

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
SUPPLEMENTARY EXAMINATION PAPER 2007**

TITLE OF PAPER: CURRICULUM STUDIES IN MATHEMATICS

COURSE CODE: EDC 381

STUDENTS: B.ED 3 AND PGCE

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS.  
EACH QUESTION IS WORTH 25  
MARKS.

ADDITIONAL MATERIALS: IGCSE MATHEMATICS SYLLABUS

**Question 1**

The head of the mathematics department at your school has assigned you to prepare a scheme of work for teaching the core IGCSE syllabus at form 1- 3 levels. The idea is to write the core examinations at the end of form three and write IGCSE extended at the end of form four. Prepare a detailed departmental scheme of work for **forms 1**. [25]

**Question 2**

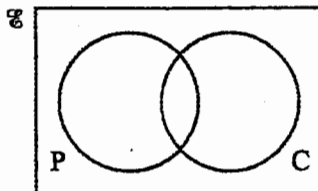
Write an essay on heading the mathematics department giving details on how you will do each of the following:

- Organization [10]
- Monitoring[5]
- Professional development[5]
- Liaison[5]

**Question 3**

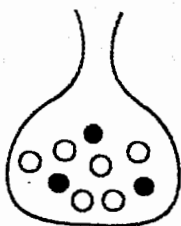
Answer the 2004 IGCSE Paper 4 question 7 below and prepare a detailed marking guide for it [15, 10]

- 7 (a) There are 30 students in a class.  
20 study Physics, 15 study Chemistry and 3 study neither Physics nor Chemistry.

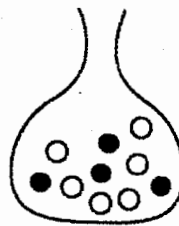


- (i) Copy and complete the Venn diagram to show this information. [2]
- (ii) Find the number of students who study both Physics and Chemistry. [1]
- (iii) A student is chosen at random. Find the probability that the student studies Physics but not Chemistry. [2]
- (iv) A student who studies Physics is chosen at random. Find the probability that this student does not study Chemistry. [2]

(b)



A



B

Bag A contains 6 white beads and 3 black beads.  
Bag B contains 6 white beads and 4 black beads.  
One bead is chosen at random from each bag.  
Find the probability that

- (i) both beads are black, [2]  
(ii) at least one of the two beads is white. [2]

The beads are not replaced.  
A second bead is chosen at random from each bag.  
Find the probability that

- (iii) all four beads are white, [3]  
(iv) the beads are not all the same colour. [3]
- 

#### Question 4

- (a) Write **ten** strategies for improving girls attitudes and performance in mathematics [20]  
(b) There is no extensive research that has been carried out on gender issues in Swaziland school mathematics. Write **five** research questions on gender issues that you would like investigated in Swaziland. [5]

#### Question 5

Once a test has been set and written the results can be analysed in two of the following two ways:

- Each of the items can be considered in relation to facility value, discrimination index and performance of the responses.
  - The analysis of the whole test can be done.
- (a) Explain the **two** major issues in the **second** point. [4]  
(b) For each major issue, explain the factors that affect it. [21]

**MATHEMATICS 0580/0581  
IGCSE  
2007**

## **IMPORTANT NOTICE**

### **University of Cambridge International Examinations (CIE) in the UK and USA**

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

### **Exclusions**

Syllabus **0580** must not be offered in the same session with any of the following syllabuses:

- 0581 Mathematics (with coursework)
- 4021 Mathematics A (Mauritius)
- 4024 Mathematics D (Calculator version)
- 4026 Mathematics E (Brunei)
- 4029 Mathematics D (Calculator version) (Mauritius)

Syllabus **0581** must not be offered in the same session with any of the following syllabuses:

- 0580 Mathematics
- 4021 Mathematics A (Mauritius)
- 4024 Mathematics D (Calculator version)
- 4026 Mathematics E (Brunei)
- 4029 Mathematics D (Calculator version) (Mauritius)

**You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).**

# Mathematics Syllabus

**Syllabus codes: 0580 (without Coursework)  
0581 (with Coursework)**

## **CONTENTS**

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## INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Mathematics falls into Group IV, Mathematics, of the International Certificate of Education (ICE) subjects together with Additional Mathematics.

Candidates wishing to offer Coursework **must** be entered for Syllabus 0581. Teachers at Centres offering Syllabus 0581 will be required to undergo training in assessment before entering candidates.

An examination in Additional Mathematics (0582) is available to IGCSE Centres in June and November. The syllabus is published in a separate booklet available from CIE. Results in Additional Mathematics can count towards the ICE, either in place of Mathematics in Group IV or as a seventh subject. Entries for Additional Mathematics may be made on the IGCSE entry form.

## AIMS

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The aims of the curriculum are the same for all students. The aims are set out below and describe the educational purposes of a course in Mathematics for the IGCSE examination. They are not listed in order of priority.

The aims are to enable students to:

1. develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
2. read mathematics, and write and talk about the subject in a variety of ways;
3. develop a feel for number, carry out calculations and understand the significance of the results obtained;
4. apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
5. solve problems, present the solutions clearly, check and interpret the results;
6. develop an understanding of mathematical principles;
7. recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
8. use mathematics as a means of communication with emphasis on the use of clear expression;
9. develop an ability to apply mathematics in other subjects, particularly science and technology;
10. develop the abilities to reason logically, to classify, to generalise and to prove;
11. appreciate patterns and relationships in mathematics;
12. produce and appreciate imaginative and creative work arising from mathematical ideas;
13. develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind;
14. appreciate the interdependence of different branches of mathematics;
15. acquire a foundation appropriate to their further study of mathematics and of other disciplines.

# ASSESSMENT OBJECTIVES

The abilities to be assessed in the IGCSE Mathematics examination cover a single assessment objective, technique with application. The examination will test the ability of candidates to:

1. organise, interpret and present information accurately in written, tabular, graphical and diagrammatic forms;
2. perform calculations by suitable methods;
3. use an electronic calculator;
4. understand systems of measurement in everyday use and make use of them in the solution of problems;
5. estimate, approximate and work to degrees of accuracy appropriate to the context;
6. use mathematical and other instruments to measure and to draw to an acceptable degree of accuracy;
7. interpret, transform and make appropriate use of mathematical statements expressed in words or symbols;
8. recognise and use spatial relationships in two and three dimensions, particularly in solving problems;
9. recall, apply and interpret mathematical knowledge in the context of everyday situations;
10. make logical deductions from given mathematical data;
11. recognise patterns and structures in a variety of situations, and form generalisations;
12. respond to a problem relating to a relatively unstructured situation by translating it into an appropriately structured form;
13. analyse a problem, select a suitable strategy and apply an appropriate technique to obtain its solution;
14. apply combinations of mathematical skills and techniques in problem solving;
15. set out mathematical work, including the solution of problems, in a logical and clear form using appropriate symbols and terminology.

## SPECIFICATION GRID

Objectives	Short-answer questions	Structured/Longer answer questions	Coursework	Core/Extended
1 to 8	✓	✓	✓	Both
9	✓	✓	✓	Greater emphasis at Core
10	✓	✓		Both
11		✓	✓	Both
12 and 13		✓	✓	Greater emphasis at Extended
14	✓	✓	✓	Both
15		✓	✓	Greater emphasis at Extended

### Commentary on specification grid

A rigid association between particular assessment objectives and individual examination components is not appropriate since any of the objectives can be assessed in any question or piece of coursework. Nevertheless, the components of the scheme will differ in the emphasis placed on the various objectives. A difference in emphasis will be apparent between the Core and the Extended papers; for example the assessment of candidates' response to relatively unstructured situations (Objective 12) is particularly important on Paper 4 (Extended). The grid above is for general guidance only and illustrates where particular objectives might receive most emphasis in the various components. Ticks are placed in the grid only where there is likely to be emphasis although the objective will also be met in other components.

The short-answer questions fulfil a particularly important function in ensuring syllabus coverage and allowing the testing of knowledge, understanding and manipulative skills, while greater emphasis is placed on applications to the processes of problem solving in the structured/longer answer papers. For candidates for 0581, the teacher should aim to design coursework tasks which place emphasis on the problem-solving objectives.

# ASSESSMENT

## *Scheme of assessment*

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A\* to E only.

## **SYLLABUS 0580 (WITHOUT COURSEWORK)**

All candidates will take two written papers as follows:

- (i) Short-answer questions (Paper 1 or Paper 2);
- (ii) Structured questions (Paper 3 or Paper 4).

<i>Core curriculum</i> Grades available: C-G	<i>Extended curriculum</i> Grades available: A*-E
<b>Paper 1</b> (1 hour) short-answer questions	<b>Paper 2</b> (1 $\frac{1}{2}$ hours) short-answer questions
<b>Paper 3</b> (2 hours) structured questions	<b>Paper 4</b> (2 $\frac{1}{2}$ hours) structured questions

## *Weighting of papers*

<i>Paper</i>	<i>Weighting</i>
1	35%
2	35%
3	65%
4	65%

## **NOTES**

1. There will be no choice of question.
2. The syllabus assumes that candidates will be in possession of an electronic calculator for all papers, possibly used in conjunction with four-figure tables for trigonometric functions. Algebraic or graphical calculators are not permitted. Three significant figures will be required in answers except where otherwise stated.
3. Candidates are encouraged to use the value of  $\pi$  from their calculators if their calculator provides this. Otherwise, they should use the value of 3.142 given on the front page of the question paper only.
4. Tracing paper may be used as an optional additional material for each of the written papers.



**SYLLABUS 0581 (WITH COURSEWORK)**

All candidates will take two written papers as follows:

- (i) Short-answer questions (Paper 1 or Paper 2);
- (ii) Structured questions (Paper 3 or Paper 4).

In addition candidates will submit Coursework for school-based assessment (Paper 5 or Paper 6).

<i>Core curriculum</i> Grades available: C-G	<i>Extended curriculum</i> Grades available: A*-E
<b>Paper 1</b> (1 hour) short-answer questions	<b>Paper 2</b> (1½ hours) short-answer questions
<b>Paper 3</b> (2 hours) structured questions	<b>Paper 4</b> (2½ hours) structured questions
<b>Paper 5</b> Coursework*	<b>Paper 6</b> Coursework*

\*Teachers may not undertake school-based assessment of Coursework without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation and they will have to undergo special training in assessment before entering candidates.

CIE offers schools such in-service training via Distance Training Packs.

Please note that 0581 is not available to private candidates.

**Weighting of papers**

<i>Paper</i>	<i>Weighting</i>
1	30%
2	30%
3	50%
4	50%
5	20%
6	20%

**NOTES**

- 1 There will be no choice of question in any written paper.
- 2 The syllabus assumes that candidates will be in possession of an electronic calculator for all papers, possibly used in conjunction with four-figure tables\*for trigonometric functions. Algebraic or graphical calculators are not permitted. Three significant figures will be required in answers except where otherwise stated.
- 3 Candidates are encouraged to use the value of  $\pi$  from their calculators if their calculator provides this. Otherwise, they should use the value of 3.142 given on the front page of the question paper only.
- 4 Tracing paper may be used as an additional material for each of the written papers.

- 5 The school-based components (Paper 5 for the Core curriculum, Paper 6 for the Extended curriculum) consist of Coursework assessed according to the given criteria and will be marked by teachers trained by CIE using guidelines and instructions provided by CIE. The work will be externally moderated by CIE and will be weighted at 20% of the assessment, with a corresponding reduction in the weightings of the written papers (as shown above) for candidates offering Coursework.
  
- 6 The award rules are such that a candidate's Coursework grade cannot lower his or her overall result. Candidates entered for Syllabus 0581 are graded first on Components 1+3+5 or 2+4+6 and then graded again on Components 1+3 or 2+4. If the grade achieved on the aggregate of the two written papers alone is higher then this replaces the result achieved when the Coursework component is included. In effect, no candidate is penalised for taking the Coursework component.

# CURRICULUM CONTENT

Students may follow either the Core curriculum only or the Extended curriculum which involves both the Core and Supplement. Students aiming for grades A\* to C should follow the Extended curriculum.

As well as demonstrating skill in the following techniques, candidates will be expected to apply them in the solution of problems.

THEME OR TOPIC	CORE	SUPPLEMENT																								
	All students should be able to:	Extended curriculum students, who are aiming for Grades A* to C, should, in addition be able to:																								
1. Number, set notation and language	<ul style="list-style-type: none"> <li>- identify and use natural numbers, integers (positive, negative and zero), prime numbers, square numbers, common factors and common multiples, rational and irrational numbers (e.g. <math>\pi</math>, <math>\sqrt{2}</math>), real numbers; continue a given number sequence; recognise patterns in sequences and relationships between different sequences, generalise to simple algebraic statements (including expressions for the <math>n</math>th term) relating to such sequences</li> </ul>	<ul style="list-style-type: none"> <li>- use language, notation and Venn diagrams to describe sets and represent relationships between sets as follows:                      Definition of sets, e.g.  <math>A = \{x: x \text{ is a natural number}\}</math>  <math>B = \{(x, y): y = mx + c\}</math>  <math>C = \{x: a \leq x \leq b\}</math>  <math>D = \{a, b, c, \dots\}</math> </li> </ul> <p>Notation</p> <table> <tr> <td>Number of elements in set <math>A</math></td> <td><math>n(A)</math></td> </tr> <tr> <td>"...is an element of ..."</td> <td><math>\in</math></td> </tr> <tr> <td>"...is not an element of..."</td> <td><math>\notin</math></td> </tr> <tr> <td>Complement of set <math>A</math></td> <td><math>A'</math></td> </tr> <tr> <td>The empty set</td> <td><math>\emptyset</math></td> </tr> <tr> <td>Universal set</td> <td><math>\mathcal{U}</math></td> </tr> <tr> <td><math>A</math> is a subset of <math>B</math></td> <td><math>A \subseteq B</math></td> </tr> <tr> <td><math>A</math> is a proper subset of <math>B</math></td> <td><math>A \subset B</math></td> </tr> <tr> <td><math>A</math> is not a subset of <math>B</math></td> <td><math>A \not\subseteq B</math></td> </tr> <tr> <td><math>A</math> is not a proper subset of <math>B</math></td> <td><math>A \not\subset B</math></td> </tr> <tr> <td>Union of <math>A</math> and <math>B</math></td> <td><math>A \cup B</math></td> </tr> <tr> <td>Intersection of <math>A</math> and <math>B</math></td> <td><math>A \cap B</math></td> </tr> </table>	Number of elements in set $A$	$n(A)$	"...is an element of ..."	$\in$	"...is not an element of..."	$\notin$	Complement of set $A$	$A'$	The empty set	$\emptyset$	Universal set	$\mathcal{U}$	$A$ is a subset of $B$	$A \subseteq B$	$A$ is a proper subset of $B$	$A \subset B$	$A$ is not a subset of $B$	$A \not\subseteq B$	$A$ is not a proper subset of $B$	$A \not\subset B$	Union of $A$ and $B$	$A \cup B$	Intersection of $A$ and $B$	$A \cap B$
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2. Squares, square roots and cubes	<ul style="list-style-type: none"> <li>- calculate squares, square roots, cubes and cube roots of numbers</li> </ul>																									
3. Directed numbers	<ul style="list-style-type: none"> <li>- use directed numbers in practical situations (e.g. temperature change, flood levels)</li> </ul>																									
4. Vulgar and decimal fractions and percentages	<ul style="list-style-type: none"> <li>- use the language and notation of simple vulgar and decimal fractions and percentages in appropriate contexts; recognise equivalence and convert between these forms</li> </ul>																									
5. Ordering	<ul style="list-style-type: none"> <li>- order quantities by magnitude and demonstrate familiarity with the symbols <math>=, \neq, &gt;, &lt;, \geq, \leq</math></li> </ul>																									
6. Standard form	<ul style="list-style-type: none"> <li>- use the standard form <math>A \times 10^n</math> where <math>n</math> is a positive or negative integer, and <math>1 \leq A &lt; 10</math></li> </ul>																									
7. The four rules	<ul style="list-style-type: none"> <li>- use the four rules for calculations with whole numbers, decimal fractions and vulgar (and mixed) fractions, including correct ordering of operations and use of brackets</li> </ul>																									
8. Estimation	<ul style="list-style-type: none"> <li>- make estimates of numbers, quantities and lengths, give approximations to specified numbers of significant figures and decimal places and round off answers to reasonable accuracy in the context of a given problem</li> </ul>																									
9. Limits of accuracy	<ul style="list-style-type: none"> <li>- give appropriate upper and lower bounds for data given to a specified accuracy (e.g. measured lengths)</li> </ul>	<ul style="list-style-type: none"> <li>- obtain appropriate upper and lower bounds to solutions of simple problems (e.g. the calculation of the perimeter or the area of a rectangle) given data to a specified accuracy</li> </ul>																								

THEME OR TOPIC	CORE	SUPPLEMENT
10. Ratio, proportion, rate	- demonstrate an understanding of the elementary ideas and notation of ratio, direct and inverse proportion and common measures of rate; divide a quantity in a given ratio; use scales in practical situations; calculate average speed	- express direct and inverse variation in algebraic terms and use this form of expression to find unknown quantities; increase and decrease a quantity by a given ratio
11. Percentages	- calculate a given percentage of a quantity; express one quantity as a percentage of another; calculate percentage increase or decrease	- carry out calculations involving reverse percentages, e.g. finding the cost price given the selling price and the percentage profit
12. Use of an electronic calculator	- use an electronic calculator efficiently; apply appropriate checks of accuracy	
13. Measures	- use current units of mass, length, area, volume and capacity in practical situations and express quantities in terms of larger or smaller units	
14. Time	- calculate times in terms of the 24-hour and 12-hour clock; read clocks, dials and timetables	
15. Money	- calculate using money and convert from one currency to another	
16. Personal and household finance	- use given data to solve problems on personal and household finance involving earnings, simple interest and compound interest (knowledge of compound interest formula is not required), discount, profit and loss; extract data from tables and charts	
17. Graphs in practical situations	- demonstrate familiarity with cartesian co-ordinates in two dimensions, interpret and use graphs in practical situations including travel graphs and conversion graphs, draw graphs from given data	- apply the idea of rate of change to easy kinematics involving distance-time and speed-time graphs, acceleration and deceleration; calculate distance travelled; area under a linear speed-time graph
18. Graphs of functions	- construct tables of values for functions of the form $ax + b$ , $\pm x^2 + ax + b$ , $a/x$ ( $x \neq 0$ ) where $a$ and $b$ are integral constants; draw and interpret such graphs; find the gradient of a straight line graph; solve linear and quadratic equations approximately by graphical methods	- construct tables of values and draw graphs for functions of the form $ax^n$ where $a$ is a rational constant and $n = -2, -1, 0, 1, 2, 3$ and simple sums of not more than three of these and for functions of the form $a^x$ where $a$ is a positive integer; estimate gradients of curves by drawing tangents; solve associated equations approximately by graphical methods
19. Straight line graphs	- interpret and obtain the equation of a straight line graph in the form $y = mx + c$ ; determine the equation of a straight line parallel to a given line	- calculate the gradient of a straight line from the co-ordinates of two points on it; calculate the length and the co-ordinates of the midpoint of a straight line segment from the co-ordinates of its end points
20. Algebraic representation and formulae	- use letters to express generalised numbers and express basic arithmetic processes algebraically, substitute numbers for words and letters in formulae; transform simple formulae; construct simple expressions and set up simple equations	- construct and transform more complicated formulae and equations
21. Algebraic manipulation	- manipulate directed numbers; use brackets and extract common factors	- expand products of algebraic expressions; factorise where possible expressions of the form $ax + bx + kay + kby$ , $a^2x^2 - b^2y^2$ , $a^2 + 2ab + b^2$ ; $ax^2 + bx + c$ ; manipulate algebraic fractions, e.g. $\frac{x}{3} + \frac{x-4}{2}$ , $\frac{2x}{3} - \frac{3(x-5)}{2}, \frac{3a}{4} \times \frac{5ab}{3}, \frac{3a}{4} - \frac{9a}{10}, \frac{1}{x-2} - \frac{1}{x}$  factorise and simplify expressions such as $\frac{x^2 - 2x}{x^2 - 5x + 6}$

THEME OR TOPIC	CORE	SUPPLEMENT
22. Functions		- use function notation, e.g. $f(x) = 3x - 5$ , $f:x \mapsto 3x - 5$ to describe simple functions, and the notation $f^{-1}(x)$ to describe their inverses; form composite functions as defined by $gf(x) = g(f(x))$
23. Indices	- use and interpret positive, negative and zero indices	- use and interpret fractional indices, e.g. solve $32^x = 2$
24. Solutions of equations and inequalities	- solve simple linear equations in one unknown; solve simultaneous linear equations in two unknowns	- solve quadratic equations by factorisation and <i>either</i> by use of the formula <i>or</i> by completing the square; solve simple linear inequalities
25. Linear programming		- represent inequalities graphically and use this representation in the solution of simple linear programming problems (the conventions of using broken lines for strict inequalities and shading unwanted regions will be expected)
26. Geometrical terms and relationships	- use and interpret the geometrical terms: point, line, parallel, bearing, right angle, acute, obtuse and reflex angles, perpendicular, similarity, congruence; use and interpret vocabulary of triangles, quadrilaterals, circles, polygons and simple solid figures including nets	- use the relationships between areas of similar triangles, with corresponding results for similar figures and extension to volumes and surface areas of similar solids
27. Geometrical constructions	- measure lines and angles; construct a triangle given the three sides using ruler and compasses only; construct other simple geometrical figures from given data using protractors and set squares as necessary; construct angle bisectors and perpendicular bisectors using straight edges and compasses only; read and make scale drawings	
28. Symmetry	- recognise rotational and line symmetry (including order of rotational symmetry) in two dimensions and properties of triangles, quadrilaterals and circles directly related to their symmetries	- recognise symmetry properties of the prism (including cylinder) and the pyramid (including cone); use the following symmetry properties of circles: (a) equal chords are equidistant from the centre (b) the perpendicular bisector of a chord passes through the centre (c) tangents from an external point are equal in length
29. Angle properties	- calculate unknown angles using the following geometrical properties: (a) angles at a point (b) angles on a straight line and intersecting straight lines (c) angles formed within parallel lines (d) angle properties of triangles and quadrilaterals (e) angle properties of regular polygons (f) angle in a semi-circle (g) angle between tangent and radius of a circle	- use in addition the following geometrical properties: (a) angle properties of irregular polygons (b) angle at the centre of a circle is twice the angle at the circumference (c) angles in the same segment are equal (d) angles in opposite segments are supplementary; cyclic quadrilaterals
30. Locus	- use the following loci and the method of intersecting loci for sets of points in two dimensions: (a) which are at a given distance from a given point (b) which are at a given distance from a given straight line (c) which are equidistant from two given points (d) which are equidistant from two given intersecting straight lines	
31. Mensuration	- carry out calculations involving the perimeter and area of a rectangle and triangle, the circumference and area of a circle, the area of a parallelogram and a trapezium, the volume of a cuboid, prism and cylinder and the surface area of a cuboid and a cylinder	- solve problems involving the arc length and sector area as fractions of the circumference and area of a circle, the surface area and volume of a sphere, pyramid and cone (given formulae for the sphere, pyramid and cone)

THEME OR TOPIC	CORE	SUPPLEMENT
32. Trigonometry	<ul style="list-style-type: none"> <li>- interpret and use three-figure bearings measured clockwise from the North (i.e. 000°-360°)</li> <li>- apply Pythagoras' theorem and the sine, cosine and tangent ratios for acute angles to the calculation of a side or of an angle of a right-angled triangle (angles will be quoted in, and answers required in, degrees and decimals to one decimal place)</li> </ul>	<ul style="list-style-type: none"> <li>- solve trigonometrical problems in two dimensions involving angles of elevation and depression, extend sine and cosine values to angles between 90° and 180°, solve problems using the sine and cosine rules for any triangle and the formula  <math display="block">\text{area of triangle} = \frac{1}{2} ab \sin C,</math> </li> <li>- solve simple trigonometrical problems in three dimensions including angle between line and a plane</li> </ul>
33. Statistics	<ul style="list-style-type: none"> <li>- collect, classify and tabulate statistical data; read, interpret and draw simple inferences from tables and statistical diagrams; construct and use bar charts, pie charts, pictograms, simple frequency distributions, histograms with equal intervals and scatter diagrams (including drawing a line of best fit by eye); understand what is meant by positive, negative and zero correlation; calculate the mean, median and mode for individual and discrete data and distinguish between the purposes for which they are used; calculate the range</li> </ul>	<ul style="list-style-type: none"> <li>- construct and read histograms with equal and unequal intervals (areas proportional to frequencies and vertical axis labelled 'frequency density'); construct and use cumulative frequency diagrams; estimate and interpret the median, percentiles, quartiles and inter-quartile range; calculate an estimate of the mean for grouped and continuous data; identify the modal class from a grouped frequency distribution</li> </ul>
34. Probability	<ul style="list-style-type: none"> <li>- calculate the probability of a single event as either a fraction or a decimal (not a ratio); understand and use the probability scale from 0 to 1; understand that: <i>the probability of an event occurring = 1 - the probability of the event not occurring</i>; understand probability in practice, e.g. relative frequency</li> </ul>	<ul style="list-style-type: none"> <li>- calculate the probability of simple combined events, using possibility diagrams and tree diagrams where appropriate (in possibility diagrams outcomes will be represented by points on a grid and in tree diagrams outcomes will be written at the end of branches and probabilities by the side of the branches)</li> </ul>
35. Vectors in two dimensions	<ul style="list-style-type: none"> <li>- describe a translation by using a vector represented by <math>\begin{pmatrix} x \\ y \end{pmatrix}</math> <math>\overrightarrow{AB}</math> or <math>\mathbf{a}</math>; add and subtract vectors; multiply a vector by a scalar</li> </ul>	<ul style="list-style-type: none"> <li>- calculate the magnitude of a vector <math>\begin{pmatrix} x \\ y \end{pmatrix}</math> as <math>\sqrt{x^2 + y^2}</math>. (Vectors will be printed as <math>\overrightarrow{AB}</math> or <math>\mathbf{a}</math> and their magnitudes denoted by modulus signs, e.g. <math> \overrightarrow{AB} </math> or <math> \mathbf{a} </math>. In their answers to questions candidates are expected to indicate <math>\mathbf{a}</math> in some definite way e.g. by an arrow or by underlining, thus <math>\overrightarrow{AB}</math> or <math>\underline{\mathbf{a}}</math>)</li> <li>- represent vectors by directed line segments; use the sum and difference of two vectors to express given vectors in terms of two coplanar vectors; use position vectors</li> <li>- display information in the form of a matrix of any order; calculate the sum and product (where appropriate) of two matrices; calculate the product of a matrix and a scalar quantity; use the algebra of 2 x 2 matrices including the zero and identity 2 x 2 matrices; calculate the determinant and inverse <math>\mathbf{A}^{-1}</math> of a non-singular matrix <math>\mathbf{A}</math></li> </ul>
36. Matrices		<ul style="list-style-type: none"> <li>- use the following transformations of the plane: reflection (M); rotation (R); translation (T); enlargement (E); shear (H); stretching (S) and their combinations (if <math>M(\mathbf{a}) = \mathbf{b}</math> and <math>R(\mathbf{b}) = \mathbf{c}</math> the notation <math>RM(\mathbf{a}) = \mathbf{c}</math> will be used; invariants under these transformations may be assumed.)</li> <li>- identify and give precise descriptions of transformations connecting given figures; describe transformations using co-ordinates and matrices (singular matrices are excluded)</li> </ul>
37. Transformations	<ul style="list-style-type: none"> <li>- reflect simple plane figures in horizontal or vertical lines; rotate simple plane figures about the origin, vertices or mid points of edges of the figures, through multiples of 90°; construct given translations and enlargements of simple plane figures; recognise and describe reflections, rotations, translations and enlargements</li> </ul>	

## GRADE DESCRIPTIONS

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A **Grade A** candidate should be able to:

- express any number to 1, 2 or 3 significant figures. Relate a percentage change to a multiplying factor and vice versa, e.g. multiplication by 1.03 results in a 3% increase.
- relate scale factors to situations in both two and three dimensions. Calculate actual lengths, areas and volumes from scale models. Carry out calculations involving the use of right-angled triangles as part of work in three dimensions.
- add, subtract, multiply and divide algebraic fractions. Manipulate algebraic equations - linear, simultaneous and quadratic. Use positive, negative and fractional indices in both numerical and algebraic work. Write down algebraic formulae and equations from a description of a situation.
- process data, discriminating between necessary and redundant information. Make quantitative and qualitative deductions from distance/time and speed/time graphs.
- make clear, concise and accurate mathematical statements, demonstrating ease and confidence in the use of symbolic forms and accuracy in algebraic or arithmetic manipulation.

A **Grade C** candidate should be able to:

- apply the four rules of number to positive and negative integers, and vulgar and decimal fractions. Calculate percentage change. Perform calculations involving several operations. Use a calculator fluently. Give a reasonable approximation to a calculation involving the four rules. Use and understand the standard form of a number.
- use area and volume units. Find the volume and surface area of a prism and a cylinder. Use a scale diagram to solve a two-dimensional problem. Calculate the length of the third side of a right-angled triangle. Find the angle in a right-angled triangle, given two sides. Calculate angles in geometrical figures.
- recognise, and in simple cases formulate, rules for generating a pattern or sequence. Solve simple simultaneous linear equations in two unknowns. Transform simple formulae. Substitute numbers in more difficult formulae and evaluate the remaining term. Use brackets and extract common factors from algebraic expressions.
- construct a pie-chart from simple data. Plot and interpret graphs, including travel graphs, conversion graphs and graphs of linear and simple quadratic functions.

A **Grade F** candidate should be able to:

- perform the four rules on positive integers and decimal fractions (one operation only) using a calculator where necessary. Convert a fraction to a decimal. Calculate a simple percentage. Use metric units of length, mass and capacity. Understand the relationship between mm, cm, m, km, g and kg. Continue a straightforward number sequence.
- recognise and name simple plane figures and common solid shapes. Find the perimeter and area of a rectangle and other rectilinear shapes. Draw a triangle given three sides. Measure a given angle.
- substitute numbers in a simple formula and evaluate the remaining terms. Solve simple linear equations in one unknown.
- extract information from simple timetables. Tabulate numerical data to find the frequency of given scores. Draw a bar chart. Plot given points. Read a travel graph. Calculate the mean of a set of numbers.

Grade Descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of a candidate's performance in the examination may be balanced by a better performance in others.

# **COURSEWORK (SCHOOL-BASED ASSESSMENT)**

## **1. Introduction**

The Coursework component exists to provide candidates with an additional opportunity to show their ability in Mathematics.

This opportunity is valuable in relation to all Assessment Objectives, but especially to the last five, where an extended piece of work can demonstrate ability more fully than an answer to a written question.

Coursework should aid development of the ability

- to solve problems,
- to use mathematics in a practical way,
- to work independently,
- to apply mathematics across the curriculum,

and if suitable assignments are selected, it should enhance interest in, and enjoyment of, the subject.

In view of the above it is recommended that Coursework assignments form an integral part of all IGCSE Mathematics courses. Whether some of this Coursework should be submitted for assessment, or not, is a matter for the teacher and the candidate to decide. The award rules are such that a candidate's Coursework grade cannot lower his or her overall result.

## **2. Procedure**

- (a) Candidates should submit one Coursework assignment.
- (b) Coursework can be undertaken in class, or in the candidates' own time. If the latter, the teacher must be convinced that the piece is the candidate's own unaided work, and must sign a statement to that effect (see also Section 5 Controlled Elements).
- (c) A good Coursework assignment is normally between 8 and 15 sides of A4 paper in length. These figures are only for guidance; some projects may need to be longer in order to present all the findings properly, and some investigations might be shorter although all steps should be shown (see Section 4).
- (d) The time spent on a Coursework assignment will vary, according to the candidate. As a rough guide, between 10 and 20 hours would seem to be reasonable.

## **3. Selection of Coursework Assignments**

- (a) The topics for the Coursework assignments may be selected by the teacher, or (with guidance) by the students themselves.
- (b) Since individual input is essential for high marks it is preferable that the students work on different topics. However, it is possible for the whole class to work on the same topic, provided that account is taken of this in the final assessment.
- (c) Teachers should exercise care in ensuring that each topic selected corresponds to the ability of the student concerned. On the one hand, topics should not restrict the students, and should enable them to show evidence of attainment at the highest level of which they are capable. On the other hand, topics should not be chosen which are clearly beyond the student's ability.
- (d) The degree of open-endedness of each topic is at the discretion of the teacher. However, each topic selected should be capable of extension, or development beyond any routine solution, so as to give full rein to the more imaginative student.
- (e) The principal consideration in selecting a topic should be the potential for mathematical activity. With that proviso, originality of topics should be encouraged.
- (f) Some students may wish to use a computer at various stages of their Coursework assignment. This should be encouraged, but they must realise that their work will be assessed on personal input, and not what the computer does for them. It is also important that all software sources are acknowledged.