



CAMBRIDGE
International Education

Syllabus

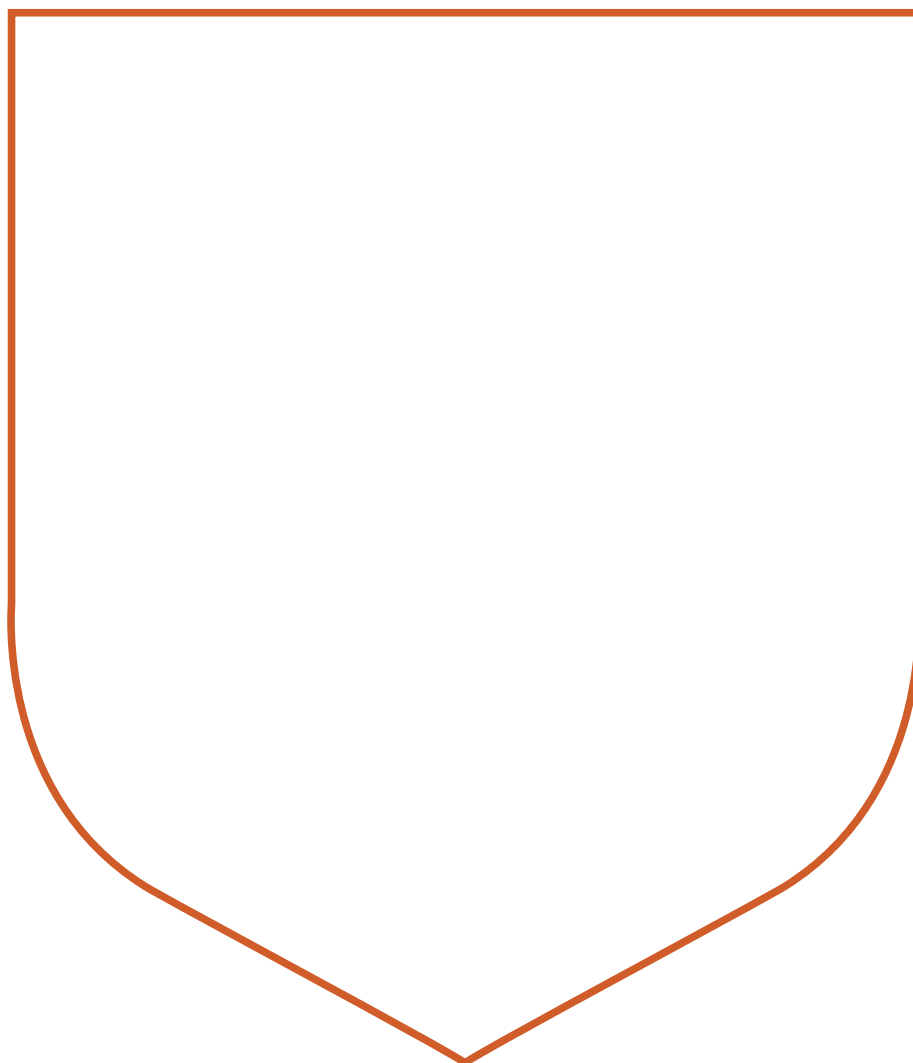
Cambridge O Level

History (Mauritius and Modern World Affairs) 2162

for centres in Mauritius

Use this syllabus for exams in 2028.

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.

Cambridge
Pathway 

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 2028, go to page 20.



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 History syllabus improves candidates' knowledge and understanding of human activities in the past, linking them with the present. This provides a basis for further study and encouraging a life-long interest in the subject. Candidates build both their historical knowledge and their skills in using historical concepts and explanatory tools. This syllabus aims to provide candidates with an understanding of the strategic, economic, political, social and religious factors that have affected the history and contributed to the making of present-day Mauritius.

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

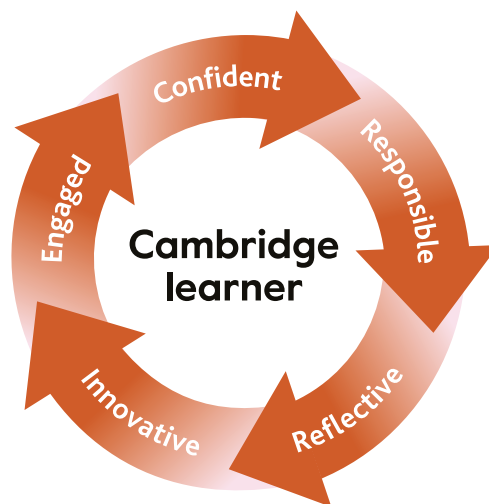
confident in working with information and ideas – their own and those of others

responsible for themselves, responsive to and respectful of others

reflective as learners, developing their ability to learn

innovative and equipped for new and future challenges

engaged intellectually and socially, ready to make a difference.



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 History 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 History.

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

Support materials

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

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers (username and password required). If you do not have access, speak to the School Support coordinator at your school.

Training

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

2 Syllabus overview

Aims

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

The aims of Cambridge O Level History (Mauritius and Modern World Affairs) are to:

- stimulate an interest in and enthusiasm for the study of history
- promote the acquisition of knowledge and understanding of human activity in history, linking it, as appropriate, with the present
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts such as cause and consequence, continuity and change, similarity and difference
- encourage the development of analytical skills and the ability to explain historical issues and events
- provide a sound basis for further study and the pursuit of personal interest
- encourage national and international understanding.

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.



Assessment overview

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

All candidates take:		and:	
Component 1	2 hours	Component 2	1 hour 15 minutes
Mauritius and Modern World Affairs	66%	International Relations and Developments	33%
80 marks		40 marks	
Candidates answer four questions. They must answer at least one question from		This source-based paper contains five questions on a sub-section of syllabus content in	
Section A and at least two questions from Section B.		Section A: International Relations and Developments.	
Externally assessed		Candidates answer all questions.	
		Externally assessed	

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

Assessment objectives

The assessment objectives in Cambridge O Level History (Mauritius and Modern World Affairs) are:

AO1: an ability to recall, select, organise and deploy knowledge of the syllabus content

AO2: an understanding of and an ability to analyse and explain:

- cause and consequence, continuity and change, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

AO3: an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

Relationship between assessment objectives and components

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Weighting for qualification (approximate %)
AO1	40	0	33%
AO2	40	0	33%
AO3	0	40	33%

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 texts, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Section A: International Relations and Developments

1 The 1919–20 peace settlement and international relations in the 1920s

- The aims of Woodrow Wilson, George Clemenceau and Lloyd George
- The Treaty of Versailles and treaties of Saint-Germain (1919), Neuilly (1919), Trianon (1920), Sèvres (1920) and Lausanne (1923)
- The impact of the treaties
- International agreements of the 1920s

2 The League of Nations

- The structure and organisation of the League of Nations
- The strengths and weaknesses of the League of Nations
- Successes and failures of the League of Nations in the 1920s
- The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia

3 The Second World War

- The causes of the war, including Hitler's foreign policy, British and French appeasement of Hitler, the Nazi–Soviet Pact
- The main phases of the war: German victory in the west and the survival of Britain, 1939–40; Operation Barbarossa and the defeat of Germany in Russia, 1941–44; the War in the Pacific, 1941–45; the defeat of Germany, 1944–45
- The reasons for the Allied victory
- The nature of 'Total War'
- The Holocaust

4 The Cold War

- The origins of the Cold War, including Yalta and Potsdam
- Soviet foreign policy in Europe in the early post-war period, 1945–55
- The foreign policy of America and its allies in Europe, 1945–55
- The U2 spy plane incident and the building of the Berlin Wall
- The globalisation of the Cold War, including Cuba and Vietnam
- Détente
- Gorbachev and the end of the Cold War

5 The United Nations and recent world affairs

- The structure and organisation of the United Nations
- The strengths and weaknesses of the United Nations
- Successes and failures of the United Nations, including the Korean War and the Congo Crisis, 1960–64
- Saddam Hussein, the invasion of Kuwait and the First Gulf War

Section B: History of Mauritius

A knowledge of certain basic themes is essential to the understanding of the History of Mauritius. These include:

- The island's strategic importance in the Indian Ocean.
- The dominant role of sugar in the economic life of the island, and its impact on political and social life.
- The cultural pluralism of the island's population.
- The work and importance of the leading figures of the country's history.

Teachers should

- emphasise the importance and relevance of these themes throughout the syllabus
- encourage students to develop analytical skills to develop historical narrative using a range of sources
- recognise the role and contribution of leading individuals to the historical process
- recognise the importance of new evidence towards the understanding and interpretation of the past.

In addition to published materials, candidates are encouraged to refer to additional source material where appropriate to inform their studies.

1 Ile de France 1715 to 1810

- Trade and Agriculture in Ile de France and the development and importance of Port Louis – the roles of Mahé de Labourdonnais, Pierre Poivre and the development of the Code Decaen.
- Aspects of slavery: slave trade, slave origins, slave occupations, conditions of slaves, resistance strategies such as maroonage.
- The impact of the French Revolution.
- Anglo-French rivalry in the Indian Ocean and events leading to British conquest of Ile de France and its immediate consequences.

2 British Mauritius from 1810 to 1922

- The sugar industry and economic expansion (including the morcellement process and the emergence of the small planter class).
- Abolition of slavery: causes and consequences, apprenticeship and its aftermath. The parts played in this process by Adrien d'Epinau and John Jeremie. The contributions of Père Laval and Rémy Ollier in the post-emancipation process.
- Indian immigration, the indentured labour system, working and living conditions on sugar estates: problems and solutions; the attitudes of Governor Sir Arthur Gordon; the activities of Adolphe de Plevitz.
- Factors affecting the development and growth of Port Louis.
- The Council of Government 1810–31, including the role of Sir Robert Farquhar and political and constitutional developments 1885–1922; the actions of Sir John Pope Hennessy; enlargement of the Council; elected members; 'Democrats' vs. 'Oligarchs' – the role of Eugene Laurent and Manilal Maganlal Doctor.
- Dependencies (Rodrigues and the Outer Islands): settlement and colonisation.

3 Towards a modern Mauritius: 1922 to 2000

- Labour movements and growth of trade unionism; the parts played by Harryparsad Ramnarain and Emmanuel Anquetil.
- Sociocultural movements and political emancipation; the parts played by Sir Abdool R Mohamed and Prof. B Bissoondoyal.
- Renganaden Seeneevassen and political advances and constitutional developments up to independence; the significant parts played by Sir Charles Gaëtan Duval, Dr Maurice Curé, Pandit Sahadeo, Emmanuel Anquetil, Guy Rozemont, Sookdeo Bissoondoyal and Jules Koenig and Governors Sir Donald Mackenzie-Kennedy, Dr Seewoosagur Ramgoolam and Sir Bede Hugh Clifford.
- Demographic change, economic and social conditions and development of the welfare state under Sir Seewoosagur Ramgoolam.
- Economic development since independence including agricultural diversification, industrial growth (manufacturing), Professor Edouard Lim Fat and the development of the EPZ Sector, Amédée Maingard and the development of tourism, and modern developments in communications.
- Political developments after independence including local government, the premiership of Dr Navin Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérénger's leadership until 2000.
- Modernisation of the State: constitutional changes: the Republic.

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

All candidates take two components: Component 1 and Component 2.

Components	Weighting (approximate)
Component 1: Mauritius and Modern World Affairs 2 hours Section A: International Relations and Developments A choice of four questions. Section B: History of Mauritius Ile de France 1715 to 1810 A choice of four questions. British Mauritius from 1810 to 1922 A choice of four questions. Towards a modern Mauritius: 1922 to 2000 A choice of four questions. Candidates answer four questions. They must answer at least one question from Section A and at least two questions from Section B . Each question is structured in two parts: part (a) and part (b). Candidates must answer both parts of their chosen questions. Part (a) requires candidates to demonstrate an ability to recall, select, organise and deploy knowledge of the syllabus content (10 marks). Part (b) requires candidates to show an understanding of and ability to analyse and explain: cause and consequence, continuity and change, similarity and difference; and the motives, emotions, intentions and beliefs of people in the past (10 marks). 80 marks Externally marked	66%

Components	Weighting (approximate)
Component 2: International Relations and Developments	33%
1 hour 15 minutes	
<p>This source-based paper contains five questions on a sub-section of syllabus content in Section A: International Relations and Developments.</p> <p>Candidates answer all questions.</p> <p>The sub-section on which the paper is set will change every year.</p> <p>For examination in 2028, the sub-section is:</p> <p>The Cold War</p> <p>Up to five sources will be set. Both primary and secondary sources may be used and sources may be simplified where necessary. Obscure terms will be defined.</p> <p>All questions require candidates to demonstrate an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context. Candidates are expected to refer closely to the sources in their answers.</p> <p>40 marks</p> <p>Externally marked</p>	

5 Appendix

Resources for students and teachers

Textbook for students

Adison, J and Hazareesingh, K, *A New History of Mauritius*, EOI, 2nd reprint, 1999

References for students and teachers

Barnwell, P J and Toussaint, A, *A Short History of Mauritius*, Longman, Green & Co., 1949

Dayachand, Napal, *Dutch Mauritius and Ile de France (1638–1810)*, Hart Printing, 1980

Dayachand, Napal, *British Mauritius (1810–1948)*, Editions Le Printemps Lté, 1994

Deerpalsingh, S and Carter, M (ed.), *Select Documents on Indian Immigrants*, Mahatma Gandhi Institute, Moka, c1994–c1996

Nagapen, Amédée, *Histoire de la Colonie: Ile de France/Ile Maurice (1721–1968)*, Port-Louis, 1996

Patureau, J Maurice, *Histoire économique de l'île Maurice*, Press Henry and Cie Ltd, Les Pailles, 1988

Selvon, A, *Comprehensive History of Mauritius*, Mauritius Printing Specialists (Pte.) Ltd., 2001

Toussaint, A, *Histoire de Maurice*, Presses Universitaires de France, 1974

Toussaint, A, *Histoire des Iles Mascareignes*, PUF, 1972

Varma, M N, *The Making of Mauritius*, Nice Printing, Port-Louis, 1976

Resources for teachers

Teelock, V, *Mauritian History: From its Beginnings to Modern Times*, Mahatma Gandhi Institute (MGI), Moka, 2009

References for teachers on specific topics in the syllabus

Allen, Richard B, *Slaves, Freedmen, and Indentured Labourers in Colonial Mauritius*, Cambridge University Press, 1999

Bissoondoyal Uttama, (ed.) *Indian Labour Immigration International Conference of Indian Labour Immigration*, October 1984, MGI Moka, 1986

Bissoondoyal Uttama, (ed.) *Indians Overseas: The Mauritian Experience*, MGI Moka, 1984

Bowman Larry, *Mauritius: Democracy and Development in the Indian Ocean*, Westview Press, 1991

Carter, M, Anderson C, et al., *Colouring the Rainbow: Mauritian Society in the Making*, Port-Louis, CRIOS/ALFRAN 1998

Chan Low J, Series of articles including '*The Making of a Constitution*' covering the period 1959–63, delivered/published 1996–99

Chan Low J, Conference papers on: '*Democratizing Politics in a Smaller Plural Territory: British Policy towards the Constitutional Evolution of Mauritius*', 8–12, December 1998, MGI, and '*The Transfer of Power and the Decolonisation Process: The Mauritian Experience*', January 2000

Houbert, Jean, '*The Indian Ocean Creole Islands: Geo-Politics and Decolonisation*', *Journal of Modern African Studies*, 30:3, 465–84, September 1992

Ly Tio Fane Huguette, *Lured Away: The life history of Indian cane workers in Mauritius*, MGI, Moka, 1984

Lamusse Roland, *The Supremacy & Twilight of the Mauritius Sugar Industry*, Osman Publishing, 2011

North-Coombes, Alfred, *A History of Sugar Production in Mauritius*, Floreal, 1993

Simmons Adele, *Modern Mauritius, the Politics of Decolonization*, Bloomington, 1982

Teelock, V, *Bitter Sugar: Sugar & Slavery in 19th Century Mauritius*, MGI, Moka, 1998

Varma, M N, *The Political History of Mauritius Vol. 1 (1883–1983)*, Bahadoor Printing, Pailles

Rodrigues

North-Coombes, Alfred, *The Island of Rodrigues*, Book Printing Service, Port Louis, 1971 (2nd edition, 2002)

Jauze, Jean-Michael, *Rodrigues: La Troisième Ile des Mascareignes*, L'Harmattan, 1998

Local Government

Dukhira, Chit, *History of Mauritius: Experiments in Democracy*, 2002

Outer Islands: Agalega and the Chagos Archipelago

Jahangeer-Chojoo, Aameena and Bablee, Diana, 'The Outer Islands of Mauritius. A Historical Perspective', paper presented at the Conference *Multi-Insular Mauritius, A New Focus*, 10–11 December 2002

6 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.

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.

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

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:

- Cambridge IGCSE History (0470)
- Cambridge O Level History (2147)
- Cambridge O Level History (Singapore) (2174)
- 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

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 the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, 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.

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

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
- 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*, 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 2028

The syllabus has been updated. This is version 1, published September 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value. This syllabus has been reformatted. There are no changes to the content or assessment.

Changes to syllabus content

- The topic sub-section for component 2 has been updated for assessment in 2028. Please see the details on page 14.

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/



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.

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