



CAMBRIDGE

International Education

Syllabus

Cambridge International AS Level

US Government & Politics

Syllabus code 8293

for centres in the United States of America

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

Exams are available in the June series.

This syllabus includes digital exams.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/8293 to see if this syllabus is available in your administrative zone.



Version I

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

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

Qualifications that are recognized and valued worldwide

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

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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

This syllabus is new (Version 1). There are therefore no changes to this syllabus.

Any textbooks endorsed to support the syllabus for examination from 2028 are suitable for use with this syllabus.

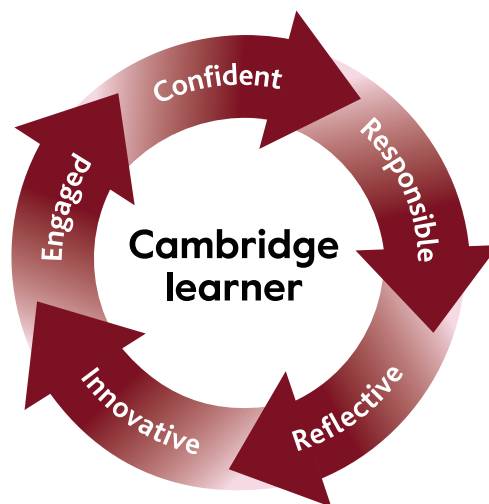
1 Why choose this syllabus?

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 program 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 US Government & Politics enables students to become aware of the relevance, role, and traditions of U.S. government and politics and encourages their interest in becoming engaged citizens.

Learners develop transferable skills. These include the ability to evaluate evidence and present clear and logical arguments, as well as equipping students in a wide range of subjects and real-world situations.

Our approach in Cambridge International AS Level US Government & Politics supports the development of learners who are:

confident, developing the ability to make judgments and to analyze, interpret, and evaluate key documents and political data

responsible, acquiring knowledge and skills through independent inquiry, critical thinking, and debate

reflective, critically examining political ideas, institutions, and procedures and evaluating their own assumptions and interpretations. Using reflection on constitutional debates to deepen their understanding of how governance and civil society are shaped

innovative, exploring different ways to address political questions, developing original lines of reasoning and presenting solutions through clear, logical argument

engaged, developing their interest in government and politics and broadening their knowledge and understanding of civic life and political participation.

School feedback: “Cambridge students develop a deep understanding of subjects and independent thinking skills.”

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding, or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS Level US Government & Politics are:

- **Political authority and its limits**
The power that government holds to create and enforce laws and the limits that prevent any single branch or level of government from gaining unchecked power.
- **Independence of thought**
The ability for individuals to hold and express their own political beliefs based on evidence, reasoning, and personal values, helping them make informed decisions about public issues and leadership.
- **Civic literacy**
The importance of citizens having the knowledge and understanding of how the government works to effectively participate in democratic life.
- **Political participation**
The importance of how the nation's political system requires active engagement from citizens and other groups.

Qualifications that are recognized 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 recognize 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 recognize 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.

Cambridge AS Level US Government & Politics is a standalone qualification which provides transferable skills to support further study of politics, law, or related disciplines.

Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in politics or law or some other subjects. It is also suitable as part of a course of general education.

Visit **www.cambridgeinternational.org/recognition-search** and university websites for the most up-to-date higher education entry requirements.

Learn more: **www.cambridgeinternational.org/recognition**

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources, and assessment. Our high-quality teaching support helps to maximize 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. Your exams officer can provide you with a login.

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

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

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

Professional development

Find the next step on your professional development journey:

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

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

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



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- expand their knowledge and understanding of political ideas, institutions, and procedures
- evaluate the structure and functions of the federal government, including the roles of Congress, the President, the executive bureaucracy, and the Supreme Court
- explore the evolution of political beliefs and social movements that have shaped the political system
- appreciate alternative political perspectives and the role of debate, compromise, and conflict in shaping public policy
- discover a wide variety of approaches to studying government and politics, including the analysis of political texts, research data, and Supreme Court case studies
- develop independent thinking and make informed judgments on political issues
- understand the importance of civic engagement and the responsibilities of citizenship in a democratic society
- build a strong foundation of knowledge and skills for further study of politics, law, or related disciplines.

We are an education organization and politically neutral. The contents of this syllabus, examinations and associated materials do not endorse any political view. We endeavor to treat all aspects of the exam process neutrally.



Content overview

Component 1 – Government

- 1 The Constitution
 - 1.1 Democracy and the American Revolutionary Era
 - 1.2 Articles of Confederation and the Need for the Constitutional Convention
 - 1.3 Constitutional Debates and Checks and Balances
 - 1.4 Federalism
- 2 Institutions of Government
 - 2.1 Legislative Branch
 - 2.2 Executive Branch
 - 2.3 Judicial Branch

Component 2 – Politics

- 3 Features of Politics
 - 3.1 Political Beliefs and Political Parties
 - 3.2 Political Participation
 - 3.3 Interest Groups
 - 3.4 The Media
- 4 Constitutional Protections and Civil Rights
 - 4.1 First Amendment Rights
 - 4.2 Second Amendment Rights
 - 4.3 Other Civil Liberties in the Bill of Rights
 - 4.4 Expansion of Civil Rights

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: U.S. Higher Education Advisory Council

Assessment overview

Component 1

Government 1 hour 30 minutes
50 marks

Six short answer and extended response questions. One question is linked to one of the mandatory key documents.

Questions are based on Topic 1: The Constitution and Topic 2: Institutions of Government.

Externally assessed

50% of the AS Level

Component 2

Politics 1 hour 30 minutes
50 marks

Six short answer, data response and extended response questions. One question is linked to one of the mandatory landmark U.S. Supreme Court cases.

Questions are based on Topic 3: Features of Politics and Topic 4: Constitutional Protections and Civil Rights.

Externally assessed

50% of the AS Level

All components are assessed using digital exams. Information on digital exams is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO2 Analysis

- Analyze governmental and political ideas, institutions, and procedures.
- Use, interpret, and analyze data in relation to political ideas, institutions, and procedures.

AO3 Evaluation

- Evaluate governmental and political ideas, institutions, and procedures.
- Make judgments based on evidence relevant to governmental and political ideas, institutions, and procedures.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in AS Level %
AO1 Knowledge and understanding	46
AO2 Analysis	34
AO3 Evaluation	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Component 1	Component 2
AO1 Knowledge and understanding	48	44
AO2 Analysis	28	40
AO3 Evaluation	24	16
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 and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background, and learning context as well as complying with your school policies and local legal requirements.

Candidates are expected to illustrate their knowledge and understanding of the topic areas covered in the syllabus through providing relevant examples drawn from their own study of U.S. Government and Politics.

Candidates study the subject content for Components 1 and 2.

Where "including" is used in the syllabus subject content, learners must study everything in the list. Where examples are given (denoted by "e.g.") these are for illustrative purposes only. You can choose other relevant examples to use with your learners.

Topic 1: The Constitution

This topic focuses on the foundation of the American political system – the Constitution. It explores the philosophical and historical context surrounding its development. The topic investigates the various debates involved in the Constitution's construction. It also considers the federalist system it established.

1.1 Democracy and the American Revolutionary Era

1.1.1 Features of democracy

- Meaning of democracy
- Ideals of democracy
- Types of democracy (including direct/pure, indirect/representative/republican, liberal and illiberal)

1.1.2 Influence of Enlightenment ideals on the American Revolution

- Natural rights
- Constitutionalism (e.g. Locke)
- Critiques of monarchy (e.g. Voltaire)
- Popular sovereignty (e.g. Rousseau)
- Liberty (e.g. Paine)
- Enlightenment ideals in the Declaration of Independence

1.2 Articles of Confederation and the Need for the Constitutional Convention

1.2.1 Strengths and weaknesses of the Articles of Confederation

- Structure of government under the Articles of Confederation
- Strengths of the Articles of Confederation (including the Northwest Ordinances)
- Weaknesses of the Articles of Confederation (including limits on the federal government's ability to tax, raise a standing army, and regulate interstate commerce)

1.2.2 Causes and consequences of Shays' Rebellion

- Critiques of the federal government
- Reaction to the rebellion

1.3 Constitutional Debates and Checks and Balances

1.3.1 Debates and compromises at the Constitutional Convention

- Debates over the structure of the legislature (including the Virginia Plan, New Jersey Plan, and Great Compromise (also called the Connecticut Compromise))
- Debates over the courts and the election of the president
- Debate over slavery and the Constitution (including the Slave Trade Clause, Three-Fifths Compromise, and the census)
- The Articles of the Constitution

1.3.2 Constitutional checks and balances

- Legislative, executive, and judicial checks with the Constitution

1.3.3 Amending the Constitution

- Constitutional amendment process (including the role of Congress and the states)
- Difficulties in amending the Constitution (e.g. the failed Equal Rights Amendment)

1.3.4 Federalist versus anti-federalist visions and the debate over ratification

- Federalist arguments for ratification in the *Federalist Papers* (including Nos. 10, 39, 51, 70, 80)
- Anti-federalist arguments against ratification (including “Objections to this Constitution of Government” and *Brutus* No. 1)
- Anti-federalist arguments for the Bill of Rights (including *Brutus* No. 2)

1.4 Federalism

1.4.1 Models of federalism

- Types of federalism (including cooperative federalism, dual federalism, and fiscal federalism)
- Application of different federalist models (including categorical grants, block grants, and mandates)

1.4.2 Federalism in the Constitution

- Role of the enumerated powers, reserved powers, and concurrent powers (including the Tenth Amendment)
- Stipulations of the Necessary and Proper (or Elastic) Clause, Due Process Clause, Supremacy Clause, and Commerce Clause

Topic 2: Institutions of Government

This topic focuses on the three branches of the federal government – the legislative, executive, and judicial branches. The topic investigates the role of each branch and the powers of those who work within them.

2.1 Legislative Branch

2.1.1 Congressional functions

- House of Representatives
 - Structure (including membership and term)
 - Exclusive powers (including initiating articles of impeachment, proposing revenue bills, and breaking ties in the Electoral College)
- Senate
 - Structure (including membership and term)
 - Exclusive powers (including advice and consent, ratifying treaties, serving as the jury in an impeachment trial)
- Joint responsibilities of Congress (including passing legislation, declaring war, regulating fiscal and trade policy, passing a budget, supervizing interstate commerce, conducting executive oversight, introducing constitutional amendments, overriding presidential vetoes, application of the Necessary and Proper Clause, and *McCulloch v. Maryland* (1819))

2.1.2 The legislative process

- The bill passing process
- Functions of congressional committees (including standing committee, joint committee, special committee, and conference committee)
- Functions of procedural checks and balances (including filibuster, cloture, hold, discharge petition, reconciliation process, and resolutions)
- Role of interest groups on the legislative process (including lobbying, logrolling, and pork barrel legislation)

2.1.3 Representation in Congress

- Process of apportionment in the House of Representatives (including difference with representation in the Senate)
- Differences in models of representation (including constituent services, the trustee model, delegate model, and partisan model)
- Role of party discipline (including role of party leadership, divided government, partisan voting, gridlock, polarization, bipartisanship, and factionalism)

2.2 Executive Branch

2.2.1 Role of presidential power

- Role as commander-in-chief and in controlling foreign policy (including as commander of all U.S. armed forces, proposing declarations of war, appointing ambassadors, and negotiating treaties)
- Role in the legislative process (including the State of the Union address, proposal of bills, and veto powers)
- Role in making appointments and granting pardons
- Role of informal powers of the presidency (including executive orders, emergency powers, executive privilege, executive immunity, signing statements, agenda setting, the “bully pulpit”, the Cabinet, and the Executive Office of the President)

2.2.2 Limits to presidential power

- Limits as commander-in-chief and in controlling foreign policy (including the War Powers Act (1973), congressional ratification of foreign treaties, and congressional control over military budgets)
- Limits over the legislative process (including overriding presidential vetoes and the “lame duck” period)
- Limits over issuing executive orders (including legislation and judicial review)
- Limits over making appointments and granting pardons (including advice and consent)
- Limits of presidential tenure (including impeachment, the Twenty-Second Amendment, and the Twenty-Fifth Amendment)
- Limits of executive privilege (including *United States v. Nixon* (1974))
- Differences in models of presidential power (including the imperial, unitary, and imperilled presidency)

2.2.3 Structure and role of the executive bureaucracy

- Structure and role of the bureaucracy (including the merit system, Executive Office of the President, Cabinet departments, regulatory agencies, independent executive agencies, the Federal Reserve System, monetary policy, government corporations, congressional and judicial oversight, delegated discretionary authority, and regulatory enforcement, *Loper Bright Enterprises v. Raimondo* (2024))
- Role of the vice president (including supporting presidential policies, breaking ties in the Senate, and role as first in line of succession)

2.3 Judicial Branch

2.3.1 Structure of the judiciary

- Structure of the federal court system (including district courts, original jurisdiction, appeals courts, appellate jurisdiction)
- Structure of the Supreme Court of the United States (SCOTUS) (including role of the chief and associate justices and the shifting size of the court)
- Judicial appointments process and tenure (including nominations, qualifications of judges, life tenure, and impeachment)

2.3.2 Powers of the judiciary

- Powers of the judiciary (including assessing constitutionality, *stare decisis*, judicial review, *Marbury v. Madison* (1803), interpreting statutes, and granting writs of *habeas corpus*)
- Weaknesses of the judiciary (including reliance on other branches for funding and to implement decisions)

2.3.3 Differences in judicial philosophy and interpretation

- Differences between strict constructionism and loose constructionism (including constitutional originalism and the “history and tradition” test)
- Differences between judicial restraint and judicial activism
- Differences in judicial scrutiny (including strict scrutiny, intermediate scrutiny, and rational basis review)
- Difference between selective and total incorporation

Topic 3: Features of Politics

This topic focuses on the various characteristics of the political system. It explores how political beliefs are developed. It also considers the ways that political parties function and how they participate in the political system. The topic also investigates the role of elections, voting, and public opinion as an expression of civic participation. It lastly concentrates on the place of interest groups and the media alongside these other features of the political system.

3.1 Political Beliefs and Political Parties

3.1.1 Influence and range of political beliefs

- Influence of political socialization (including the role of family, community, and religious institutions)
- Range of political ideology (including liberalism, conservatism, libertarianism, and links to major political parties)

3.1.2 Functions and roles of political parties

- Functions of political parties (including writing platforms, recruiting candidates, fundraising, registering voters, and conducting grassroots outreach)
- Role in candidate selection (including primaries, caucuses, and national party conventions)
- Role of party leadership (including influence over legislation)
- Role of third parties as spoilers in election campaigns

3.2 Political Participation

3.2.1 Functions and roles of elections

- Operation of the Electoral College system for presidential elections (including winner-take-all and proportional types of elections)
- Operation of elections for members of the House of Representatives (including frequency, redistricting, gerrymandering, runoffs, and *Baker v. Carr* (1962))
- Operation of elections for members of the Senate (including frequency and statewide nature)
- Manifestations of direct democracy (including referendums and initiatives)
- Role of campaign finance regulation (including the McCain-Feingold Bipartisan Campaign Reform Act (2002), and *Citizens United v. FEC* (2010))

3.2.2 Models and role of voting

- Models of voting behavior (including rational choice voting, retrospective voting, and prospective voting)
- Role of demographics (including race, ethnicity, age, generation, gender, urban, rural, religion, education, and class)
- Role of critical elections (including realignment and dealignment)
- Role of the campaign on the outcome of elections (including voter turnout, rallies, personality of candidates, and presidential debates)

3.2.3 Role of public opinion

- Role and influence of public opinion (including on the branches of government, legislation, campaigns, and platforms)
- Role of political socialization (including traditional and modern socialization)
- Issues with measuring public opinion (including polling, types of polls, and weaknesses in polls)

3.3 Interest Groups

3.3.1 Types of interest groups

- Types of interest groups (including nonprofit organizations, professional organizations, labor unions, advocacy groups, and think tanks)

3.3.2 Methods and influence of interest groups

- Methods used by interest groups (including media campaigns, fundraising, lobbying, and policy recommendations)
- Models of interest group influence (including pluralism and elitism)
- Influence of interest groups in relation to their size, membership, and finances
- Influence of interest groups on the public (including campaigns, elections, political action committees (PACs), and SuperPACs)
- Influence of interest groups on the branches of government
 - Influence on legislative and executive branches (including iron triangles and lobbying firms)
 - Influence on the judicial branch (including influence on the Supreme Court and *amicus curiae* briefs)

3.4 The Media

Types of media

- Types of traditional media (including newspaper, radio, and television)
- Types of modern media (including internet, social media, and podcasts)

3.4.2 Role and influence of media

- Role of agenda setting (including political commentary, horse-race coverage, and social media algorithms)
- Role of the media's investigatory methods (including watchdog journalism)
- Influence of partisan media (including the equal time rule and media ownership)

Topic 4: Constitutional Protections and Civil Rights

This topic focuses on the civil liberties and civil rights that are protected within the Constitution. It explores the various rights outlined in the Bill of Rights. The topic also investigates the development of civil rights protections.

4.1 First Amendment Rights

4.1.1 Freedom of religion

- Interpretations of the Establishment Clause (including *Engel v. Vitale* (1962))
- Interpretations of the Free Exercise Clause (including *Wisconsin v. Yoder* (1972))

4.1.2 Freedom of speech

- Understanding the balance between free speech and public safety (including *Schenck v. United States* (1919) and *TikTok v. Garland* (2025))
- Interpretations of protected speech (including symbolic speech and *Tinker v. Des Moines* (1969))

4.1.3 Freedom of the press

- Role of prior restraint (including *New York Times v. United States* (1971))

4.1.4 Freedom of assembly and to petition the government

- Role of the right to peaceably assemble (including the right to protest and organize)
- Role of the right to petition the government

4.2 Second Amendment Rights

4.2.1 Federalism and the Second Amendment

- Interpretations of the Commerce Clause and the Supremacy Clause
- Interpretations of selective incorporation

4.2.2 Recent interpretations of the Second Amendment

- Role of the “constitutional carry” movement
- Role of the “history and tradition” test (including *New York State Rifle & Pistol Association, Inc v. Bruen* (2022))

4.3 Other Civil Liberties in the Bill of Rights

4.3.1 Rights of the accused

- Role of Fourth Amendment protections (including search and seizure, and the exclusionary rule)
- Role of Fifth Amendment protections (including due process, self-incrimination, double jeopardy, eminent domain, grand jury, and *Miranda v. Arizona* (1966))
- Role of Sixth Amendment protections (including right to counsel, speedy trial, jury, witnesses, and *Gideon v. Wainwright* (1963))
- Role of Eighth Amendment protections (including cruel and unusual punishment, excessive bail/fines, and capital punishment)

4.3.2 Right to privacy

- Role of the implied right to privacy in the Fourth Amendment, Ninth Amendment, and Fourteenth Amendment (e.g. data privacy, medical records, educational records, surveillance, bodily autonomy, *Roe v. Wade* (1973) and *Dobbs v. Jackson Women's Health Organization* (2022))

4.4 Expansion of Civil Rights

4.4.1 Civil rights protections and race

- Role of the Equal Protection Clause of the Fourteenth Amendment
- Influence of social movements in relation to racial civil rights (including the non-violence movement, Native American rights movement, Hispanic American rights movement, Asian American rights movement, and the "Letter from Birmingham Jail" (1963))
- Role of decisions from the Supreme Court of the United States (including *Brown v. Board of Education* (1954) and debates over affirmative action)
- Role of civil rights legislation (including the Civil Rights Act (1964) and the Voting Rights Act (1965))

4.4.2 Civil rights protections and gender

- Role of the Nineteenth Amendment and the application of the Equal Protection Clause of the Fourteenth Amendment
- Influence of social movements in relation to gender equality (e.g. marriage equality, sex discrimination, gender pay gap, *Obergefell v. Hodges* (2015))
- Role of key legislation (including the Equal Pay Act (1963), failed Equal Rights Amendment, and Title IX of the Education Amendments (1972))

4.4.3 Civil rights protections and disability rights

- Influence of social movements in relation to disability rights
- Role of key legislation (including Section 504 of the Rehabilitation Act (1973), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (IDEA) (1990))

List of mandatory key documents:

- 1 Declaration of Independence (1776)
- 2 Articles of Confederation (1781)
- 3 Constitution of the United States (including all Amendments)
- 4 “Objections to This Constitution of Government” (September 1787)
- 5 *Brutus* No. 1 (October 1787)
- 6 *Federalist* No. 10 (November 1787)
- 7 *Brutus* No. 2 (January 1788)
- 8 *Federalist* No. 39 (January 1788)
- 9 *Federalist* No. 51 (February 1788)
- 10 *Federalist* No. 70 (March 1788)
- 11 *Federalist* No. 78 (May 1788)

List of mandatory landmark U.S. Supreme Court cases:

- 1 *Marbury v. Madison* (1803)*
- 2 *McCulloch v. Maryland* (1819)*
- 3 *Schenck v. United States* (1919)
- 4 *Brown v. Board of Education* (1954)
- 5 *Engel v. Vitale* (1962)
- 6 *Baker v. Carr* (1962)
- 7 *Gideon v. Wainwright* (1963)
- 8 *Miranda v. Arizona* (1966)
- 9 *Tinker v. Des Moines* (1969)
- 10 *New York Times v. United States* (1971)
- 11 *Wisconsin v. Yoder* (1972)
- 12 *United States v. Nixon* (1973)*
- 13 *Citizens United v. FEC* (2010)
- 14 *New York State Rifle & Pistol Association, Inc v. Bruen* (2022)
- 15 *Loper Bright Enterprises v. Raimondo* (2024)*
- 16 *TikTok v. Garland* (2025)

*These Supreme Court Cases will be assessed in Component 1 only.

Summaries of the mandatory landmark U.S. Supreme Court cases:**1 *Marbury v. Madison* (1803)***

In this case, the Supreme Court found that it had the ability to review the constitutionality of laws passed by Congress – also known as the power of judicial review.

2 *McCulloch v. Maryland* (1819)*

In this case, the Supreme Court ruled that the Supremacy Clause allowed Congress to make laws about a national bank and that states were not allowed to levy taxes on it if Congress forbade it.

3 *Schenck v. United States* (1919)

In this case, the Supreme Court ruled that First Amendment freedoms like freedom of speech and freedom of press could be suspended under certain circumstances if there is a “clear and present danger”.

4 *Brown v. Board of Education* (1954)

In this case, the Supreme Court used the Fourteenth Amendment's Equal Protection Clause to find racial segregation in schools unconstitutional.

5 *Engel v. Vitale* (1962)

In this case, the Supreme Court found that schools who facilitate the recitation of school prayers are in violation of the First Amendment's Establishment Clause.

6 *Baker v. Carr* (1962)

In this case, the Supreme Court found that congressional redistricting by states is "justiciable" and may be in violation of the Fourteenth Amendment's Equal Protection Clause.

7 *Gideon v. Wainwright* (1963)

In this case, the Supreme Court found that the Sixth and Fourteenth Amendments provide citizens due process rights, including the right to an attorney.

8 *Miranda v. Arizona* (1966)

In this case, the Supreme Court decided that the Fifth Amendment's protection against self-incrimination requires that law enforcement inform criminal suspects of their rights prior to questioning them.

9 *Tinker v. Des Moines* (1969)

In this case, the Supreme Court found that the First Amendment protected the free speech rights of students on school campuses so long as their speech does not "materially and substantially interfere" with the operation of the school.

10 *New York Times v. United States* (1971)

In this case, the Supreme Court affirmed the press's protection from prior restraint from the government when it denied the President Nixon administration's attempt to stop of the publication of the so-called "Pentagon Papers".

11 *Wisconsin v. Yoder* (1972)

In this case, the Supreme Court used the First Amendment's Free Exercise Clause to declare unconstitutional a Wisconsin law that required children to attend school until the age of 16 because it violated the religious rights of the Old Order Amish.

12 *United States v. Nixon* (1973)*

In this case, the Supreme Court clarified the limits of the president's ability to claim executive privilege when it rejected President Richard Nixon's attempts to withhold the release of the Watergate Tapes.

13 *Citizens United v. FEC* (2010)

In this case, the Supreme Court used the First Amendment to justify its argument that corporations, unions, and nonprofit organizations could use their budgets to support political campaigns.

14 *New York State Rifle & Pistol Association, Inc v. Bruen* (2022)

In this case, the Supreme Court found that the Second Amendment protected the right to bear arms in public.

15 *Loper Bright Enterprises v. Raimondo* (2024)*

In this case, the Supreme Court struck down the Chevron doctrine in finding that the courts have the ultimate authority to interpret regulations.

16 *TikTok v. Garland* (2025)

In this case, the Supreme Court cited the government's right to claim its defense of national security when upholding the Protecting Americans from Foreign Adversary Controlled Applications Act. This law would force ByteDance, who owned TikTok, to sell its U.S. interests otherwise the app would be banned.

4 Details of the assessment

Candidates take Components 1 and 2.

Component 1 – Government

Digital exam, 1 hour 30 minutes, 50 marks

Candidates answer all questions based on the Government subject content (Topics 1 and 2) for Component 1.

The mandatory key documents can be assessed in Questions 1–4 and will be assessed in Question 6.

Component 1 tests the following assessment objectives:

- AO1 Knowledge and understanding: 48%
- AO2 Analysis: 28%
- AO3 Evaluation: 24%

Where “including” is used in the syllabus subject content, learners must study everything in the list. Where examples are given (denoted by “e.g.”) these are for illustrative purposes only. You can choose other relevant examples to use with your learners.

Questions 1 and 2 are each worth two marks and are testing AO1 Knowledge and understanding. The command word for Questions 1 and 2 is “Identify”.

Candidates are required to provide two identifications in response to the given question.

One mark is awarded for each relevant point up to a total of two marks. No development or explanation is required, and responses only require a one-word or short written response.

Question 3 is worth four marks and is testing AO1 Knowledge and understanding. The command word for Question 3 is “Describe”.

Candidates are required to provide two descriptions in response to the question. For each description, one mark is given for identifying a relevant point. A second mark can be awarded for the development of the response by providing further detail to support the response.

A maximum of two marks can be awarded for identification of relevant points.

Question 4 is worth eight marks and is testing AO1 Knowledge and understanding (four marks) and AO2 Analysis (four marks). The command word for Question 4 is “Explain”.

Question 4 requires candidates to provide two explanations of the event/action/outcome given in the question.

Candidates are required to provide an explanation of why and/or how their answers led to the given event/action/outcome. These explanations should be supported by specific and relevant information.

Question 4 is marked using the Component 1 Table A marking grid published in the Component 1 mark scheme. The Component 1 Table A marking grid should be read in conjunction with the indicative content for Question 4 in the mark scheme.

Question 5 has two part-questions.

Part (a):

An eight-mark question testing AO1 Knowledge and understanding (four marks) and AO2 Analysis (four marks) from the same focus point as 5(b). The question will use the command word “Explain”.

The expectations for answering “Explain” questions will be the same as in the Question 4 guidance. “Explain” questions will be marked using the Component 1 Table A marking grid.

Part (b):

A ten-mark extended response question testing AO1 Knowledge and understanding (four marks) and AO3 Evaluation (six marks) from the same focus point as 5(a).

Part 5(b) questions require candidates to provide an argument that considers both the perspective given in the question and alternative perspectives, analyzing why one might be stronger than the other and showing a clear comparative judgment of the strength of each perspective.

Part (b) questions use the command phrases:

- “To what extent ...?” Candidates need to explain the perspective stated in the question and alternative perspectives for the given issue. The extent of the agreement and disagreement should also be addressed.
- “How far do you agree with this view? / To what extent do you agree with this view?” Candidates need to explain why they agree or disagree with the given statement before considering other perspectives or providing alternative views. “How far” / “To what extent” also needs to be addressed through consideration of the extent of the agreement and disagreement.
- “How far has ... been successful/unsuccessful?” Candidates need to explain why they agree or disagree with the given statement before providing alternative perspectives. Candidates will also need to address the extent of successfulness or unsuccessfulness.
- “How far is ... the key factor / the main reason ...?” Candidates need to explain the impact that the given reason had on the stated event and consider alternative perspectives. The extent of the impact of the perspectives should also be addressed.
- “How successful ...? / How important is ...?” Candidates should explain the success or importance of the factor stated in the question and consider alternative perspectives. The extent of the success/importance of the different perspectives should also be addressed.

Question 5(b) is marked using the Component 1 Table B marking grid published in the Component 1 mark scheme. The Component 1 Table B marking grid should be read in conjunction with the indicative content for Question 5(b) in the mark scheme.

Question 6 is based on an extract from one of the mandatory key documents and has three part-questions.

Part (a):

A two-mark question testing AO2 Analysis. The command word for Question 6(a) is “Identify”.

Candidates are required to reference only points that can be identified from the extract rather than using their contextual knowledge and understanding.

Part (b):

A four-mark question testing AO2 Analysis. The command word for Question 6(b) is “Summarize”.

Candidates are required to select and present two relevant points from the extract in response to the question. The presentation of the relevant points should be a summary in the candidate’s own words.

For each summary one mark is given for the initial selection and presentation of a relevant point. A second mark can be awarded for the development of the summary from the extract.

A maximum of two marks can be awarded for the initial summary of relevant points.

Candidates are required to reference only points that can be summarized from the extract rather than using their contextual knowledge and understanding.

Part (c):

A ten-mark extended-response question testing AO1 Knowledge and understanding (four marks) and AO3 Evaluation (six marks).

The command phrases and expectations for answering the extended response question will be the same as in the guidance for Question 5(b), but candidates are also required to use the given key mandatory document in their answer.

Part (c) questions are marked using the Component 1 Table B marking grid published in the Component 1 mark scheme. The Component 1 Table B marking grid should be read in conjunction with the indicative content for Question 6(c) in the mark scheme.

For the mandatory key documents, candidates need to know the following:

- basic historical context
- main argument
- evidence to support the argument
- relevance to the political system.

Component 2 – Politics

Digital exam, 1 hour 30 minutes, 50 marks

Candidates answer all questions based on the Politics subject content (Topics 3 and 4) for Component 2.

The mandatory landmark U.S. Supreme Court cases can be assessed in Questions 1–4 and will be assessed in Question 6.

Component 2 tests the following assessment objectives:

- AO1 Knowledge and understanding: 44%
- AO2 Analysis: 40%
- AO3 Evaluation: 16%

Where “including” is used in the syllabus subject content, learners must study everything in the list. Where examples are given (denoted by “e.g.”) these are for illustrative purposes only. You can choose other relevant examples to use with your learners.

Questions 1 and 2 are each worth two marks and are testing AO1 Knowledge and understanding. The command word for Questions 1 and 2 is “Identify”.

Candidates are required to provide two identifications in response to the given question.

One mark is awarded for each relevant point up to a total of two marks. No development or explanation is required, and responses only require a one-word or short written response.

Question 3 is worth four marks and is testing AO1 Knowledge and understanding. The command word for Question 3 is “Describe”.

Candidates are required to provide two descriptions in response to the question. For each description, one mark is given for identifying a relevant point. A second mark can be awarded for the development of the response by providing further detail to support the response.

A maximum of two marks can be awarded for identification of relevant points.

Question 4 is worth eight marks and is testing AO1 Knowledge and understanding (four marks) and AO2 Analysis (four marks). The command word for Question 4 is “Explain”.

Question 4 requires candidates to provide two explanations of the event/action/outcome given in the question.

Candidates are required to provide an explanation of why and/or how their answers led to the given event/action/outcome. These explanations should be supported by specific and relevant information.

Question 4 is marked using the Component 2 Table A marking grid published in the Component 2 mark scheme. The Component 2 Table A marking grid should be read in conjunction with the indicative content for Question 4 in the mark scheme.

Question 5 is a data question and has four part-questions.

The data may be represented in the form of graphs, charts, or tables. Candidates will interpret, analyze, and evaluate the data to answer the questions.

Part (a):

A one-mark question testing AO2 Analysis. The command word for Question 5(a) is “State”.

Using the data, candidates are required to express one point in response to the given question. No development or explanation is required, and responses only require a one-word or short written response.

Part (b):

A two-mark question testing AO2 Analysis. The command word for Question 5(b) is “Identify”.

Candidates are required to answer this question using the data. Contextual knowledge and understanding is **not** required.

The expectations for answering the “Identify” question will be the same as for Questions 1 and 2.

Part (c):

A three-mark question testing AO2 Analysis. The command word for Question 5(c) is “Analyze”.

Candidates are required to identify one factor/trend about the data. The analysis should be supported by specific and relevant information.

One mark is given for identifying a factor/trend. Up to two marks can be awarded for the analysis.

Part (d):

A ten-mark extended-response question testing AO1 Knowledge and understanding (two marks), AO2 Analysis (six marks) and AO3 Evaluation (two marks). The command word for Question 5(d) is “Evaluate”.

Part 5(d) questions require candidates to provide an argument that judges the usefulness of the data, through a consideration of both its strengths and limitations. Candidates should also reach an evaluative judgment of the overall usefulness of the data.

Question 5(d) is marked using the Component 2 Table B marking grid published in the Component 2 mark scheme. The Component 2 Table B marking grid should be read in conjunction with the indicative content for Question 5(d) in the mark scheme.

Question 6 is based on one of the mandatory landmark U.S. Supreme Court cases and has three part-questions.

Part (a):

A two-mark question testing AO1 Knowledge and understanding. Question 6(a) uses the command word “Describe”.

Part 6(a) questions require candidates to describe what the constitutional question is from the U.S. Supreme Court case they studied.

Part (b):

A six-mark question testing AO1 Knowledge and understanding (two marks) and AO2 Analysis (four marks). Question 6(b) uses the command word “Compare”. Candidates are able to compare similarities **and/or** differences.

Question 6(b) is marked using the Component 2 Table C marking grid published in the Component 2 mark scheme. The Component 2 Table C marking grid should be read in conjunction with the indicative content for Question 6(b) in the mark scheme.

Part (c):

A ten-mark extended-response question testing AO1 Knowledge and understanding (four marks) and AO3 Evaluation (six marks).

Part 6(c) questions require candidates to provide an argument that considers both the perspective given in the question and alternative perspectives, analyzing why one might be stronger than the other and showing a clear comparative judgment of the strength of each perspective.

Part 6(c) questions use the command phrases:

- “To what extent ...?” Candidates need to explain the perspective stated in the question and alternative perspectives for the given issue. The extent of the agreement and disagreement should also be addressed.
- “How far do you agree with this view? / To what extent do you agree with this view?” Candidates need to explain why they agree or disagree with the given statement before considering other perspectives or providing alternative views. “How far” / “To what extent” also needs to be addressed through consideration of the extent of the agreement and disagreement.
- “How far has ... been successful/unsuccessful?” Candidates need to explain why they agree or disagree with the given statement before providing alternative perspectives. Candidates will also need to address the extent of successfulness or unsuccessfulness.
- “How far is ... the key factor / the main reason ...?” Candidates need to explain the impact that the given reason had on the stated event and consider alternative perspectives. The extent of the impact of the perspectives should also be addressed.
- “How successful ...? / How important is ...?” Candidates should explain the success or importance of the factor stated in the question and consider alternative perspectives. The extent of the success/importance of the different perspectives should also be addressed.

Question 6(c) is marked using the Component 2 Table D marking grid published in the Component 2 mark scheme. The Component 2 Table D marking grid should be read in conjunction with the indicative content for Question 6(c) in the mark scheme.

For each of the mandatory landmark U.S. Supreme Court cases, candidates need to know the following:

- circumstances of the case (immediate facts surrounding the Supreme Court case)
- constitutional question
- holding/judgment/reasoning (result and basic summary of majority and minority opinions)
- impact/result.

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
Analyze	examine in detail to show meaning, identify elements and the relationship between them
Compare	identify/comment on similarities and/or differences
Describe	state the points of a topic / give characteristics and main features
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Identify	name/select/recognize
State	express in clear terms
Summarize	select and present the main points, without detail

Phrases such as “To what extent ...?”, “How far do you agree with this view?”, “To what extent do you agree with this view?”, “How far has ... been successful/unsuccessful?”, “How far is ... the key factor / the main reason ...?” and “How successful ...? / How important is ...?” may also be used in the assessment.

For additional guidance on the use of the command words and phrases in the assessment, see the information on Components 1 and 2 in this Section 4 Details of assessment.

5 What else you need to know

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

Before you start

Previous study

We do not expect learners starting this course to have previously studied government, politics, or law.

Guided learning hours

We design Cambridge International AS 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.

Digital exams

All components for this syllabus are assessed using digital exams. Specimen question papers are available to support you in preparing candidates for digital exams.

Find out more at

www.cambridgeinternational.org/programmes-and-qualifications/developing-digital-assessment/

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/8293

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June 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.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognizing the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at www.cambridgeinternational.org/aice

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

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

Retakes

Candidates can retake 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

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 recognize 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 minimize barriers faced by candidates with SEND, illness, or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make “reasonable adjustments”, as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. 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
- Centers 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 is new for first examination in 2028.

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

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

Any textbooks endorsed to support the syllabus for examination from 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.

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

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programs and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognized standard, ISO 9001:2015. Learn more at 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

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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