes and examples

1 Carry out calculations and solve problems involving perimeters and areas of:

- compound shapes
- parts of shapes.

Answers may be asked for in terms of  $\pi$ .

2 Carry out calculations and solve problems involving surface areas and volumes of:

- compound solids
- parts of solids.

e.g. find the volume of half of a sphere.

## 6 Trigonometry

### C6.1 Pythagoras' theorem

#### Notes and examples

Know and use Pythagoras' theorem.

### C6.2 Right-angled triangles

- 1 Know and use the sine, cosine and tangent ratios for acute angles in calculations involving sides and angles of a right-angled triangle.
- 2 Solve problems in two dimensions using Pythagoras' theorem and trigonometry.

Angles will be given in degrees and answers should be written in degrees, with decimals correct to one decimal place.

Knowledge of bearings may be required.

### C6.3 Extended content only.

### C6.4 Extended content only.

### C6.5 Extended content only.

### C6.6 Extended content only.

## 7 Transformations and vectors

### C7.1 Transformations

### Notes and examples

Recognise, describe and draw the following transformations:

- 1 Reflection of a shape in a vertical or horizontal line.
- 2 Rotation of a shape about the origin, vertices or midpoints of edges of the shape, through multiples of  $90^\circ$ .
- 3 Enlargement of a shape from a centre by a scale factor.
- 4 Translation of a shape by a vector  $\begin{pmatrix} x \\ y \end{pmatrix}$ .

Questions will **not** involve combinations of transformations. A ruler must be used for all straight edges.

Positive and fractional scale factors only.

### C7.2 Extended content only.

### C7.3 Extended content only.

### C7.4 Extended content only.

## 8 Probability

### C8.1 Introduction to probability

#### Notes and examples

- 1 Understand and use the probability scale from 0 to 1.
- 2 Calculate the probability of a single event.
- 3 Understand that the probability of an event not occurring =  $1 -$  the probability of the event occurring.

Probability notation is **not** required.

Probabilities should be given as a fraction, decimal or percentage. Problems may require using information from tables, graphs or Venn diagrams (limited to two sets).

e.g. The probability that a counter is blue is 0.8.  
What is the probability that it is not blue?

### C8.2 Relative and expected frequencies

#### Notes and examples

- 1 Understand relative frequency as an estimate of probability.
- 2 Calculate expected frequencies.

e.g. use results of experiments with a spinner to estimate the probability of a given outcome.

e.g. use probability to estimate an expected value from a population.

Includes understanding what is meant by fair, bias and random.

### C8.3 Probability of combined events

#### Notes and examples

Calculate the probability of combined events using, where appropriate:

- sample space diagrams
- Venn diagrams
- tree diagrams.

Combined events will only be with replacement.

Venn diagrams will be limited to two sets.

In tree diagrams, outcomes will be written at the end of the branches and probabilities by the side of the branches.

### C8.4 Extended content only.

## 9 Statistics

### C9.1 Classifying statistical data

#### Notes and examples

Classify and tabulate statistical data.

e.g. tally tables, two-way tables.

### C9.2 Interpreting statistical data

#### Notes and examples

1 Read, interpret and draw inferences from tables and statistical diagrams.

2 Compare sets of data using tables, graphs and statistical measures.

e.g. compare averages and ranges between two data sets.

3 Appreciate restrictions on drawing conclusions from given data.

### C9.3 Averages and range

#### Notes and examples

Calculate the mean, median, mode and range for individual data and distinguish between the purposes for which these are used.

Data may be in a list or frequency table, but will not be grouped.

### C9.4 Statistical charts and diagrams

#### Notes and examples

Draw and interpret:

(a) bar charts

Includes composite (stacked) and dual (side-by-side) bar charts.

(b) pie charts

(c) pictograms

(d) stem-and-leaf diagrams

Stem-and-leaf diagrams should have ordered data with a key.

(e) simple frequency distributions.

continued

## 9 Statistics continued

### C9.5 Scatter diagrams

### Notes and examples

- 1 Draw and interpret scatter diagrams.
- 2 Understand what is meant by positive, negative and zero correlation.
- 3 Draw by eye, interpret and use a straight line of best fit.

Plotted points should be clearly marked, for example as small crosses (x).

A line of best fit:

- should be a single ruled line drawn by inspection
- should extend across the full data set
- does not need to coincide exactly with any of the points but there should be a roughly even distribution of points either side of the line over its entire length.

### C9.6 Extended content only.

### C9.7 Extended content only.

## Extended subject content

### 1 Number

E1.1 Types of number	Notes and examples
<p>Identify and use:</p> <ul style="list-style-type: none"> <li>• natural numbers</li> <li>• integers (positive, zero and negative)</li> <li>• prime numbers</li> <li>• square numbers</li> <li>• cube numbers</li> <li>• common factors</li> <li>• common multiples</li> <li>• rational and irrational numbers</li> <li>• reciprocals.</li> </ul>	<p>Example tasks include:</p> <ul style="list-style-type: none"> <li>• convert between numbers and words, e.g. six billion is 6000 000 000 10 007 is ten thousand and seven</li> <li>• express 72 as a product of its prime factors</li> <li>• find the highest common factor (HCF) of two numbers</li> <li>• find the lowest common multiple (LCM) of two numbers.</li> </ul>
E1.2 Sets	Notes and examples
<p>Understand and use set language, notation and Venn diagrams to describe sets and represent relationships between sets.</p>	<p>Venn diagrams are limited to two or three sets. The following set notation will be used:</p> <ul style="list-style-type: none"> <li>• <math>n(A)</math>      Number of elements in set <math>A</math></li> <li>• <math>\in</math>          "... is an element of ..."</li> <li>• <math>\notin</math>        "... is not an element of ..."</li> <li>• <math>A'</math>         Complement of set <math>A</math></li> <li>• <math>\emptyset</math>        The empty set</li> <li>• <math>\mathcal{U}</math>        Universal set</li> <li>• <math>A \subseteq B</math>    <math>A</math> is a subset of <math>B</math></li> <li>• <math>A \not\subseteq B</math>   <math>A</math> is not a subset of <math>B</math></li> <li>• <math>A \cup B</math>    Union of <math>A</math> and <math>B</math></li> <li>• <math>A \cap B</math>    Intersection of <math>A</math> and <math>B</math>.</li> </ul> <p>Example definition of sets:  <math>A = \{x: x \text{ is a natural number}\}</math>  <math>B = \{(x, y): y = mx + c\}</math>  <math>C = \{x: a \leq x \leq b\}</math>  <math>D = \{a, b, c, \dots\}</math>.</p>
E1.3 Powers and roots	Notes and examples
<p>Calculate with the following:</p> <ul style="list-style-type: none"> <li>• squares</li> <li>• square roots</li> <li>• cubes</li> <li>• cube roots</li> <li>• other powers and roots of numbers.</li> </ul>	<p>Includes recall of squares and their corresponding roots from 1 to 15, and recall of cubes and their corresponding roots of 1, 2, 3, 4, 5 and 10, e.g.:</p> <ul style="list-style-type: none"> <li>• Write down the value of <math>\sqrt{169}</math>.</li> <li>• Work out <math>5^2 \times \sqrt[3]{8}</math>.</li> </ul>

continued



## 1 Number continued

### E1.4 Fractions, decimals and percentages

#### Notes and examples

1 Use the language and notation of the following in appropriate contexts:

- proper fractions
- improper fractions
- mixed numbers
- decimals
- percentages.

Candidates are expected to be able to write fractions in their simplest form.

Recurring decimal notation **is** required, e.g.

- $0.1\dot{7} = 0.1777\dots$
- $0.1\dot{2}\dot{3} = 0.1232323\dots$
- $0.\overline{123} = 0.123123\dots$

2 Recognise equivalence and convert between these forms.

Includes converting between recurring decimals and fractions and vice versa, e.g. write  $0.1\dot{7}$  as a fraction.

### E1.5 Ordering

#### Notes and examples

Order quantities by magnitude and demonstrate familiarity with the symbols  $=$ ,  $\neq$ ,  $>$ ,  $<$ ,  $\geq$  and  $\leq$ .

### E1.6 The four operations

#### Notes and examples

Use the four operations for calculations with integers, fractions and decimals, including correct ordering of operations and use of brackets.

Includes:

- negative numbers
- improper fractions
- mixed numbers
- practical situations, e.g. temperature changes.

### E1.7 Indices I

#### Notes and examples

1 Understand and use indices (positive, zero, negative, and fractional).

Examples include:

- $6^{\frac{1}{2}} = \sqrt{6}$
- $16^{\frac{1}{4}} = \sqrt[4]{16}$
- find the value of  $7^{-2}$ ,  $81^{\frac{1}{2}}$ ,  $8^{-\frac{2}{3}}$ .

2 Understand and use the rules of indices.

e.g. find the value of  $2^{-3} \times 2^4$ ,  $(2^3)^2$ ,  $2^3 \div 2^4$ .

### E1.8 Standard form

#### Notes and examples

- 1 Use the standard form  $A \times 10^n$  where  $n$  is a positive or negative integer and  $1 \leq A < 10$ .
- 2 Convert numbers into and out of standard form.
- 3 Calculate with values in standard form.

continued

## 1 Number continued

### E1.9 Estimation

#### Notes and examples

- 1 Round values to a specified degree of accuracy.
- 2 Make estimates for calculations involving numbers, quantities and measurements.
- 3 Round answers to a reasonable degree of accuracy in the context of a given problem.

Includes decimal places and significant figures.  
 e.g. write 5764 correct to the nearest thousand.  
 e.g. by writing each number correct to 1 significant figure, estimate the value of

$$\frac{41.3}{9.79 \times 0.765}$$

### E1.10 Limits of accuracy

#### Notes and examples

- 1 Give upper and lower bounds for data rounded to a specified accuracy.
- 2 Find upper and lower bounds of the results of calculations which have used data rounded to a specified accuracy.

e.g. write down the upper bound of a length measured correct to the nearest metre.  
 Example calculations include:

- calculate the upper bound of the perimeter or the area of a rectangle given dimensions measured to the nearest centimetre
- find the lower bound of the speed given rounded values of distance and time.

### E1.11 Ratio and proportion

#### Notes and examples

Understand and use ratio and proportion to:

- give ratios in their simplest form
- divide a quantity in a given ratio
- use proportional reasoning and ratios in context.

e.g. 20:30:40 in its simplest form is 2:3:4.

e.g. adapt recipes; use map scales; determine best value.

continued

## 1 Number continued

### E1.12 Rates

#### Notes and examples

1 Use common measures of rate.

e.g. calculate with:

- hourly rates of pay
- exchange rates between currencies
- flow rates
- fuel consumption.

2 Apply other measures of rate.

e.g. calculate with:

- pressure
- density
- population density.

Required formulas will be given in the question.

3 Solve problems involving average speed.

Knowledge of speed/distance/time formula is required.

e.g. A cyclist travels 45 km in 3 hours 45 minutes. What is their average speed?

Notation used will be, e.g. m/s (metres per second), g/cm<sup>3</sup> (grams per cubic centimetre).

### E1.13 Percentages

#### Notes and examples

1 Calculate a given percentage of a quantity.

2 Express one quantity as a percentage of another.

3 Calculate percentage increase or decrease.

4 Calculate with simple and compound interest.

Problems may include repeated percentage change.

Formulas are **not** given.

5 Calculate using reverse percentages.

e.g. find the cost price given the selling price and the percentage profit.

Percentage calculations may include:

- deposit
- discount
- profit and loss (as an amount or a percentage)
- earnings
- percentages over 100%.

continued

## 1 Number continued

### E1.14 Using a calculator

#### Notes and examples

- |   |   |
|---|---|
| 1 Use a calculator efficiently.<br><br>2 Enter values appropriately on a calculator.<br><br>3 Interpret the calculator display appropriately. | e.g. know not to round values within a calculation and to only round the final answer.<br><br>e.g. enter 2 hours 30 minutes as 2.5 hours or $2^{\circ} 30' 0''$ .<br><br>e.g. in money 4.8 means \$4.80; in time 3.25 means 3 hours 15 minutes. |
|---|---|

### E1.15 Time

#### Notes and examples

- |  |  |
|--|--|
| 1 Calculate with time: seconds (s), minutes (min), hours (h), days, weeks, months, years, including the relationship between units.<br><br>2 Calculate times in terms of the 24-hour and 12-hour clock.<br><br>3 Read clocks and timetables. | 1 year = 365 days.<br><br>In the 24-hour clock, for example, 3.15 a.m. will be denoted by 03 15 and 3.15 p.m. by 15 15.<br><br>Includes problems involving time zones, local times and time differences. |
|--|--|

### E1.16 Money

#### Notes and examples

- |  |  |
|--|--|
| 1 Calculate with money.<br><br>2 Convert from one currency to another. |  |
|--|--|

### E1.17 Exponential growth and decay

#### Notes and examples

- |                                   |   |
|-----------------------------------|---|
| Use exponential growth and decay. | e.g. depreciation, population change.<br>Knowledge of $e$ is <b>not</b> required. |
|-----------------------------------|---|

### E1.18 Surds

#### Notes and examples

- |  |  |
|--|--|
| 1 Understand and use surds, including simplifying expressions.<br><br>2 Rationalise the denominator. | Examples include:<br>• $\sqrt{20} = 2\sqrt{5}$<br>• $\sqrt{200} - \sqrt{32} = 6\sqrt{2}$ .<br><br>Examples include:<br>• $\frac{10}{\sqrt{5}} = 2\sqrt{5}$<br>• $\frac{1}{-1 + \sqrt{3}} = \frac{1 + \sqrt{3}}{2}$ . |
|--|--|

## 2 Algebra and graphs

### E2.1 Introduction to algebra

#### Notes and examples

- 1 Know that letters can be used to represent generalised numbers.
- 2 Substitute numbers into expressions and formulas.

### E2.2 Algebraic manipulation

#### Notes and examples

- 1 Simplify expressions by collecting like terms.
- 2 Expand products of algebraic expressions.
- 3 Factorise by extracting common factors.
- 4 Factorise expressions of the form:
  - $ax + bx + kay + kby$
  - $a^2x^2 - b^2y^2$
  - $a^2 + 2ab + b^2$
  - $ax^2 + bx + c$
  - $ax^3 + bx^2 + cx$ .
- 5 Complete the square for expressions in the form  $ax^2 + bx + c$ .

Simplify means give the answer in its simplest form,  
e.g.  $2a^2 + 3ab - 1 + 5a^2 - 9ab + 4 = 7a^2 - 6ab + 3$ .

e.g. expand  $3x(2x - 4y)$ ,  $(3x + y)(x - 4y)$ .  
Includes products of more than two brackets,  
e.g. expand  $(x - 2)(x + 3)(2x + 1)$ .

Factorise means factorise fully,  
e.g.  $9x^2 + 15xy = 3x(3x + 5y)$ .

### E2.3 Algebraic fractions

#### Notes and examples

- 1 Manipulate algebraic fractions.
- 2 Factorise and simplify rational expressions.

Examples include:

- $\frac{x}{3} + \frac{x-4}{2}$
- $\frac{2x}{3} - \frac{3(x-5)}{2}$
- $\frac{3a}{4} \times \frac{9a}{10}$
- $\frac{3a}{4} \div \frac{9a}{10}$
- $\frac{1}{x-2} + \frac{x+1}{x-3}$ .

e.g.  $\frac{x^2 - 2x}{x^2 - 5x + 6}$ .

continued

## 2 Algebra and graphs continued

### E2.4 Indices II

#### Notes and examples

- 1 Understand and use indices (positive, zero, negative and fractional).
- 2 Understand and use the rules of indices.

e.g. solve:

- $32^x = 2$
- $5^{x+1} = 25^x$ .

e.g. simplify:

- $3x^{-4} \times \frac{2}{3}x^{\frac{1}{2}}$
- $\frac{2}{5}x^{\frac{1}{2}} \div 2x^{-2}$
- $\left(\frac{2x^5}{3}\right)^3$ .

Knowledge of logarithms is **not** required.

### E2.5 Equations

#### Notes and examples

- 1 Construct expressions, equations and formulas.
- 2 Solve linear equations in one unknown.
- 3 Solve fractional equations with numerical and linear algebraic denominators.
- 4 Solve simultaneous linear equations in two unknowns.
- 5 Solve simultaneous equations, involving one linear and one non-linear.
- 6 Solve quadratic equations by factorisation, completing the square and by use of the quadratic formula.
- 7 Change the subject of formulas.

e.g. write an expression for the product of two consecutive even numbers.

Includes constructing simultaneous equations.

Examples include:

- $3x + 4 = 10$
- $5 - 2x = 3(x + 7)$ .

Examples include:

- $\frac{x}{2x+1} = 4$
- $\frac{2}{x+2} + \frac{3}{2x-1} = 1$
- $\frac{x}{x+2} = \frac{3}{x-6}$ .

With powers no higher than two.

Includes writing a quadratic expression in completed square form.

Candidates may be expected to give solutions in surd form.

The quadratic formula is given in the List of formulas.

e.g. change the subject of a formula where:

- the subject appears twice
- there is a power or root of the subject.

continued

## 2 Algebra and graphs continued

### E2.6 Inequalities

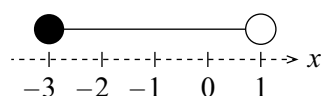
### Notes and examples

- 1 Represent and interpret inequalities, including on a number line.

When representing and interpreting inequalities on a number line:

- open circles should be used to represent strict inequalities ( $<$ ,  $>$ )
- closed circles should be used to represent inclusive inequalities ( $\leq$ ,  $\geq$ ).

e.g.  $-3 \leq x < 1$



- 2 Construct, solve and interpret linear inequalities.

Examples include:

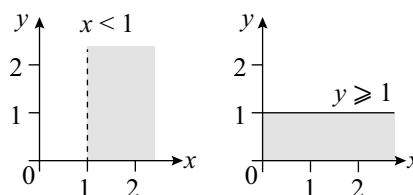
- $3x < 2x + 4$
- $-3 \leq 3x - 2 < 7$ .

- 3 Represent and interpret linear inequalities in two variables graphically.

The following conventions should be used:

- broken lines should be used to represent strict inequalities ( $<$ ,  $>$ )
- solid lines should be used to represent inclusive inequalities ( $\leq$ ,  $\geq$ )
- shading should be used to represent unwanted regions (unless otherwise directed in the question).

e.g.



- 4 List inequalities that define a given region.

Linear programming problems are **not** included.

### E2.7 Sequences

### Notes and examples

- 1 Continue a given number sequence or pattern.
- 2 Recognise patterns in sequences, including the term-to-term rule, and relationships between different sequences.
- 3 Find and use the  $n$ th term of sequences.

Subscript notation may be used, e.g.  $T_n$  is the  $n$ th term of sequence  $T$ .

Includes linear, quadratic, cubic and exponential sequences and simple combinations of these.

continued

## 2 Algebra and graphs continued

### E2.8 Proportion

Express direct and inverse proportion in algebraic terms and use this form of expression to find unknown quantities.

### Notes and examples

Includes linear, square, square root, cube and cube root proportion.

Knowledge of proportional symbol ( $\propto$ ) is required.

### E2.9 Graphs in practical situations

- 1 Use and interpret graphs in practical situations including travel graphs and conversion graphs.
- 2 Draw graphs from given data.
- 3 Apply the idea of rate of change to simple kinematics involving distance–time and speed–time graphs, acceleration and deceleration.
- 4 Calculate distance travelled as area under a speed–time graph.

### Notes and examples

Includes estimation and interpretation of the gradient of a tangent at a point.

Areas will involve linear sections of the graph only.

### E2.10 Graphs of functions

- 1 Construct tables of values, and draw, recognise and interpret graphs for functions of the following forms:
  - $ax^n$  (includes sums of no more than three of these)
  - $ab^x + c$
 where  $n = -2, -1, -\frac{1}{2}, 0, \frac{1}{2}, 1, 2, 3$ ;  $a$  and  $c$  are rational numbers; and  $b$  is a positive integer.
- 2 Solve associated equations graphically, including finding and interpreting roots by graphical methods.
- 3 Draw and interpret graphs representing exponential growth and decay problems.

### Notes and examples

Examples include:

- $y = x^3 + x - 4$
- $y = 2x + \frac{3}{x^2}$
- $y = \frac{1}{4} \times 2^x$ .

e.g. finding the intersection of a line and a curve.

continued



## 2 Algebra and graphs continued

### E2.11 Sketching curves

Recognise, sketch and interpret graphs of the following functions:

- (a) linear
- (b) quadratic
- (c) cubic
- (d) reciprocal
- (e) exponential.

### Notes and examples

Functions will be equivalent to:

- $ax + by = c$
- $y = ax^2 + bx + c$
- $y = ax^3 + b$
- $y = ax^3 + bx^2 + cx$
- $y = \frac{a}{x} + b$
- $y = ar^x + b$

where  $a$ ,  $b$  and  $c$  are rational numbers and  $r$  is a rational, positive number.

Knowledge of turning points, roots and symmetry is required.

Knowledge of vertical and horizontal asymptotes is required.

Finding turning points of quadratics by completing the square is required.

### E2.12 Differentiation

- 1 Estimate gradients of curves by drawing tangents.
- 2 Use the derivatives of functions of the form  $ax^n$ , where  $a$  is a rational constant and  $n$  is a positive integer or zero, and simple sums of not more than three of these.
- 3 Apply differentiation to gradients and stationary points (turning points).
- 4 Discriminate between maxima and minima by any method.

### Notes and examples

$\frac{dy}{dx}$  notation will be expected.

Maximum and minimum points may be identified by:

- an accurate sketch
- use of the second differential
- inspecting the gradient either side of a turning point.

Candidates are **not** expected to identify points of inflection.

continued

## 2 Algebra and graphs continued

### E2.13 Functions

### Notes and examples

- 1 Understand functions, domain and range and use function notation.

Examples include:

- $f(x) = 3x - 5$
- $g(x) = \frac{3(x+4)}{5}$
- $h(x) = 2x^2 + 3$ .

- 2 Understand and find inverse functions  $f^{-1}(x)$ .

- 3 Form composite functions as defined by  $gf(x) = g(f(x))$ .

e.g.  $f(x) = \frac{3}{x+2}$  and  $g(x) = (3x+5)^2$ . Find  $fg(x)$ .

Give your answer as a fraction in its simplest form.

Candidates are **not** expected to find the domains and ranges of composite functions.

This topic may include mapping diagrams.

### 3 Coordinate geometry

#### E3.1 Coordinates

#### Notes and examples

Use and interpret Cartesian coordinates in two dimensions.

#### E3.2 Drawing linear graphs

#### Notes and examples

Draw straight-line graphs for linear equations.

Examples include:

- $y = -2x + 5$
- $y = 7 - 4x$
- $3x + 2y = 5$ .

#### E3.3 Gradient of linear graphs

#### Notes and examples

- 1 Find the gradient of a straight line.
- 2 Calculate the gradient of a straight line from the coordinates of two points on it.

#### E3.4 Length and midpoint

#### Notes and examples

- 1 Calculate the length of a line segment.
- 2 Find the coordinates of the midpoint of a line segment.

#### E3.5 Equations of linear graphs

#### Notes and examples

Interpret and obtain the equation of a straight-line graph.

Questions may:

- use and request lines in different forms, e.g.  
 $ax + by = c$   
 $y = mx + c$   
 $x = k$
- involve finding the equation when the graph is given
- ask for the gradient or  $y$ -intercept of a graph from an equation, e.g. find the gradient and  $y$ -intercept of the graph with equation  $5x + 4y = 8$ .

Candidates are expected to give equations of a line in a fully simplified form.

continued

### 3 Coordinate geometry continued

#### E3.6 Parallel lines

#### Notes and examples

Find the gradient and equation of a straight line parallel to a given line.

e.g. find the equation of the line parallel to  $y = 4x - 1$  that passes through  $(1, -3)$ .

#### E3.7 Perpendicular lines

#### Notes and examples

Find the gradient and equation of a straight line perpendicular to a given line.

Examples include:

- find the gradient of a line perpendicular to  $2y = 3x + 1$
- find the equation of the perpendicular bisector of the line joining the points  $(-3, 8)$  and  $(9, -2)$ .

## 4 Geometry

### E4.1 Geometrical terms

### Notes and examples

1 Use and interpret the following geometrical terms:

- point
- vertex
- line
- plane
- parallel
- perpendicular
- perpendicular bisector
- bearing
- right angle
- acute, obtuse and reflex angles
- interior and exterior angles
- similar
- congruent
- scale factor.

Candidates are **not** expected to show that two shapes are congruent.

2 Use and interpret the vocabulary of:

- triangles
- special quadrilaterals
- polygons
- nets
- solids.

Includes the following terms.

Triangles:

- equilateral
- isosceles
- scalene
- right-angled.

Quadrilaterals:

- square
- rectangle
- kite
- rhombus
- parallelogram
- trapezium.

continued

## 4 **Geometry** continued

### **E4.1 Geometrical terms** continued

#### **Notes and examples**

Polygons:

- regular and irregular polygons
- pentagon
- hexagon
- octagon
- decagon.

Solids:

- cube
- cuboid
- prism
- cylinder
- pyramid
- cone
- sphere
- hemisphere
- frustum
- face
- surface
- edge.

3 Use and interpret the vocabulary of a circle.

Includes the following terms:

- centre
- radius (plural radii)
- diameter
- circumference
- semicircle
- chord
- tangent
- major and minor arc
- sector
- segment.

continued

## 4 Geometry continued

### E4.2 Geometrical constructions

#### Notes and examples

- 1 Measure and draw lines and angles.
- 2 Construct a triangle, given the lengths of all sides, using a ruler and pair of compasses only.
- 3 Draw, use and interpret nets.

A ruler should be used for all straight edges.  
Constructions of perpendicular bisectors and angle bisectors are **not** required.

e.g. construct a rhombus by drawing two triangles.  
Construction arcs must be shown.

Examples include:

- draw nets of cubes, cuboids, prisms and pyramids
- use measurements from nets to calculate volumes and surface areas.

### E4.3 Scale drawings

#### Notes and examples

- 1 Draw and interpret scale drawings.
- 2 Use and interpret three-figure bearings.

A ruler must be used for all straight edges.

Bearings are measured clockwise from north ( $000^\circ$  to  $360^\circ$ ).

e.g. find the bearing of  $A$  from  $B$  if the bearing of  $B$  from  $A$  is  $025^\circ$ .

Includes an understanding of the terms north, east, south and west.

e.g. point  $D$  is due east of point  $C$ .

### E4.4 Similarity

#### Notes and examples

- 1 Calculate lengths of similar shapes.
- 2 Use the relationships between lengths and areas of similar shapes and lengths, surface areas and volumes of similar solids.
- 3 Solve problems and give simple explanations involving similarity.

Includes use of scale factor, e.g.

$$\frac{\text{Volume of } A}{\text{Volume of } B} = \frac{(\text{Length of } A)^3}{(\text{Length of } B)^3}.$$

Includes showing that two triangles are similar using geometric reasons.

### E4.5 Symmetry

#### Notes and examples

- 1 Recognise line symmetry and order of rotational symmetry in two dimensions.
- 2 Recognise symmetry properties of prisms, cylinders, pyramids and cones.

Includes properties of triangles, quadrilaterals and polygons directly related to their symmetries.

e.g. identify planes and axes of symmetry.

continued

## 4 Geometry continued

### E4.6 Angles

### Notes and examples

- 1 Calculate unknown angles and give simple explanations using the following geometrical properties:
  - sum of angles at a point =  $360^\circ$
  - sum of angles at a point on a straight line =  $180^\circ$
  - vertically opposite angles are equal
  - angle sum of a triangle =  $180^\circ$  and angle sum of a quadrilateral =  $360^\circ$ .
- 2 Calculate unknown angles and give geometric explanations for angles formed within parallel lines:
  - corresponding angles are equal
  - alternate angles are equal
  - co-interior angles sum to  $180^\circ$  (supplementary).
- 3 Know and use angle properties of regular and irregular polygons.

Knowledge of 3-letter notation for angles is required, e.g. angle  $ABC$ . Candidates are expected to use the correct geometrical terminology when giving reasons for answers.

Includes exterior and interior angles, and angle sum.

### E4.7 Circle theorems I

### Notes and examples

Calculate unknown angles and give explanations using the following geometrical properties of circles:

- angle in a semicircle =  $90^\circ$
- angle between tangent and radius =  $90^\circ$
- angle at the centre is twice the angle at the circumference
- angles in the same segment are equal
- opposite angles of a cyclic quadrilateral sum to  $180^\circ$  (supplementary)
- alternate segment theorem.

Candidates are expected to use the geometrical properties listed in the syllabus when giving reasons for answers.

### E4.8 Circle theorems II

### Notes and examples

Use the following symmetry properties of circles:

- equal chords are equidistant from the centre
- the perpendicular bisector of a chord passes through the centre
- tangents from an external point are equal in length.

Candidates are expected to use the geometrical properties listed in the syllabus when giving reasons for answers.



## 5 Mensuration

### E5.1 Units of measure

Use metric units of mass, length, area, volume and capacity in practical situations and convert quantities into larger or smaller units.

#### Notes and examples

Units include:

- mm, cm, m, km
- $\text{mm}^2$ ,  $\text{cm}^2$ ,  $\text{m}^2$ ,  $\text{km}^2$
- $\text{mm}^3$ ,  $\text{cm}^3$ ,  $\text{m}^3$
- ml, l
- g, kg.

Conversion between units includes:

- between different units of area, e.g.  $\text{cm}^2 \leftrightarrow \text{m}^2$
- between units of volume and capacity, e.g.  $\text{m}^3 \leftrightarrow \text{litres}$ .

### E5.2 Area and perimeter

Carry out calculations involving the perimeter and area of a rectangle, triangle, parallelogram and trapezium.

#### Notes and examples

Except for the area of a triangle, formulas are **not** given.

### E5.3 Circles, arcs and sectors

- 1 Carry out calculations involving the circumference and area of a circle.
- 2 Carry out calculations involving arc length and sector area as fractions of the circumference and area of a circle.

#### Notes and examples

Answers may be asked for in terms of  $\pi$ .

Formulas are given in the List of formulas.

Includes minor and major sectors.

### E5.4 Surface area and volume

Carry out calculations and solve problems involving the surface area and volume of a:

- cuboid
- prism
- cylinder
- sphere
- pyramid
- cone.

#### Notes and examples

Answers may be asked for in terms of  $\pi$ .

The following formulas are given in the List of formulas:

- curved surface area of a cylinder
- curved surface area of a cone
- surface area of a sphere
- volume of a prism
- volume of a pyramid
- volume of a cylinder
- volume of a cone
- volume of a sphere.

The term prism refers to any solid with a uniform cross-section, e.g. a cylindrical sector.

continued

## 5 Mensuration continued

### E5.5 Compound shapes and parts of shapes

### Notes and examples

1 Carry out calculations and solve problems involving perimeters and areas of:

- compound shapes
- parts of shapes.

Answers may be asked for in terms of  $\pi$ .

2 Carry out calculations and solve problems involving surface areas and volumes of:

- compound solids
- parts of solids.

e.g. find the surface area and volume of a frustum.

## 6 Trigonometry

### E6.1 Pythagoras' theorem

#### Notes and examples

Know and use Pythagoras' theorem.

### E6.2 Right-angled triangles

#### Notes and examples

- 1 Know and use the sine, cosine and tangent ratios for acute angles in calculations involving sides and angles of a right-angled triangle.
- 2 Solve problems in two dimensions using Pythagoras' theorem and trigonometry.
- 3 Know that the perpendicular distance from a point to a line is the shortest distance to the line.
- 4 Carry out calculations involving angles of elevation and depression.

Angles will be given in degrees and answers should be written in degrees, with decimals correct to one decimal place.

Knowledge of bearings may be required.

### E6.3 Exact trigonometric values

#### Notes and examples

Know the exact values of:

- 1  $\sin x$  and  $\cos x$  for  $x = 0^\circ, 30^\circ, 45^\circ, 60^\circ$  and  $90^\circ$ .
- 2  $\tan x$  for  $x = 0^\circ, 30^\circ, 45^\circ$  and  $60^\circ$ .

### E6.4 Trigonometric functions

#### Notes and examples

- 1 Recognise, sketch and interpret the following graphs for  $0^\circ \leq x \leq 360^\circ$ :
  - $y = \sin x$
  - $y = \cos x$
  - $y = \tan x$ .
- 2 Solve trigonometric equations involving  $\sin x$ ,  $\cos x$  or  $\tan x$ , for  $0^\circ \leq x \leq 360^\circ$ .

e.g. solve:

- $\sin x = \frac{\sqrt{3}}{2}$  for  $0^\circ \leq x \leq 360^\circ$
- $2 \cos x + 1 = 0$  for  $0^\circ \leq x \leq 360^\circ$ .

continued

## 6 Trigonometry continued

### E6.5 Non-right-angled triangles

#### Notes and examples

- 1 Use the sine and cosine rules in calculations involving lengths and angles for any triangle.
- 2 Use the formula  
area of triangle =  $\frac{1}{2}ab \sin C$ .

Includes problems involving obtuse angles and the ambiguous case.

The sine and cosine rules and the formula for area of a triangle are given in the List of formulas.

### E6.6 Pythagoras' theorem and trigonometry in 3D

#### Notes and examples

Carry out calculations and solve problems in three dimensions using Pythagoras' theorem and trigonometry, including calculating the angle between a line and a plane.

## 7 Transformations and vectors

### E7.1 Transformations

Recognise, describe and draw the following transformations:

- 1 Reflection of a shape in a straight line.
- 2 Rotation of a shape about a centre through multiples of  $90^\circ$ .
- 3 Enlargement of a shape from a centre by a scale factor.
- 4 Translation of a shape by a vector  $\begin{pmatrix} x \\ y \end{pmatrix}$ .

### Notes and examples

Questions may involve combinations of transformations. A ruler must be used for all straight edges.

Positive, fractional and negative scale factors may be used.

### E7.2 Vectors in two dimensions

- 1 Describe a translation using a vector represented by  $\begin{pmatrix} x \\ y \end{pmatrix}$ ,  $\overrightarrow{AB}$  or **a**.
- 2 Add and subtract vectors.
- 3 Multiply a vector by a scalar.

### Notes and examples

Vectors will be printed as  $\overrightarrow{AB}$  or **a**.

### E7.3 Magnitude of a vector

Calculate the magnitude of a vector  $\begin{pmatrix} x \\ y \end{pmatrix}$  as  $\sqrt{x^2 + y^2}$ .

### Notes and examples

The magnitudes of vectors will be denoted by modulus signs, e.g.

- $|\mathbf{a}|$  is the magnitude of **a**
- $|\overrightarrow{AB}|$  is the magnitude of  $\overrightarrow{AB}$ .

### E7.4 Vector geometry

- 1 Represent vectors by directed line segments.
- 2 Use position vectors.
- 3 Use the sum and difference of two or more vectors to express given vectors in terms of two coplanar vectors.
- 4 Use vectors to reason and to solve geometric problems.

### Notes and examples

Examples include:

- show that vectors are parallel
- show that 3 points are collinear
- solve vector problems involving ratio and similarity.

## 8 Probability

### E8.1 Introduction to probability

#### Notes and examples

- 1 Understand and use the probability scale from 0 to 1.
- 2 Understand and use probability notation.
- 3 Calculate the probability of a single event.
- 4 Understand that the probability of an event not occurring =  $1 -$  the probability of the event occurring.

$P(A)$  is the probability of  $A$   
 $P(A')$  is the probability of not  $A$

Probabilities should be given as a fraction, decimal or percentage.  
 Problems may require using information from tables, graphs or Venn diagrams.

e.g.  $P(B) = 0.8$ , find  $P(B')$

### E8.2 Relative and expected frequencies

#### Notes and examples

- 1 Understand relative frequency as an estimate of probability.
- 2 Calculate expected frequencies.

e.g. use results of experiments with a spinner to estimate the probability of a given outcome.

e.g. use probability to estimate an expected value from a population.

Includes understanding what is meant by fair, bias and random.

### E8.3 Probability of combined events

#### Notes and examples

Calculate the probability of combined events using, where appropriate:

- sample space diagrams
- Venn diagrams
- tree diagrams.

Combined events could be with or without replacement.

The notation  $P(A \cap B)$  and  $P(A \cup B)$  may be used in the context of Venn diagrams.

On tree diagrams outcomes will be written at the end of branches and probabilities by the side of the branches.

### E8.4 Conditional probability

#### Notes and examples

Calculate conditional probability using Venn diagrams, tree diagrams and tables.

Knowledge of notation,  $P(A|B)$ , and formulas relating to conditional probability is **not** required.

## 9 Statistics

### E9.1 Classifying statistical data

#### Notes and examples

Classify and tabulate statistical data.

e.g. tally tables, two-way tables.

### E9.2 Interpreting statistical data

#### Notes and examples

- 1 Read, interpret and draw inferences from tables and statistical diagrams.
- 2 Compare sets of data using tables, graphs and statistical measures.
- 3 Appreciate restrictions on drawing conclusions from given data.

e.g. compare averages and measures of spread between two data sets.

### E9.3 Averages and measures of spread

#### Notes and examples

- 1 Calculate the mean, median, mode, quartiles, range and interquartile range for individual data and distinguish between the purposes for which these are used.
- 2 Calculate an estimate of the mean for grouped discrete or grouped continuous data.
- 3 Identify the modal class from a grouped frequency distribution.

### E9.4 Statistical charts and diagrams

#### Notes and examples

Draw and interpret:

- (a) bar charts
- (b) pie charts
- (c) pictograms
- (d) stem-and-leaf diagrams
- (e) simple frequency distributions.

Includes composite (stacked) and dual (side-by-side) bar charts.

Stem-and-leaf diagrams should have ordered data with a key.

continued

## 9 Statistics continued

### E9.5 Scatter diagrams

#### Notes and examples

- 1 Draw and interpret scatter diagrams.
- 2 Understand what is meant by positive, negative and zero correlation.
- 3 Draw by eye, interpret and use a straight line of best fit.

Plotted points should be clearly marked, for example as small crosses (x).

A line of best fit:

- should be a single ruled line drawn by inspection
- should extend across the full data set
- does not need to coincide exactly with any of the points but there should be a roughly even distribution of points either side of the line over its entire length.

### E9.6 Cumulative frequency diagrams

#### Notes and examples

- 1 Draw and interpret cumulative frequency tables and diagrams.
- 2 Estimate and interpret the median, percentiles, quartiles and interquartile range from cumulative frequency diagrams.

Plotted points on a cumulative frequency diagram should be clearly marked, for example as small crosses (x), and be joined with a smooth curve.

### E9.7 Histograms

#### Notes and examples

- 1 Draw and interpret histograms.
- 2 Calculate with frequency density.

On histograms, the vertical axis is labelled 'Frequency density'.  
Frequency density is defined as  
 $\text{frequency density} = \text{frequency} \div \text{class width}.$

**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



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## 4 Details of the assessment

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All candidates take **two** components.

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

Candidates who have studied the Extended subject content and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A\* to E.

All papers assess AO1 Knowledge and understanding of mathematical techniques and AO2 Analyse, interpret and communicate mathematically.

All papers consist of structured and unstructured questions. Structured questions contain parts, e.g. (a), (b), (c)(i), etc., and unstructured questions do not.

Questions may assess more than one topic from the subject content.

For all papers, candidates write their answers on the question paper. They must show all necessary working in the spaces provided.

### Additional materials for exams

For both Core and Extended papers, candidates should have the following geometrical instruments:

- a pair of compasses
- a protractor
- a ruler.

Tracing paper may be used as an additional material for all four papers. Candidates cannot bring their own tracing paper but may request it during the examination.

Candidates should have a scientific calculator for Papers 3 and 4; one with trigonometric functions is strongly recommended. Algebraic or graphical calculators are **not** permitted. Please see the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide) for guidance on use of calculators in the examinations. Calculators are **not** allowed for Paper 1 and Paper 2.

The Additional materials list for exams is updated before each series. You can view the list for the relevant series and year on our website in the Phase 4 – Before the exams section of the *Cambridge Exams Officer's Guide* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Core assessment

### Paper 1 – Non-calculator (Core)

Written paper, 1 hour 30 minutes, 80 marks

Use of a calculator is **not** allowed.

Candidates answer **all** questions.

This paper consists of questions based on the Core subject content, except for C1.14 Using a calculator.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Core candidates.

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

### Paper 3 – Calculator (Core)

Written paper, 1 hour 30 minutes, 80 marks

A scientific calculator is required.

Candidates answer **all** questions.

This paper consists of questions based on the Core subject content.

Candidates should give non-exact numerical answers correct to 3 significant figures, or 1 decimal place for angles in degrees, unless a different level of accuracy is specified in the question.

To earn accuracy marks, candidates should avoid rounding figures until they have their final answer. Where candidates need to use a final answer in later parts of the question, they should use the value of the final answer **before** it was rounded.

Candidates should use the value of  $\pi$  from their calculator or the value of 3.142.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Core candidates.

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

## Extended assessment

### Paper 2 – Non-calculator (Extended)

Written paper, 2 hours, 100 marks

Use of a calculator is **not** allowed.

Candidates answer **all** questions.

This paper consists of questions based on the Extended subject content, except for E1.14 Using a calculator.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Extended candidates.

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

### Paper 4 – Calculator (Extended)

Written paper, 2 hours, 100 marks

A scientific calculator is required.

Candidates answer **all** questions.

This paper consists of questions based on the Extended subject content.

Candidates should give non-exact numerical answers correct to 3 significant figures, or 1 decimal place for angles in degrees, unless a different level of accuracy is specified in the question.

To earn accuracy marks, candidates should avoid rounding figures until they have their final answer. Where candidates need to use a final answer in later parts of the question, they should use the value of the final answer **before** it was rounded.

Candidates should use the value of  $\pi$  from their calculator or the value of 3.142.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Extended candidates.

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

## List of formulas – Core (Paper 1 and Paper 3)

This list of formulas will be included on page 2 of Paper 1 and Paper 3.

Area,  $A$ , of triangle, base  $b$ , height  $h$ .  $A = \frac{1}{2}bh$

Area,  $A$ , of circle of radius  $r$ .  $A = \pi r^2$

Circumference,  $C$ , of circle of radius  $r$ .  $C = 2\pi r$

Curved surface area,  $A$ , of cylinder of radius  $r$ , height  $h$ .  $A = 2\pi rh$

Curved surface area,  $A$ , of cone of radius  $r$ , sloping edge  $l$ .  $A = \pi rl$

Surface area,  $A$ , of sphere of radius  $r$ .  $A = 4\pi r^2$

Volume,  $V$ , of prism, cross-sectional area  $A$ , length  $l$ .  $V = Al$

Volume,  $V$ , of pyramid, base area  $A$ , height  $h$ .  $V = \frac{1}{3}Ah$

Volume,  $V$ , of cylinder of radius  $r$ , height  $h$ .  $V = \pi r^2 h$

Volume,  $V$ , of cone of radius  $r$ , height  $h$ .  $V = \frac{1}{3}\pi r^2 h$

Volume,  $V$ , of sphere of radius  $r$ .  $V = \frac{4}{3}\pi r^3$

## List of formulas – Extended (Paper 2 and Paper 4)

This list of formulas will be included on page 2 of Paper 2 and Paper 4.

Area,  $A$ , of triangle, base  $b$ , height  $h$ .  $A = \frac{1}{2}bh$

Area,  $A$ , of circle of radius  $r$ .  $A = \pi r^2$

Circumference,  $C$ , of circle of radius  $r$ .  $C = 2\pi r$

Curved surface area,  $A$ , of cylinder of radius  $r$ , height  $h$ .  $A = 2\pi rh$

Curved surface area,  $A$ , of cone of radius  $r$ , sloping edge  $l$ .  $A = \pi rl$

Surface area,  $A$ , of sphere of radius  $r$ .  $A = 4\pi r^2$

Volume,  $V$ , of prism, cross-sectional area  $A$ , length  $l$ .  $V = Al$

Volume,  $V$ , of pyramid, base area  $A$ , height  $h$ .  $V = \frac{1}{3}Ah$

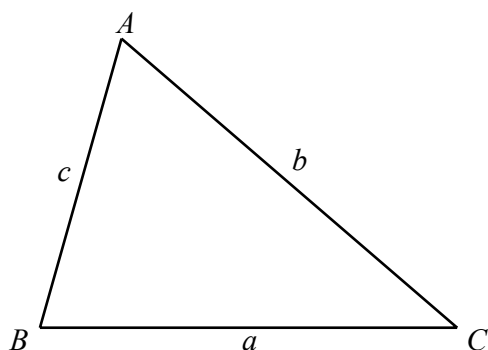
Volume,  $V$ , of cylinder of radius  $r$ , height  $h$ .  $V = \pi r^2 h$

Volume,  $V$ , of cone of radius  $r$ , height  $h$ .  $V = \frac{1}{3}\pi r^2 h$

Volume,  $V$ , of sphere of radius  $r$ .  $V = \frac{4}{3}\pi r^3$

For the equation  $ax^2 + bx + c = 0$ , where  $a \neq 0$   $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

For the triangle shown,



$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area} = \frac{1}{2}ab \sin C$$

## Mathematical conventions

Mathematics is a universal language where there are some similarities and differences around the world. The guidance below outlines the conventions used in Cambridge examinations and we encourage candidates to follow these conventions.

### Working with graphs

- A **plot** of a graph should have points clearly marked, for example as small crosses ( $\times$ ), and **must**:
  - be drawn on graph or squared paper
  - cover a given range of values by calculating the coordinates of points and connecting them appropriately (where values are given, it will include enough points to determine a curve; where a table of values is not provided, the candidate must decide on the appropriate number of points required to determine the curve)
  - have each point plotted to an accuracy of within half of the smallest square on the grid.
- A **sketch** of a graph does not have to be accurate or to scale, nor does it need to be on graph or squared paper, but it **must**:
  - be drawn freehand
  - show the most important features, e.g.  $x$ -intercepts,  $y$ -intercepts, turning points, symmetry, with coordinates or values marked on the axes, where appropriate
  - have labelled axes, e.g. with  $x$  and  $y$
  - interact with the axes appropriately, e.g. by intersecting or by tending towards
  - fall within the correct quadrants
  - show the correct long-term behaviour.
- Graphs should extend as far as possible across any given grid, within any constraints of the domain.
- Where graphs of functions are:
  - linear, they should be ruled
  - non-linear, the points should be joined with a smooth curve.
- A tangent to a curve should touch the curve at the required point and be in contact with the curve for the minimum possible distance. It should not cross the curve at the point where it is a tangent.
- Values should be read off a graph to an accuracy of within half of the smallest square on the grid.

### Communicating mathematically

- If candidates are asked to show their working, they cannot gain full marks without clearly communicating their method, even if their final answer is correct.
- A numerical answer should not be given as a combination of fractions and decimals, e.g.  $\frac{1}{0.2}$  is **not** acceptable.

## Accuracy

- Answers are expected to be given in their simplest form unless the question states otherwise.
- Where a question asks for 'exact values' the answer may need to be given in terms of  $\pi$  or in surd form, depending on the question.
- Where answers are not exact values, they should be given to three significant figures unless a different accuracy is defined in the question.
- Answers that are exact to four or five significant figures should **not** be rounded unless the question states otherwise.
- In order to obtain an answer correct to an appropriate degree of accuracy, a higher degree of accuracy will often be needed within the working.
- If a question asks to prove or show a given answer to a specified degree of accuracy, candidates must show full working, intermediate answers and the final answer to at least one degree of accuracy more than that asked for.

## 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. The use of the command word will relate to the subject context.

Command word	What it means
<b>Calculate</b>	work out from given facts, figures or information
<b>Construct</b>	make an accurate drawing
<b>Determine</b>	establish with certainty
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory
<b>Plot</b>	mark point(s) on a graph
<b>Show (that)</b>	provide structured evidence that leads to a given result
<b>Sketch</b>	make a simple freehand drawing showing the key features, taking care over proportions
<b>State</b>	express in clear terms
<b>Work out</b>	calculate from given facts, figures or information with or without the use of a calculator
<b>Write</b>	give an answer in a specific form
<b>Write down</b>	give an answer without significant working



## 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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a mathematics curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### 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](http://www.cambridgeinternational.org/adminzone)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March 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:

- Cambridge IGCSE (9–1) Mathematics (0980)
- Cambridge IGCSE International Mathematics (0607)
- Cambridge O Level Mathematics (4024)
- 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](http://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](http://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](http://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](http://www.cambridgeinternational.org/eoguide)**

### Language

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

## 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](http://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](http://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*.

## 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/](https://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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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