



Gymnasium SSST

CAMBRIDGE INTERNATIONAL

Cambridge Assessment International Education





INTRODUCTION

Cambridge International Education

Founded on the principle that modern secondary education should fuse theoretical knowledge with practical skills in the most beneficial fashion, our school is proud to be a registered Cambridge International school since July 2018, becoming a member of the growing Cambridge International Education community.

Through this membership, our students have joined over a million forward-looking students worldwide who have recognized the benefits of a Cambridge education: gaining a deep understanding of the world around them, expanding conceptual understanding, and developing higher-order thinking and analytical skills through exploring innovative and engaging syllabi.

GSSST offers seven Cambridge-certified courses to our students at the AS (Advanced Subsidiary) and A (Advanced) levels, corresponding to the third and fourth grades respectively.

GSSST Cambridge Examinations are also open to private candidates, those who are not enrolled in our school, as we are Cambridge examination centre.

Cambridge International AS & A Level develops learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information source
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations, and decisions
- presenting reasoned explanations, understanding implications, and communicating them logically and clearly
- working and communicating in English.

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.



Qualification

Assessment options

Your learners can choose from a range of assessment options to gain Cambridge International AS & A Level qualifications:

1. Take the Cambridge International AS Level only. The syllabus content is half a Cambridge International A Level.
2. Take a 'staged' assessment route – take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at a subsequent series. AS Level marks can be carried forward to a full A Level twice within a 13-month period.*
3. Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the course.

We hold the Cambridge International AS & A Level examination series twice a year, in June and November. Results are issued in August and January.

* The staged assessment route is not possible in all subjects. The outcomes awarded for Cambridge International AS Level language syllabuses cannot be carried forward to Cambridge International A Level.

Reporting achievement

Each subject that a learner takes receives a separate grade.

Grades are benchmarked using internationally recognised grades, which have clear guidelines to explain the standards of achievement.

The Cambridge International A Level is reported on a grade scale from A* (highest) to E (minimum required performance). There is no A* grade for Cambridge International AS Levels, which runs from grade A to E.



GSSST offers seven Cambridge-certified courses to our students at the AS (Advanced Subsidiary) and A (Advanced) levels:

1. ENGLISH (9093)



Syllabus Cambridge International AS & A Level English Language 9093.

Syllabus for exams in 2024, 2025 and 2026. Exams are available in the June and November series.

Cambridge International AS & A Level English Language develops a set of transferable skills. These include critical analysis; constructing arguments; presenting knowledge and understanding; and writing English in a balanced, articulate, and fluent manner.

Learners can apply these skills across a wide range of subjects and real-world situations. These skills will also equip them well for progression to higher education or directly into employment.

Cambridge International AS & A Level English Language encourages learners to be: confident, explore texts and ideas with self-assurance, intellectual freedom, and personal insight responsible, commit to their learning, and develop linguistic expertise to better understand themselves, others, and the wider community reflective, developing a keen and critical sense of themselves as users and consumers of language in a range of ever-changing contexts innovative, approaching tasks and texts with a combination of creative, original, and flexible thinking engaged, recognising and interrogating the role language plays in matters of personal, social and global significance, and being prepared to apply this learning beyond the classroom.

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 are identified below:

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

- Text and context

A text can be defined as a single, coherent unit of language, from the briefest spoken utterance to a book published across several volumes. However, no text exists without context; students of English language must always consider how a text's meaning is informed by the circumstances not only of its production, but also of its communication and reception.

- Meaning and style

The study of English language involves developing a range of strategies for exploring the complex ways in which different linguistic elements come together to create meaning. Whether producing their own texts or analysing texts produced by others, students of English language must consider how choices regarding form, structure and language also interact to create a distinctive style.

- Audience

Students of English language must learn to identify and analyse the strategies writers and speakers use to communicate with their intended audience(s). Likewise, they must be able to predict, recognise and analyse the various responses these strategies might elicit.

- Creativity

Whether writing artfully for a specified purpose and audience, reading deeply between the lines of a challenging text, or developing strategies for acquiring the language in the first place, users of the English language must demonstrate creativity in a range of forms and contexts.

- Diversity

Constantly subject to a range of influences – whether personal, social, geographical, or otherwise – the English language exists in a range of competing and overlapping forms at any given moment. This extraordinary diversity offers a rich opportunity for analysis, comparison, and exploration.

- Change

The phonological, morphological, semantic, syntactic, and other aspects of the English language are liable to change over time. Students of the English language must analyse these changes and explore in detail the factors that drive them.



Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- enjoy the experience of studying English language
- develop a critical and informed response to texts in a range of forms, styles, and contexts, produced for a variety of audiences
- communicate effectively, creatively, accurately, and appropriately in their writing
- develop the interdependent skills of reading, analysis, and research
- develop an appreciation of concepts and techniques in the study of English language
- build a firm foundation for further study of language and linguistics.

Content overview

Cambridge International AS Level English Language provides learners with opportunities to make critical and informed responses to a wide range of texts. Learners will also demonstrate their ability to produce writing to specific briefs and for given audiences.

Cambridge International A Level English Language learners will also develop a strong foundation in the study of linguistics, focusing on language change, child language acquisition, English in the world, and language and the self.

Learners who follow the Cambridge International AS & A Level English Language syllabus will develop the following skills and understanding:

- sustaining accurate, fluent, and consistent writing
- producing informed responses appropriate to the specified form, style, context, and audiences
- conveying knowledge and understanding from both specific examples and wider studies.

These are highly transferable skills and may help learners in other subject areas, as well as equipping them for higher education or employment.

**Assessment overview**

Paper 1	Reading	2 hours 15 minutes	50 marks
	Candidates answer two compulsory questions	Question 1 in Section A	and Question 2 in Section B
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 2	Writing	2 hours	50 marks
	Candidates answer two questions	one compulsory question from Section A	and one question from a choice of three in Section B
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 3	Language Analysis	2 hours 15 minutes	50 marks
	Candidates answer two compulsory questions:	Question 1 in Section A	and Question 2 in Section B
	Externally assessed		25% of the A Level
Paper 4	Language Topics	2 hours 15 minutes	50 marks
	Candidates answer two compulsory questions each on a separate topic area:	Question 1 in Section A	and Question 2 in Section B.
	Externally assessed		25% of the A Level

There are three routes for Cambridge International AS & A Level English Language:

Route	Paper 1	Paper 2	Paper 3	Paper 4
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2. A Level (staged over two years)				
Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

Command words

Command words and their meanings help candidates know what is expected from them in the exam. Below you can find command words used in the assessment for this syllabus.

The use of the command word will relate to the subject context.

Command word What it means.

Analyse: examine in detail to show meaning, identify elements and the relationship between them.

Compare: identify/comment on similarities and/or differences.

Discuss: write about issue(s) or topic(s) in depth in a structured way.

2. SOCIOLOGY (9699)



Cambridge International AS & A Level Sociology (9699)

Syllabus for exams in 2024, 2025, and 2026. Exams are available in the June and November series.

Syllabus overview

In a rapidly changing world, Cambridge International AS and A Level Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

Cambridge International AS & A Level Sociology encourages learners to think sociologically about contemporary social, cultural, and political issues. The syllabus provides opportunities to explore key concepts and debates that underpin the discipline of sociology and to develop the skills of interpretation, application, analysis, and evaluation while studying a range of stimulating topics and real-world issues.

Cambridge International AS & A Level Sociology encourages learners to be:

confident, communicating sociological ideas and arguments to others, and exploring contemporary social issues with maturity and insight

responsible, recognising the importance of culture and community and able to appreciate cultural differences and alternative perspectives on social issues

reflective, reviewing and refining their skills of analysis and evaluation and drawing connections between specific examples and wider issues

innovative, developing informed views about real-world issues, and an ability to think sociologically to understand problems and respond to questions engaged, learning through independent study and collaboration; debating issues and using research findings to tackle sociological questions

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop: knowledge and understanding of sociological terms, theories, methods and research findings, an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives, an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life, an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data, improved skills of communication, interpretation, analysis and evaluation, skills for further study.

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 for Cambridge International AS & A Level Sociology are:

- Inequality and opportunity

Inequality has a major influence on people's opportunities and life choices. Sociologists study the different forms of inequality (age, ethnicity, gender, class), seeking to understand why inequality exists and how it affects different sections of society.

- Power, control and resistance

Power is important in understanding how order and control are achieved in society. There are many different theories about who holds power and how power is used to shape human behaviour. Sociologists are also interested in the ways people oppose and resist the exercise of power.

- Social change and development

Understanding how societies have changed and developed helps sociologists to make sense of the way people live today. The change from traditional society to modern industrial society is particularly important. The terms 'modernity' and 'post-modernity' are used to reflect on this transition and on contemporary issues, such as how societies are affected by globalisation and the digital revolution in technology.

- Socialisation, culture and identity

Sociologists believe that people learn how they are expected to behave through socialisation. The norms and values learned through socialisation may vary between cultures, impacting on social identity. The study of different social identities is central to contemporary sociology.

- Structure and human agency

A central debate in sociology concerns the relationship between the individual and society: is behaviour shaped by wider social forces or is the social world shaped by the actions of individuals? Structural theories focus on how people's behaviour is constrained by social systems and institutions. Action theories emphasise how individuals establish meaning through social interaction and how this impacts on the behaviour of social groups and institutions.

Assessment overview			
Paper 1	Socialisation, identity and methods of research	1 hour 30 minutes	60 marks
	Candidates answer four questions.	Section A: three compulsory questions	Section B: one essay (26 marks) from a choice of two
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 2	The Family	1 hour 30 minutes	60 marks
	Candidates answer four questions.	Section A: three compulsory questions	Section B: one essay (26 marks) from a choice of two
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 3	Education	1 hour 15 minutes	50 marks
	Candidates answer four compulsory questions.	Question 4 is an essay (26 marks).	
	Externally assessed	X	20% of the A Level
Paper 4	Globalisation, Media, and Religion	1 hour 45 minutes	70 marks
	Candidates answer two essay questions (35 marks each). Candidates select one question from two different sections.	Section A: Globalisation Section B: Media Section C: Religion	Each section has two essay questions
	Externally assessed	X	30% of the A Level

There are three routes for Cambridge International AS & A Level Sociology:

Route	Paper 1	Paper 2	Paper 3	Paper 4
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2. A Level (staged over two years)				
Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge

Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E



Command words

Command words and their meanings help candidates know what is expected from them in the exam. The use of the command word will relate to the subject context.

Command word. What it means

Describe: state the points of a topic / give characteristics and main features

Evaluate: judge or calculate the quality, importance, amount, or value of something

Explain: set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Give: produce an answer from a given source or recall/memory

3. History (9489)



Syllabus Cambridge International AS & A Level History 9489

Syllabus for exams in 2024 and 2025. Exams are available in the June and November series.

Syllabus overview

Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period.

The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history.

Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

Cambridge International AS & A Level History is accepted by universities and employers as proof of knowledge and understanding of History. Successful candidates learn to evaluate historical evidence, present clear and logical arguments, assess different interpretations of an argument and develop an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change. Our approach in Cambridge International AS & A Level



History encourages learners to be:

confident, developing the ability to analyse, explain and evaluate historical issues and arguments

responsible, acquiring knowledge and skills through independent reading and enquiry

reflective, reflecting on their growing understanding of how history works and making links with new areas of study

innovative, improving their historical understanding through dealing with sources and interpretations of past events from different perspectives

engaged, developing their interest in history and broadening their knowledge and understanding of different perspectives.

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.

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

- **Cause and consequence**

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

- **Change and continuity**

The patterns, processes and interplay of change and continuity within a given time frame.

- **Similarity and difference**

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

- **Significance**

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

- **Interpretations**

How the past has been subsequently reconstructed and presented by historians.

Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- an interest in the past and an appreciation of human endeavour
- a greater knowledge and understanding of historical periods or themes
- a greater awareness of historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History.

Assessment overview			
Paper 1	Document question	1 hour 15 minutes	40 marks
	1 Question Candidates answer	one two-part document question on one of the options given.	Candidates must answer both parts of the question they choose.
	Externally assessed	40% of the AS Level	20% of the A Level
Paper 2	Outline study	1 hour 45 minutes	60 marks
	Candidates answer 2 questions	two two-part questions from three on one of the options given.	Candidates must answer both parts of the questions they choose.
	Externally assessed	60% of the AS Level	30% of the A Level
Paper 3	Interpretations question	1 hour 15 minutes	40 marks
	Candidates answer 1 Question	one interpretation question	from one of the options given in the syllabus.
	Externally assessed	x	20% of the A Level
Paper 4	Depth study	1 hour 45 minutes	60 marks
	Candidates answer 2 Questions	two questions on their chosen depth study.	
	Externally assessed	x	30% of the A Level



There are three routes for Cambridge International AS & A Level History

Route	Paper 1	Paper 2	Paper 3	Paper 4
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2. A Level (staged over two years)				
Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge

Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E

Command words

Command words and their meanings help candidates know what is expected from them in the exam.

Command word. What it means.

Assess make an informed judgement

Compare identify/comment on similarities and/or differences

Contrast identify/comment on differences

Discuss write about issue(s) or topic(s) in depth in a structured way

Evaluate judge or calculate the quality, importance, amount, or value of something

Explain set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Phrases such as ‘How far do you agree.....?’ and ‘To what extent...?’ and ‘Account for...’ may also be seen in the assessment for this syllabus.

4. Physics (9702)



Cambridge International AS & A Level Physics (9702)

Syllabus for exams in 2022, 2023 and 2024. Exams are available in the June and November series

Syllabus overview

Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science.

Cambridge International AS & A Level Physics develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, inquiry, initiative, and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Cambridge International AS & A Level Physics encourages learners to be:

confident, secure in their knowledge, keen to explore further, and able to communicate effectively through the language of science

responsible, developing efficient and safe scientific practices, and working collaboratively with others

reflective, able to evaluate evidence to draw informed and appropriate conclusions, and recognising that the applications of science have the potential to affect the individual, the community, and the environment

innovative, applying problem-solving skills to novel situations, and engaging with new tools and techniques, including information technology, to develop successful approaches

engaged, developing an inquiring mind, and keen to apply scientific skills in everyday life.

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 for Cambridge International AS & A Level Physics are:

- Models of physical systems

Physics is the science that seeks to understand the behaviour of the Universe. The development of models of physical systems is central to physics. Models simplify, explain, and predict how physical systems behave.

- Testing predictions against evidence

Physical models are usually based on prior observations, and their predictions are tested to check that they are consistent with the behaviour of the real world. This testing requires evidence, often obtained from experiments.

- Mathematics as a language, and problem-solving tool

Mathematics is integral to physics, as it is the language that is used to express physical principles and models. It is also a tool to analyse theoretical models, solve quantitative problems and produce predictions.

- Matter, energy and waves

Everything in the Universe comprises matter and/or energy. Waves are a key mechanism for the transfer of energy and are essential to many modern applications of physics.

- Forces and fields

The way that matter and energy interact is through forces and fields. The behaviour of the Universe is governed by fundamental forces with different magnitudes that interact over different distances. Physics involves the study of these interactions across distances ranging from the very small (quantum and particle physics) to the very large (astronomy and cosmology).

Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- develop skills in data analysis, evaluation, and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, inquiry, initiative, and inventiveness
- develop effective scientific communication skills, using appropriate terminology and scientific conventions
- understand their responsibility to others/society and to care for the environment
- enjoy science and develop an informed interest in the subject that may lead to further study.

**Assessment overview**

Paper 1	Multiple Choice Questions (MCQ)	1 hour 15 minutes	40 marks
	Multiple-choice questions are based on the AS Level syllabus content.		
	Externally assessed	31% of the AS Level	15.5% of the A Level
Paper 2	AS Level Structured Questions	1 hour 15 minutes	60 marks
	Structured questions are based on the AS Level syllabus content.		
	Externally assessed	46% of the AS Level	23% of the A Level
Paper 3	Advanced Practical Skills Externally assessed Level 11.5% of the A Level	2 hours	40 marks
	Practical work and structured questions	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	23% of the AS Level	11.5% of the A Level
Paper 4	A Level Structured Questions	2 hours	100 marks
	Structured questions	Questions are based on the A Level syllabus content;	knowledge of material from the AS Level syllabus content will be required.
	Externally assessed	x	38,5% of the A Level
Paper 5	Planning, Analysis and Evaluation	1 hour 15 minutes	30 marks
	Candidates answer two compulsory questions.	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	x	11.5% of the A Level

There are three routes for Cambridge International AS & A Level Physics

Route	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	yes	no	no
2. A Level (staged over two years)					
Year 1 AS Level*	yes	yes	yes	no	no
Year 2 Complete the A Level	no	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E

Command words

Command words and their meanings help candidates know what is expected from them in the exam.

Command word. What it means.

Calculate work out from given facts, figures or information

Comment give an informed opinion

Compare identify/comment on similarities and/or differences

Define give precise meaning

Describe state the points of a topic / give characteristics and main features

Determine establish an answer using the information available

Explain set out purposes or reasons/make the relationships between things evident/provide why and/or how and support with relevant evidence

Give produce an answer from a given source or recall/memory

Identify name/select/recognise

Justify support a case with evidence/argument

Predict suggest what may happen based on available information

Show (that) provide structured evidence that leads to a given result

Sketch make a simple freehand drawing showing the key features

State express in clear terms

Suggest apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals.

5. Biology (9700)



Cambridge International AS & A Level Biology (9700).

Syllabus for exams in 2022, 2023 and 2024. Exams are available in the June and November series.

Syllabus overview

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge.

The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

Cambridge International AS & A Level Biology develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Cambridge International AS & A Level Biology encourages learners to be:

confident, secure in their knowledge, keen to explore further and able to communicate effectively through the language of science

responsible, developing efficient and safe scientific practices and working collaboratively with others

reflective, able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment

innovative, applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches

engaged, developing an enquiring mind, keen to apply scientific skills in everyday life

Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
- develop effective scientific communication skills, using appropriate terminology and scientific conventions
- understand their responsibility to others/society and to care for the environment
- enjoy science and develop an informed interest in the subject that may lead to further study.

**Assessment overview**

Paper 1	Multiple Choice Questions (MCQ)	1 hour 15 minutes	40 marks
	Multiple-choice questions	40 Multiple-choice questions	Based on the AS Level syllabus content.
	Externally assessed	31% of the AS Level	15.5% of the A Level
Paper 2	AS Level Structured Questions	1 hour 15 minutes	60 marks
	Structured questions are based on the AS Level syllabus content.		
	Externally assessed	46% of the AS Level	23% of the A Level
Paper 3	Advanced Practical Skills	2 hours	40 marks
	Practical work and structured questions	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	23% of the AS Level	11.5% of the A Level
Paper 4	A Level Structured Questions	2 hours	100 marks
	Structured questions	Questions are based on the A Level syllabus content;	Knowledge of material from the AS Level syllabus content will be required.
	Externally assessed	x	38.5% of the A Level
Paper 5	Planning, Analysis and Evaluation	1 hour 15 minutes	30 marks
	Candidates answer two compulsory questions.	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	x	11.5% of the A Level

There are three routes for Cambridge International AS & A Level Biology

Route	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	yes	no	no
2. A Level (staged over two years)					
Year 1 AS Level*	yes	yes	yes	no	no
Year 2 Complete the A Level	no	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes	

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge

Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E



Command words

Command words and their meanings help candidates know what is expected from them in the exam.

Command word. What it means.

Assess make an informed judgement

Calculate work out from given facts, figures or information

Comment give an informed opinion

Compare identify/comment on similarities and/or differences

Contrast identify/comment on differences

Define give precise meaning

Describe state the points of a topic / give characteristics and main features

Discuss write about issue(s) or topic(s) in depth in a structured way

Explain set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Give produce an answer from a given source or recall/memory

Identify name/select/recognise

Outline set out main points

Predict suggest what may happen based on available information

Sketch make a simple drawing showing the key features

State express in clear terms

Suggest apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

6. CHEMISTRY (9701)



Cambridge International AS & A Level Chemistry (9701)

The syllabus is for exams in 2022, 2023 and 2024. Exams are available in the June and November series.

Syllabus overview

Cambridge International AS and A Level Chemistry builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry is ideal for learners who want to study chemistry or a wide variety of related subjects at university or to follow a career in science.

Cambridge International AS & A Level Chemistry develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Cambridge International AS & A Level Chemistry encourages learners to be:

confident, secure in their knowledge, keen to explore further and able to communicate effectively through the language of science

responsible, developing efficient and safe scientific practices and working collaboratively with others

reflective, able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment

innovative, applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches

engaged, developing an enquiring mind, keen to apply scientific skills in everyday life

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 for Cambridge International AS & A Level Chemistry are:

- Atoms and forces

Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically.

- Experiments and evidence

Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials. Theories are tested by further experiments and an appreciation of accuracy and reliability is gained.

- Patterns in chemical behaviour and reactions

Patterns in chemical behaviour can be identified and used to predict the properties of substances. By applying these patterns, useful new substances can be designed and synthetic routes created.

- Chemical bonds

The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity. Appreciation of the strength of chemical bonds leads to the understanding of a material's properties and its uses.

- Energy changes

The energy changes that take place during chemical reactions can be used to predict the extent, feasibility and rate of such reactions. An understanding is gained of why and how chemical reactions happen.

Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
- develop effective scientific communication skills, using appropriate terminology and scientific conventions
- understand their responsibility to others/society and to care for the environment
- enjoy science and develop an informed interest in the subject that may lead to further study.

**Assessment overview**

Paper 1	Multiple Choice Questions (MCQ)	1 hour 15 minutes	40 marks
	Multiple-choice questions	40 Multiple-choice questions	Based on the AS Level syllabus content.
	Externally assessed	31% of the AS Level	15.5% of the A Level
Paper 2	AS Level Structured Questions	1 hour 15 minutes	60 marks
	Structured questions are based on the AS Level syllabus content.		
	Externally assessed	46% of the AS Level	23% of the A Level
Paper 3	Advanced Practical Skills	2 hours	40 marks
	Practical work and structured questions	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	23% of the AS Level	11.5% of the A Level
Paper 4	A Level Structured Questions	2 hours	100 marks
	Structured questions	Questions are based on the A Level syllabus content;	Knowledge of material from the AS Level syllabus content will be required.
	Externally assessed	x	38.5% of the A Level
Paper 5	Planning, Analysis and Evaluation	1 hour 15 minutes	30 marks
	Candidates answer two compulsory questions.	Questions are based on the experimental skills in the practical assessment section of the syllabus.	The context of the questions may be outside the syllabus content.
	Externally assessed	x	11.5% of the A Level

There are three routes for Cambridge International AS & A Level Chemistry

Route	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	yes	no	no
2. A Level (staged over two years)					
Year 1 AS Level*	yes	yes	yes	no	no
Year 2 Complete the A Level	no	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes	

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge

Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E



Command words

Command words and their meanings help candidates know what is expected from them in the exam.

Command word. What it means.

Analyse examine in detail to show meaning, identify elements and the relationship between them

Calculate work out from given facts, figures or information

Compare identify/comment on similarities and/or differences

Consider review and respond to given information

Contrast identify/comment on differences

Deduce conclude from available information

Define give precise meaning

Demonstrate show how or give an example

Describe state the points of a topic / give characteristics and main features

Determine establish an answer using the information available

Discuss write about issue(s) or topic(s) in depth in a structured way

Evaluate judge or calculate the quality, importance, amount, or value of something

Examine investigate closely, in detail

Explain set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Give produce an answer from a given source or recall/memory

Identify name/select/recognise

Justify support a case with evidence/argument

Predict suggest what may happen based on available information

Show (that) provide structured evidence that leads to a given result

Sketch make a simple drawing showing the key features

State express in clear terms

Suggest apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations.



7. INFORMATION TECHNOLOGY (9626)



Cambridge International AS & A Level Information Technology (9626)

This syllabus for exams in 2022, 2023 and 2024. Exams are available in the June and November series.

Syllabus overview

Cambridge International AS & A Level Information Technology enables learners to become effective and astute users of IT.

Learners will:

- develop a broad range of IT skills, knowledge and understanding
- apply their learning to efficiently solve problems in a range of situations
- study the structure and use of IT systems for a variety of contexts
- learn about practical IT solutions for business and creative digital technology
- learn about new and emerging technologies and their impact on society.

Cambridge International AS & A Level Information Technology encourages learners to meet the needs of Higher Education courses in Information Technology as well as employers.

Information Technology (IT) is the application of technology to process information. In a world where IT is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data.

The impact of IT on society is enormous and as the percentage of businesses and households connected to communication networks such as the Internet grows, so does the need for individuals who understand these new technologies.

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.

Cambridge International AS & A Level Information Technology encourages learners to be:

confident, using a range of software

responsible, using technology ethically

reflective, as learners, developing their knowledge and understanding of IT to solve problems

innovative creating efficient solutions to problems

engaged, in technology, how it is built, and how software solutions are developed.



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 for Cambridge International AS & A Level Information Technology are:

- Impact of IT

The application of technology to process information impacts all aspects of our lives. The enormity of the impact can be seen in industry and commerce, transport, leisure, medicine, in the workplace, and the home. Communications using technologies have made the world seem smaller.

- Hardware and software

Hardware and software interact with each other in an IT system. It is important to understand how these work, and how they work together with each other and with us in our environment.

- Networks

Computer systems can be connected together to form networks allowing them to share data and resources. The central role networks play in the internet, mobile and wireless applications and cloud computing has rapidly increased the demand for network capacity and performance.

- The internet

The Internet is a global communications network that uses standardised communications protocols to allow computers worldwide to connect and share information in many different forms. The impact of the internet on our lives is profound. While the services the internet supports can provide huge benefits to society they have also introduced issues, for example security of data.

- System life cycle

Information systems are developed within a planned cycle of stages that cover the initial development of the system and continue through to its scheduled updating or redevelopment.

- New technologies

As the information industry changes so rapidly, it is important to keep track of new and emerging technologies and consider how they might affect everyday life

Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop a broad range of IT skills
- develop an understanding of the parts, use and applications of IT systems within a range of organisations, including the use of networking technology
- develop an understanding of how IT systems affect society in general
- develop a broad knowledge of the use of IT in workplace situations and the potential risks
- develop an understanding of the system life cycle and apply this understanding to workplace situations
- develop an understanding of project management skills
- be aware of new and emerging technologies
- apply their knowledge and understanding of IT to solve problems.

Assessment overview			
Paper 1	Theory	1 hour 45 minutes	70 marks
	Questions are based on sections 1–11 of the subject content.	Candidates answer all questions on the paper.	
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 2	Practical	2 hours 30 minutes	90 marks
	The tasks in this practical paper test sections 8–11 of the subject content.	Candidates apply knowledge and understanding from sections 1–7 of the subject content. All tasks are compulsory.	Candidates select the most appropriate software and must use the most efficient methods to solve each task.
	Externally assessed	50% of the AS Level	25% of the A Level
Paper 3	Advanced Theory	1 hour 45 minutes	70 marks
	Questions are based on sections 12–20 of the subject content.	Sections 1–11 are assumed knowledge and understanding.	Candidates answer all questions on the paper.
	Externally assessed	x	25% of the A Level
Paper 4	Advanced Practical Externally assessed 25% of the A Level	2 hours 30 minutes	90 marks
	The tasks in this practical paper test sections 17–20 of the subject content. The paper includes tasks from sections 8–10 within a problem-solving context.	Candidates apply knowledge and understanding of all subject content. All tasks are compulsory.	Candidates select the most appropriate software and must use the most efficient methods to solve each task.
	Externally assessed	x	25% of the A Level

There are three routes for Cambridge International AS & A Level Information and Technology

Route	Paper 1	Paper 2	Paper 3	Paper 4
1. AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2. A Level (staged over two years)				
Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level	no	no	yes	yes
3. A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the Cambridge

Candidates following an AS Level route are eligible for grades A–E. Candidates following an A Level route are eligible for grades A*–E

Command words

Command words and their meanings help candidates know what is expected from them in the exam.

Command word. What it means.

Analyse examine in detail to show meaning, identify elements and the relationship between them

Compare identify/comment on similarities and/or differences

Contrast identify/comment on differences

Define give precise meaning

Describe state the points of a topic / give characteristics and main features

Discuss write about issue(s) or topic(s) in depth in a structured way

Evaluate judge or calculate the quality, importance, amount, or value of something

Examine investigate closely, in detail

Explain set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Identify name/select/recognise

Justify support a case with evidence/argument

State express in clear terms

Suggest apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals

International recognition and acceptance



Cambridge expertise in curriculum, teaching, 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.

Cambridge programmes and qualifications 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.

Guidance for students

Cambridge qualifications are recognised and valued by universities all around the world, including in the US, the UK, Australia, Canada, Germany and beyond. In places such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

Over 880 universities in the US formally accept Cambridge International AS & A Levels, including all Ivy League and Ivy Plus universities. These universities include Brown, Harvard, MIT, Stanford and Yale. Many more US universities accept Cambridge qualifications on application. In the UK, all universities accept Cambridge qualifications.

We work closely with universities to make sure Cambridge qualifications develop the skills and knowledge students need to succeed at university. In a 2018 survey of higher education admissions tutors at the world's leading universities, 100 per cent of respondents said Cambridge programmes give students excellent preparation for university.



Recognition database

Many universities and colleges have sent us official statements confirming their entry policies for Cambridge students. For full details of all official statements check Cambridge [recognition database](#).

Many more organisations than just those listed on the database are also happy to accept Cambridge qualifications as proof of a student's academic ability. However, before a student applies to any institution, it is essential that they check the exact entry requirements on the institution's website for the course they want to study. If a student still has queries, they should contact the institution's admissions office.

Resources

Cambridge publish a variety of resources to support Cambridge students who are applying to universities, including brochures and videos.

Cambridge university recognition brochure provides a general overview of admissions requirements in a wide range of countries:

[University Recognition Worldwide \(PDF, 632KB\)](#)

If you want advice on applying to universities in popular destination countries, go to the [Recognition in specific countries](#) section.

If students need to prove to a university that their English level is at an overall CEFR level B2 or above, please use the letter below which explains minimum scores and grades that are required for Cambridge IGCSE First Language English and Cambridge IGCSE English as a Second Language.

[Cambridge IGCSE – English Language letter \(PDF, 311KB\)](#)

University applications timescale

The [University application timescale factsheet \(PDF, 1MB\)](#) shows when students need to apply to university during their Cambridge International AS & A Level studies.

University applications checklist

The [University application checklist factsheet \(PDF, 128KB\)](#) enables schools to evaluate the processes they have in place for supporting students in their applications to universities and colleges.