



**Cambridge Assessment  
International Education**

**Cambridge  
International  
AS & A Level**

# **SYLLABUS**

**Cambridge International AS & A Level  
Law**

**9084**

For examination in June and November 2020, 2021 and 2022.

### Changes to the syllabus for 2020, 2021 and 2022

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

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

**Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.**

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

# Contents

---

Why choose Cambridge Assessment International Education?  
Why Cambridge International AS & A Levels?  
Why Cambridge International AS & A Level Law?  
Teacher support

1	Syllabus content at a glance .....	7
2	Assessment at a glance .....	8
3	Syllabus aims and assessment objectives .....	10
	3.1 Syllabus aims	
	3.2 Assessment objectives	
4	Syllabus content .....	11
	4.1 Structure and operation of the English Legal System	
	4.2 Law of Contract	
	4.3 Law of Tort	
5	Other information .....	17
	Equality and inclusion	
	Language	
	Grading and reporting	
	Entry option codes	

## Why choose Cambridge Assessment International Education?

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

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

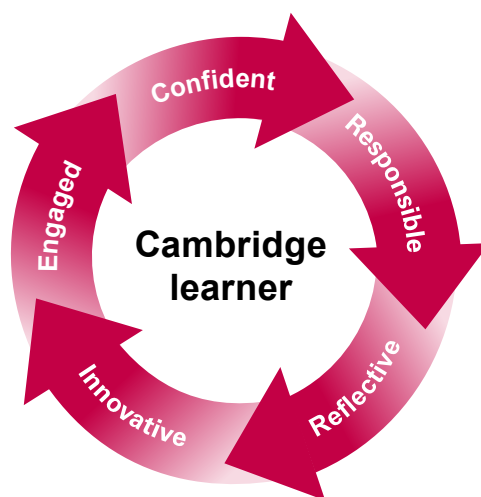
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported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

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

### Cambridge learners

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

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



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](http://www.cambridgeinternational.org/curriculumguide)

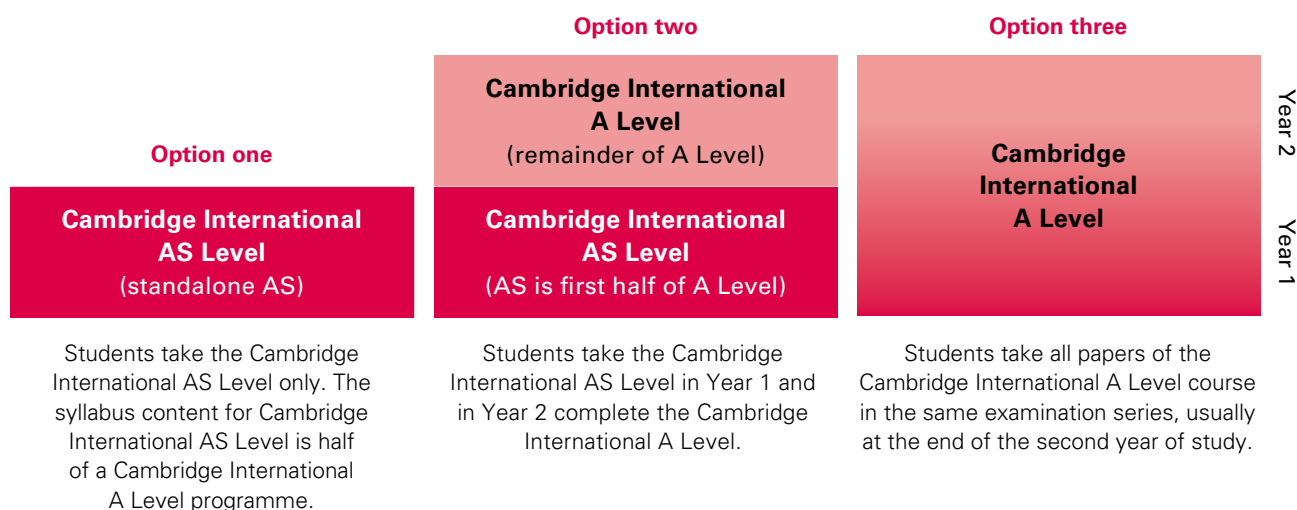
## Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give students building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. 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.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

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

## Why Cambridge International AS & A Level Law?

### About the syllabus

Cambridge International AS & A Level Law is accepted by universities and employers as proof of an understanding of the main principles of the law in England and Wales. Successful Cambridge International AS & A Level Law students gain lifelong skills, including:

- Knowledge and understanding of the English Legal System and, at A Level, Contract Law and Tort Law;
- Ability to analyse realistic scenarios by applying legal concepts, rules and precedents;
- Greater command of language to express interpretation, reasoning, comment and judgement.

### Guided learning hours

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

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

### Prior learning

Candidates beginning this course are not expected to have studied Law previously.

### Progression

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

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

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

#### How can I find out more?

##### If you are already a Cambridge school

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

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

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

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

## Cambridge AICE

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

### Learn more

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

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

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

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

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

Visit our online resource bank and discussion forum at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at [www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)



# 1 Syllabus content at a glance

Candidates for Advanced Subsidiary Level should study the Core syllabus **only**.

Candidates for Advanced Level should study the Core syllabus **and** the Extended syllabus.

	Core topics	Extension topics
	<i>All candidates study these topics:</i>	<i>A Level candidates also study:</i>
<b>Sources of law</b>	<ul style="list-style-type: none"> <li>• Nature and classification of law</li> <li>• Common Law and Equity</li> <li>• Doctrine of precedent</li> <li>• Legislation</li> <li>• Statutory interpretation</li> <li>• Delegated legislation</li> <li>• Human rights</li> <li>• Law reform</li> </ul>	
<b>Machinery of justice</b>	<ul style="list-style-type: none"> <li>• Civil courts</li> <li>• Alternative methods of dispute resolution</li> <li>• Criminal process</li> <li>• Criminal courts</li> <li>• Sentencing principles and sanctions of courts</li> </ul>	
<b>Legal personnel</b>	<ul style="list-style-type: none"> <li>• Barristers and solicitors</li> <li>• Judiciary</li> <li>• Crown Prosecution Service</li> <li>• Role of lay personnel</li> <li>• Lord Chancellor</li> </ul>	
<b>Formation of valid contracts</b>		<ul style="list-style-type: none"> <li>• Nature of contract</li> <li>• Offer and acceptance</li> <li>• Intention</li> <li>• Consideration</li> <li>• Capacity</li> </ul>
<b>Contents of contracts</b>		<ul style="list-style-type: none"> <li>• Types of term</li> <li>• Status of terms</li> <li>• Control of exemption clauses</li> </ul>
<b>Vitiating factors</b>		<ul style="list-style-type: none"> <li>• Vitiating factors</li> <li>• Misrepresentation</li> <li>• Mistake</li> <li>• Passing of title under void and voidable contracts</li> </ul>
<b>Remedies for breach</b>		<ul style="list-style-type: none"> <li>• Common Law</li> <li>• Equitable</li> </ul>
<b>Negligence and occupier's liability</b>		<ul style="list-style-type: none"> <li>• Liability in negligence</li> <li>• Duty of care</li> <li>• Breach of duty</li> <li>• Causation</li> <li>• Occupier's liability</li> <li>• Defences</li> </ul>
<b>Private nuisance and Rylands v. Fletcher</b>		<ul style="list-style-type: none"> <li>• Private nuisance</li> <li>• Rylands v. Fletcher</li> </ul>
<b>Trespass</b>		<ul style="list-style-type: none"> <li>• Trespass to land</li> <li>• Trespass to the person</li> </ul>
<b>Remedies</b>		<ul style="list-style-type: none"> <li>• Common Law</li> <li>• Equitable</li> </ul>

## 2 Assessment at a glance

Centres and candidates may choose to:

- Take all A and AS components at one exam series, leading to the full Advanced Level qualification (Papers 1, 2, 3 and 4) or
- Take the AS components (Papers 1 and 2) at one exam series and, having received the AS qualification, take the additional A2 components (Papers 3 and 4) at a later series, leading to the full Advanced Level qualification or
- Take the AS components only (Papers 1 and 2) at one exam series, leading to the Advanced Subsidiary qualification.

Paper	Weighting	
	Cambridge International AS Level	Cambridge International A Level
<p><b>Paper 1</b> (Structure and operation of the English Legal System) 1 hour 30 mins</p> <p>Candidates answer three essay questions from a choice of six.</p>	60%	30%
<p><b>Paper 2</b> (Data response: the English Legal System) 1 hour 30 mins</p> <p>Candidates answer one question from a choice of two. The paper tests the candidate's ability to apply their knowledge to examine critically and analyse a given case. The data may be drawn from <i>any</i> area of English law.</p>	40%	20%
<p><b>Paper 3</b> (Law of Contract) 1 hour 30 mins</p> <p>Section A: 3 essay questions Section B: 3 scenario-based problem questions</p> <p>Candidates answer three questions: one from Section A, one from Section B and one other.</p>	–	25%
<p><b>Paper 4</b> (Law of Tort) 1 hour 30 mins</p> <p>Section A: 3 essay questions Section B: 3 scenario-based problem questions</p> <p>Candidates answer three questions: one from Section A, one from Section B and one other.</p>	–	25%

## Availability

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

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Centres in the UK that receive government funding are advised to consult the Cambridge International website [www.cambridgeinternational.org](http://www.cambridgeinternational.org) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus.

## 3 Syllabus aims and assessment objectives

### 3.1 Syllabus aims

The aims of the Cambridge International AS & A Level Law syllabus are to:

- Provide an introduction to legal concepts and rules and the machinery involved in their introduction, application and enforcement;
- Encourage candidates to explore and understand the substantive rules of law;
- Explore and critically assess the value of legal rules, processes and institutions;
- Develop skills of communication, interpretation, reasoning and analysis.

### 3.2 Assessment objectives

There are three assessment objectives (AOs) for Cambridge International AS & A Level Law. Candidates are expected to demonstrate:

**AO1: Knowledge and understanding**

An ability to recall, select, use and develop knowledge and understanding of legal principles and rules by means of example and citation.

**AO2: Analysis, evaluation and application**

An ability to analyse and evaluate legal materials, situations and issues and accurately apply appropriate principles and rules.

**AO3: Communication and presentation**

Use appropriate legal terminology to present logical and coherent argument and to communicate relevant material in a clear and concise manner.

In each paper, the relative importance of each assessment objective is different. The percentage of marks for each assessment objective is as follows:

Assessment Objective	Paper 1	Paper 2	Paper 3	Paper 4
AO1: Knowledge and understanding	50	30	50	50
AO2: Analysis, evaluation and application	40	60	40	40
AO3: Communication and presentation	10	10	10	10

---

## 4 Syllabus content

---

### 4.1 Structure and operation of the English Legal System

#### Unit 1: Sources of law

This unit introduces candidates to the principal historical and modern day sources of English law.

1. Nature and classification of law
  - Comparison of law, rules and morals.
  - The main classifications of law in England and Wales: criminal/civil law; public/private and public international/private international law. Rules of law within these classifications.
2. Common Law and Equity
  - The development of the Common Law of England and Wales; Custom.
  - Historical development of Equity and its modern day applications.
3. Doctrine of precedent
  - The doctrine of Stare Decisis.
  - Judicial tools: distinguishing, overruling, reversing.
  - Nature and authority of precedent with examples. Hierarchy of courts.
  - Development of doctrine within House of Lords (Practice Statement 1966) and Court of Appeal (Young's case).
  - Advantages and disadvantages.
4. Legislation
  - Why legislation is necessary (to amend or repeal existing legislation, to change or add to the common law, to codify or to consolidate law). Examples of use in each case.
  - The legislative process.
5. Statutory interpretation
  - The role of the judiciary as interpreters of statutes (Acts of Parliament).
  - Common law rules of interpretation, rules of language, presumptions, intrinsic and extrinsic aids (in particular, Hansard and Pepper v. Hart).
6. Delegated legislation
  - The meaning of and reasons for delegated legislation. Importance and reasons for it as a source of law. Types of delegated legislation.
  - Controls: pre-drafting consultation, parliamentary proceedings, judicial review and publicity.
7. Human Rights
  - Introduction to Human Rights.
  - European Convention on Human Rights; reasons for and application of Human Rights Act 1998; role of European Court of Human Rights.
8. Law reform
  - Impetus for reform: role of Parliament and judges; effect of public opinion and pressure groups.
  - Agencies of reform: role of Law Commission; Royal Commissions and other agencies in outline.

## Unit 2: Machinery of justice

This unit introduces candidates to the institutions and processes involved in the resolution of legal matters.

1. Civil courts
  - Jurisdiction of Magistrates Courts, County Court, Crown Court and High Court.
  - The Appeal Courts and appeals system in general, including the appellate jurisdiction of the Divisional Courts within the High Court.
2. Alternative methods of dispute resolution
  - Tribunals, inquiries, conciliation and arbitration.
  - Reasons for establishment; functions; respective advantages and disadvantages.
  - Control of tribunals.
3. Criminal process
  - Police powers: PACE – stop and search; arrest; detention and treatment of suspects at police station.
  - Right to silence.
  - Pre trial matters: bail, mode of trial, committal proceedings.
4. Criminal courts
  - Role and jurisdiction of Magistrates and Crown Courts.
  - The Appeal Courts and appeals system in general, including appeals to the Divisional Court, Court of Appeal and Supreme Court.
5. Sentencing principles and sanctions of courts
  - Aims of sentencing; purpose and effect of sentences.
  - Types of sentence: custodial, community, fines and discharge, compensation, other powers.
  - Young offenders.

## Unit 3: Legal personnel

This unit introduces candidates to key legal personnel involved in the resolution of legal matters.

1. Barristers and solicitors
  - Independence; role; recruitment; training and education.
  - Overlap of roles.
2. The judiciary
  - Role; recruitment and dismissal; training and education.
  - Judicial independence.
3. The Crown Prosecution Service
  - Function of the service.
4. Role of lay personnel
  - Magistrates: qualifications; selection; training; function in civil and criminal cases; advantages and disadvantages; role of Magistrates' Clerk.
  - Juries: qualifications; role in civil and criminal cases.
  - Alternatives to use of juries.
  - Criticism of the use of lay personnel.
5. Lord Chancellor
  - Appointment; role.

## 4.2 Law of Contract

### Unit 1: Formation of valid contracts

This unit introduces candidates to a key area of substantive law. It explores the nature of contracts and the rules that a court of law applies to determine whether contracts are valid or not.

1. Nature of contract
  - Agreement; unilateral; bilateral; collateral.
2. Offer and acceptance
  - Principles and evidence: offers; invitation to treat; counter offers; requests for information; termination; acceptance.
3. Intention
  - Reason for requirement; presumption and rebuttal in commercial and social/domestic agreements.
4. Consideration
  - Nature and function; sufficiency/adequacy, past, performance of existing duties; promissory estoppel.
5. Capacity
  - Reason for limitation.
  - Minors' contracts: necessities; employment and training; continuing obligations; main provisions of Minors' Act 1987.
  - Corporations, Persons of unsound mind, drunkards: a basic outline.

### Unit 2: Contents of contracts

This unit examines the relative importance of different types of term that contracts may incorporate.

1. Types of term
  - Express; implied (by statute only: Sale of Goods Act 1979 as amended).
2. Status of terms
  - Conditions, warranties, innominate terms.
  - Nature; examples; effects of breach.
3. Control of exemption clauses
  - Common law: rules of incorporation; contra proferentem.
  - Statutory: Unfair Contract Terms Act 1977; Unfair Terms in Consumer Contracts Regulations 1999; Consumer Rights Act 2015.

## Unit 3: Vitiating factors

This unit explores two key factors that can lead to seemingly valid contracts being declared invalid and their inter-relationship.

1. Vitiating factors
  - Reasons; invalidating effect.
2. Misrepresentation
  - Definition; when actionable.
  - Types: innocent; negligent; fraudulent.
  - Effects on validity of contract; remedies at Common Law, in Equity and by statute (Misrepresentation Act 1967).
3. Mistake
  - General rule and exceptions.
  - Operative mistakes: common, mutual (cross purpose), unilateral.
  - Mistakenly signed documents; non est factum.
  - Effect at Common Law and in Equity.
4. Passing of title under void and voidable contracts.
  - General rule.
  - Nemo Dat Rule; sale under voidable title (Sale of Goods Act 1979 as amended).

## Unit 4: Remedies for breach

This unit introduces candidates to the various types of remedy for breach of contract, their purpose and the limitations on their award.

1. Common Law
  - Damages: nature; purpose.
  - Mitigation; remoteness.
2. Equitable
  - Specific performance; specific restitution; injunction.
  - Nature; purpose.
  - Limitations on awards in contract law.



## 4.3 Law of Tort

### Unit 5: Negligence and occupier's liability

This unit offers candidates the opportunity to explore the nature of legal liability in a variety of situations.

1. Liability in negligence
  - Nature and justification: personal; vicarious (outline only \*); joint tortfeasors.
2. Duty of care
  - Neighbour principle; methods of establishing duty; negligent misstatement; nervous shock.
3. Breach of duty
  - Standard of care; subjective considerations.
4. Causation
  - 'But for' test; foreseeability; intervening acts; remoteness.
5. Occupier's liability
  - Standards of care.
  - Lawful visitors: at Common Law; by Statute (Occupier's Liability Act 1957).
  - Unlawful visitors: at Common Law; by Statute (Occupier's Liability Act 1984).
  - Exclusion of liability.
6. Defences
  - Consent: express/implicit; knowledge of nature and extent.
  - Volenti non fit injuria: voluntary nature; effect of Road Traffic Act 1988; rescue situations.
  - Contributory negligence: nature and effect (Law Reform (Contributory Negligence) Act 1948).
  - Inevitable accident; act of God.

\* Vicarious liability: Candidates need to know and be able to comment on and criticise the circumstances under which individuals may not be held solely liable for their own torts. Candidates should be able to explore the employer/employee and the employer/independent contractor relationships as a minimum and understand the rules that mean that the 'employer' can be held vicariously liable for the torts committed by one but not the other. Candidates should know and understand not merely the basic principle but how and why it exists.

### Unit 6: Private nuisance and Rylands v. Fletcher

This unit introduces candidates to an area of the law that regulates behaviour at home and at work as it affects the rights of those around us and enables them to explore the concepts of fault-based and strict liability in tort.

1. Private nuisance
  - Definition; nature of liability; who can sue and be sued.
  - Relevance of locality, utility, sensitivity, duration and malice to liability.
  - Defences: prescription; statutory authority.
2. Rylands v. Fletcher
  - Definition; nature of liability (strict v. fault based); conditions of liability; relationship with nuisance.
  - Defences: consent; act of stranger; statutory authority; act of God; default of claimant.

## Unit 7: Trespass

This unit enables candidates to explore areas that deal with unlawful direct interference with the person and his or her land.

1. Trespass to land
  - Unlawful entry; intention; continuing trespass.
  - Defences: lawful authority; licence; right of entry.
2. Trespass to the person
  - Assault and battery: elements; conditions of liability; defences of consent, lawful authority and necessity.
  - False imprisonment: elements; conditions of liability; defence of lawful detention (powers to arrest and detain in outline).

## Unit 8: Remedies

This unit introduces candidates to the various types of remedy in tort, their purpose and the limitations on their award.

1. Common Law
  - Damages: nature; purpose.
  - Mitigation; remoteness.
2. Equitable
  - Specific performance; specific restitution; injunction.
  - Nature; purpose.
  - Limitations on awards in the law of tort.

---

## 5 Other information

---

### Equality and inclusion

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

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

### Grading and reporting

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

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

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

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

For the assessment of languages other than English, Cambridge International also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

## Entry option codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the entry option code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry option codes can be found in the *Cambridge Guide to Making Entries*.

Cambridge Assessment International Education  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

® IGCSE is a registered trademark.

Copyright © UCLES September 2017