

Course description: IGCSE1 & 2

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. In IGCSE 1 & 2, students prepare to sit the Cambridge First Language English IGCSE qualification. This 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 serves as an asset on applications to UK universities.

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 and inspired. At the primary level, we aim to equip our learners with the skills to read and write independently.

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.

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.

Over the summer, we suggest you do as much reading as possible with your child. Some suggestions for age-appropriate books can be found in our summer reading list on [this page](#).

Learning objectives

By the end of our two-year course, students will have developed their creative writing and language analysis skills. They will have learned to:

- read a wide range of texts, fluently and with good understanding, enjoying, exploring and appreciating a variety of language;
- read critically, and to use knowledge gained from reading to inform and improve their own writing;
- write accurately and effectively, using English language appropriate to audience, purpose and form;
- work with information and ideas by developing skills of evaluation, analysis, use and inference;
- listen to, understand and use spoken English effectively, developing a range of speaking strategies;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Reading objectives

- Demonstrate understanding of explicit meanings
- Demonstrate understanding of implicit meanings and attitudes
- Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- Demonstrate understanding of how writers achieve effects and influence readers
- Select and use information for specific purposes.

Writing objectives

- Articulate experience and express what is thought, felt and imagined
- Organise and structure facts, ideas and opinions for deliberate effect
- Use a range of vocabulary and sentence structures appropriate to context
- Use language appropriate to purpose and to engage the audience
- Make accurate use of spelling, punctuation and grammar.

The exam

Cambridge IGCSE First Language English allows students to respond to a rich variety of texts, using these texts to inspire their own writing, and writing in a range of text types for different purposes and audiences. The exam consists of two papers. In each paper, both reading and writing skills are assessed.

Paper 1: Reading

Students answer four compulsory questions on three texts (totalling around 1400 words). The exam paper consists of structured and extended writing questions based on these 3 texts.

- Question 1: Comprehension task: response to questions demonstrating understanding of explicit and implicit meanings.
- Question 2: Summary (120 words) and response to a question relating to attitudes and opinions.
- Question 3: Short-answer question and language task (analysis of the writer's language).
- Question 4: Extended response to reading by writing the requested text type (letter, report; journal, speech, interview or article) of about 250–300 words.

Paper 2: Directed Writing and Composition

Students answer two questions, one from each section: an extended writing question and a composition task. The first section is based on one to two texts totalling 550-650 words in length.

- Section A – Directed Writing: Analysis and demonstration of understanding of text; and 300-word written response in the requested text type (discursive/argumentative/persuasive speech, letter, article or report).
- Composition: 400-word composition based on a choice of four titles (two descriptive, two narrative).