

Course description

First Language English IGCSE

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. The Cambridge First Language English IGCSE qualification is an internationally recognised qualification of secondary education designed for learners in 3ème and 2nde whose first language is English. Not only does it develop learners' skills but is accepted by some universities as a proof of their level.

You can read more about our approach to bilingualism [here](#).

Approach to Learning

At the British Council we offer high-quality English teaching to help learners build confidence, become better communicators and prepare for their future in a positive, safe and inclusive learning environment.

Our teachers are experts in supporting bilingual learners of all ages in their natural use of spoken and written English. Collaborative activities like debates, projects and role plays are at the heart of our classes and we draw on a range of published resources, authentic materials and works of literature to ensure that learners are challenged, engaged and inspired. All our courses also focus on the core skills important for a successful future: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Approach to Assessment

Our IGCSE course lasts two years and the exam usually takes place in May of the second year. The exam is graded according to an A*-G scale with A* being the highest score possible. Throughout the course, we provide feedback on learners' literacy skills, helping them to identify their strengths and the areas they need to address to achieve the best grade possible. We communicate with parents about learners' progress by way of our parent meetings in December and Spring reports.

Books

Please make sure you have all the books on the reading list [here](#) before classes begin.

We suggest students do as much reading as possible over the summer – some reading suggestions are available [here](#).

Learning objectives

By the end of our two-year course, students will have:

- developed their oral skills
- developed the ability to communicate clearly, accurately and effectively in writing
- learned to use sophisticated vocabulary, grammar, spelling and punctuation effectively
- developed a personal written style and an awareness of audience
- studied and analysed literature and non-fiction texts

More detailed objectives for reading, writing, grammar and vocabulary and speaking are given below.

Reading

They will have been trained to read and appreciate the depth and power of the English literary heritage through:

- reading a wide range of extracts from high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.
- choosing and reading books independently for challenge, interest and enjoyment

They will have been trained to understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- drawing on knowledge of the purpose, audience and context of the writing (including its social, historical and cultural context and the literary tradition to which it belongs) to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

They will have learnt to make an informed personal response, recognising that other responses to a text are possible and evaluating these.

Writing

Students will have been trained to write accurately, fluently, effectively and at length through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- reflecting on whether their draft achieves the intended impact
- restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

Grammar and Vocabulary

By the end of the course, students will have consolidated and built on their knowledge of grammar and vocabulary through:

- studying their effectiveness and impact in the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve particular effects
- analysing some of the differences between spoken and written language and between Standard English and other varieties of English
- using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

Speaking

Pupils will be trained to speak confidently, audibly and effectively, including through:

- using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning while using role, intonation, tone, volume, mood, silence, stillness and action to add impact