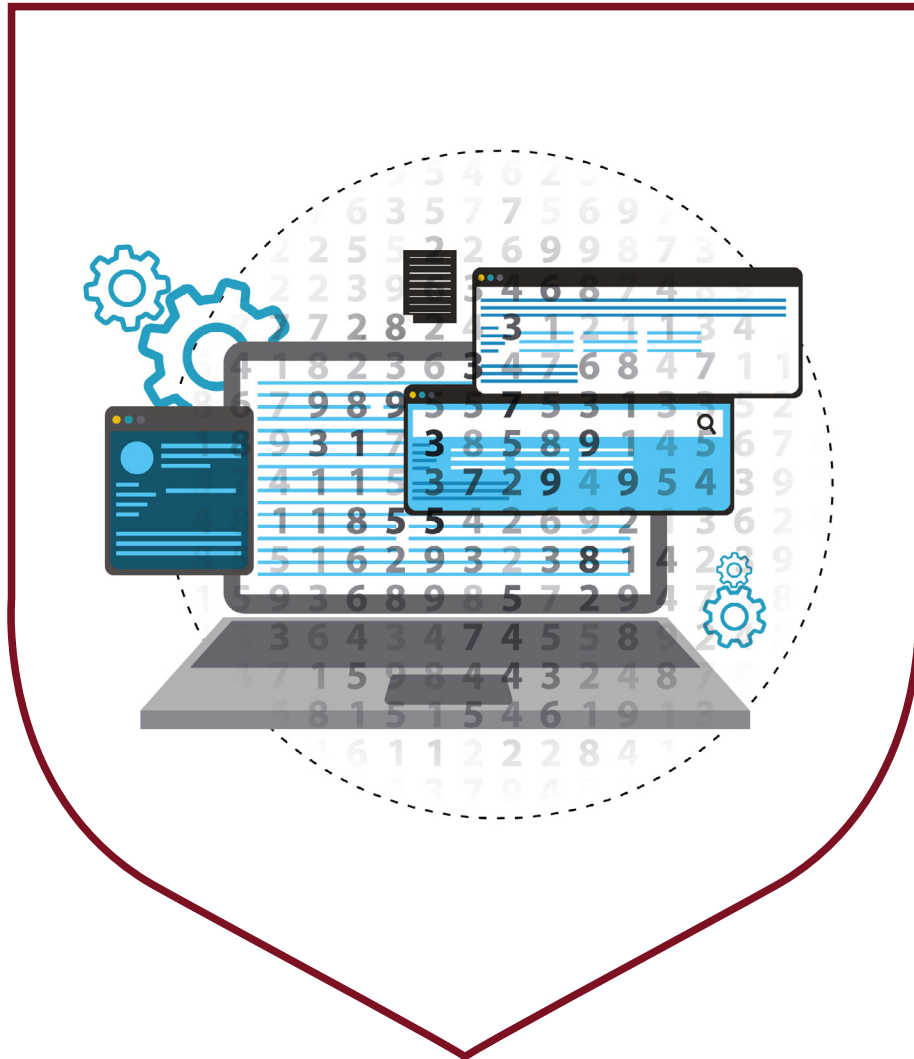




Syllabus

Cambridge International AS & A Level Computer Science 9618

Use this syllabus for exams in 2027, 2028 and 2029.
Exams are available in the June and November series.



Version I

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

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

The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

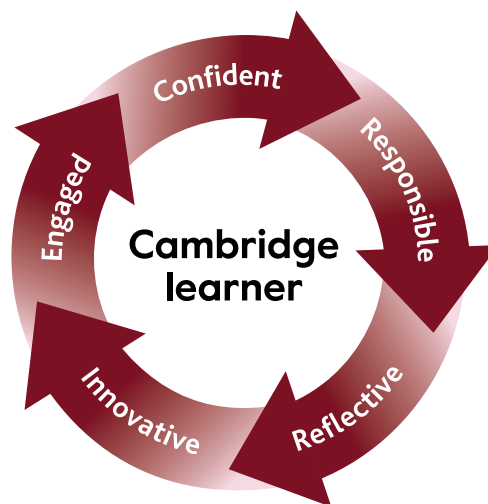
1 Why choose this syllabus?

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 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 Computer Science encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology.

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

confident, using a range of technology and programming paradigms

responsible, using technology ethically

reflective, as programmers, improving their own programming solution

innovative, creating efficient solutions to problems

engaged, in technology, how it is built and how software solutions are developed.

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 & A Level Computer Science are:

- **Computational thinking**
Computational thinking is a set of fundamental skills that help produce a solution to a problem. Skills such as abstraction, decomposition and algorithmic thinking are used to study a problem and design a solution that can be implemented. This may involve using a range of technologies and programming languages.
- **Programming paradigms**
A programming paradigm is a way of thinking about or approaching problems. There are many different programming styles that can be used, which are suited to unique functions, tools and specific situations. An understanding of programming paradigms is essential to ensure they are used appropriately, when designing and building programs.
- **Communication**
Communication is a core requirement of computer systems. It includes the ability to transfer data from one device or component to another and an understanding of the rules and methods that are used in this data transfer. Communication could range from the internal transfer of data within a computer system, to the transfer of a video across the internet.
- **Computer architecture and hardware**
Computer architecture is the design of the internal operation of a computer system. It includes the rules that dictate how components and data are organised, how data are communicated between components, to allow hardware to function. There is a range of architectures, with different components and rules, that are appropriate for different scenarios.
All computers comprise of a combination of hardware components, ranging from internal components, such as the Central Processing Unit (CPU) and main memory, to peripherals. To produce effective and efficient programs to run on hardware, it is important to understand how the components work independently and together to produce a system that can be used. Hardware needs software to be able to perform a task. Software allows hardware to become functional. This enables the user to communicate with the hardware to perform tasks.
- **Data representation and structures**
Computers use binary and understanding how a binary number can be interpreted in many different ways is important. Programming requires an understanding of how data can be organised for efficient access and/or transfer.

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 2220 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 Computer Science makes up the first half of the Cambridge International A Level course in Computer Science and provides a foundation for the study of Computer Science 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 Computer Science or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level Computer Science provides a foundation for the study of Computer Science 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 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 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 practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-for-teachers

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.

The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer based solutions to problems.



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

AS Level content

1 Information representation	1.1 Data Representation 1.2 Multimedia – Graphics, Sound 1.3 Compression
2 Communication	2.1 Networks including the internet
3 Hardware	3.1 Computers and their components 3.2 Logic Gates and Logic Circuits
4 Processor Fundamentals	4.1 Central Processing Unit (CPU) Architecture 4.2 Assembly Language 4.3 Bit manipulation
5 System Software	5.1 Operating Systems 5.2 Language Translators
6 Security, privacy and data integrity	6.1 Data Security 6.2 Data Integrity
7 Ethics and Ownership	7.1 Ethics and Ownership
8 Databases	8.1 Database Concepts 8.2 Database Management Systems (DBMS) 8.3 Data Definition Language (DDL) and Data Manipulation Language (DML)
9 Algorithm Design and Problem-solving	9.1 Computational Thinking Skills 9.2 Algorithms
10 Data Types and Structures	10.1 Data Types and Records 10.2 Arrays 10.3 Files 10.4 Introduction to Abstract Data Types (ADT)
11 Programming	11.1 Programming Basics 11.2 Constructs 11.3 Structured Programming
12 Software Development	12.1 Program Development Life cycle 12.2 Program Design 12.3 Program Testing and Maintenance

A Level content

13 Data Representation	13.1 User-defined data types 13.2 File organisation and access 13.3 Floating-point numbers, representation and manipulation
14 Communication and internet technologies	14.1 Protocols 14.2 Circuit switching, packet switching
15 Hardware and Virtual Machines	15.1 Processors, Parallel Processing and Virtual Machines 15.2 Boolean Algebra and Logic Circuits
16 System Software	16.1 Purposes of an Operating System (OS) 16.2 Translation Software
17 Security	17.1 Encryption, Encryption Protocols and Digital certificates
18 Artificial Intelligence (AI)	18.1 Artificial Intelligence
19 Computational thinking and Problem-solving	19.1 Algorithms 19.2 Recursion
20 Further Programming	20.1 Programming Paradigms 20.2 File Processing and Exception Handling

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

Theory Fundamentals 1 hour 30 minutes
75 marks

Paper 1 will assess sections 1 to 8 of the syllabus content.

Written paper.

Externally assessed. Candidates answer all questions.

50% of the AS Level

25% of the A Level

Paper 2

Fundamental Problem-solving and 2 hours
Programming Skills
75 marks

Paper 2 will assess sections 9 to 12 of the syllabus content.

Candidates will need to write answers in pseudocode.

Written paper.

Externally assessed. Candidates answer all questions.

50% of the AS Level

25% of the A Level

Paper 3

Advanced Theory 1 hour 30 minutes
75 marks

Paper 3 will assess sections 13 to 20 of the syllabus content.

Written paper.

Externally assessed. Candidates answer all questions.

25% of the A Level

Paper 4

Practical 2 hours 30 minutes
75 marks

Paper 4 will assess sections 19 to 20 of the syllabus content, except for low-level and declarative programming.

Candidates will submit complete program code and evidence of testing.

Candidates will be required to use either Java (console mode), Visual Basic* (console mode) or Python (console mode) programming languages.

Externally assessed. Candidates answer all questions on a computer without internet or email facility.

25% of the A Level

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

* Visual Basic in this syllabus refers to any .Net versions of the Visual Basic programming language. Candidates are asked to use one of these versions of the software and not Visual Basic 6.0 or earlier versions of this programming language.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Paper 4.

There are three routes for Cambridge International AS & A Level Computer Science:

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 knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

AO2

Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

AO3

Design, program and evaluate computer systems to solve problems, making reasoned judgements about these.

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	30	30
AO2	40	30
AO3	30	40
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	60	0	60	0
AO2	40	40	40	0
AO3	0	60	0	100
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.

AS content

Computational thinking is developed using a structured approach that includes the use of programming and problem-solving skills to provide solutions to real life problems. It requires the manipulation and storage of different types of data and the communication of solutions over networks.

Computational thinking is supported by developing an understanding of how computer architecture, hardware, systems software, security measures and communication systems, provide the infrastructure required in an efficient and ethical way. The syllabus supports opportunities for students to apply their skills in practical contexts that are required in the digital industry.

1 Information representation

1.1 Data Representation

Candidates should be able to:

Show understanding of binary magnitudes and the difference between binary prefixes and decimal prefixes

Show understanding of different number systems

Perform binary addition and subtraction

Describe practical applications where Binary Coded Decimal (BCD) and Hexadecimal are used

Show understanding of and be able to represent character data in its internal binary form, depending on the character set used

Notes and guidance

Understand the difference between and use:

- kibi and kilo
- mebi and mega
- gibi and giga
- tebi and tera

Use the binary, denary, hexadecimal number bases and Binary Coded Decimal (BCD) and one's and two's complement representation for binary numbers

Convert an integer value from one number base/representation to another

Using positive and negative binary integers

Show understanding of how overflow can occur

Students are expected to be familiar with ASCII (American Standard Code for Information Interchange), extended ASCII and Unicode. Students will not be expected to memorise any particular character codes

1.2 Multimedia**Graphics****Candidates should be able to:**

Show understanding of how data for a bitmapped image are encoded

Perform calculations to estimate the file size for a bitmap image

Show understanding of the effects of changing elements of a bitmap image on the image quality and file size

Show understanding of how data for a vector graphic are encoded

Justify the use of a bitmap image or a vector graphic for a given task

Notes and guidance

Use and understand the terms: pixel, file header, image resolution, screen resolution, colour depth / bit depth

Use the terms: image resolution, colour depth / bit depth

Use the terms: drawing object, property, drawing list

Sound**Candidates should be able to:**

Show understanding of how sound is represented and encoded

Show understanding of the impact of changing the sampling rate and resolution

Notes and guidance

Use the terms: sampling, sampling rate, sampling resolution, analogue and digital data

Including the impact on file size and accuracy

1.3 Compression**Candidates should be able to:**

Show understanding of the need for and examples of the use of compression

Show understanding of lossy and lossless compression and justify the use of a method in a given situation

Show understanding of how a text file, bitmap image, vector graphic and sound file can be compressed

Notes and guidance

Including the use of run-length encoding (RLE)

2 Communication

2.1 Networks including the internet

Candidates should be able to:

Show understanding of the purpose and benefits of networking devices

Show understanding of the characteristics of a LAN (local area network) and a WAN (wide area network)

Explain the client-server and peer-to-peer models of networked computers

Show understanding of thin-client and thick-client and the differences between them

Show understanding of the bus, star, mesh and hybrid topologies

Show understanding of cloud computing

Show understanding of the differences between and implications of the use of wireless and wired networks

Describe the hardware that is used to support a LAN

Describe the role and function of a router in a network

Show understanding of Ethernet and how collisions are detected and avoided

Show understanding of bit streaming

Show understanding of the differences between the World Wide Web (WWW) and the internet

Describe the hardware that is used to support the internet

Notes and guidance

Roles of the different computers within the network and subnetwork models

Benefits and drawbacks of each model

Justify the use of a model for a given situation

Understand how packets are transmitted between two hosts for a given topology

Justify the use of a topology for a given situation

Including the use of public and private clouds

Benefits and drawbacks of cloud computing

Describe the characteristics of copper cable, fibre-optic cable, radio waves (including WiFi), microwaves, satellites

Including switch, server, Network Interface Card (NIC), Wireless Network Interface Card (WNIC), Wireless Access Points (WAP), cables, bridge, repeater

Including Carrier Sense Multiple Access/Collision Detection (CSMA/CD)

Methods of bit streaming, i.e. real-time and on-demand

Importance of bit rates broadband speed on bit streaming

Including modems, PSTN (Public Switched Telephone Network), dedicated lines, cell phone network

2.1 Networks including the internet continued

Explain the use of IP addresses in the transmission of data over the internet

Including:

- format of an IP address including IPv4 and IPv6
- use of subnetting in a network
- how an IP address is associated with a device on a network
- difference between a public IP address and a private IP address and the implications for security
- difference between a static IP address and a dynamic IP address

Explain how a Uniform Resource Locator (URL) is used to locate a resource on the World Wide Web (WWW) and the role of the Domain Name Service (DNS)

3 Hardware

3.1 Computers and their components

Candidates should be able to:

Notes and guidance

Show understanding of the need for input, output, primary memory and secondary (including removable) storage

Show understanding of embedded systems

Including: benefits and drawbacks of embedded systems

Describe the principal operations of hardware devices

Including: Laser printer, 3D printer, microphone, speakers, magnetic hard disk, solid state (flash) memory, optical disc reader/writer, touchscreen, virtual reality headset

Show understanding of the use of buffers

Explain the differences between Random Access Memory (RAM) and Read Only Memory (ROM)

Including their use in a range of devices and systems

Explain the differences between Static RAM (SRAM) and Dynamic RAM (DRAM)

Including the use of SRAM and DRAM in a range of devices and systems and the reasons for using one instead of the other depending on the device and its use

Explain the difference between Programmable ROM (PROM), Erasable Programmable ROM (EPROM) and Electrically Erasable Programmable ROM (EEPROM)

Show an understanding of monitoring and control systems

Including:

- difference between monitoring and control
- use of sensors (including temperature, pressure, infra-red, sound) and actuators
- importance of feedback

3.2 Logic Gates and Logic Circuits

Candidates should be able to:

Use the following logic gate symbols:



NOT



AND



OR



NAND



NOR



XOR

Understand and define the functions of :
NOT, AND, OR, NAND, NOR and XOR (EOR) gates

Construct the truth table for each of the logic gates above

Construct a logic circuit

Construct a truth table

Construct a logic expression

Notes and guidance

All gates except the NOT gate will have two inputs only.

From:

- a problem statement
- a logic expression
- a truth table

From:

- a problem statement
- a logic circuit
- a logic expression

From:

- a problem statement
- a logic circuit
- a truth table

4 Processor Fundamentals

4.1 Central Processing Unit (CPU) Architecture

Candidates should be able to:

Show understanding of the basic Von Neumann model for a computer system and the stored program concept

Show understanding of the purpose and role of registers, including the difference between general purpose and special purpose registers

Show understanding of the purpose and roles of the Arithmetic and Logic Unit (ALU), Control Unit (CU) and system clock, Immediate Access Store (IAS)

Show understanding of how data are transferred between various components of the computer system using the address bus, data bus and control bus

Show understanding of how factors contribute to the performance of the computer system

Understand how different ports provide connection to peripheral devices

Describe the stages of the Fetch-Execute (F-E) cycle

Show understanding of the purpose of interrupts

Notes and guidance

Special purpose registers including:

- Program Counter (PC)
- Memory Data Register (MDR)
- Memory Address Register (MAR)
- The Accumulator (ACC)
- Index Register (IX)
- Current Instruction Register (CIR)
- Status Register

Including:

- processor type and number of cores
- the bus width
- clock speed
- cache memory

Including connection to:

- Universal Serial Bus (USB)
- High Definition Multimedia Interface (HDMI)
- Video Graphics Array (VGA)

Describe and use 'register transfer' notation to describe the F-E cycle

Including:

- possible causes of interrupts
- applications of interrupts
- use of an Interrupt Service handling Routine (ISR)
- when interrupts are detected during the fetch-execute cycle
- how interrupts are handled

4.2 Assembly Language

Candidates should be able to:

Show understanding of the relationship between assembly language and machine code

Describe the different stages of the assembly process for a two-pass assembler

Trace a given simple assembly language program

Show understanding that a set of instructions are grouped

Show understanding of and be able to use different modes of addressing

Notes and guidance

Apply the two-pass assembler process to a given simple assembly language program

Including the following groups:

- Data movement
- Input and output of data
- Arithmetic operations
- Unconditional and conditional instructions
- Compare instructions

Including immediate, direct, indirect, indexed, relative

The following table is an example of an instruction set:

Instruction		Explanation
Opcode	Operand	
LDM	#n	Immediate addressing. Load the number n to ACC
LDD	<address>	Direct addressing. Load the contents of the location at the given address to ACC
LDI	<address>	Indirect addressing. The address to be used is at the given address. Load the contents of this second address to ACC
LDX	<address>	Indexed addressing. Form the address from <address> + the contents of the index register. Copy the contents of this calculated address to ACC
LDR	#n	Immediate addressing. Load the number n to IX
MOV	<register>	Move the contents of the accumulator to the given register (IX)
STO	<address>	Store the contents of ACC at the given address
ADD	<address>	Add the contents of the given address to the ACC
ADD	#n/Bn/&n	Add the number n to the ACC
SUB	<address>	Subtract the contents of the given address from the ACC
SUB	#n/Bn/&n	Subtract the number n from the ACC
INC	<register>	Add 1 to the contents of the register (ACC or IX)
DEC	<register>	Subtract 1 from the contents of the register (ACC or IX)
JMP	<address>	Jump to the given address
CMP	<address>	Compare the contents of ACC with the contents of <address>
CMP	#n	Compare the contents of ACC with number n
CMI	<address>	Indirect addressing. The address to be used is at the given address. Compare the contents of ACC with the contents of this second address
JPE	<address>	Following a compare instruction, jump to <address> if the compare was True
JPN	<address>	Following a compare instruction, jump to <address> if the compare was False
IN		Key in a character and store its ASCII value in ACC
OUT		Output to the screen the character whose ASCII value is stored in ACC
END		Return control to the operating system

All questions will assume there is only one general purpose register available (Accumulator)

ACC denotes Accumulator

IX denotes Index Register

<address> can be an absolute or symbolic address

denotes a denary number, e.g. #123

B denotes a binary number, e.g. B01001010

& denotes a hexadecimal number, e.g. &4A

4.3 Bit manipulation

Candidates should be able to:

Show understanding of and perform binary shifts

Show understanding of how bit manipulation can be used to monitor/control a device

Notes and guidance

Logical, arithmetic and cyclic

Left shift, right shift

Carry out bit manipulation operations

Test and set a bit (using bit masking)

		Instruction		
Label	Opcode	Operand	Explanation	
	AND	#n / Bn / &n	Bitwise AND operation of the contents of ACC with the operand	
	AND	<address>	Bitwise AND operation of the contents of ACC with the contents of <address>	
	XOR	#n / Bn / &n	Bitwise XOR operation of the contents of ACC with the operand	
	XOR	<address>	Bitwise XOR operation of the contents of ACC with the contents of <address>	
	OR	#n / Bn / &n	Bitwise OR operation of the contents of ACC with the operand	
	OR	<address>	Bitwise OR operation of the contents of ACC with the contents of <address>	
	LSL	#n	Bits in ACC are shifted logically n places to the left. Zeros are introduced on the right hand end	
	LSR	#n	Bits in ACC are shifted logically n places to the right. Zeros are introduced on the left hand end	
<label>:	<opcode>	<operand>	Labels an instruction	
<label>:		<data>	Gives a symbolic address <label> to the memory location with contents <data>	

All questions will assume there is only one general purpose register available (Accumulator)
 ACC denotes Accumulator
 IX denotes Index Register
 <address> can be an absolute or symbolic address
 # denotes a denary number, e.g. #123
 B denotes a binary number, e.g. B01001010
 & denotes a hexadecimal number, e.g. &4A

5 System Software

5.1 Operating Systems

Candidates should be able to:

Explain why a computer system requires an Operating System (OS)

Explain the key management tasks carried out by the Operating System

Show understanding of the need for typical utility software provided with an Operating System

Show understanding of program libraries

Notes and guidance

Including memory management, file management, security management, hardware management (input/output/peripherals), process management

Including disk formatter, virus checker, defragmentation software, disk contents analysis/disk repair software, file compression, back-up software

Including:

- software under development is often constructed using existing code from program libraries
- the benefits to the developer of software constructed using library files, including Dynamic Link Library (DLL) files

5.2 Language Translators

Candidates should be able to:

Show understanding of the need for:

- assembler software for the translation of an assembly language program
- a compiler for the translation of a high-level language program
- an interpreter for translation and execution of a high-level language program

Explain the benefits and drawbacks of using either a compiler or interpreter and justify the use of each

Show awareness that high-level language programs may be partially compiled and partially interpreted, such as Java (console mode)

Describe features found in a typical Integrated Development Environment (IDE)

Notes and guidance

Including:

- for coding, including context-sensitive prompts
- for initial error detection, including dynamic syntax checks
- for presentation, including prettyprint, expand and collapse code blocks
- for debugging, including single stepping, breakpoints, i.e. variables, expressions, report window

6 Security, privacy and data integrity

6.1 Data Security

Candidates should be able to:

Explain the difference between the terms security, privacy and integrity of data

Show appreciation of the need for both the security of data and the security of the computer system

Describe security measures designed to protect computer systems, ranging from the stand-alone PC to a network of computers

Show understanding of the threats to computer and data security posed by networks and the internet

Describe methods that can be used to restrict the risks posed by threats

Describe security methods designed to protect the security of data

Notes and guidance

Including user accounts, passwords, authentication techniques such as digital signatures and biometrics, firewall, anti-virus software, anti-spyware, encryption

Including malware (virus, spyware), hackers, phishing, pharming

Including encryption, access rights

6.2 Data Integrity

Candidates should be able to:

Describe how data validation and data verification help protect the integrity of data

Describe and use methods of data validation

Describe and use methods of data verification during data entry and data transfer

Notes and guidance

Including range check, format check, length check, presence check, existence check, limit check, check digit

During data entry including visual check, double entry

During data transfer including parity check (byte and block), checksum

7 Ethics and Ownership

7.1 Ethics and Ownership

Candidates should be able to:

Show understanding of the need for and purpose of ethics as a computing professional

Show understanding of the need to act ethically and the impact of acting ethically or unethically for a given situation

Show understanding of the need for copyright legislation

Show understanding of the different types of software licencing and justify the use of a licence for a given situation

Show understanding of Artificial Intelligence (AI)

Notes and guidance

Understand the importance of joining a professional ethical body including BCS (British Computer Society), IEEE (Institute of Electrical and Electronic Engineers)

Licences to include free Software Foundation, the Open Source Initiative, shareware and commercial software

Understand the impact of AI including social, economic and environmental issues

Understand the applications of AI

8 Databases

8.1 Database Concepts

Candidates should be able to:

Show understanding of the limitations of using a file-based approach for the storage and retrieval of data

Describe the features of a relational database that address the limitations of a file-based approach

Show understanding of and use the terminology associated with a relational database model

Use an entity-relationship (E-R) diagram to document a database design

Show understanding of the normalisation process

Explain why a given set of database tables are, or are not, in 3NF

Produce a normalised database design for a description of a database, a given set of data, or a given set of tables

Notes and guidance

Including entity, table, record, field, tuple, attribute, primary key, candidate key, secondary key, foreign key, relationship (one-to-many, one-to-one, many-to-many), referential integrity, indexing

First Normal Form (1NF),
Second Normal Form (2NF) and
Third Normal Form (3NF)

8.2 Database Management Systems (DBMS)

Candidates should be able to:

Show understanding of the features provided by a Database Management System (DBMS) that address the issues of a file based approach

Notes and guidance

Including:

- data management, including maintaining a data dictionary
- data modelling
- logical schema
- data integrity
- data security, including backup procedures and the use of access rights to individuals / groups of users

Show understanding of how software tools found within a DBMS are used in practice

Including the use and purpose of:

- developer interface
- query processor

8.3 Data Definition Language (DDL) and Data Manipulation Language (DML)

Candidates should be able to:

Show understanding that the DBMS carries out all creation/modification of the database structure using its Data Definition Language (DDL)

Show understanding that the DBMS carries out all queries and maintenance of data using its DML

Show understanding that the industry standard for both DDL and DML is Structured Query Language (SQL)

Understand given SQL (DDL) statements and be able to write simple SQL (DDL) statements using a sub-set of statements

Notes and guidance

Understand a given SQL statement

Create a database (CREATE DATABASE)

Create a table definition (CREATE TABLE), including the creation of attributes with appropriate data types:

- CHARACTER
- VARCHAR(n)
- BOOLEAN
- INTEGER
- REAL
- DATE
- TIME

change a table definition (ALTER TABLE)

add a primary key to a table (PRIMARY KEY (field))

add a foreign key to a table (FOREIGN KEY (field) REFERENCES Table (Field))

8.3 Data Definition Language (DDL) and Data Manipulation Language (DML) continued

Write an SQL script to query or modify data (DML) which are stored in (at most two) database tables

Queries including SELECT... FROM, WHERE, ORDER BY, GROUP BY, INNER JOIN, SUM, COUNT, AVG

Data maintenance including. INSERT INTO, DELETE FROM, UPDATE

9 Algorithm Design and Problem-solving

Refer to Pseudocode Guide www.cambridgeinternational.org/support

9.1 Computational Thinking Skills

Candidates should be able to:

Show an understanding of abstraction

Notes and guidance

Need for and benefits of using abstraction

Describe the purpose of abstraction

Produce an abstract model of a system by only including essential details

Describe and use decomposition

Break down problems into sub-problems leading to the concept of a program module (procedure / function)

9.2 Algorithms

Candidates should be able to:

Show understanding that an algorithm is a solution to a problem expressed as a sequence of defined steps

Notes and guidance

Use suitable identifier names for the representation of data used by a problem and represent these using an identifier table

Write pseudocode that contains input, process and output

Write pseudocode using the three basic constructs of sequence, selection and iteration (repetition)

Document a simple algorithm using a structured English description, a flowchart or pseudocode

Write pseudocode from:

- a structured English description
- a flowchart

Draw a flowchart from:

- a structured English description
- pseudocode

9.2 Algorithms continued

Describe and use the process of stepwise refinement to express an algorithm to a level of detail from which the task may be programmed

Use logic statements to define parts of an algorithm solution

10 Data Types and Structures

10.1 Data Types and Records

Candidates should be able to:

Select and use appropriate data types for a problem solution

Show understanding of the purpose of a record structure to hold a set of data of different data types under one identifier

Notes and guidance

including integer, real, char, string, Boolean, date (pseudocode will use the following data types: INTEGER, REAL, CHAR, STRING, BOOLEAN, DATE, ARRAY, FILE)

Write pseudocode to define a record structure

Write pseudocode to read data from a record structure and save data to a record structure

10.2 Arrays

Candidates should be able to:

Use the technical terms associated with arrays

Select a suitable data structure (1D or 2D array) to use for a given task

Write pseudocode for 1D and 2D arrays

Write pseudocode to process array data

Notes and guidance

Including index, upper and lower bound

Sort using a bubble sort

Search using a linear search

10.3 Files

Candidates should be able to:

Show understanding of why files are needed

Write pseudocode to handle text files that consist of one or more lines

Notes and guidance

10.4 Introduction to Abstract Data Types (ADT)

Candidates should be able to:

Show understanding that an ADT is a collection of data and a set of operations on those data

Show understanding that a stack, queue and linked list are examples of ADTs

Use a stack, queue and linked list to store data

Describe how a queue, stack and linked list can be implemented using arrays

Notes and guidance

Describe the key features of a stack, queue and linked list and justify their use for a given situation

Candidates will not be required to write pseudocode for these structures, but they should be able to add, edit and delete data from these structures

11 Programming

11.1 Programming Basics

Candidates should be able to:

Implement and write pseudocode from a given design presented as either a program flowchart or structured English

Write pseudocode statements for:

- the declaration and initialisation of constants
- the declaration of variables
- the assignment of values to variables
- expressions involving any of the arithmetic or logical operators input from the keyboard and output to the console

Use built-in functions and library routines

Notes and guidance

Any functions not given in the pseudocode guide will be provided

String manipulation functions will always be given

11.2 Constructs

Candidates should be able to:

Use pseudocode to write:

- an 'IF' statement including the 'ELSE' clause and nested IF statements
- a 'CASE' structure
- a 'count-controlled' loop:
- a 'post-condition' loop
- a 'pre-condition' loop

Justify why one loop structure may be better suited to solve a problem than the others

Notes and guidance

11.3 Structured Programming

Candidates should be able to:

Define and use a procedure

Explain where in the construction of an algorithm it would be appropriate to use a procedure

Use parameters

Define and use a function

Explain where in the construction of an algorithm it is appropriate to use a function

Use the terminology associated with procedures and functions

Write efficient pseudocode

Notes and guidance

A procedure may have none, one or more parameters

A parameter can be passed by reference or by value

A function is used in an expression, e.g. the return value replaces the call

including procedure/function header, procedure/function interface, parameter, argument, return value

12 Software Development

12.1 Program Development Life cycle

Candidates should be able to:

Show understanding of the purpose of a development life cycle

Show understanding of the need for different development life cycles depending on the program being developed

Describe the principles, benefits and drawbacks of each type of life cycle

Show understanding of the analysis, design, coding, testing and maintenance stages in the program development life cycle

Notes and guidance

Including: waterfall, iterative, rapid application development (RAD)

12.2 Program Design

Candidates should be able to:

Use a structure chart to decompose a problem into sub-tasks and express the parameters passed between the various modules/procedures/functions which are part of the algorithm design

Show understanding of the purpose of state-transition diagrams to document an algorithm

Notes and guidance

Describe the purpose of a structure chart

Construct a structure chart for a given problem

Derive equivalent pseudocode from a structure chart

12.3 Program Testing and Maintenance

Candidates should be able to:

Show understanding of ways of exposing and avoiding faults in programs

Locate and identify the different types of errors

Correct identified errors

Show understanding of the methods of testing available and select appropriate data for a given method

Show understanding of the need for a test strategy and test plan and their likely contents

Choose appropriate test data for a test plan

Show understanding of the need for continuing maintenance of a system and the differences between each type of maintenance

Analyse an existing program and make amendments to enhance functionality

Notes and guidance

- syntax errors
- logic errors
- run-time errors

Including dry run, walkthrough, white-box, black-box, integration, alpha, beta, acceptance, stub

Including normal, abnormal and extreme/boundary

Including perfective, adaptive, corrective

A Level content

Computational thinking is further developed at A Level to extend methods for searching, sorting, structuring and storage of data. This includes understanding of Artificial Intelligence (AI). Programming paradigms are considered together with an extension of programming skills to include recursion and exception handling.

Computational thinking is supported by developing an in-depth understanding of how computer architecture, hardware, systems software, security measures and communication systems can have different structures and protocols. These can be combined to provide an appropriate infrastructure for solutions of problems. The syllabus encourages opportunities for students to apply their skills in a practical context that are required in the digital industry.

13 Data Representation

13.1 User-defined data types

Candidates should be able to:	Notes and guidance
Show understanding of why user-defined types are necessary	
Define and use non-composite types	Including enumerated, pointer
Define and use composite data types	Including set, record and class/object
Choose and design an appropriate user-defined data type for a given problem	

13.2 File organisation and access

Candidates should be able to:	Notes and guidance
Show understanding of the methods of file organisation and select an appropriate method of file organisation and file access for a given problem	Including serial, sequential (using a key field), random (using a record key)
Show understanding of methods of file access	Including Sequential access for serial and sequential files Direct access for sequential and random files
Show understanding of hashing algorithms	Describe and use different hashing algorithms to read from and write data to a random/sequential file

13.3 Floating-point numbers, representation and manipulation

Candidates should be able to:

Describe the format of binary floating-point real numbers

Convert binary floating-point real numbers into denary and vice versa

Normalise floating-point numbers

Show understanding of the consequences of a binary representation only being an approximation to the real number it represents (in certain cases)

Show understanding that binary representations can give rise to rounding errors

Notes and guidance

Use two's complement form

Understand of the effects of changing the allocation of bits to mantissa and exponent in a floating-point representation

Understand the reasons for normalisation

Understand how underflow and overflow can occur

14 Communication and internet technologies

14.1 Protocols

Candidates should be able to:

Show understanding of why a protocol is essential for communication between computers

Show understanding of how protocol implementation can be viewed as a stack, where each layer has its own functionality

Show understanding of the TCP/IP protocol suite

Show understanding of protocols (HTTP, FTP, POP3, IMAP, SMTP, BitTorrent) and their purposes

Notes and guidance

Four Layers (Application, Transport, Internet, Link)
Purpose and function of each layer

Application when a message is sent from one host to another on the internet

BitTorrent protocol provides peer-to-peer file sharing

14.2 Circuit switching, packet switching

Candidates should be able to:

Show understanding of circuit switching

Show understanding of packet switching

Notes and guidance

Benefits, drawbacks and where it is applicable

Benefits, drawbacks and where it is applicable
Show understanding of the function of a router in packet switching

Explain how packet switching is used to pass messages across a network, including the internet

15 Hardware and Virtual Machines

15.1 Processors, Parallel Processing and Virtual Machines

Candidates should be able to:	Notes and guidance
Show understanding of Reduced Instruction Set Computers (RISC) and Complex Instruction Set Computers (CISC) processors	Differences between RISC and CISC Understand interrupt handling on CISC and RISC processors
Show understanding of the importance/use of pipelining and registers in RISC processors	
Show understanding of the four basic computer architectures	SISD, SIMD, MISD, MIMD
Show understanding of the characteristics of massively parallel computers	
Show understanding of the concept of a virtual machine	Give examples of the role of virtual machines Understand the benefits and limitations of virtual machines

15.2 Boolean Algebra and Logic Circuits

Candidates should be able to:	Notes and guidance
Produce truth tables for logic circuits including half adders and full adders	May include logic gates with more than two inputs
Show understanding of a flip-flop (SR, JK)	Draw a logic circuit and derive a truth table for a flip-flop Understand of the role of flip-flops as data storage elements
Show understanding of Boolean algebra	Understand De Morgan's laws Perform Boolean algebra using De Morgan's laws Simplify a logic circuit/expression using Boolean algebra
Show understanding of Karnaugh maps (K-map)	Understand of the benefits of using Karnaugh maps Solve logic problems using Karnaugh maps

16 System Software

16.1 Purposes of an Operating System (OS)

Candidates should be able to:

Show understanding of how an OS can maximise the use of resources

Describe the ways in which the user interface hides the complexities of the hardware from the user

Show understanding of process management

Show understanding of virtual memory, paging and segmentation for memory management

Notes and guidance

The concept of multi-tasking and a process

The process states: running, ready and blocked

The need for scheduling and the function and benefits of different scheduling routines (including round robin, shortest job first, first come first served, shortest remaining time)

How the kernel of the OS acts as an interrupt handler and how interrupt handling is used to manage low-level scheduling

The concepts of paging, virtual memory and segmentation

The difference between paging and segmentation

How pages can be replaced

How disk thrashing can occur

16.2 Translation Software

Candidates should be able to:

Show understanding of how an interpreter can execute programs without producing a translated version

Show understanding of the various stages in the compilation of a program

Show understanding of how the grammar of a language can be expressed using syntax diagrams or Backus-Naur Form (BNF) notation

Show understanding of how Reverse Polish Notation (RPN) can be used to carry out the evaluation of expressions

Notes and guidance

Including lexical analysis, syntax analysis, code generation and optimisation

17 Security

17.1 Encryption, Encryption Protocols and Digital Certificates

Candidates should be able to:

Show understanding of how encryption works

Notes and guidance

Including the use of public key, private key, plain text, cipher text, encryption, symmetric key cryptography and asymmetric key cryptography

How the keys can be used to send a private message from the public to an individual/organisation

How the keys can be used to send a verified message to the public

How data is encrypted and decrypted, using symmetric and asymmetric cryptography

Purpose, benefits and drawbacks of quantum cryptography

Show awareness of the Secure Socket Layer (SSL)/Transport Layer Security (TLS)

Purpose of SSL/TLS

Use of SSL/TLS in client-server communication

Situations where the use of SSL/TLS would be appropriate

Show understanding of digital certification

How a digital certificate is acquired

How a digital certificate is used to produce digital signatures

18 Artificial Intelligence (AI)

18.1 Artificial Intelligence (AI)

Candidates should be able to:

Show understanding of how graphs can be used to aid Artificial Intelligence (AI)

Notes and guidance

Purpose and structure of a graph

Use A* and Dijkstra's algorithms to perform searches on a graph

Candidates will not be required to write algorithms to set up, access, or perform searches on graphs

Show understanding of how artificial neural networks have helped with machine learning

Show understanding of Deep Learning, Machine Learning and Reinforcement Learning and the reasons for using these methods.

Understand machine learning categories, including supervised learning, unsupervised learning

Show understanding of back propagation of errors and regression methods in machine learning

19 Computational thinking and Problem-solving

19.1 Algorithms

Candidates should be able to:

Show understanding of linear and binary searching methods

Notes and guidance

Write an algorithm to implement a linear search

Write an algorithm to implement a binary search

The conditions necessary for the use of a binary search

How the performance of a binary search varies according to the number of data items

Show understanding of insertion sort and bubble sort methods

Write an algorithm to implement an insertion sort

Write an algorithm to implement a bubble sort

Performance of a sorting routine may depend on the initial order of the data and the number of data items

Show understanding of and use Abstract Data Types (ADT)

Write algorithms to find an item in each of the following: linked list, binary tree

Write algorithms to insert an item into each of the following: stack, queue, linked list, binary tree

Write algorithms to delete an item from each of the following: stack, queue, linked list

Show understanding that a graph is an example of an ADT. Describe the key features of a graph and justify its use for a given situation. Candidates will not be required to write code for a graph structure

Show how it is possible for ADTs to be implemented from another ADT

Describe the following ADTs and demonstrate how they can be implemented from appropriate built-in types or other ADTs: stack, queue, linked list, dictionary, binary tree

Show understanding that different algorithms which perform the same task can be compared by using criteria (e.g. time taken to complete the task and memory used)

Including use of Big O notation to specify time and space complexity

19.2 Recursion

Candidates should be able to:

Show understanding of recursion

Notes and guidance

Essential features of recursion

How recursion is expressed in a programming language

Write and trace recursive algorithms

When the use of recursion is beneficial

Show awareness of what a compiler has to do to translate recursive programming code

Use of stacks and unwinding

20 Further Programming

20.1 Programming Paradigms

Candidates should be able to:

Understanding what is meant by a programming paradigm

Show understanding of the characteristics of a number of programming paradigms:

- Low-level
- Imperative (Procedural)
- Object Oriented
- Declarative

Notes and guidance

Low-level Programming:

- understanding of and ability to write low-level code that uses various addressing modes: immediate, direct, indirect, indexed and relative

Imperative (Procedural) programming:

- Assumed knowledge and understanding of Structural Programming (see details in AS content section 11.3)
- understanding of and ability to write imperative (procedural) programming code that uses variables, constructs, procedures and functions. See details in AS content

Object-Oriented Programming (OOP):

- understanding of the terminology associated with OOP (including objects, properties/ attributes, methods, classes, inheritance, polymorphism, containment (aggregation), encapsulation, getters, setters, instances)
- understanding of how to solve a problem by designing appropriate classes
- understanding of and ability to write code that demonstrates the use of OOP

Declarative programming:

- understanding of and ability to solve a problem by writing appropriate facts and rules based on supplied information
- understanding of and ability to write code that can satisfy a goal using facts and rules

20.2 File Processing and Exception Handling

Candidates should be able to:

Write code to perform file-processing operations

Show understanding of an exception and the importance of exception handling

Notes and guidance

Open (in read, write, append mode) and close a file
Read a record from a file and write a record to a file
Perform file-processing operations on serial, sequential, random files

Know when it is appropriate to use exception handling

Write program code to use exception handling

Teacher guidance

Equipment and facilities

Computer science is a practical subject and the Cambridge AS and A Level syllabus places emphasis on the use of procedural high-level programming languages. Centres must ensure that their equipment and facilities are adequate for candidates to be able to satisfy the requirements of the syllabus. The hardware facilities needed will depend on the number of candidates, but should be sufficient for all candidates to have enough time to practise their programming skills.

Hardware

Candidates need to have access to a system with direct-access file capability on backing store and hardcopy facilities.

Software

Candidates should have experience of using a high-level programming language, chosen by the centre, from the following list:

- Java (console mode)
- Visual Basic (console mode)
- Python (console mode).

Books

The British Computer Society (BCS) book list for schools and colleges are suitable for use as reference. Teachers will need to consult several books to cover the whole syllabus adequately. There is a suggested book list on our website.

Practical skills

Computing is a practical subject and a range of practical exercises should supplement the study of most parts of the syllabus.

It is important that centres encourage candidates, as early as possible in the course, to develop a systematic approach to practical problem-solving using appropriate resources.

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

The **AS Level** will be assessed through two external written papers. Both papers are compulsory.

- Paper 1 – Theory Fundamentals
- Paper 2 – Fundamental Problem-solving and Programming Skills

Paper 1 Theory Fundamentals will assess content described in this syllabus, sections 1 to 8. Candidates will answer a number of questions, requiring some short and some longer answers. The questions will test knowledge and understanding of the principles behind computer science as well as the application of these to solve problems.

Paper 2 Fundamental Problem-solving and Programming Skills will assess content described in this syllabus, sections 9 to 12. Candidates will answer a number of questions, requiring some short and some longer answers. The questions will test programming knowledge and skills. Candidates will not be required to write programming code. Candidates will be provided with an Insert to use in the exam with pseudocode built-in functions and operators. For more information on the pseudocode please see www.cambridgeinternational.org/support

The **A Level** will be examined through four papers, papers 1 and 2 at AS Level plus:

- Paper 3 – Advanced Theory (written paper)
- Paper 4 – Practical

Paper 3 is a written paper and paper 4 is a practical programming paper carried out on a computer. Both papers are compulsory.

Paper 3 Advanced Theory will assess content described in this syllabus, sections 13 to 20. Candidates will answer a number of questions, requiring some short and some longer answers.

Paper 4 Practical will assess practical application of content described in the syllabus, sections 19 to 20, except for low-level and declarative programming. The programming tasks will be based around a small number of scenarios, candidates will be assessed on their ability to write programs or program elements to solve tasks. Centres must ensure that all candidates have access to computers that belong to the centre and these must **not** have internet access or access to email.

The source files given will not contain binary files.

Please see section 2: Assessment overview.

Submission of Paper 4 Practical

The evidence document supplied by Cambridge International should be saved with the centre number, candidate's name and candidate's number. At each stage in the assessment of Paper 4, candidates will be asked to copy program listings or take screenshots of results to paste into the evidence document. Candidates must save their work at regular intervals and centres are recommended to enable the auto save function. If there is no evidence of work in the evidence document, the work will not receive any marks.

Details of how to administer Paper 4 Practical can be found in the *Cambridge Handbook* which is available on our website: www.cambridgeinternational.org/examsofficers

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
Assess	make an informed judgement
Calculate	work out from given facts, figures or information
Comment	give an informed opinion
Compare	identify/comment on similarities and/or differences
Complete	add information to an incomplete diagram or table
Consider	review and respond to given information
Contrast	identify/comment on differences
Define	give precise meaning
Demonstrate	show how or give an example
Describe	state the points of a topic / give characteristics and main features
Develop	take forward to a more advanced stage or build upon given information
Discuss	write about issue(s) or topic(s) in depth in a structured way
Draw	draw a line to match a term with a description
Evaluate	judge or calculate the quality, importance, amount, or value of something
Examine	investigate closely, in detail
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
Predict	suggest what may happen based on available information
Sketch	make a simple freehand drawing showing the key features, taking care over proportions

Command Word	What it means
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
Summarise	select and present the main points, without detail
Write	write an answer in a specific way

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 recommend that learners starting this course should have completed a course in Computer Science 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.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus provided that the accommodating centre can make appropriate arrangements to conduct the practical paper. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other syllabuses in a single exam series. The only exceptions are:

- Cambridge International AS & A Level Information and Communication Technology 9626
- 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. Information on retake entries is 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 socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

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

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. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- 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.
- 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. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

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 2027, 2028 and 2029

The syllabus has been updated. This is version 1, published September 2024.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still 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 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



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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