



# CAMBRIDGE

International Education

## Syllabus

# Cambridge International AS Level English General Paper 8019 for centres in Mauritius

Use this syllabus for exams in 2028, 2029 and 2030.

Exams are available in the November series.



### 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.

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# Why choose Cambridge?

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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 2028, 2029 and 2030, go to page 22.**



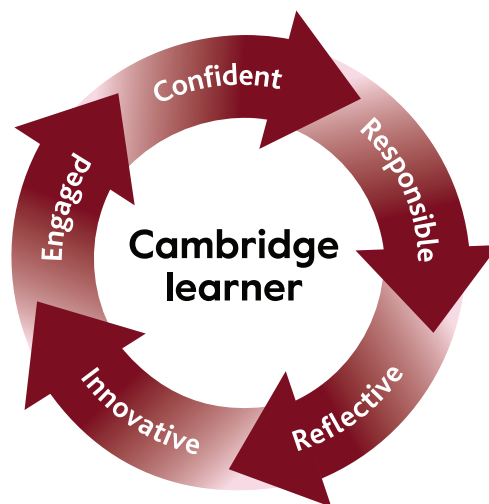
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

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

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS Level English General Paper** develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects, and these skills equip them well for progression to higher education or directly into employment.

Our approach in Cambridge International AS Level English General Paper supports the development of learners who are:

**confident**, explaining, analysing and evaluating multi-disciplinary issues and communicating arguments

**responsible**, seeking a wide range of knowledge and opinions from varied sources, directing their own learning

**reflective**, considering and reflecting upon a diverse range of ideas and incorporating these into their responses

**innovative**, creating their own ideas and style as they explore topics and express ideas in writing

**engaged**, developing informed opinions and engaging with the challenges of our dynamic world.

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

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

## 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. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

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

### A choice of assessment routes

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

Cambridge International AS Level English General Paper helps to provide transferable skills which support further subject-specific study. This syllabus also promotes an ability to communicate in written English, relevant to the study of a wide range of courses in higher education. It is suitable for learners intending to enter employment or further study, or as part of a course of general education.

Visit **[www.cambridgeinternational.org/recognition-search](http://www.cambridgeinternational.org/recognition-search)** and university websites for the most up-to-date higher education entry requirements.

Learn more: **[www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)**

## Supporting teachers

### Support materials

We provide a wide range of resources so that you can give your students the best possible preparation for Cambridge International AS & A Level.

Find out more on the School Support Hub at <https://schoolsupporthub.cambridge.org>, our secure online site for teachers (username and password required).

### Endorsed resources

We work with a range of publishers to provide a choice of high-quality resources to help teachers plan and deliver Cambridge programmes and qualifications. All Cambridge endorsed resources have been through a detailed quality assurance process to make sure they closely reflect the syllabus and provide a high level of support for teachers and learners. Textbooks endorsed to support AS Level English General Paper 8021 are suitable for use with this syllabus.

### Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

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## 2 Syllabus overview

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### Aims

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

Students following a course based on this syllabus will:

- develop understanding and build a confident working knowledge of English in the context of contemporary topics
- consider and explore a broad range of topics in local, national and international contexts
- develop a wider awareness of contemporary issues through reading sources from different perspectives
- develop skills of independent thinking and reasoning
- develop the skills of interpretation, analysis, evaluation and persuasion
- develop skills in writing structured arguments, presenting reasoned explanations and selecting appropriate information to provide evidence
- develop the ability to present a point of view clearly, and consider and reflect upon the views of others.

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

Learners will have the opportunity to gain knowledge and understanding of issues in these three broad topic areas:

1. Economic, historical, moral, political and social issues
2. Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
3. Literature, language, the arts, crafts, and the media.

Learners consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects.

Through the study of these broad topic areas, learners develop effective reading and writing skills in English. They work with information, ideas and opinions. They analyse and evaluate opinions and ideas. They also learn how to build an argument. These skills are all highly transferable and will help learners in other subjects they are studying, and equip them for higher education or employment.

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

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



## Assessment overview

AS Level candidates take two compulsory papers.

Candidates take both papers in the same exam series. Candidates are eligible for grades a–e.

### Paper 1

Essay 1 hour 15 minutes  
40 marks

Candidates answer one essay question from a choice of 10.

Externally assessed  
50% of the AS Level

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### Paper 2

Comprehension 1 hour 45 minutes  
50 marks

Candidates answer two compulsory questions based on a variety of different reading material.

Externally assessed  
50% of the AS Level

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Selection and application of information

- Demonstrate understanding of information (explicit and implicit) from a variety of material.
- Identify, select and use relevant information and examples for specific purposes.
- Apply information that exemplifies ideas and opinions.

### AO2 Analysis and evaluation

- Demonstrate the ability to interpret meaning, language and information in their context.
- Develop explanations using information and examples.
- Analyse and evaluate arguments and make supported judgements.

### AO3 Communication using written English

- Write structured responses using appropriate language.
- Communicate information, ideas and opinions clearly and accurately.
- Construct cohesive and organised responses, linking ideas and arguments.

## 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 AS Level %
AO1 Selection and application of information	29
AO2 Analysis and evaluation	33
AO3 Communication using written English	38
Total	100

### Assessment objectives as a percentage of each paper

Assessment objective	Weighting in papers %	
	Paper 1	Paper 2
AO1 Selection and application of information	25	34
AO2 Analysis and evaluation	25	41
AO3 Communication using written English	50	25
Total	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, texts, 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.

### Topics

The syllabus sets out broad topics. The broad topics provide meaningful and stimulating contexts for skills development. These enable candidates to integrate knowledge and understanding from other subjects and to view issues from a range of perspectives.

Within these broad topics, there are suggested areas to explore. **Teachers do not need to cover all the suggested areas when teaching the course.** Teachers are encouraged to use their learners' interests, their studies in other subjects and the broader educational aims within their school or national context to design a course which is enjoyable, supports their learners' broader education and creates responsible and engaged learners.

The topics you choose should be age-appropriate for your learners and be suitable for the stage of their learning journey within the Cambridge Pathway or local curriculum framework.

In Paper 1, candidates will be assessed on how they use their knowledge and understanding of the topics and suggested areas to support their arguments and show understanding of a wide range of issues.

These broad topics may be useful in preparation for Paper 2. However, the exam material will provide candidates with all the material necessary to answer the questions.

### 1 Economic, historical, moral, political and social issues

Suggested areas to explore:

- The role and value of history in modern society
- Wars, conflicts and terrorism
- Political systems, leadership, nationalism and forms of government
- International co-operation
- Charity and aid
- Justice and the justice system; prison and rehabilitation
- The role of the individual in society
- Family, marriage and partnerships, social pressure, class and social attitudes
- Globalisation and its impacts
- Wealth and equality in society
- Population and migration
- Education
- The role of the state in people's welfare
- Sport and leisure

continued

## **1 Economic, historical, moral, political and social issues** continued

- Work and employment
- Industry and commerce
- Freedom of speech, thought and action
- Human rights
- Animal welfare
- Matters of conscience, faith and tolerance

## **2 Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics**

Suggested areas to explore:

- Medical and scientific advances and their ethics
- The testing and provision of medicine
- Diet, health education and provision of healthcare
- Space exploration and its associated industry
- Information and communications technology, including artificial intelligence (AI)
- The use of technology in daily life
- Surveillance and privacy
- Environmental concerns
- Sustainable development
- Disaster events, including mitigation and management
- Rural and urban concerns
- Food and water security
- Transport, travel and tourism
- The uses and applications of economics and mathematics

## **3 Literature, language, the arts, crafts, and the media**

Suggested areas to explore:

- Literature
- Non-fiction writing
- Language and culture
- Performing arts, music and entertainment
- Visual arts, including design and fashion
- Arts institutions and venues
- Traditional arts and crafts
- Print and digital media
- Social media
- Advertising
- Censorship and freedom of the media and the arts

## Skills

This is a skills-based subject, and schools are encouraged to develop the skills required for the assessment through a variety of teaching methods, which may include research, collaboration and discussion as well as reading and writing practice. Learners are encouraged to read a rich variety of texts and text types during the course, and to use knowledge gained from these activities to inform and improve their own writing, including the development of a wide range of appropriate vocabulary in English.

Each paper tests all the assessment objectives:

AO1 Selection and application of information

AO2 Analysis and evaluation

AO3 Communication using written English.

These assessment objectives can be broken down into skills which need to be developed throughout the course.

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

## Paper 1 Essay

### Selection and application of information

Develop skills that allow candidates to:

- identify and understand the key terms in the question, and understand the scope and any restrictions in the question
- understand that there may be different points of view on a topic that may differ between groups of people in society, between traditional and contemporary perspectives, or between local, national and international contexts
- apply information to provide specific details that answer the question
- use examples to support or counter a range of arguments and develop ideas.

### Analysis and evaluation

Develop skills that allow candidates to:

- make supported judgements by developing reasoned arguments using information and examples
- analyse different aspects of the argument by breaking it down into distinct parts
- discuss different viewpoints and perspectives such as those of different social or political groups or historical or ethical dimensions
- evaluate the relative importance of different parts of the argument
- structure an essay to logically connect different elements of the argument and lead to a judgement
- form a conclusion that brings together different threads of an argument to answer the question.

### Communication using written English

Develop skills that allow candidates to:

- structure a response including punctuation, paragraphing and logical connectors within the conventions of essay writing
- express ideas clearly and coherently with control and accuracy
- use appropriate vocabulary and a formal register suitable for an essay.

## Paper 2 Comprehension

The comprehension paper has two sections. Section A tests logical reasoning and making connections between pieces of information, and Section B tests comprehension. Both sections require the development of related skills.

Candidates should also learn to write responses for a variety of purposes. These might include explanation, description, summary, analysis, evaluation and persuasion.

### Selection and application of information

Develop skills that allow candidates to:

- select relevant information
- identify, understand and interpret information from a variety of sources
- understand implicit and explicit information, and identify opinions, emotions, bias and conflicts of interest
- apply information to:
  - provide specific details that answer the question
  - persuade by using facts, statistics and expert opinions.

### Analysis and evaluation

Develop skills that allow candidates to:

- analyse the meaning of words and language features used in their context
- make a judgement on what is most relevant to a question
- develop explanations or justifications
- summarise pieces of information
- develop persuasive arguments using information from the text and their own ideas.

### Communication using written English

Develop skills that allow candidates to:

- write for a specified audience
- use structure and language for a variety of purposes
- communicate information clearly and concisely
- use persuasive language features, e.g. emotive language, inclusive language, calls to action, rhetorical questions and certainty.

**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

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## 4 Details of the assessment

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Candidates take both papers in the same exam series.

Dictionaries may **not** be taken into the examinations.

### Paper 1 – Essay

#### **Written paper, 1 hour 15 minutes, 40 marks**

There are 10 questions in total. Candidates choose **one** question.

Candidates are advised to write an essay of 600–700 words in a formal essay style.

Questions will encourage a range of possible responses.

There are three broad topic areas, and the paper has questions from each topic.

- 1 Economic, historical, moral, political and social issues
- 2 Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
- 3 Literature, language, the arts, crafts, and the media.

Candidates do **not** need to be prepared for all the topics and topic areas. Wherever possible, teachers are encouraged to use the learners' interests and their studies in other subjects to guide them in their preparation for this exam.

All three assessment objectives are assessed.

Up to 20 marks are awarded for AO1: Selection and application of information and AO2: Analysis and evaluation.

Candidates are assessed on how they:

- use knowledge of a topic to answer the chosen question
- create and develop an argument, using logical reasoning and linking this with their examples and information
- evaluate and analyse the different parts of their argument, considering different points of view or perspectives
- use relevant information and examples to support their argument.

Up to 20 marks are awarded for AO3: Communication using written English.

Candidates are assessed on:

- how clearly and accurately responses are communicated
- how the essay is organised, helping the reader to follow the arguments and see the progression of ideas and arguments within and between paragraphs
- communication in English, including the range of appropriate vocabulary and grammatical constructions
- their ability to use a register which is formal and appropriate to an academic essay.

Paper 1 is worth 50% of the qualification.

## Paper 2 – Comprehension

**Written paper, 1 hour 45 minutes, 50 marks**

This paper has two sections.

Candidates must answer **all** questions.

All questions will be based on unseen material. The texts may come from print(ed) media or online sources, for example, reports, reviews, essays, blogs, adverts and reported speech. Other material may include, for example, diagrams, graphs, data and notes.

The unseen material will consist of two sections: material for Section A and material for Section B. Both sets of material may have multiple parts. The material will not be more than approximately 1600 words in length. The number of words does not include any introductory notes or glossary notes.

Candidates are required to show understanding by reading for explicit and implicit meaning.

Section A: 20 marks.

Section A consists of short-answer questions and structured questions based on a set of related material which might include non-text resources such as graphs, diagrams, etc. Candidates are required to analyse, interpret and use information from multiple sources to respond to the tasks set. Candidates may be required to explain what is meant by identified words or phrases.

Section B: 30 marks.

Section B consists of short-answer questions and an extended writing task based on one longer text or two texts on a single topic. Candidates may be required to explain what is meant by identified words or phrases. There will be a persuasive task set on the same topic as the text which will require candidates to write up to 150 words.

All responses to tasks in Sections A and B should be in continuous prose where appropriate, i.e. using full sentences, and show communication skills appropriate for entering employment or further study. Responses in note form may not get full credit.

All three assessment objectives are assessed.

Paper 2 is worth 50% of the qualification.



## 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
<b>Analyse</b>	examine in detail to show meaning, identify elements and the relationship between them
<b>Assess</b>	make an informed judgement
<b>Compare</b>	identify/comment on similarities and/or differences
<b>Consider</b>	review and respond to given information
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Discuss</b>	write about issue(s) or topic(s) in depth in a structured way
<b>Evaluate</b>	judge or calculate the quality, importance, amount, or value of something
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory
<b>Identify</b>	name/select/recognise
<b>Justify</b>	support a case with evidence/argument
<b>State</b>	express in clear terms
<b>Suggest</b>	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
<b>Summarise</b>	select and present the main points, without detail

Phrases such as 'To what extent ...' may also be seen in the assessment for this syllabus.

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## 5 What else you need to know

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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.

### Before you start

#### Previous study

We recommend that learners starting this course should have completed a broad range of subjects equivalent to Cambridge IGCSE™ or Cambridge O Levels, including English.

#### Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level. 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

You can enter candidates in the November exam series.

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:

- syllabuses with the same title at the same level.

### Making entries

#### 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. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

## Retakes

Candidates can retake Cambridge International AS Level as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**.

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

## 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.

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. 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. This is explained in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

## After the exam

### Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest 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 and certificates, Cambridge International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

**School feedback:** 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

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

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

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

## Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been reviewed and revised for first examination in 2028.

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

<b>Changes to syllabus content</b>	<ul style="list-style-type: none"><li>• The syllabus aims have been revised.</li><li>• The assessment objectives have been updated and the weighting in each paper has been adjusted slightly.</li><li>• The syllabus content has been revised and some of the areas to explore have been updated.</li><li>• The skills content has been updated to provide more support to teachers and clarify the skills required for each paper.</li></ul>
<b>Changes to assessment (including changes to specimen papers)</b>	<p>Paper 1: Essay</p> <ul style="list-style-type: none"><li>• The total marks have changed from 30 marks to 40 marks.</li><li>• The marking grid has been revised with 20 marks for AO1 Selection and application of information and AO2 Analysis and evaluation, and 20 marks for AO3 Communication using written English.</li><li>• The balance of assessment objectives tested in this paper has changed slightly. There will now be more marks for AO3 Communication using written English.</li><li>• The number of questions, the suggested word count and the duration of the paper remain the same.</li><li>• Candidates now answer on the question paper.</li></ul> <p>Paper 2: Comprehension</p> <ul style="list-style-type: none"><li>• The paper now has two sections:<ul style="list-style-type: none"><li>– Section A – Logical reasoning (20 marks)</li><li>– Section B – Comprehension (30 marks).</li></ul></li><li>• The balance of assessment objectives tested in this paper has changed slightly.</li><li>• The 10-mark question in Section A has been removed. There is a new 12-mark persuasive question in Section B.</li><li>• The marking grid used for the 12-mark persuasive writing question is new.</li></ul>

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 8021 AS Level English General Paper syllabus for examination from 2028 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.



### 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/](https://www.cambridgeinternational.org/about-us/our-standards/)

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

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

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