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Introduction

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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

“ We think the Cambridge curriculum is superb preparation for university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

“ Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

Tony Hines, Principal, Rockledge High School, USA

Why choose Cambridge International AS & A Levels?

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.

Our approach in Cambridge International AS & A Level encourages learners to be:

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

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level:

Students take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.

Why choose Cambridge International AS & A Level Geography?

Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in both space and time. Cambridge International AS and A Level Geography helps learners develop the knowledge and skills that will prepare them for successful university study.

Cambridge Learners

Cambridge learners will develop:

- an understanding of the principal processes operating within physical geography and human geography
- an understanding of the causes and effects of change on natural and human environments
- an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems
- the ability to handle and evaluate different types and sources of information
- the skills to think logically, and to present an ordered and coherent argument in a variety of ways
- an excellent foundation for studies beyond Cambridge International A Level in Geography, in further or higher education, and for professional courses.

Key Concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Geography are:

- 1 **Place**: the implications of spatial distributions and patterns of a range of physical and human geographical phenomena.
- 2 **Scale**: the significance of spatial scale in interpreting environments, features and places from local to global, and time scale in interpreting change from the geological past to future scenarios.
- 3 **Place**: the importance of physical and human characteristics which create distinctive places with different opportunities and challenges.
- 4 **Place**: how the interactions between people and their environment create the need for environmental management and sustainability.
- 5 **Place**: how the complex nature of interacting physical systems, human systems and processes create links and interdependencies.
- 6 **Place**

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

Prerequisites

We recommend that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE™ course or the equivalent in Geography.

Progression

Cambridge International A Level Geography provides a suitable foundation for the study of Geography or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Planning, Environmental Subjects, Development, Tourism, etc., or as part of a course of general education.

Cambridge International AS Level Geography is the first half of the Cambridge International A Level course in Geography and therefore provides a suitable foundation for the study of Geography at Cambridge International A Level and then for related courses in higher education. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Geography or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Planning, Environmental Subjects, Development, Tourism, etc., or as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level, see the 'Assessment' section of the syllabus overview.

Cambridge International AS Level Geography is the first half of Cambridge International A Level Geography. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Geography or some other subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.



Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge International AS & A Level.

Resources

School Support Hub
www.cambridgeinternational.org/support
Syllabuses
Schemes of work
Learner guides
Discussion forums
Endorsed resources

Resources

Question papers
Mark schemes
Example candidate responses to understand what examiners are looking for at key grades
Examiner reports to improve future teaching

CPD

Introductory – face-to-face or online
Extension – face-to-face or online
Enrichment – face-to-face or online
Coursework – online
Cambridge Professional Development
Qualifications
Find out more at
www.cambridgeinternational.org/profdev

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1.1 Content

Candidates for Cambridge International AS Level Geography study the following topics:

Hydrology and fluvial geomorphology
Atmosphere and weather
Rocks and weathering

Population
Migration
Settlement dynamics

Candidates for Cambridge International A Level Geography study the AS Level topics and **two** options from:

Tropical environments
Coastal environments
Hazardous environments
Hot arid and semi-arid environments

and **two** options from:

Production, location and change
Environmental management
Global interdependence
Economic transition

1.2 Assessment

For Cambridge International AS and A Level Geography, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS Level qualification)
- follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS Level qualification) in one series, then Paper 3 and 4 (for the Cambridge International A Level qualification) in a later series
- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

All components will be externally assessed.

Paper	Percentage of total marks	
	AS	A Level
<p>1</p> <p>30 marks</p> <p>Section A: Three data response questions (30 marks)</p> <p>Section B: One structured question from a choice of three (30 marks)</p> <p>60 marks</p>	50%	25%
<p>2</p> <p>30 marks</p> <p>Section A: Three data response questions (30 marks)</p> <p>Section B: One structured question from a choice of three (30 marks)</p> <p>60 marks</p>	50%	25%
<p>3</p> <p>30 marks</p> <p>Candidates answer questions on two of the optional topics.</p> <p>Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks).</p> <p>60 marks</p>	–	25%
<p>4</p> <p>30 marks</p> <p>Candidates answer questions on two of the optional topics.</p> <p>Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks).</p> <p>60 marks</p>	–	25%

Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cambridgeinternational.org/timetables

Centres in the UK that receive government funding are advised to consult the Cambridge International website www.cambridgeinternational.org for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

2.2 Assessment objectives

1 Knowledge

Candidates should:

- 1.1 give definitions and explanations of relevant geographical terms and concepts
- 1.2 show working knowledge of relevant principles, theories and models
- 1.3 recall accurately the location and character of places and environments
- 1.4 show knowledge of physical and human processes and factors.

2 Understanding

Candidates should:

- 2.1 understand the complex and interactive nature of physical and human environments
- 2.2 understand how processes bring changes in systems, distributions and environments
- 2.3 recognise the significance of the similarities and differences between places, environments and people
- 2.4 recognise the significance of spatial scale and time scale
- 2.5 apply geographical knowledge and understanding to unfamiliar contexts.

3 Skills

Candidates should:

- 3.1 interpret a variety of types of geographical data and sources and recognise their limitations
- 3.2 use geographical data to identify trends and patterns
- 3.3 use diagrams and sketch maps to illustrate geographical features
- 3.4 demonstrate skills of analysis and synthesis of geographical information
- 3.5 communicate geographical evidence, ideas and arguments.

4 Evaluation

Candidates should:

- 4.1 assess the effects of geographical processes and change on physical and human environments
- 4.2 evaluate the relative success or failure of initiatives
- 4.3 assess how the viewpoints of different groups of people, potential conflicts of interest and other factors interact in the management of physical and human environments
- 4.4 critically evaluate geographical principles, theories and models.

2.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives (AO) as a percentage of each component.

	1 %	2 %	3 %	4 %
Paper 1 Core Physical Geography	30	30	28	12
Paper 2 Core Human Geography	30	30	28	12
Paper 3 Advanced Physical Geography Options	20	20	20	40
Paper 4 Advanced Human Geography Options	20	20	20	40

2.4 Relationship between assessment objectives and qualifications

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of each qualification.

Assessment Objective	AS & A Level	A Level
AO1: Knowledge	30	25
AO2: Understanding		

2.5 Geographical skills

Through studying the syllabus content, candidates will be expected to have used and developed the following geographical skills:

- An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.
- An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.
- An ability to interpret and evaluate information and produce reasoned conclusions.

2.6 Resources, examples and case studies

Some questions in all components are resource based. Resource materials come from various areas of the world in order to match the aims of an international syllabus and examination. The resources used in questions require specific regional knowledge and are designed to prompt candidates to demonstrate geographical skills and apply the principles, theories and concepts they have studied.

The following list shows the types of resource materials that candidates should be confident in handling and that might be used in examination papers.

Resource type	Examples
Maps	Survey map extracts (1:25 000 and 1:50 000 scale), thematic maps, distribution maps (flow line, isoline, desire line, dot, proportional symbols and choropleth), and sketch maps.
Photographs	Colour photographs, black and white photographs, aerial photographs, terrestrial photographs, and satellite images.
Diagrams and graphs	Bar graphs, divided bar graphs, line graphs, scatter graphs (including line of best fit), log-log and log-normal graphs, pie charts, proportional circles, dispersion graphs, triangular graphs, climate graphs, age/sex structure diagrams, 2D and 3D diagrams, flow diagrams, cartoons, and diagrams with and without annotation.
Written	Extracts from newspapers, articles, and advertisements, and advertisements, as8nActualText18E

3. Statistics

3.2 Paper 2 Core Human Geography

Candidates must study the following topics.

Where appropriate, candidates should study examples and case studies drawn from low income countries (LICs), middle income countries (MICs) and high income countries (HICs). For further information on the use of examples and case studies see 2.6.

4. Population

4.1 Natural increase rate, birth rate and death rate, fertility rate, and infant mortality rate.

Natural increase rate, birth rate and death rate, fertility rate, and infant mortality rate.

Factors (social, economic, environmental and political) affecting levels of fertility and mortality.

The interpretation of age/sex structure diagrams.

Population structure (age, gender, dependency, and dependency ratio).

4.2 Changes in birth rate and death rate over time.

Changes in birth rate and death rate over time.

A critical appreciation of the demographic transition model, Stages 1–5.

Issues of youthful populations and ageing populations.

Links between population and development: changes in infant mortality rate and life expectancy over time.

4.3 The concept of food security. Causes and consequences of food shortages.

The concept of food security. Causes and consequences of food shortages.

The roles of technology and innovation in development of food production. The role of constraints (e.g. war, climatic hazards) in relation to sustaining population.

The concept of carrying capacity.

Candidates should be able to critically evaluate the concept of optimum population including overpopulation and underpopulation.

4.4 Candidates must study one country's population policy regarding natural increase, showing the difficulties faced and evaluate the attempted solution(s). (The case study must include attempts to alter the natural increase rate and to manage the results of population change.)

Candidates must study one country's population policy regarding natural increase, showing the difficulties faced and evaluate the attempted solution(s). (The case study must include attempts to alter the natural increase rate and to manage the results of population change.)

8. Coastal environments

8.1 Coastal processes

Wave generation and characteristics: fetch, energy, refraction, breaking waves, high and low energy waves, swash, and backwash.

Marine erosion: hydraulic action, cavitation, corrasion/abrasion, solution, and attrition.

Sub-aerial processes: weathering and mass movement.

Marine transportation and deposition: sediment sources and characteristics, sediment cells, and longshore drift.

8.2 Coastal landforms

9. Hazardous environments

9.1 Earthquakes and volcanoes

The global distribution of earthquakes and volcanoes related to plate tectonics.

Earthquakes and resultant hazards: shaking, landslides, soil liquefaction, and tsunami.

Volcanoes and resultant hazards: types of eruption and their products (nuées ardentes, lava flows, volcanic mudflows/lahars, volcanic landslides, pyroclastic flows, and ash fallout).

Primary and secondary impacts on lives and property.

Prediction, hazard mapping, preparedness and monitoring of earthquake and volcanic hazards and perception of risk.

9.2 Mass movements

Mass movements and resultant hazards: nature and causes.

Impacts on lives and property.

Prediction, hazard mapping, preparedness and monitoring of the hazard and the perception of risk.

9.3 Tropical disturbances

Global distribution of areas most at risk from large scale tropical disturbances (cyclones, hurricanes, typhoons) and small scale atmospheric disturbances (tornadoes).

Processes causing the formation and development of cyclones, hurricanes, typhoons and tornadoes.

Hazards from large scale atmospheric disturbances: storm surges, coastal flooding, intense rainfall leading to severe river floods and mass movement, and high winds.

Hazards from small scale atmospheric disturbances: intense precipitation (rain and hail), high winds, and pressure imbalances.

Primary and secondary impacts on lives and property.

Prediction, preparedness and monitoring of large and small scale atmospheric disturbances and perception of risk.

9.4 Hazardous environments and sustainable management

candidates must study some of the problems of sustainable management of a hazardous environment and evaluate attempted or possible solutions.

10. Hot arid and semi-arid environments

10.1 Global distribution and climatic characteristics

Global distribution and climatic characteristics of hot arid and semi-arid environments.

Definitions and causes of aridity: pressure and wind systems, influence of ocean currents, rain shadow effect.

The key features of hot arid and semi-arid environments: high wind energy environments, diurnal and seasonal variations in precipitation and temperature.

10.2 The impact of hot arid and semi-arid environments

3.4 Paper 4 Advanced Human Geography Options

Candidates must study **two** of the following advanced human geography options.

Where appropriate, candidates should study examples and case studies drawn from low income countries (LICs), middle income countries (MICs) and high income countries (HICs). For further information on the use of examples and case studies see 2.6.

11. Production, location and change

11.1 Agricultural systems and agricultural change

Factors (physical, social, economic, political) affecting agricultural land use and practices on farms: the roles of irrigation, land tenure, the nature of demand and distance from markets, and agricultural technology.

The concept of an agricultural system with inputs, throughputs, subsystems and output: one arable system and one pastoral system.

Intensive and extensive production and agricultural productivity.

Issues in the intensification of agriculture and the extension of cultivation.

11.2 Agricultural change and rural development

As a minimum, candidates must study the need for, and some of the difficulties in, the management of agricultural change in one country, at the local scale (the farm, holding or producer) and at the national scale, and evaluate the attempted solutions.

11.3 The location of manufacturing and related service industries

Factors affecting the location of manufacturing and related service industry (land, labour, capital, markets, materials, technology, economies and diseconomies of scale, inertia, transport, government policies).

12. Environmental management

12.1 Renewable and non-renewable energy resources

Renewable and non-renewable energy resources.

Factors at the national scale affecting demand for and supply of energy and the balance between different sources (including sustainability, levels of development, resource endowment, climate, income, technology, pollution, energy policy and energy security).

Trends in the consumption of fossil fuels, nuclear power and renewables (hydroelectric power (HEP), wind, biofuels) in LICs, MICs and HICs.

The environmental impacts of energy production, transport and usage at local and global scales.

12.2 Electricity production and supply

Assessment candidates must study one country's overall electrical energy strategy showing some of the issues of changes in demand for and supply of electricity, in power production and its location, and evaluate the success of the overall strategy.

Assessment candidates must study one named located scheme to produce electricity (e.g. a power station), showing some of the issues of changes in demand and supply, in power production and its location, and evaluate the success of the scheme.

12.3 Environmental degradation

Pollution (land, air and water): nature, causes, solutions.

Demand for and supply of water and issues of water quality.

Factors in the degradation of rural environments (e.g. overpopulation, poor agricultural practices, deforestation).

Factors in the degradation of urban environments (e.g. urbanisation, industrial development, inadequate waste management).

Constraints on improving the quality of degraded environments.

The protection of environments at risk at the local or regional scale: needs, measures and outcomes.

12.4 Environmental improvement

Assessment candidates must study one degraded environment, showing the causes of its degradation, problems faced, issues in attempts to improve the environment and evaluate the attempted solutions.

13. Global interdependence

13.1 Visible and invisible trade

Visible and invisible imports and exports. Global patterns of, and inequalities in, trade flows.

Factors affecting global trade (including resource endowment, locational advantage, historical factors such as colonial ties, trade agreements and changes in the global market).

The role of the World Trade Organization (WTO) and free trade. Candidates should be able to critically evaluate the impacts of trade on exporting and importing countries.

The nature and role of Fairtrade.

13.2 International aid

The causes, nature and problems of debt for countries. The international debt crisis and debt relief. Different types of international aid and aid donors: relief aid, development aid, tied aid, bilateral aid and multilateral aid.

Candidates should be able to critically evaluate the impacts of international aid on receiving countries.

13.3 International tourism

Reasons for, and trends in, the growth of international tourism.

The impacts of tourism on the environments, societies and economies (local and national) of tourist destinations.

Carrying capacity and the tourism multiplier effect.

Recent developments in different types of tourism (including ecotourism).

Candidates should be able to critically evaluate the life cycle model of tourism.

13.4 Sustainable tourism

Candidates must study one tourist area or resort, its growth and development, showing the issues of sustainability it faces and evaluating the impacts of tourism on the destination's environment(s), society and economy.

14. Economic transition

14.1 The nature of economic sectors

The nature of the primary, secondary, tertiary and quaternary sectors and their roles in economic development.

The nature, causes (physical and human) and distribution of global inequalities in social and economic wellbeing.

Candidates should be able to critically evaluate some of the measures and indices of social and economic inequality.

14.2 Global patterns of resources, production and markets

An introduction to global patterns of resources, production and markets.

Foreign direct investment (FDI) and the new international division of labour (NIDL). Factors affecting the growth and spatial structure of transnational corporations (TNCs).

Candidates must study the global spatial organisation and operation of one TNC.

Factors in the emergence and growth of newly industrialised countries (NICs). Changes in the location of economic activity (e.g. outsourcing of manufacturing and offshoring of services): nature, causes and impacts.

14.3 Regional disparities in social and economic development

Regional disparities in social and economic development.

The concept of core–periphery.

The process of cumulative causation from initial advantage(s), spread and backwash effects, regional divergence and convergence.

14.4 Regional development policy

Candidates must study one country's regional development policy, its regional disparities, some of the difficulties faced in trying to overcome these disparities and evaluate the attempted solutions.

4 AS & A Level Geography

4.1 Paper 1 Core Physical Geography

Paper 1 forms 50% of the AS qualification and 25% of the A Level qualification.

Paper 1 is 1 hour 30 minutes in duration and is worth 60 marks.

Section A consists of three compulsory questions, each worth 10 marks. Each question will require interpretation of a geographical resource.

Section B consists of three structured questions, one on each core topic. Candidates must answer one question. Each question is worth 30 marks. Questions give an opportunity for extended writing.

Candidates are expected to use and interpret a variety of resources and may be asked to draw and label appropriate diagrams and/or sketch maps to support their work and to integrate these into their responses.

This component covers three foundational topics in physical geography:

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

It provides an introduction to, and background for, progression to Paper 3 Advanced Physical Geography

4.2 Paper 2 Core Human Geography

Paper 2 forms 50% of the AS qualification and 25% of the A Level qualification.

Paper 2 is 1 hour 30 minutes in duration and is worth 60 marks.

Section A consists of three compulsory questions, each worth 10 marks. Each question will require interpretation of a geographical resource.

Section B consists of three structured questions, one on each core topic. Candidates must answer one question. Each question is worth 30 marks. Questions give an opportunity for extended writing.

There are strong interrelationships between the three topics, so questions spanning two or more topics may be set in both Sections A and B.

Candidates are expected to use and interpret a variety of resources and may be asked to draw and label appropriate diagrams and/or sketch maps to support their work and to integrate these into their response.

This component covers three foundational topics in human geography:

- Population
- Migration
- Settlement dynamics

It provides an introduction to, and background for, progression to Paper 4 Advanced Human Geography Options, as knowledge and understanding of people, their movements and where they live is fundamental to further study of human geography.

Through studying these topics, candidates will be expected to have developed the following skills:

- An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and an understanding of their limitations.
- An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.
- An ability to interpret and evaluate information and produce reasoned conclusions.
- An ability to present a structured, coherent and evidence-based argument.

These skills provide a solid foundation for progression to Paper 4 and for further study.

4.4 Paper 4 Advanced Human Geography Options

Command words are those words in a question that tell the candidate what they have to do. The glossary has been deliberately kept brief with respect to the descriptions of meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

This glossary is neither exhaustive nor definitive and should be used specifically with assessment for this syllabus.

Account	Give reasons for
Assess	Make an informed judgement based on evidence
Calculate	Work out a numerical answer. In general, working should be shown, especially where two or more steps are involved
Compare	Describe similarities and differences between things. Two separate descriptions do not make a comparison
Contrast	Describe differences between two things
Define	State the precise meaning of a term, idea or concept
Describe	State in words the key characteristics and give factual details
Discuss	Present points for and against, or present different viewpoints
Draw	Make a sketch or simple, freehand drawing. May be used with labels
Evaluate	Make a judgement from available evidence
Examine	Investigate closely (describe, explain, offer evidence and comment)
Explain	Set out reasons, causes or purposes
Give	Provide an answer from, or in relation to, a resource
Give the meaning of	State the definition of a term, idea or concept
Give reasons	Provide points of explanation
How	Describe in what way(s) or by what means
How far do you agree	Make an informed judgement, based on evidence
Identify	Name or select one or more characteristics
Label	Add specific names or details to a diagram, graph or map
Name	Provide the appropriate name or term
Outline	Set out the main characteristics, restricted to giving essentials, without supporting details
State	Give a concise answer expressed in clear terms
Suggest	Apply knowledge and understanding to an unfamiliar situation where there is no single correct answer
To what extent	Form and express a judgement after examining evidence
What	Provide specific information
Which	Provide specific information
Why	Explain the reason or purpose

Equality and inclusion

We have taken great care in the preparation of this syllabus and related 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 in the *Cambridge Handbook* at www.cambridgeinternational.org/examsOfficers

Language

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

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

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

Retakes

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Cambridge International AS & A Levels are linear qualifications so candidates cannot re-sit individual components. Information on retake entries is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

Grading and reporting

Cambridge International A 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

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career
 - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
 - guide teaching and learning in the next stages of the Cambridge International A Level course.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their

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