



CAMBRIDGE

International Education

Syllabus

Cambridge International AS & A Level English Language 9093

Use this syllabus for exams in 2029, 2030 and 2031.

Exams are available in the June and November series.

Exams are also available in the March series in India.



Version I

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

Why choose Cambridge?

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

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

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

Qualifications that are recognised and valued worldwide

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

Setting a global standard

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

Your path, your way

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

Learning with lasting impact

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

Improving learning outcomes through data-led insight and action

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

Bringing together a community of experts

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

Tackling the climate crisis together

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

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

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2029, 2030 and 2031, go to page 37.



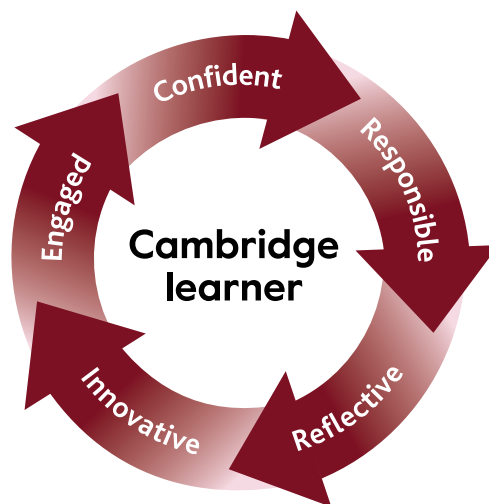
1 Why choose this syllabus?

Key benefits

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

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

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



Cambridge International AS & A Level English Language develops a set of transferable skills. These include critical analysis; constructing arguments; presenting knowledge and understanding; and writing English in a balanced, articulate and fluent manner. Learners can apply these skills across a wide range of subjects and real-world situations. These skills will also equip them well for progression to higher education or directly into employment.

Our approach in Cambridge International AS & A Level English Language supports the development of learners who are:

confident, exploring texts and ideas with self-assurance, intellectual freedom and personal insight

responsible, committing to their learning and developing linguistic expertise to better understand themselves, others and the wider community

reflective, developing a keen and critical sense of themselves as users and consumers of language in a range of ever-changing contexts

innovative, approaching tasks and texts with a combination of creative, critical and original thinking

engaged, recognising and interrogating the role language plays in matters of personal, social and global significance, and being prepared to apply this learning beyond the classroom.

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 teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level English Language are:

- **Text and context**
A text can be defined as a single, coherent unit of language, from the briefest spoken utterance to a book published across several volumes. However, no text exists without context; students of English language must always consider how a text's meaning is informed by the circumstances not only of its production, but also of its communication and reception.
- **Meaning and style**
The study of English language involves developing a range of strategies for exploring the complex ways in which different linguistic elements come together to create meaning. Whether producing their own texts or analysing texts produced by others, students of English language must consider how choices regarding form, structure and language also interact to create a distinctive style.
- **Audience**
Students of English language must learn to identify and analyse the strategies writers and speakers use to communicate with their intended audience(s). Likewise, they must be able to predict, recognise and analyse the various responses these strategies might elicit.
- **Diversity**
Constantly subject to a range of influences – whether personal, social, geographical or otherwise – the English language exists in a range of competing and overlapping forms at any given moment. This extraordinary diversity offers a rich opportunity for analysis, comparison and exploration.
- **Change**
The phonological, morphological, semantic, syntactic and other aspects of the English language are liable to change over time. Students of English language must analyse these changes and explore in detail the factors that drive them.
- **Creativity**
Whether writing artfully for a specified purpose and audience or reading deeply between the lines of a challenging text, users of the English language must demonstrate creativity in a range of forms and contexts.

Qualifications that are recognised and valued worldwide

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

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

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

A choice of assessment routes

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

Cambridge International AS Level English Language makes up the first half of the Cambridge International A Level course in English Language and provides a foundation for the study of English Language at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in English Language or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level English Language provides a foundation for the study of English or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

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 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 <https://schoolsupporthub.cambridge.org>, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

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

- enjoy the experience of reading and responding to a range of texts written in the English language
- develop an understanding of language concepts and techniques appropriate to the study of English language
- apply language concepts and techniques to explore, analyse and interpret a range of texts produced for a variety of audiences
- communicate confidently and creatively in a range of forms and styles
- develop the interdependent skills of reading, analysis and research
- build a firm foundation for the further study of language and linguistics.



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

Content overview

Cambridge International AS Level English Language provides learners with opportunities to make critical and informed responses to a wide range of texts. Learners will also demonstrate their ability to produce writing to specific briefs and for given audiences.

Cambridge International A Level English Language learners will also develop a strong foundation in the study of linguistics, focusing on language change, child language acquisition, English in the world, and language and the self.

Learners who follow the Cambridge International AS & A Level English Language syllabus will develop the following skills and understanding:

- sustaining accurate, fluent and consistent writing
- producing informed responses appropriate to the specified form, style, context, and audience
- conveying knowledge and understanding from both specific examples and wider studies.

These are highly transferable skills and may help learners in other subject areas, as well as equipping them for higher education or employment.

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

Feedback from: US Higher Education Advisory Council

Assessment overview

Paper 1

Text Analysis 2 hours 15 minutes
50 marks

Candidates answer **two** compulsory questions.

Question 1 in Section A and Question 2 in Section B.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 3

Language Analysis 2 hours 15 minutes
50 marks

Candidates answer **two** compulsory questions.

Section A: one question based on the topic of Language change.

Section B: one question based on the topic of Child language acquisition.

Externally assessed

25% of the A Level

Paper 2

Writing 2 hours
50 marks

Candidates answer **two** questions.

Section A: one compulsory question, based on argumentative writing.

Section B: one question from a choice of three, based on extended writing.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 4

Language Topics 2 hours 15 minutes
50 marks

Candidates answer **two** compulsory questions.

Section A: one question based on the topic of English in the world.

Section B: one question based on the topic of Language and the self.

Externally assessed

25% of the A Level

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

There are three routes for Cambridge International AS & A Level English Language:

Route	Paper 1	Paper 2	Paper 3	Paper 4
1 AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2 A Level (staged over two years) Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level			yes	yes
3 A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

Assessment objectives

The assessment objectives (AOs) are:

AO1

Demonstrate understanding of a variety of texts.

AO2

Write effectively, accurately and appropriately, for a range of audiences and purposes.

AO3

Analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis.

AO4

Demonstrate understanding of linguistic issues, concepts, methods and approaches.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1	10	15
AO2	50	30
AO3	40	35
AO4	0	20
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1	0	20	0	40
AO2	20	80	0	20
AO3	80	0	60	0
AO4	0	0	40	40
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate, you are responsible for selecting resources and examples 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.

A glossary for this syllabus is available on the School Support Hub at <https://schoolsupporthub.cambridge.org>

AS Level content (Paper 1 and Paper 2)

In Paper 1, candidates are primarily assessed on skills and techniques related to text analysis.

In Paper 2, candidates are primarily assessed on skills and techniques related to writing.

The conventions and examples listed in the subject content are suggested rather than prescribed ways in which candidates can demonstrate knowledge and understanding. These lists of examples are not exhaustive.

Paper 1 – Text Analysis

Learners should read widely throughout their programme of study to develop an appreciation of a broad and diverse range of texts. Through reflecting on their own writing, and analysing and comparing unseen texts from a range of genres, styles and contexts, they develop their understanding of how language is used to shape meaning and adapt to different audiences, purposes and contexts.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of:

- The conventions associated with the following written text types:
 - Advertisement:
is written to promote something, such as an event, a product, a job, a service, etc. It should attract and engage the reader and is likely to include descriptive language as well as an element of persuasion.
 - Leaflet:
is written with a specific audience in mind, and the main purpose is to inform, explain, advise or persuade them about something, for example telling them how to do something, or raising awareness about services that are available. It should be clearly organised into sections or paragraphs and may include headings.
 - News story:
may be written for a newspaper, magazine or website, and the main purpose is to inform readers about an event or situation. It should have a concise but catchy headline which aims to attract readers' attention and will include descriptive language.
 - Article:
is usually written for a magazine, newspaper or website, and the main purpose is to interest and engage readers in the topic. A title helps to attract readers' attention, and the content will include some opinion or comment as well as descriptive language.

continued

Knowledge and understanding continued

- Review:
is used to describe and express personal opinions about something that the writer has experienced, for example a book, film, event, exhibition, product, website, and so on. It could be written for a magazine, newspaper or website, and the content should include description, explanation and opinion, with an overall recommendation.
- Blog:
is a website consisting of a series of entries or posts which are often informal in style. A blog entry can be written for a range of purposes, for example to inform readers about something, to give opinions on a topic, to describe and reflect on experiences. The language used will depend on the specific purpose of the blog.
- Letter and email:
can be written in response to a particular situation or subject, and the register or tone should be consistently appropriate for the specified audience. There should be a clear introduction, informing the reader about the purpose of the letter or email, and the main purpose is to inform, explain, advise or persuade the reader.
- (Auto)biography:
is likely to be reflective in nature and describes a person's life, or a certain aspect of it. If the writer is describing their own life, this is an autobiography. The main purpose of the text is to interest readers in the person, and it will include description and explanation.
- Diary:
is usually written by the writer for their own record. It may be about the past, present or future, and could be about events, experiences, feelings, hopes and dreams. It is likely to include description, reflection and explanation.
- Scripted speech:
is written for a specified audience and could be written for a wide range of purposes, for example to inform the audience about a topic, to describe an experience, or to persuade them to do something. The speech should be engaging and interesting. It should also be clearly organised and may include devices such as topic sentences or rhetorical questions to help the audience follow the speech.
- Story and novel:
both are based upon narrative writing. Stories are shorter and more focused, whereas novels are longer and more detailed, with complex characters and events. The purpose of stories and novels is to engage and interest readers.
- Descriptive piece:
uses vivid details to help the reader clearly imagine a scene or place at a specific time, focusing on aspects such as sound, movement, light, colour, smell, etc. It includes a wide range of descriptive language and may refer to feelings and impressions created.
- The linguistic elements and literary features of texts, for example:
 - parts of speech / word classes
 - lexis
 - figurative language
 - phonology (phonological features in written representation)
 - morphology (word formation, affixes, shifts in meaning)
 - rhetorical devices
 - voice
 - aspect
 - tense

continued

Knowledge and understanding continued

- modality
 - narrative perspective
 - word ordering and sentence structure
 - paragraph-level and text-level structure
 - formality/informality of register
 - pragmatics (implied meaning, audience positioning).
- The purpose of different types of writing:
 - descriptive
 - narrative
 - informative/advisory
 - persuasive
 - evaluative/critical
 - reflective.
 - The significance of audience in both the design and reception of texts.
 - The ways in which the form, purpose and context contribute to the meaning of texts.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- writing short, directed pieces in response to a prompt
- analysing how form, structure and language relate to audience and shape meaning in their own writing
- reading and understanding a range of unseen texts
- recognising different textual forms and their conventions
- writing analytically about the effects produced by a range of linguistic elements and literary features
- selecting and interpreting words and phrases from a text with care and precision
- integrating quotations and textual evidence cohesively
- using quotations and textual evidence with judgement, to produce precise, meaningful commentaries
- using appropriate language to link quotations and textual evidence with explanatory comments
- recognising and commenting on the overall style of a text, and exemplifying this through specific instances of language analysis
- comparing and analysing the style and linguistic elements of two written texts in terms of form, structure and language.

Paper 2 – Writing

Using their reading as inspiration, learners explore and experiment with a variety of genres, styles and contexts. Through this, they develop as reflective writers, refining their ability to communicate with precision and clarity of purpose while adapting their writing to a range of forms, audiences, purposes and contexts.

Section A: Argumentative essay

Candidates demonstrate the skill of writing an argumentative essay.

An argumentative essay is a piece of writing where the writer gives their view on an issue and supports it with reasons and evidence. The opposing view is also considered, with the writer explaining why their view is stronger.

To write the argumentative essay, candidates:

- choose one side of the argument
- support their view using evidence from the sources, e.g. statistics and relevant points
- acknowledge the opposing viewpoint: giving the advantages of the opposing view but explaining why their view is stronger
- express ideas clearly, in their own words as far as possible
- write about 450 words.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- organising writing to achieve specific effects, for example:
 - focusing on facts, data and structured argument
 - juxtaposing counterarguments.
- structuring paragraphs, for example:
 - topic sentences
 - internal coherence
 - discourse markers.
- using appropriate linguistic elements, for example:
 - evaluative lexis.
- synthesising and integrating information from source material, for example:
 - statistics, relevant points.

Section B: Extended writing

Section B assesses the same knowledge and understanding as Paper 1. Candidates apply this knowledge and understanding to their own extended writing.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of:

- The conventions associated with the following written text types:
 - advertisement
 - leaflet
 - news story
 - article
 - review
 - blog
 - letter and email
 - (auto)biography
 - diary
 - scripted speech
 - story
 - descriptive piece.
- The linguistic elements and literary features of texts, for example:
 - parts of speech / word classes
 - lexis
 - figurative language
 - phonology (phonological features in written representation)
 - morphology (word formation, affixes, shifts in meaning)
 - rhetorical devices
 - voice
 - aspect
 - tense
 - modality
 - narrative perspective
 - word ordering and sentence structure
 - paragraph-level and text-level structure
 - formality/informality of register
 - pragmatics (implied meaning, audience positioning).
- The purpose of different types of writing:
 - descriptive
 - narrative
 - informative/advisory
 - persuasive
 - evaluative/critical
 - reflective.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- Writing for a specified audience and purpose, to fulfil the brief provided.
- Producing an appropriate structure for longer pieces of writing, for example:
 - Freytag’s Pyramid in narrative writing
 - introductory, summary and evaluative sections in review writing.
- Organising writing to achieve specific effects, for example:
 - withholding key information in narrative writing
 - use of evidentiary logic in review writing.
- Structuring paragraphs, for example:
 - topic sentences
 - internal coherence
 - discourse markers.
- Using a range of appropriate linguistic elements and literary features, for example:
 - imagery in descriptive writing
 - rhetorical devices in persuasive writing.
- Expressing ideas accurately and clearly at both sentence-level and word-level.

A Level content (Paper 3 and Paper 4)

At A Level, candidates build on the knowledge and understanding established at AS Level, and concentrate their study on four specialised subject areas:

- language change
- child language acquisition
- English in the world
- language and the self.

The skills and techniques required at A Level expand on those developed at AS Level:

- Paper 3 primarily focuses on analytical reading
- Paper 4 emphasises discursive writing.

Learners are expected to engage in wider research to deepen their knowledge and understanding of the four specialised A Level subject areas. Such research can include exploring relevant linguistic issues, concepts and approaches, and associated theories, models and methods, as well as findings from published linguistic research.

The examples listed in the subject content are suggested rather than prescribed ways in which candidates can demonstrate knowledge and understanding. The lists of examples are not exhaustive.

Paper 3 – Language Analysis

Learners use a comprehensive range of tools, strategies and conventions for studying language. They analyse unseen texts, use appropriate technical terminology, evaluate and synthesise evidence from a range of sources and interpret language data presented in transcriptions, word tables of corpus data and *n*-gram graphs. They also draw on their wider research to help contextualise their analysis.

Section A: Language change

In Section A, learners explore how English has continually adapted to reflect changes in the social, cultural, political and technological contexts in which it has been used. They also explore the causes and consequences of language change in English, developing their understanding through research, analysis and engagement with conventional methods of presenting and interpreting historical language data.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of:

- The chronology and essential features of the development of the English language from the Early Modern English period (beginning c.1500), to contemporary English.
- Linguistic frameworks, for example:
 - grammar
 - graphology
 - lexis
 - morphology
 - orthography
 - phonology
 - pragmatics
 - semantics
 - syntax.
- Linguistic processes related to language change, for example:
 - acronym
 - amelioration
 - backformation
 - blending
 - borrowing
 - broadening
 - coalescence
 - compounding
 - conversion
 - derivation
 - etymology
 - inflection
 - narrowing
 - pejoration
 - telescoping.

continued

Knowledge and understanding continued

- Concepts, models and approaches relevant to language change, for example:
 - cultural transmission
 - functionalism
 - lexical gaps
 - random fluctuation
 - standardisation
 - superstrate and substrate
 - tree, wave and gravity models
 - vowel shift.
- *N*-gram graphs representing changes in language use over time, for example:
 - comparisons of related words, parts of speech, inflections, collocations.
- Word tables derived from corpus data, for example:
 - collocate lists, synonym lists.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- analysing unseen written texts as exemplars of aspects of language change
- interpreting and analysing *n*-gram graphs and corpus data relating to language change
- contextualising findings in relation to relevant linguistic issues, concepts, models and approaches relating to language change
- informing analysis with reference to their wider research into language change
- synthesising their responses to a range of language data into a coherent analytical essay.

Section B: Child language acquisition

In Section B, learners explore the stages of early development (0–8 years) in child language acquisition, considering the various features and functions of spoken language use during this period, and familiarising themselves with a range of relevant concepts, models, approaches and conventions within the field.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of:

- The main stages of early development in child language acquisition, for example:
 - babbling
 - holophrastic
 - telegraphic
 - post-telegraphic
 - continuing development.
- Concepts, models and approaches relevant to child language acquisition, for example:
 - behaviourism, including imitation and reinforcement
 - nativism, including Universal Grammar and the Language Acquisition Device
 - constructivism, including language acquisition support systems, scaffolding and the zone of proximal development
 - functionalism in spoken language: heuristic, imaginative, instrumental, interactional, personal, regulatory and representational functions
 - stages of cognitive development theory
 - child-directed or caretaker speech, including motherese, parentese or guidance from a More Knowledgeable Other.
- Features of unscripted conversation and the ways in which notation is used in transcriptions, for example:
 - micropause, filled and timed pauses
 - false start
 - overlaps
 - stress
 - rising and falling intonation
 - increased and decreased volume
 - phonemic features indicated by inclusion of symbols from the International Phonetic Alphabet (standard British pronunciation)
 - paralinguistic features, for example laughter
 - contextual information.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- analysing spoken language transcriptions as exemplars of features of child language acquisition
- interpreting and analysing instances of conversation involving children aged 0 to 8 years and their adult caretakers
- contextualising findings in relation to relevant concepts, models and approaches relating to child language acquisition
- informing analysis with reference to their wider research into child language acquisition
- synthesising these considerations into a coherent analytical essay.

Paper 4 – Language Topics

Throughout the syllabus, learners move beyond the practical application of English language and engage in deeper consideration of linguistic issues related to its use. They develop their ability to discuss how the diverse forms of English that exist across the world interact with one another and with other languages, and how language use contributes to the construction and development of the self. Learners also draw on their wider research to help inform their discussions of these topics.

For Paper 4, learners study two key topics in the field of English language studies: English in the world in Section A and Language and the self in Section B.

Section A: English in the world

In Section A, learners explore the history of English as a ‘global’ language; the development of standard and non-standard forms of English, including the varieties used by first-language users outside the UK; and ethical considerations related to the continuing expansion of English usage around the world.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of linguistic issues, concepts, models and approaches relating to:

- The historical development of English as a ‘global’ language, for example:
 - colonialism
 - cultural influence and effects
 - multilingualism
 - the future of English.
- Varieties of English, for example:
 - creolisation
 - sociolect continuum
 - standard and non-standard ‘Englishes’
 - official and unofficial attitudes and policies.

continued

Knowledge and understanding continued

- Relevant ethical considerations, for example:
 - language shift and death
 - cultural imperialism
 - equality of opportunity
 - global cooperation.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- reading and demonstrating critical understanding of unseen texts relating to English in the world
- selecting for discussion pertinent ideas and examples from the texts
- relating these ideas and examples to their wider research into English in the world
- synthesising these considerations into a coherent discursive essay.

Section B: Language and the self

In Section B, learners explore how language allows us to communicate our sense of self to others, as well as playing a highly significant role in the ongoing construction, determination and development of that self. Learners study the degree to which language is innate, learned, or both; the ways in which language and thought are both interwoven with, and separable from each other; and how we use language both consciously and unconsciously to construct and maintain social identities.

Knowledge and understanding

Candidates demonstrate knowledge and understanding of linguistic issues, concepts, models and approaches relating to:

- Innateness and learning, for example:
 - behaviourism
 - empiricism
 - innatism
 - nativism.
- The relationship between language and thought, for example:
 - linguistic relativity and determinism
 - universalism
 - the language of thought.

continued

Knowledge and understanding continued

- The relationship between language and social identity, for example:
 - accent and dialect
 - genderlect
 - idiolect
 - inclusion and exclusion
 - linguistic prestige
 - sociolect
 - speech communities
 - standard and non-standard features.

Skills and techniques

Candidates demonstrate the following skills and techniques:

- reading and demonstrating critical understanding of unseen texts relating to language and the self
- selecting for discussion pertinent ideas and examples from the texts
- relating these ideas and examples to their wider research into language and the self
- synthesising these considerations into a coherent discursive essay.

4 Details of the assessment

Paper 1 – Text Analysis

Written paper, 2 hours 15 minutes, 50 marks

This paper has two sections:

- Section A: Writing and analysis
- Section B: Comparative text analysis.

Each section is worth 25 marks.

Candidates answer **two** compulsory questions: Question 1 in Section A and Question 2 in Section B.

Dictionaries may **not** be used.

Section A: Writing and analysis

Question 1 is in two parts:

- (a) writing a short text in response to a prompt (10 marks)
- (b) analysing the form, structure and language of the text written in part (a) (15 marks)

In Question 1(a), candidates are required to write a response of about 300 words to a prompt, choosing their vocabulary, style and structure to fit a specific form, purpose and audience.

Examples of the text types candidates may be required to produce include advertisements, leaflets, news stories, articles, reviews, blogs, letters, emails, (auto)biographies, diaries, scripted speech, stories and descriptive pieces.

This question assesses AO2.

In Question 1(b), candidates are required to focus on their choices relating to form, structure and language in part (a), and analyse how these stylistic choices relate to audience and shape meaning.

This question assesses AO3.

Section B: Comparative text analysis

In Question 2, candidates are required to read two unseen texts, each of approximately 350–400 words, and compare them in terms of form, structure and language.

Candidates are required to:

- compare characteristic features of the texts, relating them to meaning, context and audience
- compare aspects of form, structure and language in both texts.

This question requires candidates to respond to two unseen texts. Examples of the text types candidates may be required to read include advertisements, news stories, articles, reviews, blogs, letters, emails, (auto)biographies, diaries, scripted speech, stories/novels and descriptive pieces.

This question assesses AO3.

Paper 2 – Writing

Written paper, 2 hours, 50 marks

This paper has two sections:

- Section A: Argumentative essay
- Section B: Extended writing.

Each section is worth 25 marks.

Candidates must answer **two** questions: Question 1 in Section A (compulsory), and **one** question in Section B.

Dictionaries may **not** be used.

Section A: Argumentative essay

In Question 1, candidates are required to write an argumentative essay of about 450 words for a teacher, based upon ideas and information from three sources. For example, blogs, reports, published research, scripted speech, articles, etc.

Two of the sources will be written texts of approximately 200–250 words each. The third source will be multimodal, for example including graphs, charts, infographics, images, etc.

This question assesses AO1 and AO2.

Section B: Extended writing

Candidates answer **one** question from a choice of three.

In each question, candidates are required to:

- produce a continuous piece of writing of about 700 words
- express their ideas clearly, coherently and accurately, using an appropriate range of language
- develop their writing in a manner appropriate to the form, purpose and audience.

Each question is based upon any of the following text types:

advertisements, leaflets, news stories, articles, reviews, blogs, letters, emails, (auto)biographies, diaries, scripted speech, stories and descriptive pieces.

This question assesses AO2.

Paper 3 – Language Analysis

Written paper, 2 hours 15 minutes, 50 marks

This paper has two sections:

- Section A: Language change
- Section B: Child language acquisition.

Each section is worth 25 marks.

Candidates answer **two** compulsory questions: Question 1 in Section A and Question 2 in Section B.

Dictionaries may **not** be used.

Section A: Language change

In Question 1, candidates are required to respond to three texts:

- a written text of approximately 300–400 words, written at any time from the Early Modern English period (beginning c.1500) to the present day
- two further sources of language data: an *n*-gram graph and a word table of corpus data.

Examples of the prose text types candidates may be required to analyse include advertisements, leaflets, news stories, articles, reviews, blogs, letters, (auto)biographies, diaries, scripted speech, narrative and descriptive writing.

Candidates are required to analyse how the texts exemplify ways in which the English language has changed over time. They should support their response with reference to the three sources of language data provided and to their wider study of language change.

This question assesses AO3 and AO4.

Section B: Child language acquisition

In Question 2, candidates are required to respond to a transcription featuring language spoken by a child or children between the ages of 0 and 8, alongside an adult speaker(s).

Candidates are required to analyse ways in which the speakers in the transcription use language, referring to specific details from the transcription, and relating their observations to ideas and examples from their wider study of child language acquisition.

This question assesses AO3 and AO4.

Paper 4 – Language Topics

Written paper, 2 hours 15 minutes, 50 marks

This paper has two sections:

- Section A: English in the world
- Section B: Language and the self.

Each section is worth 25 marks.

Candidates answer **two** compulsory questions: Question 1 in Section A and Question 2 in Section B.

Dictionaries may **not** be used.

Section A: English in the world

In Question 1, candidates are required to respond to approximately 400–500 words of text on the topic of English in the world. In their essay, candidates are required to discuss the issues the text raises in relation to a specified aspect of the role and status of the English language in the world. They are required to refer to specific details from the text, relating points in their discussion to ideas and examples from their wider study of the topic of English in the world.

This question assesses AO1, AO2 and AO4.

Section B: Language and the self

In Question 2, candidates are required to respond to approximately 400–500 words of text on the topic of Language and the self. In their essay, candidates are required to discuss the issues the text raises in relation to a specified aspect of the relationship between language and the self. They are required to refer to specific details from the text, relating points in their discussion to ideas and examples from their wider study of the topic of language and the self.

This question assesses AO1, AO2 and AO4.

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
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Compare	identify/comment on similarities and/or differences
Discuss	write about issue(s) or topic(s) in depth in a structured way

5 Extra information

Reference table of International Phonetic Alphabet (IPA) phonemic symbols (standard British pronunciation)

1 Consonants of English

/ f /	–	<u>f</u> at, rou <u>gh</u>
/ v /	–	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e
/ ð /	–	<u>th</u> eatre, <u>th</u> ank, ath <u>l</u> ete
/ ð /	–	<u>th</u> is, <u>th</u> em, <u>with</u> , <u>ei</u> ther
/ s /	–	<u>s</u> ing, <u>th</u> inks, <u>l</u> osses
/ z /	–	<u>z</u> oo, <u>b</u> eds, <u>e</u> asy
/ ʃ /	–	<u>s</u> ugar, bu <u>sh</u>
/ ʒ /	–	plea <u>s</u> ure, be <u>ig</u> e
/ h /	–	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind
/ p /	–	<u>p</u> it, to <u>p</u>
/ t /	–	<u>t</u> ip, po <u>t</u> , <u>st</u> ee <u>p</u>
/ k /	–	kee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e
/ b /	–	<u>b</u> ad, ru <u>b</u>
/ d /	–	ba <u>d</u> , <u>d</u> im
/ g /	–	ga <u>m</u> e, bi <u>g</u>
/ tʃ /	–	<u>ch</u> air, lu <u>nc</u> h
/ dʒ /	–	ju <u>d</u> ge, <u>g</u> ym, ju <u>r</u> y
/ m /	–	<u>m</u> ad, <u>j</u> am, <u>s</u> ma <u>ll</u>
/ n /	–	<u>m</u> an, <u>n</u> o, <u>s</u> no <u>w</u>
/ ŋ /	–	si <u>ng</u> er, lo <u>ng</u>
/ l /	–	<u>l</u> oud, <u>h</u> ill, <u>pl</u> ay
/ j /	–	<u>y</u> ou, be <u>y</u> ond
/ w /	–	<u>o</u> ne, <u>w</u> hen, <u>s</u> we <u>e</u> t
/ r /	–	<u>r</u> im, <u>b</u> re <u>a</u> d
/ ʔ /	–	uh_ <u>o</u> h

2 Pure vowels of English

/ i: /	–	be <u>a</u> t, kee <u>p</u>
/ ɪ /	–	bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/ e /	–	se <u>t</u> , ma <u>n</u> y
/ æ /	–	ba <u>t</u>
/ ʌ /	–	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/ a: /	–	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ ɒ /	–	po <u>t</u> , wa <u>n</u> t
/ ɔ: /	–	po <u>r</u> t, sa <u>w</u> , ta <u>k</u>
/ ə /	–	a <u>b</u> out, su <u>dd</u> en
/ ɜ: /	–	wo <u>r</u> d, bi <u>r</u> d
/ ʊ /	–	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/ u: /	–	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e

3 Diphthongs of English

/ eɪ /	–	la <u>t</u> e, da <u>y</u> , grea <u>t</u>
/ aɪ /	–	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/ ɔɪ /	–	bo <u>y</u> , noi <u>s</u> e
/ aʊ /	–	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ əʊ /	–	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/ ɪə /	–	ea <u>r</u> , he <u>r</u> e
/ eə /	–	ai <u>r</u> , ca <u>r</u> e, cha <u>ir</u>
/ ʊə /	–	cu <u>r</u> e, ju <u>r</u> y

Transcription key

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

<*italics*> = contextual information

UPPER CASE = words spoken with increased volume

°word° = words spoken with decreased volume

↗ = upward intonation

↘ = downward intonation

/wɪv/ = phonemic representation of speech sounds

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. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have completed a course in English equivalent to Cambridge IGCSE™ or Cambridge O Level.

Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

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

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

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March 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 International AS Level Language and Literature in English (8695)
- 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 recognising 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 and carrying forward marks

Candidates can retake Cambridge International AS Level and Cambridge International A 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**

Candidates can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

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

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic 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 apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content.

Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

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

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. 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. Our access arrangement regulations can be found 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, 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.

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

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

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

On the statement of results, Cambridge International AS & A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS & A Levels are shown as General Certificate of Education.

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 A Level

Assessment at Cambridge International A 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

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
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2029, 2030 and 2031

The syllabus has been reviewed and revised for first examination in 2029.

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

Changes to syllabus content

- The syllabus content has been refreshed and updated.
- The text types have been reviewed and updated for clarity: podcasts, travel writing, and editorials have been removed; novels and emails have been added.

Changes to assessment (including changes to specimen papers)

- The syllabus aims have been updated.
- The wording of the assessment objectives has been updated: AO5 has been removed, with AO3 incorporating all forms of analysis.
- Paper 1 has a new title: Text Analysis.
- Line numbers have been removed from texts presented in the question papers.

Paper 1 Text Analysis

- The number of total question paper marks has not changed.
- The duration of the examination has not changed.
- Candidates answer two compulsory questions worth 25 marks each.
- The marking criteria for Paper 1 have been updated.
- **Section A: Question 1 Writing and analysis**
This question is split into part (a) and part (b).
 - (a) requires a written response to a short prompt.
 - (b) requires candidates to analyse their own writing.
- **Section B: Question 2 Comparative text analysis**
 - This is a single 25-mark question, which requires candidates to compare two separate unseen written texts.

Paper 2 Writing

- The number of total question paper marks has not changed.
- The duration of the examination has not changed.
- The marking criteria for Paper 2 have been updated.
- **Section A: Question 1 Argumentative essay**
 - This 25 mark question requires an argumentative essay to be written, based on three sources printed on the question paper.
- **Section B: Questions 2–4 Extended writing**
 - Candidates choose one question from a choice of three.
 - Each question is based on any of the text types outlined in the syllabus content for Section B.

continued

Changes to assessment (including changes to specimen papers) continued

Paper 3 Language Analysis

- The number of total question paper marks has not changed.
- The duration of the examination has not changed.
- The topics of Language change and Child language acquisition have not changed.
- Changes to Assessment Objective weightings: AO1 and AO2 have been removed; both questions are based on AO3 and AO4 only.
- The marking criteria have been updated.

Paper 4 Language Topics

- The number of total question paper marks has not changed.
- The duration of the examination has not changed.
- The topics of English in the world and Language and the self have not changed.
- The marking criteria have been updated.

Updated specimen papers have been published to accompany the new syllabus. These exemplify the changes to the subject content and assessment.

Carry forward arrangements

- AS Level marks achieved in 9093 English Language, Paper 1 Reading and Paper 2 Writing, in 2028 **can** be carried forward to future series of 9093 English Language in 2029, subject to the regulations set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at www.cambridgeinternational.org/eoguide

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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

Any textbooks endorsed to support the syllabus for examination from 2029 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 programmes and qualifications for students aged 3 to 19 is independently certified as meeting the internationally recognised 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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