



Syllabus

Cambridge O Level For centres in Mauritius Mathematics 4021

For examination in November 2020 and 2021.



Changes to the syllabus for 2020 and 2021

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700 000 entries a year in nearly 70 countries. Learn more at www.cambridgeinternational.org/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cambridgeinternational.org/examsofficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cambridgeinternational.org/olevel

Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge O Level Mathematics?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge O Level Mathematics is recognised by universities and employers throughout the world as proof of mathematical knowledge and understanding. Successful Cambridge O Level Mathematics candidates gain lifelong skills, including:

- the development of their mathematical knowledge;
- confidence by developing a feel for numbers, patterns and relationships;
- an ability to consider and solve problems and present and interpret results;
- communication and reason using mathematical concepts;
- a solid foundation for further study.

Students may also study for a Cambridge O Level in Additional Mathematics and Statistics. In addition to Cambridge O Levels, Cambridge also offers Cambridge IGCSE and Cambridge International AS and A Levels for further study in Mathematics as well as other maths-related subjects. See www.cambridgeinternational.org for a full list of the qualifications you can take.

Prior learning

We recommend that candidates who are beginning this course should have previously studied an appropriate lower secondary Mathematics programme.

Progression

Cambridge O Levels are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

2. Teacher support

2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

Please see the syllabus materials DVD for more information.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See www.cambridgeinternational.org/i-want-to/resource-centre for further information.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

3. Assessment at a glance

Grades available: C–E

Paper 1

1 hour

Short-answer questions.

Candidates should answer each question.

Weighting: 35%

Paper 2

2 hours

Structured questions.

Candidates should answer each question.

Weighting: 65%

- Candidates should have an electronic calculator for all papers. Algebraic or graphical calculators are not permitted. Three significant figures will be required in answers except where otherwise stated.
- Candidates should use the value of π 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.
- Tracing paper may be used as an additional material for each of the written papers.

Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

It is available in Mauritius only.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge IGCSE International Mathematics (0607)
- Cambridge O Level Mathematics (4029)
- syllabuses with the same title at the same level.

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

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

The aims are to enable candidates 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.

4.2 Assessment objectives

The two assessment objectives in Mathematics are:

A Mathematical techniques

B Applying mathematical techniques to solve problems

A description of each assessment objective follows.

A Mathematical techniques

Candidates should be able 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 and also perform some straightforward calculations without a 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 and convert between equivalent numerical forms;
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.

B Applying mathematical techniques to solve problems

In questions which are set in context and/or which require a sequence of steps to solve, candidates should be able to:

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.

5. Syllabus content

Centres are reminded that the study of mathematics offers opportunities for the use of ICT, particularly spreadsheets and graph-drawing packages. For example, spreadsheets may be used in the work on Percentages (section 11), Personal and household finance (section 16), Algebraic formulae (section 20) Statistics (section 31), etc. Graph-drawing packages may be used in the work on Graphs in practical situations (section 17), Graphs of functions (section 18), Statistics (section 31), etc. It is important to note that use or knowledge of ICT will **not** be assessed in the examination papers.

Centres are also reminded that, although use of an electronic calculator is permitted on all examination papers, candidates should develop a full range of mental and non-calculator skills during the course of study. Questions demonstrating the mastery of such skills may be asked in the examination.

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

Theme or topic	Subject content
1. Number, set notation and language	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. π , $\sqrt{2}$), 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 n th term) relating to such sequences.
2. Squares and cubes	Calculate squares, square roots, cubes and cube roots of numbers.
3. Directed numbers	Use directed numbers in practical situations (e.g. temperature change, flood levels).
4. Vulgar and decimal fractions and percentages	Use the language and notation of simple vulgar and decimal fractions and percentages in appropriate contexts; recognise equivalence and convert between these forms.
5. Ordering	Order quantities by magnitude and demonstrate familiarity with the symbols $=$, \neq , $>$, $<$, \geq , \leq
6. Standard form	Use the standard form $A \times 10^n$ where n is a positive or negative integer, and $1 \leq A < 10$.
7. The four rules	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.
8. Estimation	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.

Theme or topic	Subject content
9. Limits of accuracy	Give appropriate upper and lower bounds for data given to a specified accuracy (e.g. measured lengths).
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.
11. Percentages	Calculate a given percentage of a quantity; express one quantity as a percentage of another; calculate percentage increase or decrease.
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.
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.
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.
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.

Theme or topic	Subject content
21. Algebraic manipulation	Manipulate directed numbers; use brackets and extract common factors.
22. Indices	Use and interpret positive, negative and zero indices.
23. Solutions of equations and inequalities	Solve simple linear equations in one unknown; solve simultaneous linear equations in two unknowns.
24. 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.
25. Geometrical constructions	Measure lines and angles; construct a triangle given the three sides using ruler and pair of 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 pair of compasses only; read and make scale drawings.
26. 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.
27. Angle properties	Calculate unknown angles using the following geometrical properties: <ul style="list-style-type: none"> (a) angles at a point (b) angles at a point 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.
28. Locus	Use the following loci and the method of intersecting loci for sets of points in two dimensions: <ul style="list-style-type: none"> (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.

Theme or topic	Subject content
29. 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.
30. Trigonometry	Interpret and use three-figure bearings measured clockwise from the North (i.e. 000° – 360°); 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).
31. Statistics	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.
32. Probability	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.
33. Vectors in two dimensions	Describe a translation by using a vector represented by, e.g. $\begin{pmatrix} x \\ y \end{pmatrix}$, \vec{AB} or \mathbf{a} ; add and subtract vectors; multiply a vector by a scalar.
34. Transformations	Reflect simple plane figures in horizontal or vertical lines; rotate simple plane figures about the origin, vertices or midpoints 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.

6. Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cambridgeinternational.org/examsOfficers

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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