



**Cambridge Assessment  
International Education**

# Syllabus

## **Cambridge International AS & A Level Geography 9696**

Use this syllabus for exams in 2025 and 2026.

Exams are available in the June and November series.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

**Cambridge  
Pathway** 

### **Changes to the syllabus for 2025 and 2026**

The latest syllabus is version 1, published September 2022.

There are no significant changes which affect teaching.

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

**Any textbooks endorsed to support the syllabus for examination from 2018 are still suitable for use with this syllabus.**

---

# Contents

---

<b>Introduction</b> .....	<b>4</b>
Why choose Cambridge International?	
Why choose Cambridge International AS & A Levels?	
Why choose Cambridge International AS & A Level Geography?	
Supporting teachers	
<b>1 Syllabus overview</b> .....	<b>11</b>
1.1 Content	
1.2 Assessment	
<b>2 Syllabus aims and assessment objectives</b> .....	<b>14</b>
2.1 Syllabus aims	
2.2 Assessment objectives	
2.3 Relationship between assessment objectives and components	
2.4 Relationship between assessment objectives and qualifications	
2.5 Geographical skills	
2.6 Resources, examples and case studies	
<b>3 Syllabus content</b> .....	<b>19</b>
3.1 Paper 1 Core Physical Geography	
3.2 Paper 2 Core Human Geography	
3.3 Paper 3 Advanced Physical Geography Options	
3.4 Paper 4 Advanced Human Geography Options	
<b>4 Description of components</b> .....	<b>32</b>
4.1 Paper 1 Core Physical Geography	
4.2 Paper 2 Core Human Geography	
4.3 Paper 3 Advanced Physical Geography Options	
4.4 Paper 4 Advanced Human Geography Options	
<b>5 Glossary of command words</b> .....	<b>36</b>
<b>6 Other information</b> .....	<b>37</b>
Language	
Accessibility and equality	
Making entries	
Exam administration	
Retakes [and carrying forward marks]	
Grading and reporting	
How students, teachers and higher education can use the grades	

## Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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.

“ **School feedback:** We think the Cambridge curriculum is superb preparation for university. ”

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

“ **School feedback:** Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

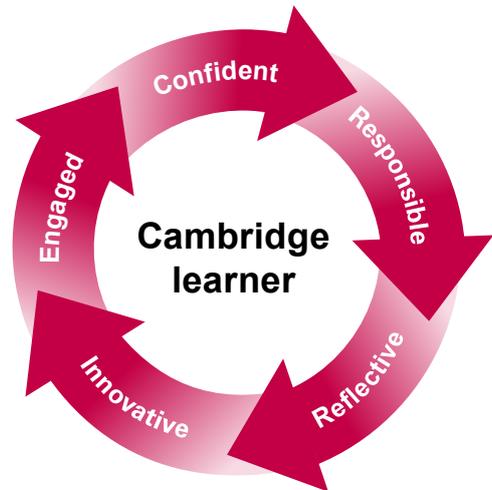
**Feedback from:** Principal, Rockledge High School, USA

## 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:

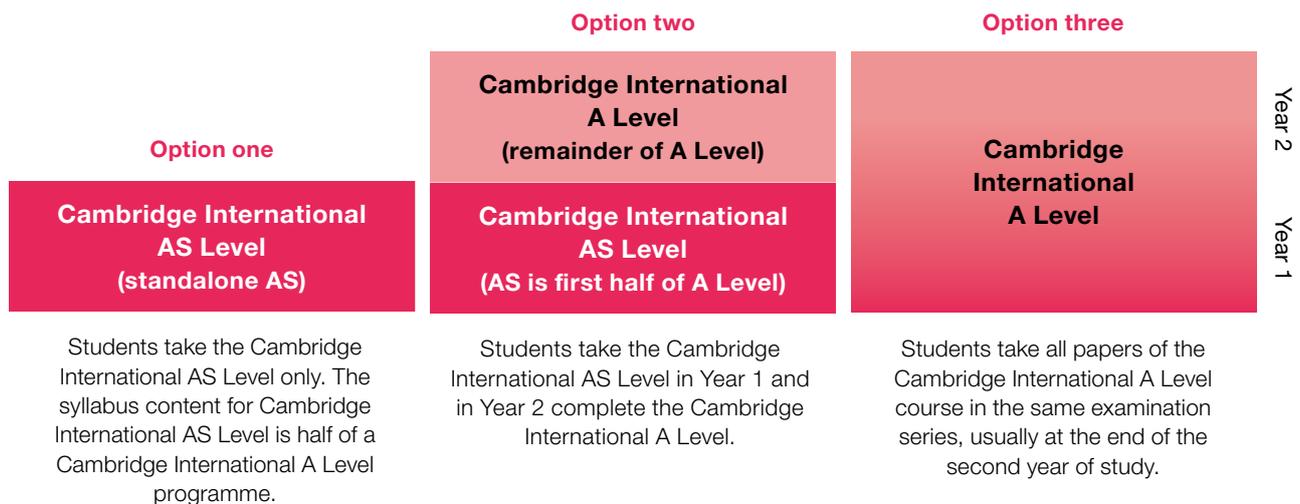
- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



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

- **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.

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:



## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC\*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

“ **School feedback:** The depth of knowledge displayed by the best A Level students makes them prime targets for America’s Ivy League universities ”

**Feedback from:** Yale University, USA

## 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.

### About the syllabus

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 **Space:** 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 **Environment:** how the interactions between people and their environment create the need for environmental management and sustainability.
- 5 **Interdependence:** how the complex nature of interacting physical systems, human systems and processes create links and interdependencies.
- 6 **Diversity:** the significance of the similarities and differences between places, environments and people.
- 7 **Change:** the importance of change and the dynamic nature of places, environments and systems.

Teachers are expected to embed the key concepts through the study of the topics, both in general and specifically through examples and case studies.

## 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.

## Prior learning

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 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 recognition database and university websites to find the most up-to-date entry requirements for courses they wish to study.

### How can I find out more?

#### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/join](http://www.cambridgeinternational.org/join)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“**School feedback:** Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university.”

**Feedback from:** Assistant Vice President for Enrollment Management, Florida State University, USA

“**School feedback:** Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.”

**Feedback from:** US Higher Education Advisory Council

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge International AS & A Level			
<b>Planning and preparation</b> <ul style="list-style-type: none"><li>Schemes of work</li><li>Specimen papers</li><li>Syllabuses</li><li>Teacher guides</li></ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"><li>Endorsed resources</li><li>Online forums</li><li>Support for coursework and speaking tests</li></ul>	<b>Learning and revision</b> <ul style="list-style-type: none"><li>Example candidate responses</li><li>Past papers and mark schemes</li><li>Specimen paper answers</li></ul>	<b>Results</b> <ul style="list-style-type: none"><li>Candidate Results Service</li><li>Principal examiner reports for teachers</li></ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

---

# 1 Syllabus overview

---

## 1.1 Content

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

### **Core Physical Geography**

Hydrology and fluvial geomorphology  
Atmosphere and weather  
Rocks and weathering

### **Core Human Geography**

Population  
Migration  
Settlement dynamics

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

### **Advanced Physical Geography Options**

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

and **two** options from:

### **Advanced Human Geography Options**

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)
- or**
- 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
- or**
- 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.

Component	Weighting	
	AS Level	A Level
<p><b>Paper 1</b> <b>Core Physical Geography</b> <b>1 hour 30 minutes</b></p> <p>Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks) 60 marks</p>	50%	25%
<p><b>Paper 2</b> <b>Core Human Geography</b> <b>1 hour 30 minutes</b></p> <p>Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks) 60 marks</p>	50%	25%
<p><b>Paper 3</b> <b>Advanced Physical Geography Options</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). 60 marks</p>	0	25%
<p><b>Paper 4</b> <b>Advanced Human Geography Options</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). 60 marks</p>	0	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](http://www.cambridgeinternational.org/timetables)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://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 Syllabus aims and assessment objectives

---

Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in space and time. This syllabus encourages learners to understand contemporary issues and the complexity of environmental systems. Learners gain an understanding of the impacts of human activity on environments and how these impacts can be managed sustainably. This syllabus emphasises studying real examples and case studies to show the diversity and interdependence of physical and human environments.

### 2.1 Syllabus aims

The aims of this syllabus describe the educational purposes of a course in Geography at AS and A Level. These aims are not intended as assessment criteria but outline the educational context in which the syllabus content should be viewed. Some of these aims may be delivered by the use of suitable case studies, through application of geographical skills, or through practical fieldwork.

The syllabus aims to enable candidates to:

- develop awareness of the relevance of geography to understanding and solving contemporary environmental problems
- understand the main elements of physical geography and human geography and the interdependence between them
- understand the processes operating at different scales within physical and human environments
- develop a sense of space, place and location
- explain the causes and effects of change over space and time on physical and human environments
- understand the importance of scale in studying geography
- develop an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in geography
- increase knowledge of, and ability to use and apply, appropriate skills and techniques including fieldwork
- develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data
- develop the ability to interpret and evaluate different sources and types of information
- develop a logical approach in order to present a structured, coherent and evidence-based argument.

## 2.2 Assessment objectives

### **AO1: 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.

### **AO2: Understanding and application**

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.

### **AO3: 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.

### **AO4: 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.

Component	AO1 %	AO2 %	AO3 %	AO4 %
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	Weighting in AS Level %	Weighting in A Level %
AO1: Knowledge	30	25
AO2: Understanding and application	30	25
AO3: Skills	28	24
AO4: Evaluation	12	26

## 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.

Teachers are expected to identify suitable opportunities to embed geographical skills and practical work throughout the course. This approach will not only provide opportunities for developing skill in using and interpreting geographical data but will increase the appeal of the course, and the enjoyment of the subject. Practical work helps learners to acquire a secure understanding of the syllabus topics and to appreciate the interdependent nature of physical and human systems.

It is expected that candidates will be able to extract specified geographical information from the resources listed in 2.6.

### Geography fieldwork

Geography by its nature is a practical subject. Wherever possible, learners should pursue a fully integrated course which allows them to develop their practical skills by carrying out fieldwork and geographical investigations within the Core geography topics and Advanced geography options chosen for study.

It may not always be possible to do fieldwork but some practical experience, however limited, is desirable in preparation for further study of geography.

## 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 **do not** 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	Detail
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.
Numeric	Data tables.

As an International AS and A Level, the units used in all resources and examinations will be metres (m) and kilometres (km) for height and distance, degrees Celsius (°C) for temperature and US dollars (US\$) for economic data.

### Examples and case studies

In all components, candidates will be expected to support their answers with reference to examples and case studies at different scales (local, regional, national and international) from a variety of places.

Where relevant, examples should include material from places at different levels of development.

The syllabus gives teachers the opportunity to select their own case studies to illustrate the content. Where possible, case studies should be dated no earlier than 1980. Case studies from within the lifetime of the student are likely to be the most relevant and engaging.

Case studies should be real, rather than theoretical, to allow candidates opportunity to examine the conflicts of interest and viewpoints of different groups of people affected by the geographical environment, initiative or hazard being studied. Where possible there should be opportunity for candidates to assess the relative success or failure of initiatives.

Case studies give excellent opportunities for introducing candidates to a wide variety of resource material.

---

## 3 Syllabus content

---

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### 3.1 Paper 1 Core Physical Geography

Candidates must study the following **three** topics.

Where appropriate, candidates should study examples drawn from a variety of environments. For further information on the use of examples and case studies see 2.6.

#### 1. Hydrology and fluvial geomorphology

##### 1.1 The drainage basin system

Outputs: evaporation, evapotranspiration and river discharge.

Stores: interception, soil water, surface water, ground water, and channel storage.

Flows: above ground – throughfall, stemflow, overland flow, and channel flow.

below ground – infiltration, percolation, throughflow, groundwater, and baseflow.

Underground water: water tables, ground water, recharge, and springs.

##### 1.2 Discharge relationships within drainage basins

Components of hydrographs (storm and annual).

Influences on hydrographs.

Climate: precipitation type and intensity, temperature, evaporation, transpiration, evapotranspiration, and antecedent moisture.

Drainage basin characteristics: size and shape, drainage density, porosity and permeability of soils, rock type, slopes, vegetation type, and land use.

##### 1.3 River channel processes and landforms

Channel processes

Erosion: abrasion/corrasion, solution, cavitation, and hydraulic action.

Load transport: traction, saltation, suspension, and solution.

Deposition and sedimentation: the Hjulström curve.

River flow: velocity and discharge, patterns of flow (laminar, turbulent and helicoidal), and thalweg.

Channel types: straight, braided, and meandering.

Landforms: meander (river cliffs, point bars, oxbow lakes), riffle and pool sequences, waterfalls, gorges, bluffs, floodplains, levées, and deltas.

#### 1.4 The human impact

Modifications to catchment flows and stores and to channel flows by land-use changes (deforestation, afforestation, urbanisation), abstraction and water storage.

The causes and impacts of river floods; prediction of flood risk and recurrence intervals.

The prevention and amelioration of river floods to include:

- forecasts and warnings
- hard engineering – dams, straightening, levées and diversion spillways
- soft engineering – floodplain and drainage basin management, wetland and river bank conservation and river restoration.

**Case study:** candidates must study a recent river flood event showing the causes of the flood, impacts on both people and the environment, and evaluate attempts to reduce the impact of the flood.

## 2. Atmosphere and weather

### 2.1 Diurnal energy budgets

Factors affecting diurnal energy budget: incoming (shortwave) solar radiation, reflected solar radiation, energy absorbed into the surface and subsurface, albedo, sensible heat transfer, longwave radiation, latent heat transfer – evaporation, dew and absorbed energy returned to earth.

### 2.2 The global energy budget

The latitudinal pattern of radiation: excesses and deficits.

Atmospheric transfers: wind belts and ocean currents.

Seasonal variations in temperature, pressure and wind belts: the influence of latitude, land/sea distribution, and ocean currents.

### 2.3 Weather processes and phenomena

Atmospheric moisture processes: evaporation, condensation, freezing, melting, deposition, and sublimation.

Causes of precipitation: convection, frontal and orographic uplift of air, and radiation cooling.

Types of precipitation: clouds, rain, hail, snow, dew, and fog.

### 2.4 The human impact

The enhanced greenhouse effect and global warming: the evidence, possible causes and atmospheric impacts.

**Case study:** candidates must study an urban area which shows the effects of human activity on climate: temperature (heat island), humidity, precipitation and winds.

### 3. Rocks and weathering

#### 3.1 Plate tectonics

Nature of tectonic plates and their global patterns.

Types of plate boundaries: divergent (constructive), conservative and convergent (destructive).

Processes and associated landforms: sea floor spreading, subduction, fold mountain building, ocean ridges, ocean trenches, and volcanic island arcs.

#### 3.2 Weathering

Physical (mechanical) weathering processes: freeze–thaw, heating/cooling, salt crystal growth, pressure release (dilatation), and vegetation root action.

Chemical weathering processes: hydrolysis, hydration, and carbonation.

General factors affecting the type and rate of weathering: climate, rock type, rock structure, vegetation, and relief.

Specific factors affecting the type and rate of weathering: temperature and rainfall (Peltier diagram).

#### 3.3 Slope processes

Slope processes, conditions under which each occurs and effects on slopes.

Mass movement: heaves, flows, slides, and falls.

Water and sediment movement on slopes: rainsplash and surface runoff (sheetwash and rills).

#### 3.4 The human impact

The impact of human activities on the stability of slopes: increasing stability and decreasing stability.

Strategies to modify slopes to reduce mass movements: pinning, netting, grading and afforestation.

**Case study:** candidates must study the impacts of human activity on slopes showing the effect on the stability of the slope, and evaluate attempts to reduce mass movement.

## 3.2 Paper 2 Core Human Geography

Candidates must study the following **three** 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 as a component of population change

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 Demographic transition

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 Population–resource relationships

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 The management of natural increase

**Case study:** 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.)

## 5. Migration

### 5.1 Migration as a component of population change

Movements of populations (excluding all movements of less than one year's duration).

Causes of migration: push factors and pull factors, processes of migration (including chain migration) and patterns of migration (including by distance and by age), the role of constraints, obstacles and barriers (e.g. cost, national borders).

### 5.2 Internal migration (within a country)

Rural–urban and urban–rural movements: their causes and impacts on source areas and receiving/destination areas including population structures.

Stepped migration within the settlement hierarchy and urban–urban movements.

Causes and impacts of intra-urban movements (within urban settlements).

### 5.3 International migration

Voluntary and forced (involuntary) movements.

Causes and patterns of international migrations (including economic migration and refugee flows) and impacts on source areas and receiving/destination areas.

### 5.4 The management of international migration

**Case study:** candidates must study one international migration stream: its causes, character, scale, pattern and impacts on source areas and receiving/destination areas.

## 6. Settlement dynamics

### 6.1 Changes in rural settlements

Contemporary issues in rural settlements in LICs, MICs and HICs, (e.g. depopulation, service provision) including the impacts of internal migration and the consequences of urban growth.

**Case study:** candidates must study a rural settlement (village or hamlet) or a rural area showing some of the issues of its development and growth (or decline) and evaluating the responses to these issues.

### 6.2 Urban trends and issues of urbanisation

Urban growth. The process of urbanisation and its causes and consequences in LICs, MICs and HICs, including counterurbanisation and re-urbanisation, competition for land and urban renewal.

The concept of a world city: causes of the growth of world cities and the development of a hierarchy of world cities.

### 6.3 The changing structure of urban settlements

Factors (social, economic, environmental and political) affecting the location of activities within urban areas (including planning) and how urban locations change over time for retailing, services and manufacturing.

The changing central business district (CBD).

Competition for space (spatial competition) in urban areas, the concept of bid rent, and functional zonation.

Residential segregation: causes (income and race/ethnicity) and processes (e.g. operation of the housing market, influence of family and friends, culture and planning).

### 6.4 The management of urban settlements

**Case study:** candidates must study urban settlements showing the challenges of, and evaluating the attempted solutions in, each of the following:

- a shanty town (squatter settlement) in an LIC or MIC
- providing infrastructure (either power or transport) for a city.

### 3.3 Paper 3 Advanced Physical Geography Options

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

Where appropriate, candidates should study examples drawn from a variety of environments. For further information on the use of examples and case studies see 2.6.

#### 7. Tropical environments

##### 7.1 Tropical climates

Global distribution and climatic characteristics of humid tropical and seasonally humid tropical environments: the roles of the intertropical convergence zone (ITCZ), subtropical anticyclones, and monsoons.

The key features of temperature and rainfall and their annual and diurnal variations in the humid tropical and seasonally humid tropical environments.

##### 7.2 Landforms of tropical environments

The formation of characteristic landforms:

granite: (deep weathering profiles) tors, inselbergs, and bornhardts

limestone: tropical karst (cone karst, tower karst, and cockpit karst).

##### 7.3 Humid tropical (rainforest) ecosystems and seasonally humid tropical (savanna) ecosystems

Plant communities: development of climax, subclimax and plagioclimax.

Vegetation characteristics.

Nutrient cycling: Gersmehl diagrams, soil fertility, energy flows, and trophic levels.

Soil formation: soil forming processes, soil types and profile characteristics (oxisols/latosols, tropical red and brown earths).

##### 7.4 Sustainable management of tropical environments

**Case study:** candidates must study some of the threats to (exploitation) and problems of sustainable management of areas within **either** the rainforest ecosystem **or** the savanna ecosystem and evaluate attempted solutions.

## 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, corrosion/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 Characteristics and formation of coastal landforms

Erosional landforms: cliffs and wave-cut platforms, caves, arches and stacks.

Depositional landforms: beaches in cross section (profile) and plan, swash and drift aligned beaches, simple and compound spits, tombolos, offshore bars, barrier beaches, coastal dunes, tidal sedimentation in estuaries, coastal saltmarshes, and mangroves.

The role of sea level change in the formation of coastal landforms.

### 8.3 Coral reefs

Characteristics, distribution and formation of fringing reefs, barrier reefs, and atolls.

Conditions required for coral growth.

Threats to coral reefs (global warming, sea-level rise, pollution, physical damage) and possible management strategies.

### 8.4 Sustainable management of coasts

**Case study:** candidates must study some of the problems of sustainably managing a stretch or stretches of coastline, and evaluate attempted solutions (including hard engineering and soft engineering).

## 9. Hazardous environments

### 9.1 Hazards resulting from tectonic processes

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 Hazards resulting from 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 Hazards resulting from atmospheric 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 Sustainable management in hazardous environments

**Case study:** 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 Hot arid and semi-arid climates

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 Landforms of hot arid and semi-arid environments

Weathering processes: thermal fracture, exfoliation, salt weathering, chemical weathering, and their effects.

Processes of erosion, transport and deposition by wind: corrasion/abrasion, deflation, traction, saltation, and suspension.

Erosion, transport and deposition by water action: hydrological regime, episodic rainfall, sheet and flash floods.

Characteristic landforms: sand dunes, wind sculptured rocks (yardang, zeugen), wadis, alluvial fans, arroyos, pediments, and piedmont zone (bahadas, playas, salt lakes, inselbergs).

Relative roles of aeolian and fluvial processes: evidence for past climate change (Pleistocene pluvials), and the role of past processes in the development of landforms.

### 10.3 Soils and vegetation

Vegetation: biomass productivity (biodiversity, limited nutrient cycling, fragility), adaptation of plants to extreme temperatures, physical and physiological drought.

Soils processes: upward capillary movement of water and minerals (salinisation).

The process of desertification (both natural and human factors) leading to the degradation of soils and vegetation in semi-arid environments.

### 10.4 Sustainable management of hot arid and semi-arid environments

**Case study:** candidates must study the problems of sustainable management in **either** a hot arid **or** a semi-arid environment and evaluate attempted or possible solutions.

## 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 food production

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 The management of agricultural change

**Case study:** 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 Manufacturing and related service industry

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).

Industrial agglomeration, functional linkages, the industrial estate and the export processing zone (EPZ).

The informal sector of manufacturing and services: causes, characteristics, location and impact.

#### 11.4 The management of change in manufacturing industry

**Case study:** candidates must study the industrial policy for one country's manufacturing and consequent changes in the character, location and organisation of its manufacturing, showing some of the issues faced and evaluate the attempted solutions.

## 12. Environmental management

### 12.1 Sustainable energy supplies

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 The management of energy supply

**Case study:** 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.

**Case study:** 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 The management of a degraded environment

**Case study:** 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 Trade flows and trading patterns

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 debt and 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 The development of 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 The management of a tourist destination

**Case study:** 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 National development

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 The globalisation of economic activity

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).

**Case study:** 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 development within countries

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 The management of regional development

**Case study:** 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 Description of components

---

### 4.1 Paper 1 Core Physical Geography

Paper 1 forms 50 per cent of the AS qualification and 25 per cent 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 Options, as knowledge and understanding of rivers, weather and climate, and the earth are fundamental to further study of physical 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 3 and for further study.

## 4.2 Paper 2 Core Human Geography

Paper 2 forms 50 per cent of the AS qualification and 25 per cent 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.

## 4.3 Paper 3 Advanced Physical Geography Options

Paper 3 forms 25 per cent of the A Level qualification.

Paper 3 is 1 hour 30 minutes in duration and is worth 60 marks.

Candidates must answer questions on **two** optional topics.

There will be three questions on each optional topic.

Each topic will consist of a structured question worth 10 marks, and two essay questions worth 20 marks each. Candidates must answer the structured question and choose **one** of the two essay questions.

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 four optional topics covering different physical environments:

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

Each option is substantial and builds on the study of Core Physical Geography.

Candidates study the processes and landforms with a focus on the sustainable management of the environment based on a case study. The management element is synoptic, combining knowledge and understanding of physical factors and human factors.

Through studying these topics, candidates will further develop the skills acquired in studying the core physical geography topics.

Candidates will be expected to be able to show the following skills:

- An ability to interpret and evaluate information and produce reasoned conclusions.
- An ability to draw on and apply their knowledge and understanding to construct their own explanations and arguments.
- An ability to understand the role of place and interdependence in creating different outcomes, different viewpoints and to make evaluations regarding the relative success or failure of initiatives.
- An ability to present a structured, coherent and evidence-based argument.

These skills provide a solid foundation for progression to university.

## 4.4 Paper 4 Advanced Human Geography Options

Paper 4 forms 25 per cent of the A Level qualification.

Paper 4 is 1 hour 30 minutes in duration and is worth 60 marks.

Candidates must answer questions on **two** optional topics.

There will be three questions on each optional topic.

Each topic will consist of a structured question worth 10 marks, and two essay questions worth 20 marks each. Candidates must answer the structured question and choose **one** of the two essay questions.

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 four optional topics covering different areas of human geography:

- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

Each option is substantial and builds on the study of Core Human Geography.

Each topic consists of interconnected areas of human geography with a focus on change and management based on case studies. Each topic is synoptic, requiring knowledge and understanding of interconnected social, economic, environmental and political factors.

Through studying these topics, candidates will further develop the skills acquired in studying the core human geography topics.

Candidates will be expected to be able to show the following skills:

- An ability to interpret and evaluate information and produce reasoned conclusions.
- An ability to draw on and apply their knowledge and understanding to construct their own explanations and arguments.
- An ability to understand the role of place and interdependence in creating different outcomes, different viewpoints and to make evaluations regarding the relative success or failure of initiatives.
- An ability to present a structured, coherent and evidence-based argument.

These skills provide a solid foundation for progression to university.

## 5 Glossary of command words

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.

Command word	What it means
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 <b>both</b> 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

---

## 6 Other information

---

### Language

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

### Accessibility and equality

#### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

#### Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

#### Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## 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 an 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.

## Retakes [and carrying forward marks]

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. Candidates must enter for an option that leads to certification. To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

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 results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades 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 (pending) and X (no result) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

## How students, teachers and higher education can use the grades

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- 1 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.
- 2 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.  
The outcomes help students choose the most suitable course or career

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 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.  
The outcomes help students choose the most suitable course or career  
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue  
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 (0)1223 553554      email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)      [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

© Cambridge University Press & Assessment September 2022