



CAMBRIDGE

International Education

Syllabus

Cambridge O Level Geography 2217

Use this syllabus for exams in 2027, 2028 and 2029. Exams are available in the November series. This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/2217 to see if this syllabus is available in your administrative zone.



Version I

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

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2027, 2028 and 2029, go to page 39.



1 Why choose this syllabus?

Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Geography encourages learners to think like a geographer and apply their knowledge and understanding to local, regional, national and global contexts. The syllabus provides opportunities to explore key geographical ideas through the study of a range of topics and develop transferable skills, including the ability to use geographical data and information to make informed decisions.

Our approach in Cambridge O Level Geography encourages learners to be:

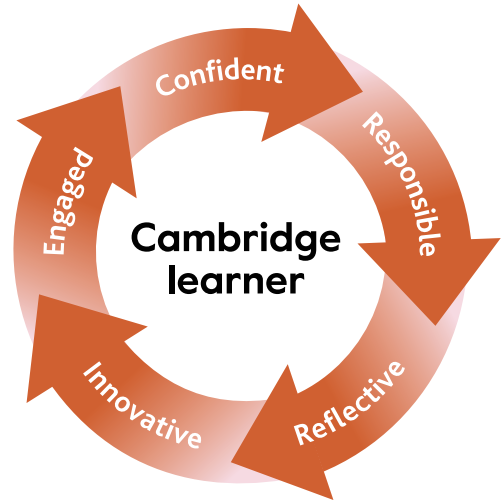
confident, using geographical data to make decisions and interpret the world around them in an analytical and evaluative way.

responsible, and aware of the role present and future generations have in creating sustainable solutions to a range of global issues.

reflective, considering the similarities and differences between and within different communities and economies.

innovative, by encouraging and being open to resourceful and technological solutions to geographical issues.

engaged, with geographical issues, ideas and solutions that will have positive long-term impacts on the physical and human environment.



School feedback: ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

Feedback from: Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Geography gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Geography.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-for-teachers

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

The aims are to enable students to:

- build a core understanding of geographical concepts and processes and apply this to understand and interpret our changing world
- develop a sense of place, space and location, and understand the importance of scale
- develop the ability to interpret and evaluate different types of geographical information
- develop an understanding of the need for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical information
- develop into an informed and responsible global citizen, who recognises the challenges of our changing world and feels empowered to influence change.

We are 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.



Content overview

The syllabus is divided into ten topics which have been designed to develop an understanding of both the natural and human environment:

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change
- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision.

Every Cambridge school has the opportunity to deliver climate education, that shapes knowledge, understanding and skills, and gives learners the confidence to thrive and make a positive impact in our changing world. This Cambridge O Level Geography syllabus has been designed to help schools do this.



This O Level syllabus shares content with other Geography syllabuses. For further support see the School Support Hub for IGCSE Geography. Textbooks endorsed to support IGCSE Geography are suitable for use with this syllabus.

Assessment overview

All candidates take three components. Candidates will be eligible for grades A* to E.

All candidates take:

Paper 1 1 hour 45 minutes
Physical Geography 36%
75 marks
Structured questions containing short answer and extended response items. Some items are based on source material.
Externally assessed

and:

Paper 2 1 hour 45 minutes
Human Geography 36%
75 marks
Structured questions containing short answer and extended response items. Some items are based on source material.
Externally assessed

and:

Paper 3 1 hour 30 minutes
Geographical Investigations 28%
60 marks
Two compulsory questions containing short answer and extended response items. Some items are based on source material.
Externally assessed]

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding of:

- geographical terms, concepts and systems
- geographical principles, theories and models
- the location and character of environments and places
- the physical and human factors and processes which contribute to different environments, spatial patterns and interactions
- the similarities and differences between environments, people and places
- the interactive nature of physical and human systems and environments
- the causes and consequences of change in physical and human environments
- the importance of spatial scale and time scale in the study of geography.

AO2 Skills and analysis

Candidates should be able to:

- select, adapt and use a variety of geographical skills and techniques
- interpret, organise, present and analyse geographical data, information and sources presented in a variety of forms
- use geographical data to identify patterns, trends and relationships
- use and apply the stages of the route to geographical enquiry.

AO3 Evaluation and decision-making

Candidates should be able to:

- evaluate the importance of geographical factors, processes and change on physical and human environments
- recognise the limitations of geographical data, principles, theories, models, and information presented in a variety of forms
- evaluate the impact of different values and attitudes of people in the management of physical and human environments
- make and justify a decision based upon information provided
- evaluate the different options available to decision makers
- evaluate the relative success or failure of strategies and techniques used to manage human and physical environments; including sustainable.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Knowledge and understanding	32
AO2 Skills and analysis	48
AO3 Evaluation and decision-making	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Paper 3
AO1 Knowledge and understanding	37	37	20
AO2 Skills and analysis	43	43	60
AO3 Evaluation and decision-making	20	20	20
Total	100	100	100

3 Subject 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, topics and subject contexts 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.

Candidates are expected to be able to name and locate continents and study examples drawn from a variety of places and environments.

Candidates refer to detailed specific examples to illustrate the individual topics. The syllabus gives teachers the opportunity to select their own detailed specific examples to illustrate the content. We recommend that detailed specific examples are from CE 2000–present day.

The detailed specific examples should give candidates the information to answer certain questions on Paper 1 and Paper 2. Some questions ask candidates to refer to information from detailed specific examples; in addition, candidates may also use details from these examples to support answers to other questions.

Named detailed specific examples are not included in this syllabus. This gives teachers freedom in selecting examples which are most suitable for their candidates. Candidates should be aware of the sub-marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Some questions in all the written papers are based on resource material, such as photographs, map extracts, satellite images, drawings, diagrams, graphs, text extracts, statistics and tables of data. Resource materials come from various areas of the world and candidates may not be familiar with the world areas used in the resources. The resources are designed to prompt candidates to use the general principles which they have studied throughout the course.

Resource skills

The units used in all resources and examination papers are:

- metres and kilometres for height and distance
- degrees Celsius for temperature
- millimetres for rainfall.

Questions in all papers may include references to latitude or longitude.

Paper 1 – Physical Geography

Candidates study the following **five** topics:

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change.

When studying impacts within geography, these are:

- positive and/or negative
- social, economic and environmental
- at a range of scales (local, regional, national, global).

When studying management strategies and techniques, strategies will include action plans and agreements, techniques will cover the methods used.

Sustainability is to be considered when teaching the content for **all** topic areas, especially when studying management strategies and techniques.

1 Changing river environments

1.1 The main hydrological characteristics and processes which operate in rivers and drainage basins

- 1.1.1 Characteristics of rivers and drainage basins: the long profile, width, depth, speed of flow/velocity, discharge, wetted perimeter, channel, watershed, tributary, confluence, source, mouth.
- 1.1.2 The Bradshaw model.
- 1.1.3 How the drainage basin operates within the water cycle.
- 1.1.4 Processes which operate in a drainage basin: precipitation, interception, infiltration, percolation, overland flow, channel flow, throughflow, groundwater flow, transpiration, evaporation, evapotranspiration.
- 1.1.5 Processes which operate within a river:
- erosion; hydraulic action, abrasion, attrition, solution
 - transportation; traction, suspension, saltation, solution
 - deposition.

1.2 The main landforms associated with these processes

- 1.2.1 The characteristics and formation of landforms: waterfalls, rapids, gorges, V-shaped valleys, meanders, oxbow lakes, levées, floodplains, deltas, interlocking spurs, potholes.

1.3 Rivers present opportunities and hazards for people

- 1.3.1 The opportunities and hazards of living near a river.
- 1.3.2 The human and natural causes of river flooding.
- 1.3.3 The impacts of river flooding.
- 1.3.4 An evaluation of the strategies and techniques used to manage river flooding; including sustainable.
- 1.3.5 The human causes of river pollution.
- 1.3.6 The impacts of river pollution.
- 1.3.7 An evaluation of the strategies and techniques used to manage river pollution; including sustainable.
- 1.3.8 One detailed specific example to include:
- the causes and impacts of a flood for a named river
 - the strategies and techniques used to manage the flooding of the river; including sustainable.
- 1.3.9 One detailed specific example to include:
- the causes and impacts of pollution in a named river
 - the strategies and techniques used to manage pollution levels in the river; including sustainable.

2 Changing coastal environments

2.1 Physical processes that shape the coast

- 2.1.1 Coastal erosion: hydraulic action, corrosion, corrasion, attrition; transportation; deposition; longshore drift.
- 2.1.2 Types of waves: constructive and destructive and wave refraction.

2.2 The main landforms associated with these processes

- 2.2.1 The characteristics and formation of landforms: headlands, bays, cliffs, wave-cut platforms, caves, arches, stacks, stumps, beaches, spits, bars, sand dunes.
- 2.2.2 The formation and characteristics of discordant and concordant coastlines.

2.3 Coasts present opportunities and hazards for people

- 2.3.1 The opportunities of living near the coast.
- 2.3.2 The hazards of living near the coast.
- 2.3.3 An evaluation of hard and soft engineering strategies and techniques used to manage coastal erosion and flooding; including sustainable.
- 2.3.4 The distribution and impacts of tropical storms: cyclones, hurricanes, and typhoons.
- 2.3.5 An evaluation of the strategies and techniques used to manage the impacts of tropical storms: preparation, planning, protection, prediction.
- 2.3.6 The global distribution, importance of, threats to, and strategies and techniques used to protect and manage coral reefs and mangroves; including sustainable.
- 2.3.7 One detailed specific example of a named country or coastal area to include:
- the causes and impacts of coastal erosion
 - the strategies and techniques used to protect the coast from tropical storms and manage erosion; including sustainable.
- 2.3.8 One detailed specific example of a named country or coastal area to include:
- why the coral reef is important
 - threats to the coral reef
 - the strategies and techniques used to protect and manage and the coral reef; including sustainable.

3 Changing ecosystems

3.1 Characteristics of the Antarctic ecosystem

- 3.1.1 The location of the Antarctic ecosystem.
- 3.1.2 The characteristics of the Antarctic climate: high pressure, the influence of latitude, angle of the sun, temperature, precipitation.
- 3.1.3 The features of the Antarctic ecosystem.
- 3.1.4 The interrelationships between abiotic and biotic factors in the Antarctic ecosystem and how flora and fauna adapt to survive.

3.2 Threats to the Antarctic ecosystem and how they can be managed

- 3.2.1 The threats posed to Antarctica, for example, resource exploitation, climate change, fishing, tourism.
- 3.2.2 The impacts of the destruction of the Antarctic ecosystem.
- 3.2.3 An evaluation of the strategies and techniques used to manage the Antarctic ecosystem; including sustainable. For example, international agreements and environmental impact surveys. For the Antarctic ecosystem, a detailed specific example is not listed, this is because the topic content is only based upon Antarctica.

3.3 Characteristics of the tropical rainforest ecosystem

- 3.3.1 The global distribution of tropical rainforests.
- 3.3.2 The characteristics of the equatorial climate: overhead sun, low pressure, convectional rainfall, temperature, latitude.
- 3.3.3 The characteristics and structure of the tropical rainforest ecosystem.
- 3.3.4 The interrelationships between abiotic and biotic factors in the tropical rainforest ecosystem and how flora and fauna adapt to survive.

3.4 Threats to tropical rainforest ecosystems and how they can be managed

- 3.4.1 The threats to tropical rainforest ecosystems, for example, deforestation, resource exploitation, logging, road and railway building, cattle ranching, hydroelectric power, farming, settlements.
- 3.4.2 The impacts of the destruction and deforestation of tropical rainforest ecosystems.
- 3.4.3 An evaluation of the strategies and techniques used to manage the tropical rainforest ecosystem; including sustainable.
- 3.4.4 One detailed specific example of a named country or tropical rainforest area to include:
 - threats to the tropical rainforest ecosystem
 - impacts of the destruction and deforestation of the tropical rainforest ecosystem
 - the strategies and techniques used to manage the tropical rainforest ecosystem; including sustainable.

4 Tectonic hazards

4.1 The structure of the Earth and distribution of earthquakes and volcanoes

- 4.1.1 The characteristics of the layers of the Earth: inner core, outer core, mantle, crust, lithosphere.
- 4.1.2 The names and location of the main tectonic plates and how tectonic plates move.
- 4.1.3 Types of plate boundary: divergent/constructive, convergent/destructive, convergent/collision, conservative/transform and the location of earthquakes and volcanoes.

4.2 The processes and features associated with earthquakes and volcanoes

- 4.2.1 The processes experienced at each type of plate boundary which cause earthquakes and volcanic eruptions.
- 4.2.2 The main characteristics of earthquakes: focus, epicentre, seismic waves.
- 4.2.3 Types of volcano: strato-volcano (composite cone), shield, cinder cone.
- 4.2.4 The classification of volcanoes as active, dormant, or extinct.
- 4.2.5 The main features of volcanoes: crater, vent, magma, magma chamber, secondary cone.
- 4.2.6 Volcanic hazards: lava flows, ash falls, lahars, pyroclastic flows, tephra, volcanic rocks, toxic gases; the significance of speed, size, frequency, and spread.

4.3 The impacts of tectonic hazards

- 4.3.1 Reasons why people live in areas at risk from earthquakes and volcanic eruptions.
- 4.3.2 The impacts of earthquakes.
- 4.3.3 The impacts of volcanic eruptions.
- 4.3.4 How the magnitude of a tectonic event is measured: moment magnitude scale, Richter scale, Mercalli scale, the volcanic explosivity index (VEI).

4.4 Managing the impacts of tectonic hazards

- 4.4.1 Primary and secondary responses.
- 4.4.2 An evaluation of the strategies and techniques used to manage the impacts of earthquakes and volcanic eruptions: monitoring, prediction, protection, planning and technology.
- 4.4.3 One detailed specific example to include:
 - the causes and impacts of an earthquake on a named country/area
 - the responses to the earthquake
 - the strategies and techniques used to manage the impacts of earthquakes.
- 4.4.4 One detailed specific example to include:
 - the causes and impacts of an eruption of a named volcano
 - the responses to the volcanic eruption
 - the strategies and techniques used to manage the impacts of volcanic eruptions.

5 Climate change

5.1 The natural and human causes of climate change

- 5.1.1 Evidence of climate change: global temperature data, ice cores, sea ice positions, historic writing and paintings.
- 5.1.2 Factors influencing natural climate change: orbital changes (Milankovitch cycles), sunspots, volcanic activity.
- 5.1.3 The human influence on the atmosphere causing the enhanced greenhouse effect. For example, the use of fossil fuels, deforestation, agriculture.

5.2 The impacts of climate change at a range of geographic scales

- 5.2.1 The present day and predicted future impacts of climate change. For example, rising sea levels, and changes to global temperature, weather patterns, and food production.

5.3 Responses to climate change

- 5.3.1 The strategies (including national and international agreements) and techniques used to manage the impacts of climate change.
- 5.3.2 An evaluation of mitigation (including international agreements) and adaptation strategies and techniques used to manage the impacts of climate change.
- 5.3.3 One detailed specific example of a named country or region to include:
 - the impacts of climate change
 - the responses to climate change
 - the strategies and techniques being used to manage climate change; including sustainable.

Paper 2 – Human Geography

Candidates study the following **five** topics:

- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision.

Candidates can study examples drawn from a variety of environments. For further information on the use of detailed specific examples see page 12.

Candidates can refer to detailed specific examples drawn from a range of countries that are at different levels of development, including their home country. One form of terminology used to refer to countries at different levels of development is low-income countries (LICs), middle-income countries (MICs) and high-income countries (HICs). We will use these categories to give context to examples in question papers.

At Cambridge we recognise that categorising countries is not always meaningful, and a country can sometimes fall into different categories depending on the types of measures being considered, e.g. economic/income categories or a composite socio-economic index such as the Human Development Index (HDI), or other measures.

When studying impacts within geography, these are:

- positive and/or negative
- social, economic and environmental
- at a range of scales (local, regional, national, global).

When studying management strategies and techniques, strategies will include action plans and agreements, techniques will cover the methods used.

Sustainability is to be considered when teaching the content for **all** topic areas, especially when studying management strategies and techniques.

6 Changing populations

6.1 Populations grow and decline

- 6.1.1 Patterns and trends in global population growth.
- 6.1.2 Reasons for the growth and decline of a country's population: fertility rate, birth rate, death rate, natural increase, migration.
- 6.1.3 An evaluation of the impacts of pro-natalist and anti-natalist policies on birth rates.
- 6.1.4 The demographic transition model (DTM) and its strengths and limitations.

6.2 Population structures change over time

- 6.2.1 Factors influencing population structures: natural increase and net migration.
- 6.2.2 The causes and impacts of youthful and ageing population structures, and an evaluation of their impacts.
- 6.2.3 One detailed specific example of a named country to include:
 - reasons for population growth or decline
 - the impacts of a population policy (pro or anti-natalist).

6.3 The causes and impacts of international migration

- 6.3.1 Types of migrant: economic migrant, asylum seeker and refugee.
- 6.3.2 Causes of migration, to include push and pull factors.
- 6.3.3 The impacts of migration on the migrant, their country of origin and the destination country.
- 6.3.4 An evaluation of the strategies and techniques used to manage international migration.
- 6.3.5 One detailed specific example to include:
 - push and pull factors of a named international migration (named to include the country of origin and destination country)
 - the impacts of the migration (on the migrants, their country of origin and the destination country)
 - how the migration is managed; including sustainable.

7 Changing towns and cities

7.1 Where people live

- 7.1.1 Reasons for variations in global urban growth rates.
- 7.1.2 Causes of rapid urban growth in LICs: rural to urban migration, social, economic, environmental, and political factors, natural increase.

7.2 Opportunities and challenges of urbanisation

- 7.2.1 Opportunities of urban living, for example, culture, housing, services, leisure, consumption, economic development.
- 7.2.2 The opportunities and challenges of rapid urban growth: inequality, service provision, housing, employment, transport, waste management, unplanned settlements.
- 7.2.3 The impact of urban sprawl on the rural-urban fringe/surrounding areas.

7.3 The management of urban growth

- 7.3.1 An evaluation of the strategies and techniques used to manage urban growth; including sustainable.
- 7.3.2 One detailed specific example of a named urban area to include:
 - causes of urban growth
 - challenges and opportunities brought about by urban growth
 - the strategies and techniques used to manage urban growth; including sustainable.

8 Development

8.1 Measuring development

- 8.1.1 Social and economic indicators of development. For example, gross national product (GNP), gross domestic product (GDP), gross national income (GNI), literacy rate, life expectancy, Human Development Index (HDI), infant mortality rate, calorie intake, doctors per person.
- 8.1.2 The use of indicators of development to compare countries at different levels of development and an evaluation of their usefulness.
- 8.1.3 Factors affecting quality of life and standard of living.

8.2 The world is developing unevenly

- 8.2.1 Reasons for differences in levels of development and the development gap, to include social, economic, and environmental factors.
- 8.2.2 The current global pattern of low-income countries (LICs), middle-income countries (MICs) and high-income countries (HICs).

8.3 Achieving sustainable development

- 8.3.1 Definition(s) of sustainable development.
- 8.3.2 Social, economic, and environmental strategies and techniques used to try to achieve sustainable development.
- 8.3.3 An evaluation of the strategies and techniques used to try to reduce uneven development, for example, trade, international aid, and debt relief.
- 8.3.4 One detailed specific example of a named country classified as an MIC or LIC, to include:
- the reasons for its current level of development
 - the strategies and techniques used to try to raise its level of economic development, quality of life and standard of living.

9 Changing economies

9.1 Changing employment structures

- 9.1.1 Classification of different industries: primary, secondary, tertiary, and quaternary.
- 9.1.2 The changing employment structure of low-income countries (LICs), middle-income countries (MICs) and high-income countries (HICs).
- 9.1.3 Factors influencing the location and distribution of different types of industries: land, labour, raw materials, energy, transportation, markets, political policies, technology, communications, containerisation.

9.2 The impact of globalisation and the role of transnational corporations

- 9.2.1 What is meant by globalisation.
- 9.2.2 The key features of globalisation.
- 9.2.3 The impacts of globalisation on trade, transport, culture, communications, and technology.
- 9.2.4 The role and global organisation of transnational corporations (TNCs).
- 9.2.5 An evaluation of the impacts of TNCs on the countries in which they are located.
- 9.2.6 One detailed specific example of a named country or area, to include:
- the impacts of globalisation
 - the impacts of a named TNC which is located in the country or area.

9.3 Tourism is a growing industry

- 9.3.1 The factors that have led to the growth of tourism as an industry.
- 9.3.2 The Butler model and its strengths and limitations.
- 9.3.3 The benefits and problems caused by tourism, at a range of scales.
- 9.3.4 An evaluation of the strategies and techniques used to sustainably manage tourism, at a range of scales.
- 9.3.5 One detailed specific example of a named country or area to include:
- reasons for the growth of tourism
 - the benefits and problems caused by tourism
 - the strategies and techniques used to sustainably manage tourism in the named country or area.

10 Resource provision

10.1 How food is produced

- 10.1.1 Farming types: subsistence, commercial, arable, pastoral, mixed, aeroponics, aquaponics, hydroponics.
- 10.1.2 Farming systems: inputs, processes, outputs.

10.2 The global patterns of food supply and demand

- 10.2.1 Global patterns of calorie intake and reasons for variations.
- 10.2.2 The reasons for the changing global production and consumption of food.
- 10.2.3 The strategies used to increase food supply.
- 10.2.4 The reasons for the globalisation of food supplies.
- 10.2.5 The impacts of the globalisation of food supplies.

10.3 The challenges of food supply

- 10.3.1 The human and natural factors negatively affecting food supply.
- 10.3.2 The problems caused by food insecurity in countries at different levels of development.
- 10.3.3 The strategies and techniques used to increase food supply.
- 10.3.4 An evaluation of the role of food aid in improving food security.
- 10.3.5 An evaluation of the strategies and techniques used to manage desertification and soil erosion; including sustainable.
- 10.3.6 One detailed specific example of a named country or area to include:
 - factors affecting food supply
 - causes of food insecurity
 - problems caused by food insecurity
 - strategies and techniques used to increase food supply.

10.4 How our energy is produced

10.4.1 Types of energy:

- renewable: biomass, geothermal, hydroelectric power (HEP), solar, tidal, wave, wind
- non-renewable: fossil fuels (coal, gas, oil), nuclear
- fuelwood, which can be either renewable or non-renewable.

10.5 The global patterns of energy supply and demand

10.5.1 Reasons for the increasing global production and consumption of energy.

10.5.2 The global patterns of energy surplus and deficit and the importance of energy security.

10.5.3 The reasons for variations in types of energy used within a country and between countries at different levels of development.

10.6 The impacts of energy production

10.6.1 The advantages and disadvantages of different energy sources, including renewable and non-renewable.

10.6.2 The strategies and techniques used to increase energy supplies.

10.6.3 An evaluation of the strategies and techniques used to manage energy supplies; including sustainable.

10.6.4 One detailed specific example of a named country to include:

- the energy mix
- the impacts of the different types of energy being used
- the strategies and techniques used to manage energy supplies; including sustainable.

Geographical Skills

Geographical skills are applicable across all components.

Cartographic skills

Candidates should be able to:

- select, construct and interpret maps using direction, scale, symbols, a key, and other information
- extract, interpret, analyse and evaluate information presented on maps
- use co-ordinates, latitude and longitude, 4 and 6 figure grid references
- give directions using the 16-point compass and bearings from grid north
- measure and estimate distances and area
- use and interpret gradient, contour lines and spot heights; calculate differences in height
- interpret cross-sections and transects.

Types of map to be used:

- atlas maps
- base maps
- choropleth maps
- dot line maps
- distribution maps
- flow line maps
- isoline maps
- maps of different scales, including 1 : 50 000 and 1 : 25 000
- route maps
- sphere of influence maps
- sketch maps
- thematic maps
- topographical maps.

Graphical skills

Candidates should be able to:

- select, present, construct and communicate data through appropriate graphs, charts and diagrams using relevant scales and annotations to present information
- extract, interpret, analyse and evaluate information presented on graphs, charts and diagrams
- identify and evaluate variations, trends and patterns from data provided.

Types of graphs, charts and diagrams to be used:

- bar graphs: horizontal, vertical, and divided
- climate graphs
- cross-sections
- dispersion graphs
- doughnut graphs
- flow diagrams
- histograms (with equal class interval)
- kite graphs
- line graphs
- pictograms
- pie charts
- population pyramids
- proportional symbols
- radial graphs
- rose charts
- scatter graphs (including best fit line)
- systems diagrams
- triangular graphs
- venn diagrams
- flood hydrographs.

GIS and image skills

Candidates should be able to:

- deconstruct, interpret, analyse and evaluate visual images including photographs (aerial: vertical and oblique and ground level), cartoons, pictures, diagrams, satellite images
- analyse written text from a variety of sources for understanding, interpretation and to recognise bias
- suggest improvements to, issues with, or reasons for using maps, graphs, statistical techniques and visual sources including photographs (aerial: vertical and oblique and ground level) and diagrams
- use GIS to identify trends, patterns, issues and solve problems
- recognise the benefits and limitations of using GIS.

Mathematical skills

Candidates should be able to:

- demonstrate an understanding of number (add, subtract, multiply and divide), area and scale
- use standard notation, including positive and negative indices
- understand and use significant figures
- understand and use proportion, ratio, magnitude and frequency
- understand and use mean, mode and median, range, decimals, fractions, percentages, and ratios
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- complete, interpret and evaluate tables of data
- identify and describe relationships between two or more sets of data
- identify and interpret trends or relationships over time and draw line of best fit
- make predictions, interpolate and extrapolate trends from data
- identify weaknesses and limitations in statistical presentations of data
- draw and justify conclusions from numerical and statistical data.

Calculators may be used in all examinations.

Fieldwork skills

Candidates should be able to:

- follow the route to geographical enquiry
- select and use appropriate fieldwork equipment
- select and conduct appropriate fieldwork techniques
- devise and use appropriate fieldwork data collection sheets
- devise and use risk assessments and be able to work safely whilst out in the field.

Fieldwork equipment

Candidates should be familiar with and know how to use:

- ranging poles
- flow meters
- stopwatch/timer
- quadrats
- noise meters
- tape measure or other distance measuring device
- clinometer.

This list is not exhaustive, and candidates should use equipment relevant to the fieldwork they are conducting.

Fieldwork techniques

Candidates should be able to conduct or describe how to conduct:

- environmental quality surveys
- bi-polar surveys
- questionnaires
- interviews
- observations
- field sketches
- photographs
- traffic counts
- pedestrian counts
- land use surveys
- transects
- delimiting the sphere of influence/CBD
- roundness index/other indices.

This list is not exhaustive, and candidates should conduct fieldwork techniques relevant to the fieldwork they are conducting, please see the enquiry skills section of the syllabus on page 33 for further information.

Equipment for Paper 1, 2 and 3

In the examination room candidates must have:

- a pencil, eraser, ruler, protractor and calculator
- access to a sheet of plain paper to measure distance, or assist with cross-sections etc.

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Paper 1 – Physical Geography

Compulsory written paper, 1 hour 45 minutes, 75 marks.

Externally assessed.

Paper 1 tests assessment objectives AO1, AO2 and AO3.

This paper contains **two** sections and candidates answer **three** questions in total.

Section A

Section A is worth 25 marks.

In Section A, candidates answer one compulsory structured question.

Question 1 consists of a range of short-answer items and an extended response. Some items are based on source material.

Section B

Section B is worth 50 marks.

In Section B, candidates answer **two** out of **three** structured questions.

Each structured question is worth 25 marks and consists of a range of short-answer items and an extended response. Some items are based on source material.

Paper 1 assesses content from topics 1–5.

Paper 2 – Human Geography

Compulsory written paper, 1 hour 45 minutes, 75 marks.

Externally assessed.

Paper 2 tests assessment objectives AO1, AO2 and AO3.

This paper contains **two** sections and candidates answer **three** questions in total.

Section A

Section A is worth 25 marks.

In Section A, candidates answer one compulsory structured question.

Question 1 consists of a range of short-answer items and an extended response. Some items are based on source material.

Section B

Section B is worth 50 marks.

In Section B, candidates answer **two** out of **three** structured questions.

Each structured question is worth 25 marks and consists of a range of short-answer items and an extended response. Some items are based on source material.

Paper 2 assesses content from topics 6–10.

Paper 3 – Geographical Investigations

Compulsory written paper, 1 hour 30 minutes, 60 marks.

Externally assessed.

Paper 3 tests assessment objectives AO1, AO2 and AO3.

This paper contains **two** compulsory questions each worth 30 marks.

The Geographical Investigations Paper provides a complementary assessment of the assessment objectives tested in Papers 1 and 2, with an emphasis on AO2, Skills and analysis.

Assessment criteria	Marks allocated
AO1: Knowledge and understanding	12
AO2: Skills and analysis	
Observation and collection of data	12
Organisation and presentation of data	12
Analysis and interpretation	12
AO3: Evaluation and decision-making (conclusion and evaluation)	12

Candidates are set a series of tasks on issues relating to the topics covered on Paper 1 and Paper 2. Questions test the methodology of questionnaires, observation, counts and measurement techniques, and involve testing hypotheses appropriate to specific topics. Questions also test processing, presentation, analysis and evaluation of data.

Paper 3 guidance

Candidates should be aware of the general requirements for this paper.

To prepare for this paper candidates should follow the route to geographical enquiry. **It is also very important that they should have some practical experience of fieldwork methodology.**

One approach is to introduce the appropriate enquiry skills and techniques relevant to Paper 3 during the teaching of specific topics for Paper 1 and Paper 2. For example, when teaching Topic 1 Changing river environments, you could discuss how key aspects of the form of rivers can be measured, how depth data can be plotted and how cross-sectional area and discharge can be calculated. You could introduce the skills required for questionnaires, counts and observations in a variety of topics, wherever this is practical for the centre.

Candidates should be aware of the range of aspects involved in the route to geographical enquiry, such as identifying aims and hypotheses/guiding questions, using enquiry skills to collect data, using presentation techniques to display data, making analyses of data and reaching conclusions and evaluating their methods, results and conclusions.

Enquiry skills for Paper 3

Formulating aims and hypotheses

Candidates should be familiar with hypotheses as statements that form the basis of coursework assignments. The hypotheses may investigate a geographical concept, for example, 'The CBD has better waste collection compared with the suburbs.' Hypotheses can be tested by collecting relevant data, by analysis and by drawing conclusions using the data as evidence.

Collection of data

Questions will test knowledge and application of the methodology used in the following range of enquiry skills to collect data. Questionnaires can be oral or written to gain information from an individual or a group of individuals. Questionnaires can be used when studying a number of syllabus topics, including spheres of influence; use of services; a farm study; a factory or industrial study; leisure activities; tourism; or attitudes of the public to developments associated with resource development.

Candidates should be aware of:

factors influencing the successful design of questionnaires, for example:

- layout
- format of questions
- appropriate wording of questions
- number of questions.

the practical considerations involved in conducting a questionnaire, for example:

- sampling methods
- pilot survey
- location of survey.

Observation

Examples of using observations to collect data include the recording of land use in an urban area or observations of river or coastal features. Candidates can use maps, recording sheets, field sketches and annotated photographs to record their observations.

Counts

Examples of counts include pedestrian and traffic counts. Candidates should be aware of suitable methods for recording counts, including the layout of recording sheets, instructions and the information required to identify the sheet following the count (time, date, location and name of recorder).

Measurement

Candidates should be aware that when they are recording measurements, it is important to plan the layout of the recording sheet, the location of instruments and the sampling methods used to provide reliable data.

Candidates should know what measurement equipment is required, such as the quadrat, the clinometer and the pebbleometer or callipers.

Candidates should be familiar with:

- river measurements of channel width, depth, speed of flow and the size and shape of bedload
- beach studies of beach profile, the size and shape of pebbles and the movement of beach material
- measurement techniques associated with human fieldwork such as survey strategies and pedestrian/traffic counts.

Data presentation techniques

Candidates need to know about the illustrative techniques that can be used to present data. These include various types of graphs, maps and diagrams, for example:

- line graphs
- bar graphs
- divided bar graphs
- histograms, flow diagrams
- rose charts
- isoline maps
- scatter graphs (including best-fit lines)
- pie graphs
- triangular graphs
- radial graphs
- dispersion graphs
- choropleth maps
- kite diagrams
- pictograms.

See also the previous list on page 27 for a list of data presentation techniques.

Analysis and interpretation

Candidates learn how to describe the patterns in data presented in graphs and tables of results. Questions often require candidates to refer to relevant geographical knowledge and understanding when they are interpreting data.

Making effective conclusions, evaluation and suggestions for further work

Using the evidence from the data, candidates should be able to make judgements on the validity of the original hypothesis or the aims of the assignment. They must refer to the reliability of the data collected and give a critical evaluation of the data collection methods chosen, along with suggestions for other possible hypotheses/ guiding questions and extension work.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes 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
Assess	make an informed judgement
Calculate	work out from given facts, figures or information
Compare	identify/comment on similarities and/or differences
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Devise	create a questionnaire to present other information according to specific requirements
Discuss	write about issue(s) or topic(s) in depth in a structured way
Estimate	use judgement to give a unit value to a distance or area
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say 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
Locate	indicate the position of a place, feature or entity from/in a resource
Plan	create a method to obtain or present certain information (such as a questionnaire) according to specific requirements
Plot	mark point(s) on a graph/diagram/map
Predict	suggest what may happen based on available information
Sketch	make a simple freehand drawing showing the key features, taking care over proportions
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

Phrases such as 'How far do you agree ...?' and 'To what extent ...?' may also be seen in the assessment of this syllabus.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied geography.

Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/2217

You can enter candidates in the November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Geography (0460)
- Cambridge IGCSE (9–1) Geography (0976)
- syllabuses with the same title at the same level.

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

Making entries

Exams officers are responsible for submitting entries. 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 access to 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.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Contact us at the start of the course to find out if we can approve an access 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.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

How students and teachers can use the grades

Assessment at Cambridge O 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 or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been reviewed and revised for first examination in 2027.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content

- The content has been divided into physical and human geography topics.
- Some content has been reorganised, added or removed in response to subject expert guidance.
- A new topic on climate change has been added.
- The settlement, water, and weather topics have been removed.
- More focus has been given to sustainability.
- The terms MEDCs and LEDCs have been replaced with HICs, MICs and LICs.
- Case studies have been replaced by detailed specific examples.

Changes to assessment (including changes to specimen papers)

- The subject content has been divided between Paper 1 and Paper 2 for assessment.
- Paper 1 is based upon physical geography and Paper 2 is based upon human geography.
- There will no longer be a specific skills paper. Geographical skills will be tested across all components.
- Paper 2 has been changed to match the Paper 1 format. The number of marks will increase to 75 and the examination will be 1 hour 45 minutes.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2027 are suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



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

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