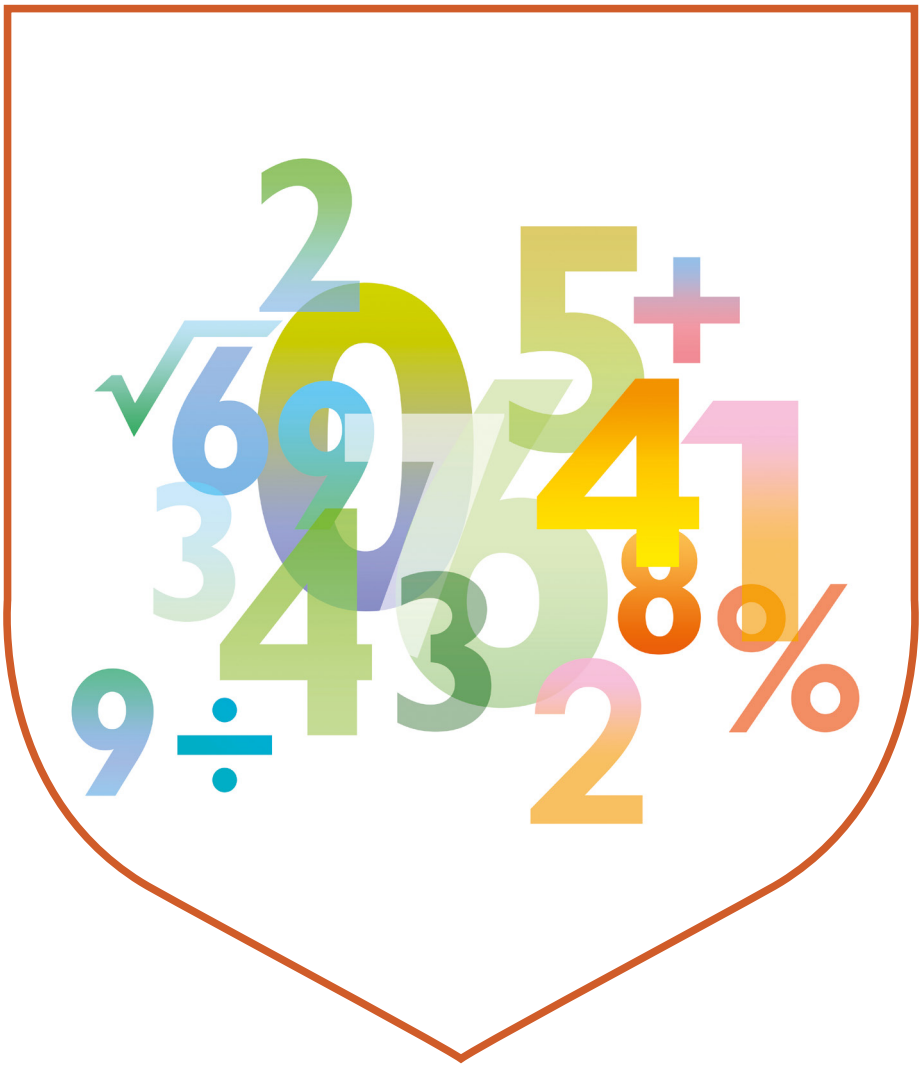
CAMBRIDGE
International Education

Syllabus

Cambridge IGCSE™
International Mathematics 0607

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June and November series.
Exams are also available in the March series in India.



Version 1

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

Cambridge Pathway

Why choose Cambridge?

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

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

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

Qualifications that are recognised and valued worldwide

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

Setting a global standard

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

Your path, your way

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

Learning with lasting impact

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

Improving learning outcomes through data-led insight and action

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

Bringing together a community of experts

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

Tackling the climate crisis together

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

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

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

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Contents

Important: Changes to this syllabus

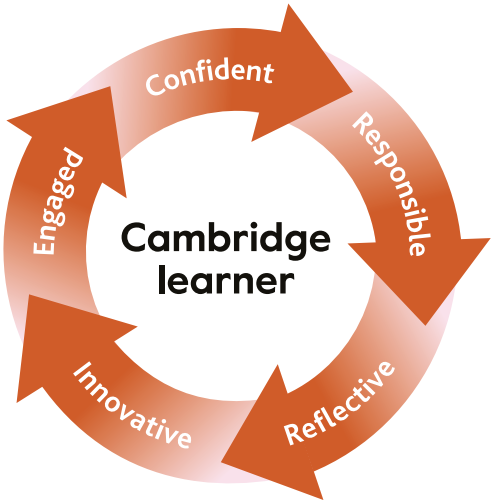
The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

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 International 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 International 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 International 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 International 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**

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

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

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

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

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

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

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

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

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

Professional development

Find the next step on your professional development journey.

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

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

Supporting exams officers

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

2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- 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
- interpret a situation or problem, and use an investigative approach or mathematical model to explore it
- 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
- appreciate how use of technology supports understanding and offers opportunities to explore 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
3 Functions
4 Coordinate geometry
5 Geometry
6 Mensuration
7 Trigonometry
8 Transformations and vectors
9 Probability
10 Statistics

Cambridge IGCSE International 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 graphic display calculator, as appropriate.

Assessment overview

All candidates take three components.

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, Paper 3 and Paper 5. 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, Paper 4 and Paper 6. These candidates will be eligible for grades A* to E.

Candidates should have a graphic display calculator for Papers 3, 4, 5 and 6. Calculators are **not** allowed for Paper 1 and Paper 2.

Please see the *Cambridge Handbook* at **www.cambridgeinternational.org/eoguide** for guidance on use of calculators in the examinations.

Core assessment

Core candidates take Paper 1, Paper 3 and Paper 5. The questions are based on the Core subject content only:

Paper 1: Non-calculator (Core)

1 hour 15 minutes
60 marks 40%
Structured and unstructured questions
Use of a calculator is **not** allowed
Externally assessed

Paper 3: Calculator (Core)

1 hour 15 minutes
60 marks 40%
Structured and unstructured questions
A graphic display calculator is required
Externally assessed

Paper 5: Investigation (Core)

1 hour 15 minutes
40 marks 20%
One investigation
A graphic display calculator is required
Externally assessed

Extended assessment

Extended candidates take Paper 2, Paper 4 and Paper 6. The questions are based on the Core and Supplement subject content:

Paper 2: Non-calculator (Extended)	
1 hour 30 minutes	
75 marks	40%
Structured and unstructured questions	
Use of a calculator is **not** allowed	
Externally assessed	

Paper 4: Calculator (Extended)	
1 hour 30 minutes	
75 marks	40%
Structured and unstructured questions	
A graphic display calculator is required	
Externally assessed	

Paper 6: Investigation and Modelling (Extended)	
1 hour 30 minutes	
50 marks	20%
One investigation section and one modelling section	
A graphic display calculator is required	
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, including with a graphic display calculator
- 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
- use mathematical models to describe a real-life situation and draw conclusions
- test conjectures and mathematical models for validity
- use methods of investigation to analyse, generalise and solve problems
- use a graphic display calculator to interpret properties of functions and to solve problems.

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 overall

Assessment objective	Weighting in IGCSE %
AO1 Knowledge and understanding of mathematical techniques	55–65
AO2 Analyse, interpret and communicate mathematically	35–45
Total	100

Assessment objectives as a percentage of the Extended qualification overall

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	Paper 5	Paper 6
AO1 Knowledge and understanding of mathematical techniques	60–70	40–50	60–70	40–50	30–40	25–35
AO2 Analyse, interpret and communicate mathematically	30–40	50–60	30–40	50–60	60–70	65–75
Total	100	100	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 graphic display calculator. Teachers should ensure that candidates are prepared for the assessment of learning objectives in investigation questions (Core and Extended) and modelling questions (Extended only).

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 Papers 1–4 for candidates to refer to during the examinations. Please note that not all required formulas are given in Papers 1–4; the 'Notes and examples' column of the subject content will indicate where a formula is given in these papers and when a formula is **not** given, i.e. knowledge of a formula is required. All required formulas will be given in questions, in Papers 5 and 6.

Graphic display calculator requirements

Candidates should be able to do the following using a graphic display calculator:

- sketch a graph
- produce a table of values for a function
- plot points
- find zeros and local maxima or local minima of a function
- find the intersection point of two graphs
- find mean, median, quartiles
- find the linear regression equation (Extended only).

Other existing in-built applications should not be used and will gain no credit.

Calculators with symbolic algebraic logic are not permitted.

Any other applications and programs from external sources are not permitted.

Problem-solving requirements

Candidates should be able to:

- select the mathematics and information to model a situation
- select the appropriate tools, including ICT, to use in a situation
- apply appropriate methods and techniques to analyse a situation
- interpret and communicate the results of the analysis.

Core subject content

1 Number

C1.1 Types of number	Notes and examples
Identify and use: • natural numbers (0, 1, 2, …) • integers (positive, zero and negative) • prime numbers • square numbers • cube numbers • triangle numbers • common factors • common multiples • rational and irrational numbers • reciprocals.	Example tasks include: • convert between numbers and words, e.g. six billion is 6 000 000 000 10 007 is ten thousand and seven • express 72 as a product of its prime factors • find the highest common factor (HCF) of two numbers • find the lowest common multiple (LCM) of two numbers.

C1.2 Sets	Notes and examples
Understand and use set language, notation and Venn diagrams to describe sets.	Venn diagrams are limited to two sets. The following set notation will be used: • $\mathrm{n}(A)$ Number of elements in set A • A' Complement of set A • U Universal set • $A \cup B$ Union of A and B • $A \cap B$ Intersection of A and B. Example definition of sets: $A = \{x \mid x \text{ is a natural number}\}$ $B = \{a, b, c, \ldots\}$ $C = \{x \mid a \leqslant x \leqslant b\}$.

C1.3 Powers and roots	Notes and examples
Calculate with the following: • squares • square roots • cubes • cube roots • other powers and roots of numbers.	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 $5^2 \times \sqrt[3]{8}$.

continued

1 Number continued

C1.4 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. 2 Recognise equivalence and convert between these forms.	Candidates are expected to be able to write fractions in their simplest form.

C1.5 Ordering	Notes and examples
Order quantities by magnitude and demonstrate familiarity with the symbols =, ≠, >, < , ⩾ and ⩽.	

C1.6 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.

C1.7 Indices I	Notes and examples
1 Understand and use indices (positive, zero and negative integers).	e.g. find the value of 7^{-2}.
2 Understand and use the rules of indices.	e.g. find the value of $2^{-3} \times 2^4$, $(2^3)^2$, $2^3 \div 2^4$.

C1.8 Standard form	Notes and examples
1 Use the standard form $A \times 10^n$ where n is a positive or negative integer and $1 \leqslant A < 10$.	
2 Convert numbers into and out of standard form.	
3 Calculate with values in standard form.	Core candidates are expected to calculate with standard form only on papers where calculators are allowed.

continued

1 **Number** continued

C1.9 Estimation	Notes and examples
1 Round values to a specified degree of accuracy.	Includes decimal places and significant figures. e.g. Write 5764 correct to the nearest thousand.
2 Make estimates for calculations involving numbers, quantities and measurements.	e.g. By writing each number correct to 1 significant figure, estimate the value of $\frac{41.3}{9.79 \times 0.765}$.
3 Round answers to a reasonable degree of accuracy in the context of a given problem.	

C1.10 Ratio and proportion	Notes and examples
Understand and use ratio and proportion to:	
• give ratios in their simplest form	e.g. 20 : 30 : 40 in its simplest form is 2 : 3 : 4.
• divide a quantity in a given ratio	
• use proportional reasoning and ratios in context.	e.g. adapt recipes; use map scales; determine best value.

C1.11 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 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^3 (grams per cubic centimetre).

continued

1 **Number** continued

C1.12 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%.

C1.13 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° 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.

C1.14 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.

C1.15 Money	Notes and examples
1 Calculate with money.	
2 Convert from one currency to another.	

C1.16 Extended content only.

C1.17 Extended content only.

2 Algebra

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.	Simplify means give the answer in its simplest form, e.g. $2a + 3b + 5a - 9b = 7a - 6b$.
2 Expand products of algebraic expressions.	e.g. expand $3x(2x - 4y)$. Includes products of two brackets involving one variable, e.g. expand $(2x + 1)(x - 4)$.
3 Factorise by extracting common factors.	Factorise means factorise fully, e.g. $9x^2 + 15xy = 3x(3x + 5y)$.

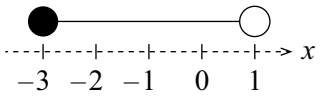
C2.3 Algebraic fractions	Notes and examples
1 Simplify algebraic fractions.	Only one step required. e.g. $\frac{x^2}{x}$. e.g $\frac{3}{6x}$.

C2.4 Indices II	Notes and examples
1 Understand and use indices (positive, zero and negative integers).	e.g. $2^x = 32$. Find the value of x.
2 Understand and use the rules of indices.	e.g. simplify: • $(5x^3)^2$ • $12a^5 \div 3a^{-2}$ • $6x^7y^4 \times 5x^{-5}y$. Knowledge of logarithms is **not** required.

continued

2 **Algebra** continued

C2.5 Equations	Notes and examples
1 Construct simple expressions, equations and formulas.	e.g. write an expression for a number that is 2 more than n. Includes constructing linear simultaneous equations.
2 Solve linear equations in one unknown.	Examples include: • $3x + 4 = 10$ • $5 - 2x = 3(x + 7)$.
3 Solve simultaneous linear equations in two unknowns.	
4 Use a graphic display calculator to solve equations, including those which may be unfamiliar.	e.g. $2x = x^2$ using a graphic display calculator.
5 Change the subject of simple formulas.	e.g. change the subject of formulas where: • the subject only appears once • there is **not** a power or root of the subject.

C2.6 Inequalities	Notes and examples
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 ($\leqslant$, $\geqslant$), e.g. $-3 \leqslant x < 1$ 

continued

2 **Algebra** continued

C2.7 Sequences	Notes and examples
1 Continue a given number sequence or pattern.	e.g. write the next two terms in this sequence: $1, 3, 6, 10, 15, \ldots, \ldots$
2 Recognise patterns in sequences, including the term-to-term rule, and relationships between different sequences.	Includes recognising sequences of square, cube and triangular numbers.
3 Find and use the nth term of the following sequences:	
(a) linear	
(b) simple quadratic	e.g. find the nth term of $2, 5, 10, 17$.
(c) simple cubic.	Includes use of a difference method to find the nth term for a linear or a simple quadratic sequence.

C2.8 Extended content only.

3 Functions

C3.1 Graphs of functions	Notes and examples
Recognise the following function types from the shape of their graphs: (a) linear $f(x) = ax + b$ (b) quadratic $f(x) = ax^2 + bx + c$.	e.g. identify from different sketch graphs which one is the graph of $f(x) = 3x - 2$.

C3.2 Sketching graphs on a calculator	Notes and examples
Use a graphic display calculator to: (a) sketch the graph of a function (b) produce a table of values (c) plot points (d) find zeros, local maxima or local minima (e) find the intersection of the graphs of functions (f) find the vertex of a quadratic.	Includes unfamiliar functions not mentioned explicitly in this syllabus.

C3.3 Functions	Notes and examples
Understand and use function notation.	Examples may include: • $f(x) = 3x - 5$ • $g(x) = \frac{3(x+4)}{5}$ • $h(x) = 2x^2 + 3$. This topic may include mapping diagrams.

C3.4 Extended content only.

C3.5 Extended content only.

C3.6 Extended content only.

C3.7 Extended content only.

4 Coordinate geometry

C4.1 Coordinates	Notes and examples
Use and interpret Cartesian coordinates in two dimensions.	

C4.2 Gradient of linear graphs	Notes and examples
Find the gradient of a straight line.	From a grid only.

C4.3 Length and midpoint	Notes and examples
1 Calculate the length of a line segment from the coordinates of its end points. 2 Find the coordinates of the midpoint of a line segment from the coordinates of its end points.	

C4.4 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.

C4.5 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 $(1, -3)$.

C4.6 Extended content only.

5 Geometry

C5.1 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 • 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

5 Geometry continued

C5.1 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.

C5.2 Angle measurement in degrees	Notes and examples
1 Measure and draw lines and angles.	A ruler must be used for all straight edges.
2 Use and interpret three-figure bearings.	Bearings are measured clockwise from north (000° to 360°). e.g. find the bearing of A from B if the bearing of B from A is 025°. Includes an understanding of the terms north, east, south and west. e.g. point D is due east of point C.

continued

5 Geometry continued

C5.3 Similarity	Notes and examples
Calculate lengths of similar shapes.	

C5.4 Symmetry	Notes and examples
Recognise line symmetry and order of rotational symmetry in two dimensions.	Includes properties of triangles, quadrilaterals and polygons directly related to their symmetries.

C5.5 Angles	Notes and examples
1 Calculate unknown angles and give simple explanations using the following geometrical properties: • sum of angles at a point = 360° • sum of angles at a point on a straight line = 180° • vertically opposite angles are equal • angle sum of a triangle = 180° and angle sum of a quadrilateral = 360°.	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.
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° (supplementary).	
3 Know and use angle properties of regular polygons.	Includes exterior and interior angles, and angle sum.

C5.6 Circle theorems I	Notes and examples
Calculate unknown angles and give explanations using the following geometrical properties of circles: • angle in a semicircle = 90° • angle between tangent and radius = 90°.	Candidates are expected to use the geometrical properties listed in the syllabus when giving reasons for answers.

C5.7 Circle theorems II	Notes and examples
Use the symmetry property of circles that tangents from an external point are equal in length.	

6 Mensuration

C6.1 Units of measure	Notes and examples
Use metric units of mass, length, area, volume and capacity in practical situations and convert quantities into larger or smaller units.	Units include: • mm, cm, m, km • mm^2, cm^2, m^2, km^2 • mm^3, cm^3, m^3 • ml, l • g, kg. Conversion between units includes: • between different units of area, e.g. $cm^2 \leftrightarrow m^2$ • between units of volume and capacity, e.g. $m^3 \leftrightarrow$ litres).

C6.2 Area and perimeter	Notes and examples
Carry out calculations involving the perimeter and area of a rectangle, triangle, parallelogram and trapezium.	Except for the area of a triangle, formulas are **not** given.

C6.3 Circles, arcs and sectors	Notes and examples
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°.	Answers may be asked for in terms of π. Formulas are given.

C6.4 Surface area and volume	Notes and examples
Carry out calculations and solve problems involving the surface area and volume of a: • cuboid • prism • cylinder • sphere • pyramid • cone.	Answers may be asked for in terms of π. The following formulas are given: • 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

6 Mensuration continued

C6.5 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 π.
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.

7 Trigonometry

C7.1 Pythagoras' theorem	Notes and examples
Know and use Pythagoras' theorem.	Includes finding: • the length of a chord • the distance of a chord from the centre of a circle • the distance between two points given on a grid.

C7.2 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.	Angles will be given in degrees and answers should be written in degrees, with decimals correct to one decimal place.
2 Solve problems in two dimensions using Pythagoras' theorem and trigonometry.	Knowledge of bearings may be required.

C7.3 Extended content only.

C7.4 Extended content only.

C7.5 Extended content only.

C7.6 Extended content only.

8 Transformations and vectors

C8.1 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°. 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.

C8.2 Extended content only.

C8.3 Extended content only.

9 Probability

C9.1 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.	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).
3 Understand that the probability of an event not occurring = 1 – the probability of the event occurring.	e.g. The probability that a counter is blue is 0.8. What is the probability that it is not blue?

C9.2 Relative and expected frequencies	Notes and examples
1 Understand relative frequency as an estimate of probability.	e.g. use results of experiments with a spinner to estimate the probability of a given outcome.
2 Calculate expected frequencies.	e.g. use probability to estimate an expected value from a population. Includes understanding what is meant by fair, bias and random.

C9.3 Probability of combined events	Notes and examples
Calculate the probability of combined events using, where appropriate:	Combined events will only be with replacement.
• sample space diagrams	
• Venn diagrams	Venn diagrams will be limited to two sets.
• tree diagrams.	In tree diagrams, outcomes will be written at the end of the branches and probabilities by the side of the branches.

10 Statistics

C10.1 Classifying statistical data	Notes and examples
Classify and tabulate statistical data.	e.g. tally tables, two-way tables.

C10.2 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.	

C10.3 Discrete and continuous data	Notes and examples
Distinguish between discrete and continuous data.	

C10.4 Averages and range	Notes and examples
Calculate the mean, median, mode, quartiles, range and interquartile 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.

C10.5 Averages on a calculator	Notes and examples
Use a graphic display calculator to calculate: 1 mean, median and quartiles for discrete data 2 mean for grouped data.	

C10.6 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

10 **Statistics** continued

C10.7 Scatter diagrams	Notes and examples
1 Draw and interpret scatter diagrams.	Plotted points should be clearly marked, for example as small crosses (×).
2 Understand what is meant by positive, negative and zero correlation.	The coefficient of correlation is **not** required.
3 Draw by eye, interpret and use a straight line of best fit.	A line of best fit: • should be a single ruled line drawn so that it passes through the mean point • 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.

C10.8 Extended content only.

Extended subject content

1 Number

E1.1 Types of number	Notes and examples
Identify and use: • natural numbers (0, 1, 2, …) • integers (positive, zero and negative) • prime numbers • square numbers • cube numbers • triangle numbers • common factors • common multiples • rational and irrational numbers • reciprocals.	Example tasks include: • convert between numbers and words, e.g. six billion is 6 000 000 000 10 007 is ten thousand and seven • express 72 as a product of its prime factors • find the highest common factor (HCF) of two numbers • find the lowest common multiple (LCM) of two numbers.

E1.2 Sets	Notes and examples
Understand and use set language, notation and Venn diagrams to describe sets and represent relationships between sets.	Venn diagrams are limited to two or three sets. The following set notation will be used: • $\mathrm{n}(A)$ Number of elements in set A • $\in$ '… is an element of …' • $\notin$ '… is not an element of …' • A' Complement of set A • $\emptyset$ The empty set • U Universal set • $A \subseteq B$ A is a subset of B • $A \not\subseteq B$ A is not a subset of B • $A \cup B$ Union of A and B • $A \cap B$ Intersection of A and B. Example definition of sets: $A = \{x \mid x \text{ is a natural number}\}$ $B = \{(x, y) \mid y = mx + c\}$ $C = \{x \mid a \leqslant x \leqslant b\}$ $D = \{a, b, c, \ldots\}$.

continued

1 Number continued

E1.3 Powers and roots	Notes and examples
Calculate with the following: • squares • square roots • cubes • cube roots • other powers and roots of numbers.	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 $5^2 \times \sqrt[3]{8}$.

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. 2 Recognise equivalence and convert between these forms.	Candidates are expected to be able to write fractions in their simplest form.

E1.5 Ordering	Notes and examples
Order quantities by magnitude and demonstrate familiarity with the symbols =, ≠, >, < , ⩾ and ⩽.	

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 $2^{-3} \times 2^4$, $(2^3)^2$, $(2^3 \div 2^4)$.

continued

1 **Number** continued

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 $1 \leqslant A < 10$.	
2 Convert numbers into and out of standard form.	
3 Calculate with values in standard form.	

E1.9 Estimation	Notes and examples
1 Round values to a specified degree of accuracy.	Includes decimal places and significant figures. • e.g. Write 5764 correct to the nearest thousand.
2 Make estimates for calculations involving numbers, quantities and measurements.	• e.g. By writing each number correct to 1 significant figure, estimate the value of $\frac{41.3}{9.79 \times 0.765}$.
3 Round answers to a reasonable degree of accuracy in the context of a given problem.	

E1.10 Ratio and proportion	Notes and examples
Understand and use ratio and proportion to:	
• give ratios in their simplest form	e.g. 20 : 30 : 40 in its simplest form is 2 : 3 : 4.
• divide a quantity in a given ratio	
• use proportional reasoning and ratios in context.	e.g. adapt recipes; use map scales; determine best value.

E1.11 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 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^3 (grams per cubic centimetre).

continued

1 **Number** continued

E1.12 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%.

E1.13 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° 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.

E1.14 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.

E1.15 Money	Notes and examples
1 Calculate with money.	
2 Convert from one currency to another.	

continued

1 **Number** continued

E1.16 Exponential growth and decay	Notes and examples
Use exponential growth and decay.	e.g. depreciation, population change. Knowledge of e is **not** required.

E1.17 Surds	Notes and examples
1 Understand and use surds, including simplifying expressions.	Examples include: • $\sqrt{20} = 2\sqrt{5}$ • $\sqrt{200} - \sqrt{32} = 6\sqrt{2}$.
2 Rationalise the denominator.	Examples include: • $\frac{10}{\sqrt{5}} = 2\sqrt{5}$ • $\frac{1}{-1+\sqrt{3}} = \frac{1+\sqrt{3}}{2}$.

2 Algebra

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.	Simplify means give the answer in its simplest form, e.g. $2a^2 + 3ab - 1 + 5a^2 - 9ab + 4 = 7a^2 - 6ab + 3$
2 Expand products of algebraic expressions.	e.g. expand $3x(2x - 4y)$, $(3x + y)(x - 4y)$, $(3x + 4)^2$ Includes products of more than two brackets, e.g. expand $(x - 2)(x + 3)(2x + 1)$.
3 Factorise by extracting common factors.	Factorise means factorise fully, e.g. $9x^2 + 15xy = 3x(3x + 5y)$.
4 Factorise expressions of the form: • $ax + bx + kay + kby$ • $a^2x^2 - b^2y^2$ • $a^2 + 2ab + b^2$ • $ax^2 + bx + c$ • $ax^3 + bx^2 + cx$.	

E2.3 Algebraic fractions	Notes and examples
1 Manipulate algebraic fractions.	Examples include: • $\frac{x}{3} + \frac{x-4}{2}$ • $\frac{2x}{3} - \frac{3(x-5)}{2}$ • $\frac{3a}{4} \times \frac{9a}{10}$ • $\frac{3a}{4} \div \frac{9a}{10}$ • $\frac{1}{x-2} + \frac{x+1}{x-3}$.
2 Factorise and simplify rational expressions.	e.g. $\frac{x^2 - 2x}{x^2 - 5x + 6}$.

continued

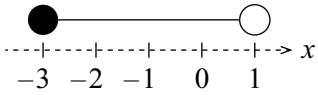
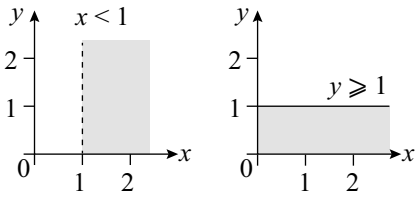
2 **Algebra** continued

E2.4 Indices II	Notes and examples
1 Understand and use indices (positive, zero, negative and fractional).	e.g. solve: • $32^x = 2$ • $5^{x+1} = 25^x$.
2 Understand and use the rules of indices.	e.g. simplify: • $3x^{-4} \times \frac{2}{3}x^{\frac{1}{2}}$ • $\frac{2}{5}x^{\frac{1}{2}} \div 2x^{-2}$ • $\left(\frac{2x^5}{3}\right)^3$.

E2.5 Equations	Notes and examples
1 Construct expressions, equations and formulas.	e.g. write an expression for the product of two consecutive even numbers. Includes constructing simultaneous equations.
2 Solve linear equations in one unknown.	Examples include: • $3x + 4 = 10$ • $5 - 2x = 3(x + 7)$.
3 Solve fractional equations with numerical and linear algebraic denominators.	Examples include: • $\frac{x}{2x+1} = 4$ • $\frac{2}{x+2} + \frac{3}{2x-1} = 1$ • $\frac{x}{x+2} = \frac{3}{x-6}$.
4 Solve simultaneous linear equations in two unknowns.	
5 Solve quadratic equations by factorisation, using a graphic display calculator and by use of the quadratic formula.	Candidates may be expected to give solutions in surd form. The quadratic formula is given.
6 Change the subject of formulas.	e.g. change the subject of a formula where: • the subject appears twice • there is a power or root of the subject.
7 Use a graphic display calculator to solve equations, including those which may be unfamiliar.	e.g. $2x - 1 = \frac{1}{x^3}$ using a graphic display calculator.

continued

2 **Algebra** 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 ($\leqslant$, $\geqslant$). e.g. $-3 \leqslant x < 1$. 
2 Construct, solve and interpret linear inequalities.	Examples include: • $3x < 2x + 4$ • $-3 \leqslant 3x - 2 < 7$.
3 Solve inequalities using a graphic display calculator.	
4 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 ($\leqslant$, $\geqslant$) • shading should be used to represent unwanted regions (unless otherwise directed in the question). e.g. 
5 List inequalities that define a given region.	

E2.7 Sequences	Notes and examples
1 Continue a given number sequence or pattern.	Subscript notation may be used, e.g. T_n is the nth term of sequence T.
2 Recognise patterns in sequences, including the term-to-term rule, and relationships between different sequences.	Includes linear, quadratic, cubic and exponential sequences and simple combinations of these.
3 Find and use the nth term of sequences.	Includes use of a difference method to find the nth term for a linear, quadratic or cubic sequence.

continued

2 **Algebra** continued

E2.8 Proportion	Notes and examples
1 Express direct and inverse proportion in algebraic terms and use this form of expression to find unknown quantities. 2 Identify the best variation model for given data.	Includes linear, square, square root and cube proportion. Knowledge of proportional symbol ($\propto$) is required.

3 Functions

E3.1 Graphs of functions	Notes and examples
1 Recognise the following function types from the shape of their graphs:	Includes recognising any symmetry.
(a) linear $f(x) = ax + b$	
(b) quadratic $f(x) = ax^2 + bx + c$	
(c) cubic $f(x) = ax^3 + bx^2 + cx + d$	
(d) reciprocal $f(x) = \frac{a}{x}$	
(e) exponential $f(x) = a^x$ with $0 < a < 1$ or $a > 1$	
(f) trigonometric $f(x) = a\sin(bx)$; $a\cos(bx)$; $\tan x$.	Includes writing down the period and amplitude.
2 Determine one or two of a, b, c or d for the graphs above.	Some of a, b, c or d may be 0.
3 Determine values in a function from its graph.	

E3.2 Sketching graphs on a calculator	Notes and examples
Use a graphic display calculator to: (a) sketch the graph of a function (b) produce a table of values (c) plot points (d) find zeros, local maxima or local minima (e) find the intersection of the graphs of functions (f) find the vertex of a quadratic.	Includes unfamiliar functions not mentioned explicitly in this syllabus.

E3.3 Functions	Notes and examples
1 Understand functions, domain and range and use function notation.	Examples may 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 domain and range of composite functions. This topic may include mapping diagrams.

continued

3 **Functions** continued

E3.4 Finding a quadratic function using given information	Notes and examples
Find a quadratic function given: (a) vertex and another point (b) x-intercepts and a point (c) vertex or x-intercepts in the case where $a = 1$.	$y = a(x - h)^2 + k$ has a vertex of (h, k).

E3.5 Asymptotes	Notes and examples
Understand the concept of asymptotes and identify simple examples parallel to the axes on a graph.	e.g. $\mathrm{f}(x) = \tan x$ has asymptotes at $90°$, $270°$… Excludes algebraic derivation of asymptotes.

E3.6 Transforming graphs of functions	Notes and examples
Describe and identify transformations to a graph of $y = \mathrm{f}(x)$ when $y = \mathrm{f}(x) + k$ or $y = \mathrm{f}(x + k)$.	e.g. The graph $y = \mathrm{f}(x)$ is mapped onto the graph of $y = \mathrm{g}(x)$ by a translation with a vector. Find $\mathrm{g}(x)$ in terms of x. When k is an integer.

E3.7 The logarithmic function	Notes and examples
Understand and use: • the logarithmic function as the inverse of the exponential function • $y = a^x$ as equivalent to $x = \log_a y$ • the solution to $a^x = b$ as $x = \frac{\log b}{\log a}$.	All logs will be base 10 unless otherwise stated. e.g. solve log equations in the context of a compound interest problem or exponential growth and decay problems. e.g. solve a log equation from a graph or otherwise.

4 Coordinate geometry

E4.1 Coordinates	Notes and examples
Use and interpret Cartesian coordinates in two dimensions.	

E4.2 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.	

E4.3 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.	

E4.4 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.

E4.5 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 $(1, -3)$.

E4.6 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 $(9, -2)$.

5 Geometry

E5.1 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 • solids.	Includes the following terms. Triangles: • equilateral • isosceles • scalene • right-angled. Quadrilaterals: • square • rectangle • kite • rhombus • parallelogram • trapezium.

continued

5 Geometry continued

E5.1 Geometrical terms continued

	Polygons: • regular and irregular polygons • pentagon • hexagon • octagon • decagon. Solids: • cube • cuboid • prism • cylinder • pyramid • tetrahedron • 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

5 **Geometry** continued

E5.2 Angle measurement in degrees	
1 Measure and draw lines and angles.	A ruler must be used for all straight edges.
2 Use and interpret three-figure bearings.	Bearings are measured clockwise from north (000° to 360°). e.g. find the bearing of A from B if the bearing of B from A is 025°. Includes an understanding of the terms north, east, south and west. e.g. point D is due east of point C.

E5.3 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.	Includes use of scale factor, e.g. $\frac{\text{Volume of } A}{\text{Volume of } B} = \frac{(\text{Length of } A)^3}{(\text{Length of } B)^3}$
3 Solve problems and give simple explanations involving similarity.	Includes showing that two triangles are similar using geometric reasons.

E5.4 Symmetry	Notes and examples
1 Recognise line symmetry and order of rotational symmetry in two dimensions.	Includes properties of triangles, quadrilaterals and polygons directly related to their symmetries.
2 Recognise symmetry properties of prisms, cylinders, pyramids and cones.	e.g. identify planes and axes of symmetry.

continued

5 **Geometry** continued

E5.5 Angles	Notes and examples
1 Calculate unknown angles and give simple explanations using the following geometrical properties: • sum of angles at a point = 360° • sum of angles at a point on a straight line = 180° • vertically opposite angles are equal • angle sum of a triangle = 180° and angle sum of a quadrilateral = 360°.	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.
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° (supplementary).	
3 Know and use angle properties of regular and irregular polygons.	Includes exterior and interior angles, and angle sum.

E5.6 Circle theorems I	Notes and examples
Calculate unknown angles and give explanations using the following geometrical properties of circles: • angle in a semicircle = 90° • angle between tangent and radius = 90° • 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° (supplementary) • alternate segment theorem.	Candidates are expected to use the geometrical properties listed in the syllabus when giving reasons for answers.

E5.7 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.

6 Mensuration

E6.1 Units of measure	Notes and examples
Use metric units of mass, length, area, volume and capacity in practical situations and convert quantities into larger or smaller units.	Units include: • mm, cm, m, km • mm^2, cm^2, m^2, km^2 • mm^3, cm^3, m^3 • ml, l • g, kg. Conversion between units includes: • between different units of area, e.g. $cm^2 \leftrightarrow m^2$ • between units of volume and capacity, e.g. $m^3 \leftrightarrow$ litres.

E6.2 Area and perimeter	Notes and examples
Carry out calculations involving the perimeter and area of a rectangle, triangle, parallelogram and trapezium.	Except for the area of a triangle, formulas are **not** given.

E6.3 Circles, arcs and sectors	Notes and examples
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.	Answers may be asked for in terms of π. Formulas are given. Includes minor and major sectors.

E6.4 Surface area and volume	Notes and examples
Carry out calculations and solve problems involving the surface area and volume of a: • cuboid • prism • cylinder • sphere • pyramid • cone.	Answers may be asked for in terms of π. The following formulas are given: • 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

6 **Mensuration** continued

E6.5 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 π.
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.

7 Trigonometry

E7.1 Pythagoras' theorem	Notes and examples
Know and use Pythagoras' theorem.	Includes finding: • the length of a chord • the distance of a chord from the centre of a circle • the distance between two points given on a grid.

E7.2 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.

E7.3 Exact trigonometric values	Notes and examples
Know the exact values of: 1 $\sin x$ and $\cos x$ for $x = 0°, 30°, 45°, 60°$ and $90°$. 2 $\tan x$ for $x = 0°, 30°, 45°$ and $60°$.	

E7.4 Trigonometric functions	Notes and examples
1 Recognise, sketch and interpret the following graphs for $0° \leqslant x \leqslant 360°$: • $y = \sin x$ • $y = \cos x$ • $y = \tan x$. 2 Solve trigonometric equations involving $\sin x$, $\cos x$ or $\tan x$, for $0° \leqslant x \leqslant 360°$.	e.g. solve: • $\sin x = \frac{\sqrt{3}}{2}$ for $0° \leqslant x \leqslant 360°$ • $2 \cos x + 1 = 0$ for $0° \leqslant x \leqslant 360°$.

continued

7 Trigonometry continued

E7.5 Non-right-angled triangles	Notes and examples
1 Use the sine and cosine rules in calculations involving lengths and angles for any triangle.	Includes problems involving obtuse angles and the ambiguous case.
2 Use the formula $\text{area of triangle} = \frac{1}{2}ab\sin C$.	The sine and cosine rules and the formula for area of a triangle are given.

E7.6 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.	

8 Transformations and vectors

E8.1 Transformations	Notes and examples
Recognise, describe and draw the following transformations:	Questions may involve combinations of transformations. Questions may involve giving the reverse of a transformation. A ruler must be used for all straight edges.
1 Reflection of a shape in a straight line.	
2 Rotation of a shape about a centre through multiples of 90°.	
3 Enlargement of a shape from a centre by a scale factor.	Positive, fractional and negative scale factors may be used.
4 Translation of a shape by a vector $\begin{pmatrix} x \\ y \end{pmatrix}$.	

E8.2 Vectors in two dimensions	Notes and examples
1 Describe a translation using a vector represented by $\begin{pmatrix} x \\ y \end{pmatrix}$, $\overrightarrow{AB}$ or $\mathbf{a}$.	Vectors will be printed as $\overrightarrow{AB}$ or $\mathbf{a}$.
2 Add and subtract vectors.	
3 Multiply a vector by a scalar.	

E8.3 Magnitude of a vector	Notes and examples
Calculate the magnitude of a vector $\begin{pmatrix} x \\ y \end{pmatrix}$ as $\sqrt{x^2 + y^2}$.	The magnitudes of vectors will be denoted by modulus signs, e.g.: • $\lvert\mathbf{a}\rvert$ is the magnitude of $\mathbf{a}$ • $\lvert\overrightarrow{AB}\rvert$ is the magnitude of $\overrightarrow{AB}$.

9 Probability

E9.1 Introduction to probability	Notes and examples
1 Understand and use the probability scale from 0 to 1.	
2 Understand and use probability notation.	$\mathrm{P}(A)$ is the probability of A. $\mathrm{P}(A')$ is the probability of not A.
3 Calculate the probability of a single event.	Probabilities should be given as a fraction, decimal or percentage. Problems may require using information from tables, graphs or Venn diagrams.
4 Understand that the probability of an event not occurring = 1 – the probability of the event occurring.	e.g. $\mathrm{P}(B) = 0.8$, find $\mathrm{P}(B')$.

E9.2 Relative and expected frequencies	Notes and examples
1 Understand relative frequency as an estimate of probability.	e.g. use results of experiments with a spinner to estimate the probability of a given outcome.
2 Calculate expected frequencies.	e.g. use probability to estimate an expected value from a population. Includes understanding what is meant by fair, bias and random.

E9.3 Probability of combined events	Notes and examples
Calculate the probability of combined events using, where appropriate:	Combined events could be with or without replacement.
• sample space diagrams	
• Venn diagrams	The notation $\mathrm{P}(A \cap B)$ and $\mathrm{P}(A \cup B)$ may be used in the context of Venn diagrams.
• tree diagrams.	On tree diagrams outcomes will be written at the end of the branches and probabilities by the side of the branches. The notation $\mathrm{P}(A \text{ or } B) = \mathrm{P}(A) + \mathrm{P}(B)$ for mutually exclusive events and $\mathrm{P}(A \text{ and } B) = \mathrm{P}(A) \times \mathrm{P}(B)$ for independent events may be used.

10 Statistics

E10.1 Classifying statistical data	Notes and examples
Classify and tabulate statistical data.	e.g. tally tables, two-way tables.

E10.2 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 measures of spread between two data sets.
3 Appreciate restrictions on drawing conclusions from given data.	

E10.3 Discrete and continuous data	Notes and examples
Distinguish between discrete and continuous data.	

E10.4 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.	

E10.5 Averages on a calculator	Notes and examples
Use a graphic display calculator to calculate: 1 mean, median and quartiles for discrete data 2 mean for grouped data.	

E10.6 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

10 Statistics continued

E10.7 Scatter diagrams	Notes and examples
1 Draw and interpret scatter diagrams.	Plotted points should be clearly marked, for example as small crosses (×).
2 Understand what is meant by positive, negative and zero correlation.	
3 Draw by eye, interpret and use a straight line of best fit.	A line of best fit: • should be a single ruled line drawn so that it passes through the mean point • 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.
4 Use a graphic display calculator to find and use the equation of linear regression.	

E10.8 Cumulative frequency diagrams	Notes and examples
1 Draw and interpret cumulative frequency tables and diagrams.	Plotted points on a cumulative frequency diagram should be clearly marked, for example as small crosses (×), and be joined with a smooth curve.
2 Estimate and interpret the median, percentiles, quartiles and interquartile range from cumulative frequency diagrams.	

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

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

4 Details of the assessment

All candidates take three 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, Paper 3 and Paper 5. 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, Paper 4 and Paper 6. 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 all the Core and Extended papers, candidates should have the following geometrical instruments:

- a protractor
- a ruler.

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

Candidates should have a graphic display calculator for Papers 3, 4, 5 and 6. Please see the *Cambridge Handbook* at **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**

Core assessment

Paper 1 Non-calculator (Core)

Written paper, 1 hour 15 minutes, 60 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 C1.13, C2.5.4, C3.2 and C10.5 which are assessed in calculator papers only.

This paper will be weighted at 40% 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 15 minutes, 60 marks

A graphic display calculator is required.

Candidates answer **all** questions.

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

Some of the questions will assess the use of the graphic display calculator functions.

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 π from their calculator or the value of 3.142.

This paper will be weighted at 40% of the total qualification.

This is a compulsory component for Core candidates.

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

Paper 5 Investigation (Core)

Written paper, 1 hour 15 minutes, 40 marks

A graphic display calculator is required.

Candidates answer **all** questions.

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

Candidates are assessed on their ability to investigate and solve more open-ended problems.

Clear communication and full reasoning are especially important and mark schemes reflect this.

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 π from their calculator or the value of 3.142.

This paper will be weighted at 20% 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, 1 hour 30 minutes, 75 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 E1.13, E2.5.5, E2.5.8, E2.6.3, E3.2, E10.5 and E10.7.4 which are assessed in calculator papers only.

This paper will be weighted at 40% 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, 1 hour 30 minutes, 75 marks

A graphic display calculator is required.

Candidates answer **all** questions.

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

Some of the questions will assess the use of the graphic display calculator functions.

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 π from their calculator or the value of 3.142.

This paper will be weighted at 40% of the total qualification.

This is a compulsory component for Extended candidates.

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

Paper 6 Investigation and Modelling (Extended)

Written paper, 1 hour 30 minutes, 50 marks

A graphic display calculator is required.

Candidates answer **all** questions.

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

Candidates are assessed on their ability to investigate, model, and solve more open-ended problems.

Clear communication and full reasoning are especially important and mark schemes reflect this.

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 π from their calculator or the value of 3.142.

This paper will be weighted at 20% 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.

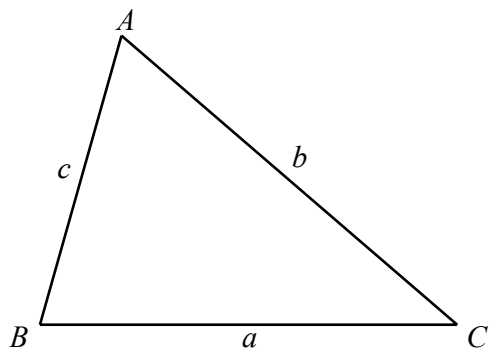
Area, A, of triangle, base b, height h.	$A = \frac{1}{2}bh$
Area, A, of circle of radius r.	$A = \pi r^2$
Circumference, C, of circle of radius r.	$C = 2\pi r$
Curved surface area, A, of cylinder of radius r, height h.	$A = 2\pi rh$
Curved surface area, A, of cone of radius r, sloping edge l.	$A = \pi rl$
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 (×), 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.
- When asked to 'simplify', the candidate must simplify fully.
- When asked to 'factorise', the candidate must factorise fully.

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 π or in surd form, depending on the question.
- Where answers are not exact values, they should be given to at least 3 significant figures unless a different accuracy is defined in the question.
- Answers that are exact to 4 or 5 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
Calculate	work out from given facts, figures or information
Comment	give an informed opinion
Compare	identify/comment on similarities and/or differences
Determine	establish with certainty
Describe	state the points of a topic / give characteristics and main features
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Plot	mark point(s) on a graph
Revise	change to reflect further given information
Show (that)	provide structured evidence that leads to a given result
Sketch	make a simple freehand drawing showing the key features, taking care over proportions
State	express in clear terms
Work out	calculate from given facts, figures or information with or without the use of a calculator
Write	give an answer in a specific form
Write down	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**

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**

You can view the timetable for your administrative zone at **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 Mathematics (0580)
- Cambridge O Level Mathematics (Syllabus D) (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**

Making entries

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

Exam administration

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

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

Support for exams officers

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

Retakes

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

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

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

Language

This syllabus 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**

Applying for access arrangements

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

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.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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

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

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

Quality management

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

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

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

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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