

Course description: **IGCSE 1 & 2**

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. It develops learners' abilities to use English in an academic context and as a vehicle of language analysis. The IGCSE is accepted by many UK universities as proof of English level.

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

Approach to Learning

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

Our teachers are experts in supporting bilingual learners of all ages in their natural use of English. Collaborative activities like debates, projects and role plays are at the heart of our classes, and we draw upon a range of published resources and works of literature to ensure that learners are challenged, engaged and inspired. At the secondary level, we aim to help our learners read and write complex texts.

Our syllabus is based upon the UK National Curriculum but adapted around our students' needs. Our courses also focus on the British Council core skills: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Where possible, students are grouped by literacy level to help them get the most out of their classes.

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, with occasional mock exams too. We communicate with parents in our progress reports and our parent-teacher meetings.

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 creative writing and language analysis skills. They 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;
- been exposed to different writing conventions and learned to produce similar texts of their own
- developed a personal written style and an awareness of audience; and
- studied and analysed literature and non-fiction texts, with a focus on the writer's chosen effects;

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

Reading

Students will **read and appreciate the depth and power of the English literary heritage**. They will **understand and critically evaluate texts**, making **informed personal responses**.

English literary heritage:

- **Range:** students will read from high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews, speeches and journalism.
- **Choosing books:** students will select and read books independently for challenge, interest and enjoyment.

Understanding and critical evaluation:

- **Reading in different ways for different purposes:** students will summarise and synthesise ideas and information and evaluate their usefulness for particular purposes.
- **Contextualisation:** students will use their knowledge of the 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.
- **Analysis:** students will identify and interpret themes, ideas and information. They will explore aspects of plot, characterisation, events and settings, the relationships between them and their effects. They will distinguish between statements that are supported by evidence and those that are not and identify bias and misuse of evidence. They will also analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate their effectiveness and impact.
- **Justification:** students will seek evidence in the text to support a point of view.
- **Comparisons:** students will make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.

Informed personal response:

- Students will respond to a text while recognising that other responses to a text are possible and evaluating these.

Writing

Students will engage in **all aspects of the writing process** to **write accurately, fluently and effectively**.

Writing accurately, fluently, effectively and at length for pleasure and information:

- **Range:** students will adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, argue and persuade.
- **Structure:** students will select and organise ideas, facts and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis.
- **Accuracy and impact:** students will select, and use, judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.

The writing process:

- **Planning & drafting:** students will make notes, draft and write, including using information provided.
- **Revising:** students will reflect on whether their draft achieves the intended impact.
- **Editing:** students will restructure their writing and amend its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.
- **Proofreading:** students will pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.

Grammar and Vocabulary

Students will consolidate and build upon their knowledge of grammar and vocabulary.

- **Impact:** students will study the effectiveness & impact of grammar & vocabulary in the texts they read.
- **Application:** students will draw on new vocabulary (e.g., synonyms) and grammatical constructions from their reading and listening and use these consciously in their writing and speech to achieve particular effects.
- **Dialect and register:** students will analyse some of the differences between spoken and written language, and between Standard English and other varieties of English.
- **Awareness:** students will use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

Speaking

Pupils will be practise speaking confidently, audibly and effectively.

- **Standard English:** students will use Standard English when the context and audience require it.
- **Collaboration:** students will work effectively in groups of different sizes and take on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.
- **Discussion:** students will listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
- **Purpose and audience:** students will plan for different purposes and audiences. They will select and organise information and ideas effectively and persuasively for spoken presentations and debates.
- **Response:** students will listen and respond in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.
- **Performance:** students will improvise, 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.