Syllabus

Cambridge IGCSE Development Studies
Syllabus code 0453
For examination in November 2013

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1.2 Why choose Cambridge IGCSE Development Studies?

Cambridge IGCSE Development Studies is accepted by universities and employers as proof of knowledge and understanding of development studies. Successful IGCSE Development Studies candidates gain lifelong skills, including:

*   an awareness of crucial global issues
*   the ability to use knowledge of development issues to work towards ending poverty, exploitation and environmental destruction
*   an understanding of how social, economic, political and environmental systems relate to each other
*   an understanding of how development at different levels interrelates
*   the ability to assess different development strategies and experiences
*   the ability to analyse development within the context of a given society
*   an understanding of the constraints on development
*   an understanding of the potential supply of resources in their own environment
*   understanding of the attitudes, values and beliefs of others
*   greater respect for human rights
*   greater self-awareness.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Development Studies (0453) falls in Group II, Humanities and Social Sciences.

Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

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Paper 1 Structured questions	2 hours
Candidates answer four compulsory structured questions based on stimulus material. The questions are based on the whole curriculum and mainly involve demonstrating knowledge and understanding.	
50% of total marks	

Paper 2 Structured questions	2 hours
Candidates answer a number of compulsory structured questions based on several pieces of related source material. The questions are mainly designed to test skills of analysis and evaluation of evidence, as well as investigation and decision-making.	
50% of total marks	

Availability

This syllabus is examined in the October/November examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

• syllabuses with the same title at the same Level
• 2271 O Level Development Studies

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

3.1 Introduction

Development Studies deals with the way in which changes in how society works support or obstruct the greater realisation of human potential. It concentrates mainly on issues that are particularly relevant to the economically less developed countries and emphasises how economic, environmental, social and political processes interact. This course is designed to make students more aware of the local, regional, national and international issues that affect development so that they will take a more informed and positive role in shaping the societies in which they live. In developing the syllabus, CIE has paid particular attention to the issue of sustainable development and to the Millennium Development Goals (MDGs).

The Millennium Development Goals commit the international community to a wider vision of development, one that strongly promotes human development as the key to sustaining social and economic progress in all countries, and that recognises the importance of creating a global partnership for development. The goals have been commonly accepted as a framework for measuring development progress.

Many of the targets of the MDGs were first set out by international conferences and summits in the 1990s. They were later collected together and became known as the International Development Goals. In September 2000, the member states of the United Nations unanimously adopted the Millennium Declaration. Following consultations among international agencies (including the World Bank, the IMF, the OECD and the specialised agencies of the United Nations), the General Assembly recognised the Millennium Development Goals as part of the road map for putting the Millennium Declaration into action.

The goals are to:

1   End extreme poverty and hunger
2   Achieve universal primary education
3   Promote gender equality and empower women
4   Reduce child mortality
5   Improve maternal health
6   Combat HIV/AIDS, malaria and other diseases
7   Ensure environmental sustainability
8   Develop a global partnership for development.

3.2 Aims

The aims of this syllabus describe the educational purposes of a course in development studies for the IGCSE exam. Aims 8 and 9 are intended as course outcomes and are not assessed in the exam.

The aims are to:

1   enable candidates to analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society

2   give candidates an understanding of development terminology, and make them aware of crucial global issues

3   develop candidates' understanding of the ways in which social, economic, political and environmental systems relate to each other

4   give candidates the analytical skills that they need for understanding development

5   develop candidates' ability to study and assess different development strategies and experiences critically

6   give candidates an understanding of both the prospects for development and the constraints upon it, and show them how to recognise the value of the resource potential of their own environment

7   develop candidates' understanding of the interrelationship of development at local, national, regional and international levels

8   give candidates an understanding of development issues so that they can work towards ending poverty, exploitation and environmental destruction

9   develop candidates' self-awareness and their understanding of the attitudes, values and beliefs of others, and encourage them to have respect for human rights.

3.3 Assessment objectives

The three assessment objectives in IGCSE Development Studies are:

A: knowledge with understanding

B: analysis and evaluation

C: investigation and decision-making.

The weighting given to these is:

Assessment objectives	Paper 1 (%)	Paper 2 (%)
A Knowledge with understanding	75	25
B Analysis and evaluation	25	37.5
C Investigation and decision-making		37.5

A   Knowledge with understanding

Candidates should be able to:

1   remember and choose relevant factual information

2   show knowledge and understanding of development terms and issues

3   show awareness of development strategies and give examples of how they have been applied

4   show an understanding of how social, economic, political and environmental processes interact.

B   Analysis and evaluation

Candidates should be able to:

5   present and interpret relevant data in written, statistical, diagrammatic, pictorial, cartographic and graphical form

6   analyse and evaluate information to:
    (a) recognise patterns and work out relationships
    (b) draw conclusions based on logical consideration of the evidence

7   analyse and evaluate alternative approaches to development problems.

C   Investigation and decision-making

Candidates should be able to:

8   extract relevant information from a range of sources

9   understand how a simple research exercise is planned and carried out

10 use their knowledge, understanding and skills, and a range of resources, to reach and justify informed decisions.

4. Curriculum content

4.1 Introduction

It is important that teachers do not see the separate sections of the curriculum content as divided into separate compartments. Teachers should always emphasise the importance of how factors relate to each other in any development situation. By using actual examples, they should be able to show how development is always changing and point out that strategies have to be altered, adjusted and changed as new problems arise. Teachers should draw on development projects known to candidates, and should use local events, newspapers, national and international news items, and teaching materials published in other countries to illustrate current development issues and how they are affecting candidates' own lives.

Centres should present the development studies syllabus in an open-ended way. The facts and processes that make up its subject matter are always changing and evolving. Teachers should emphasise that our knowledge is provisional and encourage candidates to look for and assess new or alternative solutions rather than to seek for a final 'right answer'. Candidates need to understand the role that value judgements play in views of development: they should be able to accept that other people in other places may have values that are different from their own.

Candidates should be able to show a basic knowledge and understanding of the topics listed in the curriculum objectives and should be able to give examples to show that understanding. So it is important that teachers introduce candidates to actual case studies. It is particularly useful when Centres use local case studies/examples (with which the candidates may be familiar) to illustrate topics. Candidates should be able to analyse and reach conclusions based on reasoned evidence in the case of particular development approaches and strategies. Teachers should therefore encourage candidates to ask questions and discuss topics as much as possible. While candidates need to be given some information and learn certain concepts, teachers should emphasise how these can be applied to problems in different situations, rather than presenting them simply as facts and conclusions to be memorised.

Case studies are also useful for introducing decision-making. Some questions in Paper 2 may require candidates to use their knowledge and understanding together with information provided in the exam to make and justify decisions on developmental issues.

CIE recommends that teachers should use investigation skills throughout the course as a method of learning. To answer some questions in Paper 2, candidates need to show that they understand how to use personal and/or group investigations of development issues, using both primary and secondary sources of information and data. Centres should make skills like planning an investigation, understanding the research methods used, how to present and analyse the results, and drawing conclusions a central part of the teaching programme.

4.2 Poverty and development

General Objectives	Detailed Content
1 Understand the concepts of poverty and development	• define poverty • define the concepts of development, economic development and sustainable development • understand the Millennium Development Goals
2 Measure levels of poverty and development	• measure levels of poverty and development using different indicators such as: GNP and GDP per person, HDI, life expectancy, health data, education data, use of energy resources per person, production, employment and employment structure (primary, secondary, tertiary employment), female participation and so forth • explain why indicators vary and why some are more useful than others • explain why some aspects of development are difficult or impossible to measure, such as justice, freedom and the like
3 Identify patterns of development and characteristics of countries at different levels of development	• describe the broad global patterns of development • describe the characteristics of countries at different levels of development: for example, low, middle and high income countries, Newly Industrialised Countries/Economies (NICs/NIEs), industrialised/non-industrialised countries
4 Analyse social and health issues in relation to poverty and development	• understand the concept of basic needs for human life such as: enough food, clean water, housing, health care, education • describe and analyse social and health issues facing low and middle income countries: nutrition, clean water supply, health and medical care, disease and the spread of HIV/AIDS and other pandemics • understand the basic developmental needs of low income and middle income countries • recognise the role of women in development • understand how traditional lifestyles, inequality, discrimination, deprivation and ethnic/cultural issues affect development and the alleviation of poverty • discuss the reasons for and possible strategies to reduce inequality, discrimination and deprivation

4. Curriculum content

| 5 | Describe, explain and analyse how political issues affect poverty and development | understand the concept of human rights understand the roles of the different institutions of government and the functions of the legislature, the executive and the judiciary recognise that political systems control the distribution of resources understand how different political systems operate: capitalist; socialist; mixed economies; democracies; dictatorships explain how political actions can promote or restrict development |

4.3 Industrial development, trade and globalisation

General Objectives	Detailed Content
1 Understand the concept of industrialisation and the processes of production	- describe the characteristics of employment in the formal and informal sectors - understand the meaning of industrialisation and explain why it is regarded as a major contributor to the development process - explain the need for an educated/skilled workforce for industrialisation to occur - describe the factors of production: land, labour, capital, enterprise - describe the types of technology (simple, intermediate, complex) and explain, using examples, when and where they are appropriate - explain economies of scale - describe labour- and capital-intensive methods of production - describe the sectors of production in a national economy (agriculture, industry and services/primary, secondary and tertiary), and (a) illustrate the linkages between the sectors (b) identify how goods and services are used (for home use, for exchange within a country and for export) and illustrate with examples

2	Understand the growth and role of world trade since the 1950s	• understand the terms import, export, balance of trade, terms of trade and their relationship to development • understand the terms neo-colonialism, dependency and fair trade and their relationship to development • describe and explain the growth and changes in the pattern of world trade since 1950 • explain the importance of trade and how it benefits countries at different levels of development • free trade zones • appreciate the need for and the impacts of fair trade
3	Understand the function and impact of foreign investment on development	• describe the role of aid agencies and charities in development • understand the role of the IMF, World Bank and regional development banks (such as Asian Development Bank, African Development Bank) in promoting development • explain the causes and impacts of national debt and the benefits of debt relief • describe the role of foreign direct investment and multinational (transnational) companies in the development process • evaluate the impact of multinational companies on development
4	Understand the process of globalisation and evaluate its impacts	• understand the term globalisation and have an awareness of its advantages and disadvantages • describe the development, advantages and disadvantages of outsourcing (such as clothing and electronics manufacturing, call centres, computer programming) • assess the impact of outsourcing as a means to development • assess the impacts of travel and tourism as a means of development
5	Understand different approaches to development	• describe and evaluate different approaches to development at a variety of scales: for example, grass roots' development, rural development programmes, exploitation of resources, industrialisation (foreign investment, joint ventures, government funding and so on), state, formal and informal developments

4. Curriculum content

4.4 Population and development

General Objectives	Detailed Content
1 Understand the reasons for and impact of population change	• define the terms population density, population growth, crude birth rate, crude death rate, natural increase, infant mortality, immigration, emigration • understand the reasons for changes in population growth rates. Positive reasons (improved sanitation, access to clean water, education, government policies, etc.) and negative reasons (HIV/AIDS, other pandemics, drought, war, etc.) to be considered • understand the impact of changes in the crude birth and death rates on the population structure and growth rate • understand the impact of changes in population structure and size on development
2 Understand the nature, causes and impacts of urbanisation	• explain how development leads to urbanisation • describe the effects of urbanisation on both rural and urban areas • describe and evaluate possible solutions to the problems resulting from urbanisation, including problems in both urban areas (shanty towns/squatter settlements) and rural areas
3 Understand the reasons for and impacts of international migration	• define the terms immigration, emigration, forced migration, voluntary migration, refugee, asylum seeker, economic migrant • understand the causes of international migration • evaluate the positive and negative impacts of migration on low and middle income countries and their development • investigate ways of managing international migration
4 Investigate the implications of rapid population growth on a country or area and analyse strategies for dealing with the issue	• undertake a case study of a country or area where rapid population growth is an issue • evaluate programmes designed to overcome population issues

4. Curriculum content

4.5 Environment and development

General Objectives	Detailed Content
1 Develop an understanding and appreciation of the nature of rural development	• describe the nature of traditional societies; the use and ownership of land, division of labour and types of tools; seasonal agricultural, social and cultural activities and dependence on the local environment; the impact of colonialism, development of peasant farming/subsistence farming and cash cropping • describe and illustrate examples of commercial farming: tools and technology, development of monoculture and large-scale projects, plantations, crop rotation • describe and evaluate selected rural development schemes and strategies, and evaluate the problems involved in their implementation: loans and credit schemes and small-scale rural projects; farmers' co-operatives; resettlement schemes; integrated rural development and the mobilisation of rural population; grass roots' development; appropriate farming methods
2 Recognise the growth and importance of a world market for agricultural products	• understand the impact of population growth on food supplies • describe the ways in which agriculture can be modernised to increase output: pesticides, fertilisers, irrigation, land reform, plant breeding, GM crops, hydroponics, animal breeding and production programmes • examine the impact of transport, preserving and freezing on the world market for agricultural products • evaluate agricultural systems in terms of cash crop production (cotton, tobacco, export crops, ranching) versus growth of staple foods for local population
3 Understand the impacts of changes in agriculture and investigate strategies to ensure sustainable development	• understand the causes and impacts of the flight from the land (see urbanisation) • understand the causes and impacts of land degradation, soil erosion, pesticide and nitrate pollution • consider the sustainability of modern farming systems and of organic farming as a type of sustainable development

4	Examine the reasons for land-use pressure and methods of land conservation	• increasing population leading to deforestation or forced use of marginal land • impact of rapid urbanisation and industrial development • increasing demand for land for utilities (water supply, power supply, etc.) • exploitation of land for mineral extraction • growth of the entertainment industry and tourism • mass tourism as a source of foreign earnings, and growth of tourist resorts • evaluate conservation methods to preserve/conserve land and retain bio-diversity: National Parks, National Forests, Heritage Sites, Areas of Special Scientific Interest, protection of endangered species and CITES, etc.
5	Understand the reasons for and impact of global environmental problems and investigate strategies to reduce them	• understand the causes of global warming and its current and probable future impacts and evaluate possible strategies to reverse global warming or overcome its impacts • understand how ozone depletion occurs and the serious impact of such depletion and evaluate possible strategies to reverse depletion • understand how acid rain occurs and the impact of acid rain on ecosystems and evaluate possible strategies to reduce acid rain and/or reduce its impacts • understand the causes of urban pollutants such as carbon monoxide, particulates, nitrogen and sulfur oxides, industrial waste. The impact of these pollutants and evaluation of strategies to reduce such impacts should also be studied • understand how effluent/sewage can be an environmental problem and evaluate strategies to reduce its impact
6	Understand how natural disasters affect development	• candidates should undertake a case study of a natural disaster and assess its impact on development. The study should also evaluate the ways in which government and NGOs dealt with the impacts of the disaster and draw conclusions as to their successes and/or failures. Alternative solutions to the impacts should be considered.

4.6 Skills

Candidates should be able to:

- research secondary sources
- collect primary data through observation, questionnaires, interviews
- present data in a variety of forms
- analyse data, graphs, maps, photographs, diagrams, cartoons, text
- evaluate data and strategies
- make and justify decisions using a variety of sources of information.

5. Resource list

Recommended books

Author	Title	Date	Publisher	ISBN
J.A. Elliot	*An Introduction to Sustainable Development*	2005	Routledge	978-0415335584
World Bank Publications	*Atlas of Global Development*	2009	HarperCollins in association with The World Bank	978-0821376039
R. Hodder	*Development Geography*	2000	Routledge	978-0415142113
J. Stuart (ed.)	*Development in Context Book 1, Revised Edition*	2000	Longman Namibia	978-9991611822
J. Stuart (ed.)	*Development in Context Book 2, Revised Edition*	2000	Longman Namibia	978-9991611839
I. Mweti & H. van Wyk	*Development Studies 1*	2005	Cambridge University Press in collaboration with The Namibian College of Open Learning	978-0521680646
I. Mweti & H. van Wyk	*Development Studies 2*	2005	Cambridge University Press in collaboration with The Namibian College of Open Learning	978-0521680653
I. Mweti & H. van Wyk	*Development Studies 3*	2005	Cambridge University Press in collaboration with The Namibian College of Open Learning	978-0521680660
I. Mweti & H. van Wyk	*Development Studies Answer Book*	2005	Cambridge University Press in collaboration with The Namibian College of Open Learning	978-0521680677
I. Mweti & H. van Wyk	*Development Studies Teacher Guide*	2005	Cambridge University Press in collaboration with The Namibian College of Open Learning	978-0521680684
P. Jones	*IGCSE Development Studies Module 1*	1998	Cambridge University Press	978-0521658515

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P. Jones	*IGCSE Development Studies Module 2*	1999	Cambridge University Press	978-0521658492
P. Jones	*IGCSE Development Studies Module 3*	1999	Cambridge University Press	978-0521658485
P. Jones	*IGCSE Development Studies Module 4*	1999	Cambridge University Press	978-0521658478
J. D. Sachs	*Investing in Development: A Practical Plan to Achieve the Millennium Development Goals*	2005	Earthscan Publications	978-1844072170
S. Sibley & K. Pretty	*Teaching and Assessing skills in Geography*	2003	Cambridge University Press	978-0521753570
	The Southern Perspectives on Development series	1996	Development Education Project	
	World Bank World Development Report	2007	World Bank Publications	978-0821365410

5. Resource list

Useful websites

CyberSchoolBus	**www.un.org/pubs/cyberschoolbus**
Development Education Association	**www.dea.org.uk/resources**
Development Education Project	**www.dep.org.uk**
Global Eye Online Magazine	**www.globaleye.org.uk**
Eldis	**www.eldis.org**
Jubilee Scotland	**www.jubileescotland.org.uk**
Millennium Development Goals	**www.undp.org/mdg/basics.shtml**
Millennium Development Goals Indicators	**http://mdgs.un.org/unsd/mdg/host. aspx?content=data/trends.htm**
Online Atlas of the Millennium Development Goals	**http://devdata.worldbank.org/atlas-mdg/**
OXFAM Cool planet for teachers	**www.oxfam.org.uk/education**
The Geography Pages	**www.geographypages.co.uk/dev.htm**
The World Bank	**www.worldbank.org/html/extdr/thematic.htm**
The World Factbook	**www.cia.gov/library/publications/the-world-factbook.html**
Unicef	**www.unicef.org/index.php**
United Kingdom Department for International Development	**www.dfid.gov.uk**
Worldaware	**www.worldaware.org.uk**

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

CIE provides grade descriptions to give a general indication of what a candidate must achieve for a particular grade. The actual grade given to the candidate will depend on how well they have met the assessment objectives overall. A candidate's weakness in one aspect of the exam may be balanced by above average performance in some other aspect.

Grade A

To achieve an A grade, a candidate must show:

- detailed understanding of a wide range of development issues, terms, concepts and strategies
- an ability to identify and assess local and national development needs and resources
- a thorough understanding of the issues that can restrict and promote development
- excellent skills of investigation, analysis, evaluation and decision-making
- an ability to apply knowledge, understanding and skills in making reasoned and balanced judgements on development problems of a local, national and international character, with an excellent awareness of the different values and circumstances of the people concerned, and with an awareness of his or her own potential for participating in development.

Grade C

To achieve a C grade, a candidate must show:

- sound understanding of key development issues, terms, concepts and strategies
- an ability to identify and describe local and national development needs and resources
- some understanding of the issues that restrict and promote development
- sound skills of investigation, analysis and decision-making
- an ability to apply knowledge, understanding and skills in making judgements on development problems of a local, national and international character, appreciating to some extent the different values and some of the circumstances of the people concerned, and with an awareness of his or her own potential for participating in development.

Grade F

To achieve an F grade, a candidate must show:

- understanding at a limited level of key development issues, concepts and strategies
- an ability to identify some local and national development needs and resources
- an ability to identify some factors that restrict or promote development
- basic skills of investigation and analysis
- an ability to apply the basic knowledge, understanding and skills in discussing development problems of a local, national and international character, with a basic awareness that different value positions and circumstances can exist, and an awareness of his or her own potential for participating in development.

7. Additional information

7.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Development Studies previously.

7.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…

    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.

    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.

    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.

    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

    … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

    … the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

    … the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

    … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

7.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.